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GLOSSARY OF TEACHING-LEARNING RELATED ACRONYMS, CONCEPTS AND DESIGNATIONS¹

LIST OF ACRONYMS:

ABET	Adult Basic Education and Training
ACCA	Association of Chartered Certified Accountants
API	Application Programming Interface
ARC	Admission Requirements Committee
ASG	African Standards and Guidelines
AV Equipment	Audio Visual Equipment
CAPS	Curriculum Assessment Policy Statements
CAT	Credit Accumulation and Transfer
CE	Community Engagement
CEd	Continuing Education
CET	Continuing Education and Training
CCFO	Critical-Cross Field Outcomes
CHE	Council on Higher Education
CIMA	Chartered Institute of Management Accountants
CTL	Centre for Teaching and Learning
CMS	Curriculum Management System
CRA	Criterion-Referenced Assessment
DBE	Department of Basic Education
DE	Distance Education
DG	Director-General of the Department of Higher Education and Training
DHET	Department of Higher Education and Training
DoE	Department of Education
ECD	Early Childhood Development
ECSA	Engineering Council of South Africa
ELO	Exit Level Outcome
ELOAC	Exit Level Outcomes and Assessment Criteria
EPE	External Programme Evaluation
EQA	External Quality Assurance
ESETA	Energy Sector Education and Training Authority
ETD	Education, Training and Development
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
ETQA	Education and Training Quality Assurer/ Assurance
FASSET	Financial and Accounting Services Sector Education and Training Authority
FEPC	Foundation Education Provision Committee
FET	Further Education and Training
FITLP	Faculty Integrated Teaching and Learning Plan

¹ The Glossary is intended as a supplement to the General Academic Rules of the NWU, the Teaching and Learning Strategy, the Teaching Learning and Assessment Policy, and the Teaching, Learning, and Assessment Rules. Where a contradiction occurs, the General Academic Rules take precedence.

FSCA	Financial Services Conduct Authority (replacing the FSB)
GET	General Education and Training
HE	Higher Education
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualifications Sub-Framework
HET	Higher Education and Training
HPCSA	Health Professions Council of SA
HRD	Human Resource Development
ICFP	Institute for Commercial Forensic Practitioners
IFE	Internal Programme Evaluation
IQA	Internal Quality Assurance
KPI	Key Performance Indicator
LGWSETA	Local Government Water and Related Services Sector Education and Training Authority
LIS	Library and Information Services
LMC	Library Management Committee
LMS	Learning Management System
LTI	Learning Tool Interoperability
MOOC	Massive Open Online Course
MOD	Module Overview Document
NCS	National Curriculum Statement
NDP	National Development Plan 2030
NGDLE	Next Generation Digital Learning Environment
NGO	Non-Government Organization
NLRD	National Learners' Records Database
NSA	National Skills Authority
NSB	National Standards Body
NSC	National Senior Certificate
NQF	National Qualifications Framework
NSC(V)	National Senior Certificate Vocational
OBE(T)	Outcomes-Based Education (and Training)
ODL	Open Distance Learning
OER	Open Education Resources
PHEI	Private Higher Education Institution
PLE	Physical Learning Environment
PQM	Programme Qualification Mix
PSET Sector	Post-school Education and Training Sector
RPL	Recognition of Prior Learning
Q&APP	Qualification and Academic Programme Planning
QA	Quality Assurance
QAF	Quality Assurance Framework
QEP	Quality Enhancement Project
QM	Quality Management
QMS	Quality Management System
QPCD	Quality Promotion and Capacity Development
SABPP	South African Board for Personnel Practice
SADC	Southern African Development Community
SACSSP	South African Council for Social Service Professions
SAIBA	South African Institute for Business Accountants
SAICA	South African Institute for Chartered Accountants
SAIPA	South African Institute for Professional Accountants
SANC	South African Nursing Council

SAPC	South African Pharmacy Council
SAQA	South African Qualifications Authority
SASSETA	Safety and Security Sector Education and Training Authority
SCAS	Senate Committee for Academic Standards
SCORM	Sharable Content Object Reference Model
SCTL	Senate Committee for Teaching and Learning
SCLPAS	Senate Committee for Language Planning and Advisory Services
SD	Skills Development
SER	Self-Evaluation Report
SETA	Sector Education and Training Authority
SGB	Standards Generating Body
SI	Supplemental Instruction
SLISC	Senate Library and Information Services Committee
SL	Service Learning
SMC	Senior Management Committee
SME	Subject Matter Expert
SoP	Standard Operating Procedure
SSETA	Services Sector Education and Training Authority
TLC	Teaching and Learning Committee
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
UMALUSI	General and Further Education and Training Quality Assurance Council
UMC	University Management Committee
UODL	Unit for Open Distance Learning
UCDPG	University Capacity Development Programme Grant
UCE	Unit for Continuing Education
VLE	Virtual Learning Environment
WBT	Web-based Training
WIL	Work-integrated Learning
WISL System	Work-integrated and Service Learning System

Concept	Description
Academic access	The opportunity to pursue education and training at a higher education level, including access to relevant qualifications and part-qualifications. Academic access should be distinguished from academic success as the former does not automatically imply the latter. Also includes the opportunity for individuals to work for a public higher education institution See also <i>Academic success</i> .
Academic essence of a Faculty	The identity or the core nature/qualities of the faculty (how it is structured, why each school belongs to that faculty particularly, what characteristics of the faculty distinguishes it from other faculties, the indispensable conceptual and/or professional characteristics that the faculty wants to develop in its students etc.) and how each discipline or subject group therein contributes towards the purpose of the faculty's very existence. The Academic essence of a Faculty is captured in Faculty Integrated TL Plans (FITLPs)
Academic integrity	The adherence to ethics of honest scholarship and the ability to work independently; also to give credit to the ideas of others and the re-use of one's own previous work, and the submission of original research products for assessment, examination and review.

<p>Academic language</p>	<p>Refers to the oral, written, auditory and visual language proficiency required to learn effectively in a higher education setting – i.e. the language that students are expected to learn and achieve fluency in. Frequently contrasted with “conversational” or “social” language, academic language includes the use of appropriate vocabulary, grammar, punctuation, syntax, discipline-specific terminology and conventions that allow students to acquire knowledge and academic skills while also successfully navigating academic requirements, assignments, expectations, and cultural norms.</p> <p>While the term is most commonly applied to language-specific skills (reading, writing, listening and speaking), competency in academic language also bleeds into a wide variety of related non-linguistic skills that are difficult to separate from language ability, including foundational academic skills (organising, planning, researching, reporting on research findings), cognitive skills (critical thinking, problem-solving, self-directedness), in addition to other forms of literacy required to succeed in their studies, such as technological literacy, online literacy, media literacy, multicultural literacy, among others.</p> <p>(https://www.edglossary.org/academic-language/)</p>
<p>Academic materials</p>	<p>Includes all academic products, irrespective of the form in which they are produced, both at undergraduate and post-graduate level, inclusive of but not limited to research articles, chapters in books, conference presentations and papers, and research outputs as an outcome of a contract with third parties.</p>
<p>Academic planning</p>	<p>Refers to all planning activities to ensure a dynamic and sustained qualification and academic programme offering and quality teaching and learning. This spans institutional planning, interaction with the regulatory bodies on both the PQM and the three-year enrolment planning and monitoring, as well as academic qualification and programme planning and development and the monitoring thereof.</p> <p>See also <i>Qualification and academic programme planning and development</i></p>
<p>Academic programme</p>	<p>A planned and structured set of learning components represented by compulsory and/or elective core and/or fundamental modules (see also <i>Core module</i> and <i>Fundamental module</i>), each comprising teaching, learning and assessment opportunities that lead to the achievement of the desired outcomes per module, culminating in the mastery of academic programme outcomes and the demonstration of the required graduate attributes of the qualification concerned.</p> <p>One or more academic programme(s) may lead to the same qualification. The minimum admission requirements, desired graduate attributes, major fields of study, general design and credit structure of all programmes that lead to the same qualification must align with the internal standard of the qualification concerned. In many, but not all, cases, such academic programmes may also have common learning components that denote the nature of the qualification, though there may be different combinations of major subjects (core modules) or disciplinary focal areas to denote each of the different programmes.</p> <p>Naming of academic programmes must conform to the HEQSF prescribed naming conventions. See also <i>Naming conventions</i> and <i>Internal NWU qualification standard</i></p>
<p>Academic programme alignment</p>	<p>All academic programmes leading to a qualification must be consistent with the particular NWU qualification standard, thus each programme must align to the following:</p> <ul style="list-style-type: none"> • Purpose of the qualification; • Admission requirements for access to the qualification (each programme may have additional subject-specific admission requirements that may not circumvent the qualification admission requirements); • Credit values: in total and at each NQF level; • Credit structure in terms of core and fundamental modules should, as far as is possible, be aligned at each NQF level to facilitate seamless articulation for the student: <ul style="list-style-type: none"> a) from one campus to another in the same programme without losing any credits; or b) from one programme to another within the same qualification, with the student only losing the credits of core modules (a different major) necessary to complete the programme to which the student articulates, successfully; • Exit level outcomes (core competencies/graduate attributes/ skills sets in terms of knowledge, experience, skills and attitudes); in each programme these required attributes should be refined; • Assessment plan (appropriate mix of formative and summative assessment opportunities and the composition of the formative participation mark in relation to the summative assessment mark); • Progression and articulation possibilities (accounting for the different majors in each programme). <p>See also <i>Internal qualification standard</i> and <i>Module alignment</i></p>

Academic Staff	<p>Any person appointed to teach or to do research at a public HE institution and any other employee designated as such by the Council of that institution</p> <p>See also <i>Administrative staff</i> and <i>Management staff and Support staff</i></p> <p><i>DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021</i></p>
Academic staff development and support	<p>Refers to all aspects related to the support of academic staff or the development of their skills within the higher education teaching and learning environment, including but not limited to professional development in a) the art of high-quality innovative university teaching, b) the skill of designing and developing responsive curricula and appropriate assessment plans, c) the effective use of appropriate teaching and learning media and technologies to enhance learning opportunities, and d) research into teaching and learning in the classroom to further enhance teaching practice.</p>
Academic student support	<p>Academic student support encompasses all the strategies, methods and resources that faculties and academic support divisions employ to help students acquire, refine and strengthen their academic skills that are necessary for study success and enhancement of employability. Many or most forms of academic support are based on identified learning needs, and faculties or support divisions will provide supplemental or intensive instruction, practice, and guidance to students who are struggling academically or who have specialised needs – these can include students with learning disabilities, physical disabilities, or developmental disabilities; or students who are performing academically or developing intellectually below or above the expectations for their age or grade level. Ultimately any type of academic student support endeavours to empower students to become independent learners by promoting academic excellence.</p> <p><u>Many CTL services are available from eFundi to students for focused SI, mentoring and tutor support:</u></p> <p>http://services.nwu.ac.za/KeepOnTL/students http://services.nwu.ac.za/ctl/academic-advising http://services.nwu.ac.za/ctl/mentoring http://services.nwu.ac.za/ctl/first-year-experience http://services.nwu.ac.za/ctl/supplemental-instruction</p> <p>Academic support strategies and methods vary depending on the identified need, the location of the student (residential/contact student or distance student) and the nature of the specialisation (including but not limited to tutoring/facilitation sessions, supplemental instruction, individual student-lecturer instruction, sessions with academic student advisors to improve reading or learning strategies and in many cases also social advice, technology-mediated or online peer teaching or student-lecturer/mentor/facilitator interaction, offering of face-to-face or online literacy programmes, learning activities via the NWU Learning Management System (LMS).</p> <p><u>At the NWU the following student support divisions exist:</u></p> <p>Centre for Teaching and Learning (http://services.nwu.ac.za/ctl) Career Centre (http://services.nwu.ac.za/career-centre) eFundi Support (http://services.nwu.ac.za/ctl/student-efundi-support) Health Centres (http://services.nwu.ac.za/health-centres) HIV and Aids Services (http://services.nwu.ac.za/student-counselling-and-development/hiv-and-aids-services) International Students (http://www.nwu.ac.za/international-students) IT Support (http://services.nwu.ac.za/ithome) Language Directorate (http://services.nwu.ac.za/language-directorate) Library and Information Services (http://library.nwu.ac.za/) Residence Services (http://services.nwu.ac.za/business-and-enterprise-development/residence-services) Social Work Services (http://services.nwu.ac.za/student-counselling-and-development/social-work-services) Student Counselling and Development (http://services.nwu.ac.za/student-counselling-and-development) Student Psychological Services (http://services.nwu.ac.za/student-counselling-and-development/psychological-services) Financial Support Services (http://studies.nwu.ac.za/financial-support) Writing Centre (http://humanities.nwu.ac.za/nwu-writing-centre)</p>

Academic success	<p>In the broadest sense academic success is inclusive of academic achievement (student academic performance and academic ability), attainment of learning and all module outcomes within a programme, acquisition of desired skills and competencies, student satisfaction and motivation, persistence (continued progression), and ultimately graduating and being employable which includes self-employability/ finding employment.</p> <p><i>Defining and Measuring Academic Success. Available from:</i> https://www.researchgate.net/publication/278305241_Defining_and_Measuring_Academic_Success</p>
Academic year	<p>A calendar period in which a student registers for a level of an academic programme. Registration can occur in January (the first annual registration period) or in July (the second annual registration period) of an academic year. Students whose initial registration occurs within the second annual registration period, must renew their registration during the initial registration period of each subsequent academic year.</p>
Accreditation	<p>The principles and processes whereby academic programmes leading to qualifications registered on the NQF are evaluated by the HEQC, a permanent committee of the CHE, for quality in terms of national criteria, and are approved for delivery by institutions registered by the DHET that are confirmed to have the capacity to offer the academic programme.</p> <p>The recognition status (equated to the HEQC evaluation which indicates that the programme meets minimum standards of quality) is granted for a stipulated period of time.</p>
Accredited academic learning programme	<p>An academic learning programme, leading to one of the qualification types of the HEQSF that has gone through the process of approval by the CHE.</p>
Accredited provider	<p>A legally established institution (public or private) that has been recognised, usually for a particular period of time, by a Quality Council, as having the capacity or provisional capacity to offer a qualification or part-qualification registered on the NQF at the required standard.</p>
Active learning	<p>Active learning refers to a range of teaching strategies which engage students as active participants in teaching and learning activities during class time with their lecturer/ facilitator/ tutor, or during self-directed learning sessions. Typically, these strategies involve a number of students working together during class, but may also involve individual work and/or reflection. These teaching approaches range from short, simple activities like journal writing, problem-solving, self-assessment and paired discussions, to longer, involved activities or pedagogical frameworks like case studies, role plays, brainstorming activities, peer review and structured team-based learning. Active learning stands in contrast to "traditional" modes of instruction in which students are passive recipients of knowledge from an expert.</p>
Active student	<p>In order to be deemed an enrolled and active student for subsidy purposes during a specific academic year, a registered student is required to actively participate in the prescribed teaching, learning and assessment activities of every programme module for which he/she is registered during that academic year, so that the responsible academic unit can provide proof of such participation. Such proof must be provided by the applicable census dates of the academic year concerned. It should be noted that sitting for an examination is not deemed as sufficient proof of activity.</p> <p>According to HEMIS, an effective registration by a student for a module exists when all these criteria have been met:</p> <ul style="list-style-type: none"> • The module is an approved component of the student's approved curriculum on a module census date determined by the institution. • On that module census date the student is still entitled to be undertaking the module, has not officially withdrawn from the module and has not been officially excluded from the module. • The module census date lies within a set period: <ul style="list-style-type: none"> ▪ the start date for the set period is the first teaching day for the module plus 1/3 of the number of teaching days in the module, and ▪ the end date for the set period is the first teaching day for the module plus 2/3 of the number of teaching days in the module.

Adaptive learning	<p>Adaptive learning is one of many possible approaches to personalized, highly targeted education to large numbers of learners through various technology systems and tools.</p> <p>Adaptive learning is one technique for providing personalised learning, which aims to provide efficient, effective, and customized learning paths to engage each student. Adaptive learning systems use a data-driven and, in some cases, nonlinear approach to instruction and remediation. They dynamically adjust to student interactions and performance levels, delivering the types of content in an appropriate sequence that individual learners need at specific points in time to make progress. These systems employ algorithms, assessments, student feedback, instructor adjustments/interventions, and various media to deliver new learning material to students who have achieved mastery and remediation to those who have not.</p> <p>https://www.smartsparrow.com/what-is-adaptive-learning/ See also <i>Personalised Learning</i></p>
ADDIE model for eLearning	<p>A process for the development of eLearning materials. The process consists of 5 steps: Analysis (needs analysis, target audience analysis, task and topic analysis); Design (learning objectives, sequencing, instructional strategy, delivery strategy, evaluation strategy); Development (content development, storyboard development, courseware development); Implementation (installation and distribution, managing student activities); Evaluation (e.g. student reactions, proof of learning or learning outcome achievement, behavioural change, transfer of job-related knowledge and skills, etc).</p> <p>See also <i>e-Learning</i></p>
Additional module	<p>Any module taken by a student in addition to those required for the formal curriculum of the academic programme for which the student concerned, is registered. Additional modules are thus not recognised for purposes of successful completion of a particular qualification programme.</p>
Administrative staff	<p>All technical and office staff, as well as all executive and professional staff, who spend more than 50% of their official time on administrative functions.</p> <p><i>DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021</i></p>
Admission	<p>A process by which the NWU assess applications for enrolment in terms of eligibility criteria.</p> <p><i>DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021</i></p>
Admission procedures	<p>The application of faculty-specific selection criteria to select potential students to pursue education and training opportunities in academic programmes offered by the NWU</p>
Advanced standing	<p>The status granted to a student for admission to study at a higher level than the student's prior formal studies would have allowed, including exemption where applicable. Granting advanced standing does not entitle the student to claim the achievement of the exempted qualification.</p>
Agency (verb)	<p>The power of individuals or groups to change perspectives, practices, conditions or contexts.</p>
Amendment, cancellation or discontinuation of registration	<p>Subject to provisions in faculty rules, and according to applicable provisions regarding payable fees, a student may apply in the prescribed manner, and within the period indicated for that purpose on the annual University calendar, to amend, cancel or discontinue his/her registration.</p> <p>Cancellation of registration may apply to a programme or module, and entails that a student withdraws from the programme or relevant module before formal tuition begins. Timeous cancellation of registration will not reflect on a student's academic record and a part of the registration fees, as well as the paid tuition fees, may be reimbursed.</p> <p>Discontinuation of registration entails that a student withdraws from a programme or module after the commencement of formal tuition. Discontinuation of registration will be reflected as such on the student's academic record without reimbursement of registration or tuition fees paid.</p>
Annual university calendar	<p>Means a calendar with the dates of official university events in a particular calendar year, approved by the council and published annually by the registrar</p>
Application Programming Interface (API)	<p>The specification that allows software packages to communicate with one another. In the world of eLearning development, the Application Programming Interface makes it possible for the web browsers or servers to communicate with third-party software. One of the most popular interfaces is Tin Can API, which is the generation that followed SCORM. It allows you to collect data from a broad range of content both offline and online.</p>

Applied competence	<p>The ability to put into practice in the relevant context, the learning outcomes acquired in the process of obtaining a qualification or part-qualification. Applied competence encapsulates foundational, reflexive and practical competence:</p> <p>Foundational competence embraces the intellectual/academic skills of knowledge together with analysis, synthesis and evaluation, which includes information processing and problem-solving; practical competence includes the concept of operational context; and reflexive competence incorporates learner autonomy.</p> <p>See also <i>Level descriptor</i></p>
Articulation	<p>means the process of forming systemic, specific and individual possibilities of connection between qualifications and/or part-qualifications to allow for the horizontal/ lateral, vertical and diagonal movement of learners through the formal education and training system and its linkages with the world of work:</p> <ol style="list-style-type: none"> i. Horizontal articulation between qualifications is articulation within and between NQF SubFrameworks, on the same NQF level; ii. Vertical articulation between qualifications is articulation across NQF levels within an NQF SubFramework; iii. Diagonal articulation between qualifications is articulation across NQF levels and across NQF SubFrameworks; iv. Systemic articulation is a 'joined up' system including qualifications, professional designations, policies and various other official elements that support learning and work pathways; v. Specific articulation means aligning qualifications through inter- or intrainstitutional agreements such as memoranda of understanding, credit accumulation and transfer and other mechanisms; vi. Individual articulation refers to learners being supported in their learning and work pathways through flexible admission, curriculum, learning and teaching, and learner support systems such as the quality of qualifications and learning, career development services, and other mechanisms.
Assessment	<p>The term assessment refers to the wide variety of methods or tools that lecturers use to evaluate, measure, and document the academic readiness, learning progress, educational/ learning needs, or knowledge/ skill acquisition of students. The CHE further defines assessment as an integral part of the teaching and learning process that is systematically and purposefully used to identify, gather and interpret information against the required competencies in a qualification in order to make judgement about a student's achievement. It is a continuous and iterative process that is not used to measure learning only but is also a means to develop lifelong learning and to promote innovative and creative thinking in order to consolidate existing learning and build further learning. Assessment includes the provision of timely and appropriate feedback to students as this core academic process provides an important basis for interaction between student and lecturer. Furthermore, assessment is a tool for lecturers to reflect on the success of their teaching approaches.</p> <p><i>Policies on the Recognition of Prior Learning, credit Accumulation and Transfer, and Assessment in higher education (CHE, 2016).</i></p>
Assessment Approach/Method (Approach and Method of assessment are used interchangeably in literature)	<p>Assessment approaches/methods include Assessment for Learning (AfL), Assessment of Learning (AoL), and Assessment as Learning (AaL)</p> <p>See also <i>Forms of Assessment</i></p>
Assessment as learning	<p>Assessment <u>as</u> learning is the process whereby students learn to self-assess in order to monitor their own learning progress mainly through reflection/ self-reflection and often with the help of their lecturers or peers. This allows students to make adjustments and become capable of achieving a deeper understanding of their learning. Assessment as learning is particularly important in this digital age where learning and teaching has shifted to student-centred approaches and the teacher has become a facilitator of the learning and teaching processes. Students thereby learn to set and adjust, when necessary, personal learning goals.</p>
Assessment criteria	<p>Assessment criteria are statements that are clearly measurable standards for a particular outcome used to guide learning and to assess student achievement and/or to evaluate and certify competence. Assessment criteria are derived directly from the outcomes. They provide guidelines for developing particular assessment tasks, and they enable the assessor to judge whether the student's performance is sufficient to earn credit.</p>

Assessment for learning (formative assessment)	<p>The philosophy behind assessment for learning is that assessment and teaching are integrated processes and that the focus is rather on development than on the measurement of student learning. Assessment for learning is thus a teaching and learning approach where students become more involved during the teaching process, and become more confident in their own learning and their progress towards mastery of assessment criteria, and ultimately towards realisation of outcomes. Assessment for learning is ongoing assessment that allows also for a lecturer to monitor student progress on a day-to-day or week-by-week basis and modify their own teaching practices based on the outcome of the monitoring process and feedback to and from students.</p> <p>See also <i>Assessment of learning (summative assessment)</i></p>
Assessment Forms/Types (Forms and Types of assessment are used interchangeably in literature)	<p>Formative (formal or informal), summative (formal), diagnostic, ipsative, norm-referenced, criteria referenced.</p> <p><i>*Diagnostic assessment is a form of pre-assessment for the lecturer to gauge students' strengths, weaknesses, knowledge and skills before teaching commences for meaningful planning and effective teaching.</i></p> <p><i>* Ipsative assessment is sometimes referred to as personal profiling. In education, ipsative assessment means the assessment is referenced to students' former performances, resulting in a descriptor expressed in terms of their 'personal best'.</i></p> <p><i>*Norm-referenced assessment is the process of evaluating (and grading) the learning of students by judging (and ranking) them against the performance of their peers.</i></p>
Assessment instrument	<p>The activities students engage with to produce evidence for assessment purposes (e.g. written examination, written essay, oral presentation, digital product, a model, an individual, group or peer assessed activity, projects, portfolios, etc.)</p>
Assessment of learning (Summative assessment)	<p>Assessment of learning occurs when lecturers use evidence of student learning to make judgements on student achievement against a standard. The required standard is captured in module outcomes and related assessment criteria.</p> <p>A summative assessment usually takes place at the end of a semester as a final examination.</p>
Assessment plan/ Assessment strategy	<p>The module assessment plan provides guidelines to students on how to provide the required evidence to demonstrate that all the module outcomes have been achieved. The plan illustrates the appropriate mix of assessment opportunities/tasks and how these tasks contribute to the assessment model/framework (i.e. participation mark and final examination to calculate final mark). Providing detail relating to the methods, purpose, assessment criteria/standards, weight, grading, marking instrument, feedback, timeframe of each assessment opportunity/task. The assessment plan for each module needs to align with the NWU TL and Assessment Policy and Rules and must be reviewed regularly. This plan is communicated to students on different platforms such as study guides and on module eFundi sites.</p>
Assessment rubric	<p>Rubrics are marking tools which are developed hand-in-hand with assessment tasks; they reflect the intention and purpose of the assessment, and through the assessment, the learning outcomes of the module. They aim to separate out the standards of student work that are required, and communicate those standards to students and other staff members - that is, they bring clarity and transparency to the assessment task.</p>
Assessment standard	<p>Describes the level at which students should demonstrate their achievement of the learning outcome(s) and the ways (depth and breadth) of demonstrating their achievement. While these standards embody the knowledge, skills and values required to achieve learning outcomes, they do not prescribe the method for achievement.</p>
Assessment Tool	<p>The complete set of documentation used in assessing student learning. Examples of assessment tools include memoranda, rubrics, checklists, scales, plagiarism detection, classroom polling, gamification.</p>
Assessment weighting	<p>Assessment weighting is the calculation used to give more importance to specific assessment opportunities. This is a way to recognise that not all assessments are equal in value.</p>
Assessor	<p>Refers to an academic staff member, external academic, or another person external to the University with expertise in a particular field, who is responsible for conducting different assessments in a module(s) or academic programme and providing feedback to students.</p>
Assistant promoter	<p>Refers to any person who is normally but not necessarily on the staff of the University and who, in consultation with the promoter, renders assistance and guidance to a student studying for a doctorate in respect of some particular part or parts of the study undertaken by the student; approved by the faculty committee, listed on the title registration document and afterwards appointed in writing by the Higher Degrees Administration Department.</p>

Assistant supervisor	Refers to any person who is normally but not necessarily on the staff of the University and who, in consultation with the supervisor, affords assistance and guidance to a student studying for a master's degree in respect of some particular part or parts of the study undertaken by the student; approved by the faculty committee, listed on the title registration document and afterwards appointed in writing by the Higher Degrees Administration Department
Assumed learning	Assumed learning refers to the knowledge, skills and behaviours a student must have mastered before he/she can continue with a specific module; assumed learning can be denoted by a module(s) prerequisite, or by parts thereof, which a student must have passed, or in which a certain minimum performance must have been achieved
Audio visual equipment	Refers to the equipment used in classrooms to add sound and visual components to support teaching and learning.
Authentic Assessment	The basic implication of the term [authentic assessment] seems to be that the assessment tasks designed for students should be more practical, realistic and challenging than what one might call 'traditional' paper-and-pencil tests. Authentic assessment tasks can be considered as learning tasks, and learning and assessment thereby become seamless. Authentic assessment is driven by ill-defined tasks that have real-world relevance. They are complex and need to be completed over a longer period of time; they are not a series of shorter, disconnected activities. The outcome of the assessment is a product that is valuable in its own right and is usable by students in practice. <i>See also <u>Integrated assessment</u></i>
Blended learning	Blended learning is an approach to Teaching and Learning design that focuses on the student's experience and success through well-planned and structured lecturer-facilitated interactive teaching and learning. It integrates face-to-face classroom practices with appropriate elements of e-Learning (<i>see definition of e-Learning</i>) and blends thoughtfully selected complementary teaching and learning methodologies and activities, as determined by factors such as the pedagogical/ andragogical context, the nature of the discipline, student needs and preferences, and affordances of relevant, appropriate & sustainable technologies. It is a fundamental redesign that transforms the structure of and approach to teaching and learning, as embedded in the programme and module offerings irrespective of mode of provision. The extent of the blend is reflected on a continuum from a nominal web presence (e.g. a module study guide in the lessons functionality in eFund) with diverse teaching and learning methodologies in a face-to-face contact event, to a fully web-dependent design with a smaller face-to-face presence. Blended learning is not to be confused with fully online learning.
Block grant	Undesignated amounts to cover the operational costs of a public higher education institution, linked to the provision of teaching and research-related activities. <i>DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021</i> State subsidy to universities is divided into block and earmarked grants. Block grants are consolidated into a single transfer and the funds can be used for any legitimate university purpose. Currently, block grants have four components: teaching input (based on enrolments), teaching output (based on graduations), research output (based on approved publications and research masters and doctoral graduations) and institutional factors (based on institution size and proportion of historically disadvantaged students).
Bona fide first-time entering student	The person (a) is effectively registered in the hemis reporting period for an undergraduate or prediplomate course and (b) in the past has not been effectively registered in any higher education course at the institution or any other higher education institution.
Career advisory	An individual discussion between a student and Career Consultant from the Career Centre, supported by Campus Liaison Officers, to advise the student on activities, and offerings that are related to career opportunities and how to proceed with their job search, CV-writing and interview preparation.
Career fair	This is a broad exhibition by companies that display and share career opportunities. The exhibition is mainly focused on sharing opportunities related to internships, vacation work, graduate development programmes and / or full-time employment opportunities.
Career guide	A publication that provides information related to career related prospects for students. The publication offers an opportunity for companies to showcase and promote career-related opportunities to attract suitable graduate students. Additionally, companies post career advertisements and share their contact info in this guide. The publication shares career preparation information to NWU students. This information is useful to them in their job search processes, CV-writing, interview preparation, employability enhancement and developing their work readiness.

Career resources	The physical resources (books, pamphlets, career guide etc.) or electronic resources (NWU website, eFundi and Career Zone), available to students to provide general job search information or information on specific topics, employers or opportunities.
CareerZone (Simplicity career services management system)	The NWU Online career services portal managed by the Career Centre, where NWU students and Graduate Employers subscribe to share and exchange information on career opportunities.
Certification	Formal recognition of a qualification or part-qualification awarded to a successful student.
CESM	Classification of Educational Subject Matter. A set of classifications aiming to provide a single coherent system for categorising subject matter irrespective of the level of instruction or type of institution. See also <i>CESM funding categories</i>
CESM funding categories	CESM categories are the standard ways of classifying all qualifications, programmes and modules offered by higher education institutions for funding purposes. The current CESM system used in HEMIS has 20 first-order categories covering the fields of science and technology, business and management, education, humanities and the social sciences and reporting is done to the 3 rd order CESM.
Census date	A set date within the academic period on which the effective registration of students is evaluated for funding purposes.
Code of ethics for staff and students	The contract between the NWU and its employees and students in inculcating a shared understanding of the values statement of the university in the pursuit of academic integrity for all processes and products of academic output. As a member of the North-West University all employees and students subscribe to and support the dream and purpose of the University and the values it espouses.
Coherence, responsiveness and sustainability of the academic offering	When there is a clear and logical articulation pathway for qualifications within a cognate or trans-disciplinary field of study from the undergraduate to the postgraduate level (NQF 5 – 10), the academic offering in that field of study is coherent and the parts fit together naturally and reasonably. When the academic offering of the NWU, irrespective of the field of study, responds to the needs and addresses the imbalances within the societies it serves, both locally, nationally and internationally, the academic offering is responsive, and graduate employability is enhanced. When the academic offering is in demand, financially sustainable, and the successful completion of our qualifications leads to different career pathways and/ or further study, the academic offering is sustainable.
Cohort	A group of students/learners that commence a particular programme of study in a particular defined period. <i>DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021</i>
Communication synchrony/ Immediacy of T&L delivery	A-synchronous online - A course/ module where most of the content is delivered online and students can participate in the online course from anywhere and anytime. There are no real-time online or face-to-face meetings. Bi-chronous online: the blending of both asynchronous and synchronous online learning, where students can participate in anytime, anywhere learning during the asynchronous parts of the course/ module but then participate in real-time activities for the synchronous sessions. The amount of the online learning blend varies by the course/ module and the activities included in the course/ module. Synchronous Online: A course where most of the content is delivered online and students can participate from anywhere. There are real-time online meetings, and students log in from anywhere but simultaneously participate in the course/ module. Blended Synchronous: A combination of face-to-face and synchronously online students in the course. (https://er.educause.edu/articles/2020/9/bichronous-online-learning-blending-asynchronous-and-synchronous-online-learning)

Community Engagement (CE)	<p>The processes and activities performed by the staff and students, primarily aimed at strengthening or supporting society and or individuals in need of assistance or engagement. CE is a process, function, programme or project used by the University that integrates teaching and learning, research, innovation, outreach/volunteerism in partnership with communities to advance social responsiveness, development and an ethic of care.</p> <p>CE as a core function of the University exists to nurture and manage partnerships with communities, the intention being to facilitate cooperation between various communities and the University, as well as to provide the means whereby both parties can actively discover knowledge, teach and learn from one another in a reciprocal, mutually beneficial manner.</p> <p>CE is both a tangible and an intangible process that requires resources (financially, time, transport, equipment, reporting, human resources, etc.) that should reflect into budgets and strategic funding, in funding applications and are reflected in responsible financial governance.</p>
Community of inquiry	<p>“A community of inquiry is a cohesive and interactive community of learners whose purpose is to critically analyse, construct and confirm worthwhile knowledge. The three key elements for a viable community of inquiry are social presence, teaching presence and cognitive presence (such presence may of course also be in the online environment – synchronously or a-synchronously). A community of inquiry appropriately integrates these elements and provides a means to guide the design of deep and meaningful learning experiences.”</p> <p><i>Garrison, D.R., & Vaughan, N.D. (2007); Blended learning in higher education: Framework, principles, and guidelines. San Francisco, CA: Jossey-Bass; p 9.</i></p>
Competence	<p>The ability to suitably integrate knowledge with skills and apply within a particular context. Practical, basic and reflexive in nature.</p> <p>See also <i>Applied competence</i></p>
Compulsory module	<p>Refers to those modules and associated module outcomes required by faculty rules to form part of the curriculum of an academic programme, and which students are required to pass in order to obtain the qualification concerned. Compulsory modules can be either fundamental or core learning components.</p> <p>See also <i>Fundamental module, Core module</i> and <i>Elective module</i></p>
Constructive alignment	<p>Refers to a teaching and learning environment where the teaching and learning opportunities and activities, the assessment tasks and methods, and the learning platforms and instructional technologies are aligned to the intended outcomes of a module. The first step in designing a constructively aligned curriculum is thus always to formulate the programme purpose and from there to derive the intended module outcomes (what students must learn and be able to demonstrate after completion of every module that forms part of the programme's curriculum). Content, teaching, learning, assessment criteria and plans, are then designed to align to these outcomes. Appropriate instructional technologies are also only then selected to assist in the mastery of these outcomes.</p>
Contact mode of provision	<p>The presentation and assessment of the composite modules of an academic programme of a qualification in the venues of a NWU site of delivery (campus). This involves student attendance of and participation in scheduled learning opportunities such as lectures, tutorials, seminars, studio/laboratory work, practicals, projects, group work, supervisory engagements and such in a venue on campus. It can also refer to planned and appropriate research activities, field excursions, work-integrated learning or service-learning activities that are required as part of the successful completion of some of the modules of a particular programme of a contact qualification. The contact mode of the provision requires personal contact, interaction and critical engagement between students, content and NWU academic staff, and amongst students registered for the same modules.</p> <p>It is important to note that within a programme approved and registered for contact provision, up to 30% of the credits of the programme may be offered fully online, and that blended modes of teaching and learning is part of the strategic direction of the NWU for contact modules.</p>

Contact sessions	<p>Planned and formally scheduled interactions between academic staff (lecturers, tutors, facilitators, presenters), and NWU students that can take the form of the following:</p> <ol style="list-style-type: none"> groups of registered NWU contact students attending and participating in teaching and learning in a physical teaching venue on-campus (lecture rooms, laboratories, seminar rooms, studios, clinical settings etc.), groups of registered NWU contact and/or distance students engaging in real-time teaching and learning activities via an appropriate online learning platform (see also <i>Online learning</i>) groups of registered NWU distance students that attend and interact during a synchronous technology-mediated session at an approved learning support centre off-campus, or in the online environment in an a-synchronous manner. <p>Groups of registered NWU CEEd participants can also attend and interact during synchronous technology-mediated contact sessions or in real time in a designated venue.</p> <p>See also <i>Learning support centre</i></p>
Contact time	<p>Student contact time refers to the lecturer/facilitator/tutor/mentor-mediated time allocated to teaching, guidance and feedback to students, and formative and summative assessments. This time includes activities that take place in face-to-face contexts such as on-campus lectures, seminars, laboratories, studios and workshops, class tests etc., as well as off-site monitored work-integrated and service-learning activities, excursions and fieldwork that form part of a module.</p> <p>Contact time can also take the form of engagement in an online environment that can be synchronous (using real-time environments such as Skype, Vidyo or eFundi chatrooms) or asynchronous (using tools such as moderated discussion forums, blogs or wikis). Online contact time is always characterised by personalised lecturer/facilitator/tutor presence and input/feedback to students within a specified time-frame.</p>
Content Management System	<p>An e-Learning platform used to develop, modify, store, and manage information. It helps to keep the data organized, which makes it easier to reuse and repurpose e-Learning content for future use.</p>
Continuing education (CEEd) Course fee	<p>The amount payable by a participant or their sponsor/ bursar in respect of a non-formal programme (short learning programme/ executive training programme) offered by the NWU.</p>
Continuous Assessment	<p>A continuous assessment approach structures student's teaching, learning and required assessments on an ongoing basis over a period of time, where judgement of progress and outcomes mastery throughout the learning process culminates in a final module mark, without concluding the study period with a formal invigilated sit-down examination for a module. Progress in terms of a student's abilities in specific areas are made in order to facilitate further positive learning in a module throughout the academic programme. The student must be made aware of the weighted average of every assessment to enable positive and continuous engagement throughout the period of assessment.</p>
Co-promoter	<p>Refers to a person who is normally but not necessarily on the staff of the University and who, in consultation with the promoter, affords assistance and guidance to a student for a doctorate with regard to the study undertaken by such student; approved by the faculty committee, listed on the title registration document and afterwards appointed in writing by the Higher Degrees Administration Department.</p>
Copyrights	<p>An umbrella term that, in terms of the law, provides legal protection to the copyright holder against the unauthorised reproduction of literary works, musical works, artistic works, cinematograph films, sound recordings, broadcasts, programme-carrying signals, published editions, computer programmes.</p> <p>Included are, however, also limitations and exceptions to copyright permitting fair use, use for private study and research, and use justified for purposes of education.</p> <p>Unless otherwise stated in a contract, the author or creator of a work retains its copyright. He or she may assign the rights to any other person or legal entity, and share the materials with others on any such conditions he/she may desire.</p> <p>The author(s) retains at all times the moral rights to assign the rights (paternity and integrity rights) in his work.</p>
Core module	<p>Those modules that define the character or the essence of the academic programme, often referred to as major subjects. The name of a core module is usually linked to the qualifier and/or academic programme name. The core modules of an academic programme usually have a clear progression route from one year to the next although there can be exceptions to this rule. Usually, but not always, the successful completion of a core module at one year level is a prerequisite to register for the succeeding (next level) core module in the same specialisation.</p>

Co-supervisor	Refers to person who is normally but not necessarily on the staff of the University and who, in consultation with the supervisor, affords assistance and guidance to a student for the master's degree with regard to the study undertaken by such student; approved by the faculty committee, listed on the title registration document and afterwards appointed in writing by the Higher Degrees Administration Department
Council on Higher Education (CHE)	An independent statutory body responsible for advising the Minister of Higher Education and Training on all HE policy issues, and quality assurance in HE. The CHE is the council for quality assurance in HE, mandated by the NQF Act (67 of 2008) to achieve the objectives of the NQF and to develop and manage the HEQSF.
Credit	<p>Credits are used as a measure of the volume of learning required for a qualification and can be specified in terms of the total minimum number of credits required, and in terms of the minimum number of credits required at the specified exit level of the qualification type as described in the HEQSF.</p> <p>The credit-rating system estimates that 10 notional hours are equivalent to one credit. Credits represent a measure of all the learning activities in which students engage and include, among others, contact time, self-study, WIL, assignments, projects, and examinations.</p> <p>120 credits are approximately equivalent to 1 year of full-time study. A credit value is always expressed as "X credits at NQF level Y", and both the credit and level must be mentioned at all times (a reference to levels without credits may be misleading, and viewed as fraudulent).</p> <p>Minimum requirements in credit totals per qualification type are clearly stated in the General Academic Rules. Of importance is the NWU Senate allowance of a maximum of 20% additional credits that may be added to a qualification with sufficient motivation. Only in cases where Statutory Bodies prescribe more credits than the Senate allowance will such a credit burden be permitted.</p> <p>Also see <u>Notional hour</u> and <u>Module credit value</u></p>
Credit accumulation	Refers to the totalling of credits towards the completion of a qualification or a part-qualification.
Credit accumulation and transfer (CAT)	<p>A term used to refer to the mechanism for promoting articulation between qualifications within a sub-framework of the NQF. The purpose of CAT is to provide for mobility of students to enhance their chances to successfully complete their formal qualification. CAT also provides for articulation across the sub-frameworks of the NQF.</p> <p>CAT promotes the practice of accumulating credits from one or more formal cognate academic programmes in an institution, and transferring those credits to be recognised towards a qualification in the same or a different institution.</p> <p>Comparability, a term closely related to the notion of CAT, means the degree of similarity between two or more qualifications/ part-qualifications in terms of purpose, level, credits and module learning outcomes in order to determine the extent of credit accumulation and/ or transfer within or between institutions. The matching of curricular properties should also be considered when comparability is determined;</p> <p>Credit transfer specifically means the vertical, horizontal or diagonal relocation of credits towards a qualification or part-qualification on the same or different level, usually between different programmes, schools/faculties or institutions.</p> <p>A CAT system means an arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace; a CAT system must facilitate the development of credible, efficient and transparent processes for CAT within and between the Sub-Frameworks of the NQF</p>
Criteria	Criteria are benchmarks for evaluation and for making quality judgements about higher education activities based on the standards and guidelines agreed upon by the Higher Education (HE) sector. (From the document "A Quality Assurance Framework (QAF) for Higher Education in South Africa)

<p>Criteria for effective assessment</p>	<p>Validity, where assessment measures what it sets out to measure; where procedures, methods, instruments and materials are appropriate, useful and meaningful;</p> <p>Reliability, where measures produce similar results under consistent conditions; where to a great extent, similar assessment-related judgements are made across similar contexts in consistent ways;</p> <p>Integrity, where there is honesty and fairness in every part of the assessment process;</p> <p>Transparency, where students and educators have a clear understanding of the relevant processes;</p> <p>Social justice and equality, where there is an absence of bias in assessment practices such that they do not in any way hinder or advantage specific students.</p> <p>Sensitivity to language, where care is taken to use appropriate language in assessment so that the use of language does not become a barrier in learning and assessment processes.</p> <p><i>(From the Policies on the recognition of prior learning, credit accumulation and transfer, and assessment in higher education, CHE, 2016).</i></p> <p>See also <u>Assessment</u> and <u>Formative assessment</u> and <u>Summative assessment</u></p>
<p>Criterion-referenced assessment (CRA)</p>	<p>CRA implies that a student's performance is measured against learning objectives to ascertain whether the student has achieved the level of knowledge or skills required. CRA is the process of evaluating and grading the learning of students against a set of pre-specified qualities or criteria, without reference to the achievement of others. CRA does not measure student performance against their peers, instead the student is graded on their own strengths and weaknesses, i.e. achievement and learning of individual students.</p>
<p>Critical cross-field outcomes (CCFOs)</p>	<p>The generic outcomes which inform all learning and teaching and are encapsulated in graduate attributes.</p>
<p>Cross-border provision</p>	<p>Offering of an academic programme that forms part of the PQM of the NWU outside of the borders of South Africa. The intent to offer such programme is required to be communicated by the Registrar to the Department of Higher Education and Training. The Registrar will require confirmation by the foreign Quality Council as per the international agreement in this regard.</p>
<p>Culture</p>	<p>The norms, values and ideas that reside within a specific context and should be embraced by all working within that context.</p>
<p>Curriculum</p>	<p>The curriculum of an academic programme refers to the planned and unplanned teaching and learning experiences and interactions of lecturers with students, students with students, lecturers and students with study content, study materials, resources and teaching and learning technologies. It is inclusive of assessment activities that students are exposed to with a view to achieving desired outcomes in terms of knowledge, competencies and attributes. These learning experiences are facilitated by the composition of the learning components of the academic programme of a qualification, encompassing the compulsory core and fundamental modules, and if relevant, the elective modules, and the credit allocation of each.</p> <p>The QAF describes a curriculum is a structure that distributes access to knowledge and to knowing by specifying what is taught, who is taught, who teaches, how it is taught and how learning is assessed. The curriculum is therefore politically, socially and culturally constructed.</p> <p>The term curriculum encompasses:</p> <ul style="list-style-type: none"> • Knowledge, such as the list of subjects, topics • and resources included in a course of study • Ways of knowing, skills, values and practices • Teaching methodologies • Assessment practices <p>All curricula are informed by the nature of the discipline/field, the philosophical beliefs of the designer, who the students are and the broader context in which the curriculum is enacted. A curriculum encompasses the planned process, the actual implementation of the teaching and the students' experiences of the learning process. It also includes awareness of the 'hidden curriculum', that is, the unwritten, unofficial and often unintended lessons, values and perspectives that a curriculum promotes and enacts.</p> <p><i>(From the document "A Quality Assurance Framework (QAF) for Higher Education in South Africa)</i></p> <p>See also <u>Learning components</u></p>
<p>Curriculum management system (CMS)</p>	<p>The CMS is an electronic management system that provides a process flow for the approval of curricula in preparation to serve at the SCAS.</p>
<p>Curriculum team</p>	<p>A multidisciplinary team that is responsible for the design and development of a curriculum, consisting of relevant Faculty members, Q&APP representatives and CTL representatives.</p>

Curriculum transformation	A dynamic process whereby a curriculum is coherently designed or re-designed to be intellectually credible and socially responsive and relevant so as to equip students and graduates to address and successfully navigate the challenges and opportunities of 21 st century society. This requires all staff and students to further develop a culture of openness and significant reflection on knowledge about critical issues such as (but not limited to) diversity, race, class, disability, language, religion, gender, inclusivity and social responsibility, and the influence thereof on the renewal of pedagogy and classroom practices.
CV and interviewing training for students	Part of the NWU Career Centre's services. Guidance to NWU Students in the form of group presentations, approximately 50 to 60 minutes each, that assist students to compile their own CVs. In addition, students are assisted in preparing them for job interviews. The presentations are made in person by the Career Consultant who also alternates with the Campus Liaison Officers across the three campuses. In addition, the students receive hand-outs to assist their learning and recollection of the information shared during the workshop.
Data	A representation of facts, concepts, or instructions in a formal manner, suitable for communication, interpretation, or processing by humans or by automatic means. (Concepts and Definitions for Statistics South Africa, 2010).
Data accuracy	A degree to which the output correctly describes the phenomena it was designed to measure (SASQAF, 2010).
Data archiving	Repository holding documents or other material containing a variety of data, usually those of historical and/or rare value. (Education Information Standards Dictionary of Education Concepts and Terms 2010).
Database	A logical collection of information that is interrelated and that is managed and stored as a unit, for example in the same computer file (OECD, 2007).
Data coding	A process of converting verbal or textual information into codes representing classes within a classification scheme, to facilitate data processing, storage or dissemination (Concepts and Definitions for Statistics South Africa, 2010).
Data confidentiality	A property of data usually resulting from legislative measures which prevents it from unauthorised disclosure (Concepts and Definitions for Statistics South Africa, 2010).
Data collection	The process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes (Concepts and Definitions for Statistics South Africa, 2010).
Data verification	Processes by which data is checked, assessed, reviewed and audited (Concepts and Definitions for Statistics South Africa, 2010).
Decolonisation of the curriculum	Involves placing African identity, knowledge, history, society and ideals on an equal footing with foreign (Western, European or American) values, ideals, approaches and content in academic programmes. This exposes students to an African-centred worldview, while acknowledging the existence of other worldviews and perspectives, without assuming a uniform, monolithic or one-dimensional "African" world view, undifferentiated and uncritical. It can include, but is not limited to, studying works by African authors, scientists and artists, "western" theorists, academics, thinkers and philosophical pioneers and ground-breakers that do not necessarily have their origins in Africa, The voice of both the student and the broader society, irrespective of culture, language, gender, religion or background, must be heard and examined in such module content and outcomes to recognise and develop new Africanised and other alternative knowledge types and their underlying assumptions as relevant to the area of study (from the NWU Decolonisation Statement).
Decolonisation of teaching and learning practices	Decolonised teaching and learning practices inspire students to think critically on and engage with issues such as discrimination, racism, inequality, poverty, colonialism, alienation, inclusion and ethical conduct. Furthermore, decolonised teaching and learning allows students to interpret curriculum content based on their own experiences, according to their cultural norms, personal belief systems, preferences and backgrounds and to share their interpretations with fellow student as valid and valued real-life experiences (from the NWU Decolonisation Statement).
Designated group	Particular group of people identified in current employment equity legislation (Employment Equity Act 55 of 1998) and applied in admission policies by education and training providers (designated groups may change over time as legislation and policies are adapted)

DHET entities	Public entities listed in Part A (National Public Entities) of Schedule 3 for the Public Finance Management Act (PFMA) that report to the Minister of Higher Education and Training. These are as follows: the Sector Education and Training Authorities (SETAs), the South African Qualifications Authority (SAQA), the National Student Financial Aid Scheme (NSFAS), the Council on Higher Education, the Quality Council for Trades and Occupations and also Umalusi that is deemed to be a DHET entity concerning the functions in terms of the Continuing Education and Training Act, 2006.
Diagnostic Assessment	A form of pre-assessment where lecturers can evaluate students' strengths, weaknesses, knowledge and skills before their instruction.
Differentiation	Differentiation, in the context of the Quality Assurance Framework (QAF), refers to institutional functional differences and their differences in respect of identities, missions and quality management maturity. <i>(From the document "A Quality Assurance Framework (QAF) for Higher Education in South Africa")</i>
Digital*	"Digital" describes the representation of physical items or activities through binary code. It refers to the use of technologies to improve organizational processes, to improve interactions between people, organizations and things, or to make new business models possible. A "digital business" is an organization — or a unit inside an organization — whose product set and business model are only made possible by the use of information and digital technology. "Digital business transformation" is the process of exploiting the latest digital technologies and practices to create a robust new digital business model. "Digital optimization" is the process of using digital technology to improve existing operating processes and business models.
Digital study material	Instructionally designed and developed stand-alone and re-usable digital learning objects, all of which could be integrated into multimedia creations of varying complexity. <i>See also <u>Study Material</u></i>
Disability	Refers to a long-term physical, psychosocial, cognitive, neurological and/ or sensory impairment. Disability must not lead to a denial of access to full participation in all aspects of life. Affected individuals may not be deprived by society in the exercise of their human rights.
Dissertation	Means a manuscript prepared for examination purposes, or a single published research article or set of published research articles or unpublished manuscript(s) in article format, in accordance with the prescripts of documentation, argumentation, language and style in which the student must provide proof that he/she is conversant with the method of research, and which is presented in partial or full compliance with the requirements for the prescribed outcomes for the specific master's degree from the University.
Distance education	Distance education refers to a set of teaching and learning strategies (and educational methods) used to overcome spatial and/or temporal separation between educators and students. These strategies and methods provide students with the opportunity to study towards a qualification without attending classes, or by attending classes infrequently and often via technology-enhanced contact opportunities. Within the NWU context, distance education is characterised by student-centred teaching that requires of students to participate in the mastery of learning outcomes. It aims to create and sustain a quality teaching and learning environment using an appropriate combination of communications and educational technologies, educational media, tutorial or facilitator's support, a dedicated support platform in the form of the learning management system, online writing and reading support, and a dedicated call centre. <i>See also <u>Distance mode of delivery</u>.</i>

Distance mode of provision	<p>The distance mode of provision refers to the presentation of the composite modules of a programme to students who do not attend classes, tutorial or practical sessions or sit for examinations at one of the official NWU sites of delivery. The interaction with NWU academic or support staff, or NWU appointed facilitators/tutors, and the presentation of the composite modules of a programme are undertaken remotely through the use of teaching technology, various forms of correspondence, or the internet. The student may have the option of attending facilitation opportunities at NWU learning support centres. (see also <i>Distance education and UODL</i>).</p> <p>Explicit DHET and HEQC approval of the distance mode of delivery is required for a programme to be offered thus.</p> <p>Administrative and logistical coordination for delivery of academic programmes by means of the distance mode of provision include all necessary provision managed by the UODL for distance student enrolment and registration, distribution of study materials and tutorial letters, contact session and examination schedules and locations, invigilation during examination sessions, technical support before and during technology-mediated contact sessions, continuing student support, distribution and marking arrangements of assignments and examinations, capturing of marks for assignments and examinations, student records and administrative queries.</p>
Dropout	Withdrawal from an academic programme before its completion.
Educational technology (ET)	<p>Refers to an inclusive term for both the material tools and the theoretical foundations for supporting teaching and learning. Educational technology is thus not restricted to high technology but rather anything that enhances classroom learning in the utilisation of blended or online learning. ET encompasses e-learning, instructional technology, information and communication technology (ICT) in education, learning technology, multimedia learning, technology-enhanced learning, computer-based instruction, computer-assisted instruction, internet-based training, flexible learning, web-based training, online education, digital education, computer-mediated communication, personal learning environments, eLearning platforms (like eFundi), and digital education.</p> <p>ET also refers to the ethical and appropriate use of any of the above, based on sound theoretical principles, to facilitate and assist in the communication of knowledge and its development with a view to improve learning performance. ET thus requires the creation, use, and managing of appropriate technological processes and resources to benefit the student.</p>
e-Learning	e-Learning is a collective term that can be defined as formalised teaching and learning, facilitated and supported through the use of information and communication technologies and digital teaching and learning resources as part of a blended learning approach. E-Learning can be synchronous or asynchronous in nature, manifests in online and/or offline formats (in-class and/or out-of-class, on-campus and/or off-campus and/or mobile, on-device engagement with digital resources).
Elective module	A module that forms part of a group of modules at a particular NQF level from which a choice may be made and which supplements the core and fundamental modules in ensuring that the outcomes of the programme, and ultimately the purpose of the qualification, is achieved.
Emergency Remote T&L	<p>A temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances (from F2F to remote online) with due consideration of the implications related to low tech, low data, low connectivity, low immediacy, mobile-friendly, eFundi-based).</p> <p>(https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning)</p>
Employability	Employability is the expression of appropriate attributes and their convincing presentation to employers who expect those attributes to gain meaningful employment.
Engaged teaching-learning	Teaching-learning-related CE activities are mostly for learning experiences and/or 'not-for-profit' sharing of expertise, including professional community services and outreach and developmental activities with a recruitment focus. It can also include subsidised development engagement involving work-integrated learning and service-learning.

Enrolment	<p>An enrolment is called an “effective registration” in HEMIS:</p> <p>An effective registration by a person for a qualification at the institution exists when all these criteria have been met:</p> <p>(a) The person satisfies the statutory entry requirements for admission to a formally approved qualification offered by the institution.</p> <p>(b) At 1 January of the Collection Year the person was officially enrolled in the qualification, or during the period 1 January through 31 December of the collection year the person became officially enrolled in the qualification.</p> <p>(c) During the period 1 January through 31 December of the Collection Year the person was effectively registered in at least one course, which is a part of the curriculum for the qualification.</p> <p>Conditions of registration are determined by the institution.</p>
Entry-level requirements	The minimum academic knowledge and/or practical competencies, and/or work experience that student must have completed in order to be admitted for study towards a qualification; this may include recognition of other forms of prior learning such as non-formal and informal learning and work experience deemed as comparable for entry.
Epistemic access	The successful process of knowledge acquisition and dissemination through enabling teaching and learning pedagogies (Language Policy Framework for Public Higher Education Institutions, 30 October 2020)
Ethic of care	An ethic of care includes a caring and supportive relationship between and among management, staff and students. It encompasses a concern for the transformation of structures and systems within which care practices take precedence to ensure a non-discriminatory and non-oppressive environment. An ethic of care requires that one seeks that which is right and fair, inclusive of the demonstration of open-mindedness, patience and self-discipline towards views different from one’s own views, in a spirit of peaceful coexistence, while prioritising the stimulation of intellectual and personal growth for all.
Evaluation of foreign qualifications	Refers to the process followed by SAQA to verify the authenticity of foreign qualifications and to compare foreign qualifications with South African qualifications registered on the NQF; the process includes authenticating the status of institutions and the qualifications offered by the institutions, investigating the authenticity of qualification documentation and verifying that the qualification was awarded to the individual in question; and comparing foreign qualifications with South African qualifications, considering the structure and outcomes of the foreign qualifications, and locating the foreign qualifications within the NQF.
Examination	Refers to a final summative assessment which upon its completion can confirm that the student has achieved the prescribed outcomes of the module concerned.[General Academic Rules]
Examination committee	Refers to a committee convened by a faculty to consider the results of an examination process, whether undergraduate or postgraduate.
Examination mark	Refers to the mark awarded to students for their efforts in an examination in a module, whether it be practical or theoretical in nature. [General Academic Rules]
Examiner	<p>“Examiner” means the person who conducts the assessment of students’ performance in an examination. In the case of a doctoral degree, “examiner” means the person who conducts the assessment of a candidate’s thesis.</p> <p>An “internal examiner” is the lecturer in the module concerned who also conducts the examination of that module. In the case of a master’s degree, an “internal examiner” is the lecturer in the module concerned who also conducts the examination of that module, or in the case of the examination of a dissertation or mini-dissertation, a person in the employ of the University who was not involved in the supervision of the candidate concerned. In the case of a doctoral degree, an “internal examiner” is a person in the employ of the University who was not involved in the candidate’s supervision.</p> <p>An “external examiner” is a person not in the employ of the University who conducts the examination of a module. In the case of a master’s degree, an “external examiner” is a person not in the employ of the University who conducts the examination of a module, mini-dissertation or dissertation or any other required research product. In the case of a doctoral degree, an “external examiner” is a person not in the employ of the University who conducts the examination of a thesis.</p> <p>The discretion of a Faculty Board remains relevant to the determination of the appointment of an extraordinary professor/ researcher as an external examiner, specifically in fields of study with limited expertise.</p>
Exit level module	Refers to the modules offered in the final year and thus at the exit level of a qualification, whether a higher certificate, diploma or a degree.

Exit level outcome	The knowledge, skills and attitudes that a student should have obtained or mastered on completion of a qualification and against which the student is assessed for competence.
Experiential time	The term is used on the PQM for subsidisation purposes to identify academic programmes that include a non-funded experiential component. The NWU does not have academic programmes with an experiential time component.
External expert	An external expert is consulted in cases of vagueness or differences regarding the examination results of postgraduate students. The external expert must at least have a doctorate or an equivalent qualification and sufficient experience of research in the relevant field of study, and may not be in the employ of the University.
External programme evaluation (EPE)	<p>An external programme evaluation is a rigorous, systematic, objective, impartial, expert-based review of how effectively a programme is delivered, as part of the ongoing pursuit of higher levels of achievement and quality in the University, and in the service of the improvement of the quality and sustainability of the programme. The intention of the EPE is to show that the programme has proper procedures and processes for quality assurance that these are actually operating, that they are making a positive difference, and that they are impacting the programme. Programme evaluations aim to ensure that the programme is meeting its goals, has procedures for informing itself of this, and that its statements of quality are evidence-based. An EPE includes, but are not limited to:</p> <p>The appointment of external expert panel members</p> <ul style="list-style-type: none"> • The preparation and submission of EPE documents, which include the self-evaluation report (SER) of the IPE process, the programme document, evidence of throughput rates in the programme, a review of all the modules of the programme • The site visit programme as developed by the quality enhancement office and the preparation of all required evidence to be on display for the EPE panel site visit • Scrutiny of documentation by the EPE panel and interviewing of all stakeholders • An EPE report on 10 – 12 criteria developed by the quality enhancement office based on the CHE accreditation framework <p>The EPE report focuses on the strengths of the programme, areas for concern, and recommendations for further action. Following the receipt of the EPE report, a follow-up action plan is required from the programme's management for approval by the faculty board concerned, and by the DVC: T & L.</p> <p>See also <i>Internal programme evaluation (IPE)</i></p>
External Quality Assurance (EQA)	<p>External quality assurance is the means by which an external quality agency ensures that institutions have Internal Quality Assurance (IQA) systems in place to manage the quality of their activities and educational provision. It also ensures that the qualifications and programmes that they offer have been peer-reviewed to ensure that the provisioning meets the quality standards and criteria of the Council on Higher Education (CHE).</p> <p><i>(From the document "A Quality Assurance Framework (QAF) for Higher Education in South Africa)</i></p>
Extended programme	A full degree or diploma programme offered over an extended period of time (usually one year in addition to the mainstream counterpart) into which appropriate additional provision is incorporated with the express purpose of facilitating learning and improving the completion rate among students.
Face-to-face	<p>F2F refers to an instructional method that is synchronous (real-time), requiring personal interaction.</p> <ul style="list-style-type: none"> • On-campus F2F (real-time and in a venue) • Remote F2F (digital interface in real-time)
Faculty coordinator	A faculty coordinator on one campus is jointly responsible with faculty managers on the other two sites to coordinate functioning in a specific assigned portfolio (e.g. coordination for community engagement and stakeholder relations, or coordination for teaching and learning functions, or coordination for strategy and business development functions etc.). The faculty coordinator is not mandated to direct or manage such functionality across the three campuses.

Faculty Integrated Teaching and Learning Plan (FITLP)	<p>A FITLP provides for each of the NWU faculties a planning mechanism in terms of the following teaching and learning matters:</p> <ul style="list-style-type: none"> • The academic essence of the Faculty in terms of groups of academic disciplines and how they relate/cohere in terms of the overall purpose • The size and shape of the Faculty and capacity issues in relation thereto • Distinguishing features of the Faculty footprints on each campus • The teaching and learning philosophy and how the Faculty responds to the requirements of the NWU Strategy and its elements • The Faculty's approach to and needs concerning the professionalisation of university teaching through development and growth opportunities for staff • The Faculty's approach to student support for student success in the 21st century • The Faculty's approach to enhancing blended and e-Learning (inclusive of online learning) • The curriculum transformation approach of the Faculty to deal with demands from different stakeholders • Planning for viable and sustainable qualification and programme development for contact and distance offering
Faculty management function	Refers to responsibility for all management held by an executive dean or as delegated by the executive dean to the (acting or substantive) deputy dean/ faculty coordinator on the campus concerned.
Faculty rules	<p>Subject to the General Academic Rules, every faculty board makes faculty rules with regard to the qualifications and academic programmes that are part of the approved NWU PQM and offered by the faculty concerned, and submits those rules to Senate for approval.</p> <p>In addition to matters provided for in these Rules, Senate-approved faculty rules may, where appropriate, provide for arrangements that may be necessary for the accommodation of programme-specific requirements and faculty-specific procedures and structures.</p> <p>The minimum and maximum duration of study for a qualification, the composition of the curricula of programmes, and the credit structure of programmes leading to a qualification, are set out in the Senate-approved faculty rules.</p> <p>Senate-approved faculty rules are published in the relevant NWU yearbook as it pertains to the faculty concerned.</p>
Fee	See <i>Course fee, Tuition fee, Study fees.</i>
Feedback	<p>Feedback as important part of the assessment process, provides information on a student's performance of a task. It justifies to the student how the marks were derived and should guide the student on what steps to take to improve on work towards module outcome mastery.</p> <p>Feedback is embedded within dialogue and interaction between students and lecturers, contributing to active student learning and to self-regulating academic performance. It has a significant effect on student learning and may be viewed as the single most powerful moderator that enhances achievement. Feedback has to be constructive, timely, fair and meaningful.</p>
Field of study	<p>Enrolments are divided into four broad fields or areas of study (major fields of study or MFOs), calculated by aggregating enrolments by CESM category as below. For a description of each CESM category, see the CESM handbook and Addendum:</p> <ul style="list-style-type: none"> • Science, Engineering and Technology (SET): CESM 01, 02, 06, 08, 09, 10, 13, 14, 15 & 16 • Business & Commerce (B&C): CESM 04 • Humanities (Hum): CESM 03, 05, 11, 12, 17, 18, 19 & 20 • Education (Ed): CESM 07
Fieldwork	Activities that is believed to enhance learning in a specific module or programme, and contribute to the overall competence of its students, e.g. an appropriate excursion, site visit or field trip. Such activities must be credit-bearing and thus form part of a module as a WIL component.
First-time entering student	A person who is enrolled at a PSET institution and has not enrolled at a similar institution in the past. <i>DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021</i>
"Flat" study guides	The traditional paper-based study guide which includes administrative and study-related arrangements pertaining to a module; or a paper-based pdf format with no additional educational value added or interactive functionalities.
Flexi learning	A time-tabling arrangement that makes special provision for students to participate in contact sessions either on- or off-campus (thus contact or distance mode), but in accordance with an agreed-upon timetable other than the one applicable to full-time enrolled contact students.

Foreign qualification	A qualification that either: a) forms an intrinsic part of an education and training system other than South Africa, and is awarded by an institution that is accredited or recognised in that system; or b) meets other specific criteria as determined and published by SAQA.
Formal teaching and learning	Formal learning means learning that occurs in an organised and structured education and training environment and that is explicitly designated as such. Formal teaching and learning encompass planned, organised and controlled teaching and learning, guided by a formal curriculum, and delivered in a sequenced manner by a dedicated lecturer. Formal learning leads to the attainment of a qualification or part qualification recognised by the external authorities and registered on the NQF. Formal teaching and learning doesn't have to take place in a classroom with an instructor present. Delivering eLearning content through an LMS is just the same, since the students will follow the learning path the facilitator has set out for them. <i>See also <u>Non-formal Learning & Informal learning</u></i>
Formative assessment	See <i>Assessment for learning</i>
Foundational competence	The demonstrated understanding of what we are doing and why we are doing it. It incorporates learning that provides opportunities for the development of proficiency in one or more language, in some form of mathematics or mathematical literacy, in some form of computer or academic literacy, and that is intended to support further learning. It can also refer to competence required to pursue work in a professional environment after graduation.
Fundamental module (non-core module)	Refers to a compulsory module, usually offered at the first and/or second-year level of a programme of a qualification, that are necessary to support and ensure better understanding of the outcomes and content of the core modules of a programme. Successful completion of a fundamental module is usually not a prerequisite for registration for other modules at succeeding levels of a programme.
Full-time equivalent (FTE) student	A student in the post-school sector who is enrolled for an academic programme for a full academic year and is enrolled for all courses/modules prescribed for that programme. Note: If a student is enrolled, for example, for only half of the subjects required for a full-year academic programme, they would be counted as a 0.5 FTE student. If a student is taking 20% more than the subjects/courses required in a standard full-year curriculum, then they would be counted as a 1.2 FTE student. <i>DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021</i>
Full-time study	Involves studying at one of the NWU campuses to complete an academic programme within the minimum duration of study as prescribed by the General Academic Rules for the particular qualification. Full-time study requires a set number of hours of teaching/ practical work or contact time per week as determined by a full-time student's class timetable. Study is deemed to be the primary activity of a full-time student.
Graduates	Student who has satisfied all the requirements of the full qualification for which they were enrolled.
Graduate attributes	The extent to which the blend of learning domains (knowledge, skill and applied competence) reflects the purpose of the qualification type, and the extent to which the blend is reflected in the competence of the graduate. It is used in preference to the terms 'outcomes' and 'assessment criteria' because those are normally provider-based and can vary from one to another qualification of the same qualification type; moreover, they comprise a set of subject and skill procedures, but do not always directly address the purpose of the qualification (Framework for Qualification Standards in Higher Education, p.33). NWU Graduate attributes are the personal qualities, and academic, professional and practical knowledge and skills, that the NWU values, and supports its students to develop in a progressive manner throughout their studies by means of the formal curriculum as well as their total learning experience. Graduate attributes are defined in the NWU Teaching and Learning Strategy, and tailored further per programme design to be aligned with the exit level outcomes of a particular offering, taking into account the specific requirements of statutory and professional bodies where such bodies do exist.
Graduation rate	A calculation based on the number of students who have graduated in a particular year, irrespective of the year of study, divided by the total number of students enrolled at universities in that particular year.
Headcount enrolment	The total number of students enrolled at an institution at any given time in an academic year, regardless of their course load, or number of programmes enrolled for, and whether as full-time, part-time or occasional students. <i>DHET Dictionary of Terms and concepts for Post-School Education and Training 2021</i>

Honours research component	Bachelor Honours Degree programmes must include conducting and reporting research under supervision, worth at least 30 credits, in the form of a discrete research component that is appropriate to the discipline or field of study. The 30 credits may not include research methodology. The preferred term for the Bachelor Honours research component is "research report".
Inclusivity	An expressed policy intent on, or practice of, embracing diversity and bringing people from various backgrounds into the fold at different levels institutionally, into groups and individually (Language Policy Framework for Public Higher Education Institutions, 30 October 2020)
Indigenous languages	Languages that have their heritage roots in Africa (also referred to as African languages in literature and some policy documents) and that belong to the Southern Bantu language family, where "Bantu" is used purely as a linguistic term. An indigenous language is a language that is native to a region or country and spoken by indigenous people. (Language Policy Framework for Public Higher Education Institutions, 30 October 2020)
Informal learning	Learning that results from daily activities related to paid or unpaid work, family or community life, or leisure, including incidental learning. Informal learning does not imply a formal curriculum or credits earned. The "teacher" is simply someone with more experience in a particular field/skill. Individuals learn by doing and observing, continued practice and experimentation, and not only through formal or professional learning. See also <u>Formal Learning</u> and <u>Non-formal Learning</u>
Information communications technology (ICT) in Education	An umbrella term that refers to all technologies used for the communication or sharing of information within the academic environment with a view to enhance the teaching and learning experience and to promote student success. It encompasses any medium to record information (whether paper, pen, magnetic disk/ tape, optical disks – CD/DVD, flash memory etc.); and also technology for broadcasting information – radio, television, whiteboards, etc.; any technology for communicating through voice and sound or images- microphone, camera, loudspeaker, telephone to cellular phones, chat rooms, blogs, personal web pages, video etc.; any technology used to process and present information – personal computers, tablets, smartphones projectors etc.; any technology used to share information – the world wide web, learning management systems etc.; any technology to store and manage information – servers, repositories (cloud and server-based), hard drives and any other ICT-facilitated learning activities not listed above.
Inquiry-based teaching and learning	"Tell me and I forget, show me and I remember, involve me and I understand (Confucius)" The last part of this statement is the essence of inquiry-based teaching and learning. Inquiry implies seeking truth, information, or knowledge by questioning, analysing, critiquing, and evaluating. It also implies active student participation and engagement that leads to advanced understanding. Such participation and engagement imply the possessing of competencies and attitudes that permit students to seek resolutions to questions and issues while they construct new knowledge. One of the main foci of inquiry-based teaching and learning is acquiring meaningful and useful knowledge about the natural and human-designed worlds: how these worlds are organized, how and why they change over time, how they interrelate and how we communicate about, within, and across these worlds.
Institutional audit	An improvement-orientated, external evaluation of an institution's arrangements for assuring quality in and appropriateness, coherence and effectiveness of teaching and learning, research, and community engagement, based on self- and peer-evaluation. The review takes into account the institution's identity, its nature, context and its strategic goals. (<i>Manual for Institutional Audits, CHE, 2021</i>) The next round of institutional audits will focus on the implementation of the QAF (16 September 2020) and will commence in 2024.
Instructor-led CEEd offering	Regularly scheduled instructional sessions in a virtual environment or face to face setting.
Instructor-paced CEEd offering	Learning is asynchronous, but the content is released in blocks following a set schedule. Specific dates are set for submitting assignments and exams, and the short course is completed in the pre-defined period with a set start and end date. This enables the instructor/ facilitator to monitor the progression of students or participants and plan according to their workload and schedules.

Integrated assessment	<p>Integrated assessment at the level of a qualification provides an opportunity for students to show that they are able to integrate concepts, ideas and actions across modules and levels to achieve competence that is grounded and coherent in relation to the purpose of the qualification.</p> <p>It also refers to a form of assessment that permits the student to demonstrate applied competence and which integrates a range of formative and summative assessment methods for such purpose.</p> <p>Assessment needs to be a constructively aligned to and an integral part of module outcomes and a programme's teaching and learning activities. This infers that it should be part of curriculum design from inception to conclusion. Assessment cannot occur in an integrated manner if a lecturer does not teach in an integrated way, and if a student is not guided to learn in an integrated manner (everything must point to and become part of the whole; the different "parts"/ modules of a curriculum can therefore not be separated).</p> <p>See also <i>Constructive alignment, Authentic assessment</i></p>
Interactive learning	<p>Interactive learning is a hands-on, collaborative approach to teaching and learning that actively engages the student in engaging with the content that is related to real-life problems and outcomes. It reinvigorates the classroom for both student and lecturer/facilitator by turning lectures into discussions, and uniting students and teachers in the journey of knowledge and skills acquisition.</p> <p>Interactive learning can take many different forms across the curriculum of a programme, with or without the use of technology, e.g. LMS based interactive learning environments, with links to all functionalities of the LMS (in this case, eFund). The primary purpose of interactive learning is for students to strengthen their critical thinking and problem-solving skills using a holistic approach to learning.</p>
Internal NWU qualification standard	<p>A formal statement that indicates how the purpose and rationale of an NWU qualification, and the NQF level at which it is awarded, are embedded/ depicted in the required qualification admission requirements, exit level outcomes and graduate attributes, credit structure of the learning components and the curriculum composition, CESM allocations (major fields of study), assessment planning and articulation possibilities that are typical for the award of the qualification.</p> <p>The internal qualification standard must guide the planning, development, implementation and quality assurance of each academic programme leading to that qualification.</p>
Internal programme evaluation (IPE)	<p>A rigorous, systematic, objective, impartial, expert-based review and self-evaluation of how effectively a programme is being delivered as part of the ongoing pursuit of higher levels of achievement and quality in the University, and in the service of the improvement of the quality and sustainability of the programme. During the review attention is given to programme design, staffing, teaching and learning, assessment, student support, through-put rates and programme quality. Every programme offered by the University must be subjected to an IPE at least every 6 years. An IPE includes, but may not be limited to:</p> <ul style="list-style-type: none"> • Compilation of the self-evaluation report (SER) by an internal programme review panel consisting of NWU staff as appointed by the dean/school director; • Collection of evidence to substantiate statements to the IPE panel as required; • Scrutiny and approval of the documentation (SER) by the faculty board and faculty management committee concerned after completion of the IPE process; • An IPE report that comments on judgements about the programme, the strengths and weaknesses of the programme, areas for improvement, and recommendations for further action. <p>Following the receipt of the report, a follow-up action plan must be developed. The deputy deans for Teaching and Learning is responsible for implementing the action plan, with regular progress reports to the Faculty Board and the DVC: TL.</p> <p>See also <i>External programme evaluation (EPE)</i></p>
Key Performance Indicator (KPI)	<p>A quantifiable measure used to evaluate the success of an organization, employee, etc. in meeting objectives for performance.</p> <p><i>Oxford Languages Dictionary</i></p>
Lag KPI	<p>The product of a planning process, e.g. the results achieved due to the implementation of the lead KPI's.</p>
Lead KPI	<p>A pro-active mechanism in place to assist in the achievement of specified results, e.g. a system, a plan, a framework, a policy etc.</p>
Learning analytics	<p>"The interpretation of a wide range of data produced by and gathered on behalf of students in order to assess academic progress, predict future performance, and spot potential issues."</p> <p><i>Van Barneveld, A., Arnold, K. E., Campbell, J. P., 2012. Analytics in Higher Education: Establishing a common language. Educause, ELI paper 1, Jan. 2012.</i></p>

Learning component	Refers to the fundamental, core and, if relevant, elective modules that constitute the curriculum of a programme of a qualification. See also <i>Module</i> and <i>Curriculum</i>
Learning design:	Designing learning experiences, activities, resources and support, to achieve learning outcomes. These learning designs are educationally informed and make effective use of appropriate resources and technologies: <ul style="list-style-type: none"> • HyFlex learning designs: HyFlex is designed as a model where the student is given the option to either attend face-to-face classes on a campus, or to study online. • Blended/Hybrid design: A programme with a combination of face-to-face and asynchronously online delivery with a substantial portion of the modules delivered online. (Educause: https://er.educause.edu/blogs/2020/5/can-hyflex-options-support-students-in-the-midst-of-uncertainty)
Learning Management System (LMS)	Software application for the administration, documentation, tracking, reporting and delivery of module content with the aim to enhance student mastery of module outcomes. The LMS used by the NWU is eFundi. The platform allows lecturers/facilitators to develop, deploy, store, and manage their module content, assess student progress, and interact with students in a synchronous or asynchronous manner. It also features tracking and reporting capabilities, which allow lecturers to monitor student participation and progress and gauge the effectiveness/ sufficiency of module guidance on the platform.
Learning outcome	Precise, measurable, realistic and attainable assessment statements of the minimum expected standards of competence that students must achieve upon completing a study unit or a learning task in a module. At the NWU it is recommended that learning outcomes be formulated with the aid of Bloom's revised Taxonomy, except where a subject group provides a clear motivation for the use of a different taxonomy of learning.
Learning pathway	Sequencing of qualifications that allows students to move vertically, diagonally, and in some cases horizontally, through NQF levels giving students/ learner recognition for full or partially completed qualifications or part-qualifications. Learning pathways can also lead to professional designations, when learning pathways include periods of structured work experience over and above qualifications
Learning support centre (LSC)	Learning Support Centre means a Centre approved and utilised by the NWU Faculties through the UODL for administrative and logistical services, and for supporting the delivery of the modules of academic programmes to NWU registered distance students. Support functions include: i) logistical arrangements and support to the NWU as stipulated in a teaching learning agreement; ii) administrative support to NWU students as stipulated in the NWU rules and regulations; iii) ensuring access to and maintenance of available technology in support of teaching and learning as needed for distance delivery of the modules of the academic programmes concerned; and iv) support during technology-enhanced facilitated learning sessions as determined by the NWU, solely to enable NWU registered students to obtain the qualification that they are registered for.
Learning Tool Interoperability (LTI)	Learning Tool Interoperability (LTI) is a standard set of specifications for allowing third party learning applications (or "tool providers") to integrate with educational platforms (or "tool consumers"). LTI lets lecturers and facilitators easily integrate external tools into their learning management system (LMS).
Lecture Capturing	When a lecture is recorded for the purpose of distributing resources to students who are either absent from class and for them to refer to for future learning and/ or preparation for assessments. There are three potential streams of capture including a) audio from the lecture and class discussions, b) visual resources including slideshows and c) video of the classroom.
Level descriptor	The NQF has ten levels. Higher education qualifications occupy six levels of the NQF, namely levels 5 to 10. Levels 5 to 7 comprise undergraduate qualifications (with the exception of the professional Bachelor's degree at Level 8) and levels 8 to 10 accommodate postgraduate qualifications. Each NQF level has a level descriptor. Level descriptors provide guidelines for differentiating the varying levels of complexity of qualifications on the framework. At each level the level descriptor refers to the statements describing the generic nature of learning achievements and their complexity. Level descriptors are thus broad qualitative statements against which more specific learning outcomes can be compared and located. These statements describe essential learning achievements (what a student must know and be able to demonstrate) at a particular level of the NQF. Level descriptors are expressed in terms of learning outcomes. The level descriptors as provided by SAQA (2014) are used in the development of qualification, programme and module outcomes at the NQF level concerned. See also <i>Module outcomes</i> and <i>Applied competencies</i>

Lifelong learning	Learning that takes place in all contexts in life from a life-wide, life-deep and lifelong perspective – formally, non-formally and informally. It includes learning behaviours and obtaining knowledge, understanding, attitudes, values and competencies for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability.
Management staff	A person occupying a position of which the primary function is the management of the institution or one of its major divisions or sections. <i>DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021</i>
Master class	A master class is a class offered to students of a particular discipline (or participants in a particular short course) by an expert of that discipline – usually in the field of music or any of the other arts, but also in any other relevant fields or on any other occasion where skills are being developed. A master class can also take the form of an inclusive and in-depth online experience, offering all students/participants in the class the opportunity to learn from noted national or even international practitioners.
Maximum duration of study	Is determined by the General Academic Rules for full-time contact students, for part-time contact and distance students, and for contact students in extended programmes, for each qualification type.
Mentoring	The relationship between a person with more experience and specific skills and one who seeks to develop the skills and expertise of the mentor.
Micro-credential	“A micro-credential is shorter than an award course but can represent from one to 100 hours of learning, may or may not be certified by an accrediting institution or association, and may be taken online or as a face-to-face experience. Notwithstanding this, there is generally consensus that micro-credentials are short, verified courses or learning experiences providing successful candidates with a digital certification, such as a digital badge. Micro-credentials can be stacked towards larger units of competence or capability, in a format that is verified, secure and shareable with peers, employers and educational providers. They normally certify achievement at a more granular, sub-course level and differ from traditional long-form credentials such as degrees and diplomas in that they are shorter, can be personalised and provide distinctive just-in-time value.” <i>Commonwealth of Learning. Designing & implementing micro-credentials: a guide for practitioners, 2019</i>
Mini-dissertation	Means a manuscript prepared for examination purposes, or a written report or a single published research article or set of published research articles or unpublished manuscripts in article format, more limited in scope than a dissertation (see A Rule for credit references), and in accordance with the prescripts of documentation, argumentation, language and style and which, in addition to the writing of a number of prescribed examination papers, will be evaluated with a view to determining whether the student is conversant with the method of research, and is presented in partial compliance with the requirements for obtaining a structured master’s degree or another professional degree from the University in terms of the prescribed rules.
Minimum study times	The Minister of Higher Education and Training approves a minimum number of study years for each formal qualification. The minimum formal time gives the number of subsidy units assigned to each qualification. These study times are: <ul style="list-style-type: none"> • Minimum total time: the minimum total of years of study required for the completion of the qualification. • Minimum experiential time: the minimum total of years of study required to complete the experiential learning components of the qualification • Minimum formal time: the minimum total time minus minimum experiential time.
Minister	Refers to the Minister of Higher Education, Science and Innovation
Mode of provision	Mode of provision of a qualification can be either contact or distance or both, depending on the mode approved by the relevant external bodies for the specific qualification. While the pedagogical approaches and forms of student support will take the specific needs of students who are studying through each mode of delivery into account, the NWU commits to equivalent academic standards irrespective of mode of delivery of a qualification, and parity of esteem for qualifications offered via the contact and distance modes.

Moderator	<p>A moderator is an academic who is competent in the field in which he/she is called upon to moderate. A moderator should have a clear understanding of quality assurance and should be acquainted with moderation processes and procedures. A moderator should be able to conduct moderation in a fair, consistent and unbiased manner.</p> <p>The moderator should have access to: Examination papers or any other assessment type; to the assessment criteria used to judge the work of the student; rubrics where relevant; module study guides and module outcomes; examples of evidences of learning, e.g. memoranda of tests or examination papers, project outlines, video/ oral presentation requirements if relevant; marked scripts; the process followed in recording and reporting assessment results.</p> <p>An internal moderator” is in the employ of the University while an “external moderator” is not a University staff member.</p>																																						
Module	<p>A module is an identifiable learning component of the formal curriculum of an academic programme of a qualification, comprising a number of credits representing the notional hours needed to participate in and successfully complete all the various teaching, learning and assessment activities to achieve the set module outcomes.</p> <p>A module has a unique identifying module code that is assigned to it in the University’s central administrative system.</p> <p>See also <u>Compulsory module</u>, <u>Core module</u>, <u>Elective module</u> and <u>Fundamental module</u></p>																																						
Module alignment	<p>A module code (e.g. ABCD111) depicts one aligned module irrespective of the faculty or campus where it is offered. The alignment is reflected in the academic year level, credits, outcomes and the assessment criteria of the module.</p>																																						
Module classification types	<table border="1"> <thead> <tr> <th data-bbox="495 814 602 869">Code</th> <th data-bbox="602 814 776 869">Classification type</th> <th data-bbox="776 814 1448 869">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 869 602 903">L</td> <td data-bbox="602 869 776 903">Lectures only</td> <td data-bbox="776 869 1448 903">The module is delivered through lectures.</td> </tr> <tr> <td data-bbox="495 903 602 957">LE</td> <td data-bbox="602 903 776 957">Lectures and Excursions</td> <td data-bbox="776 903 1448 957">Lectures and off-campus excursion(s) is/are undertaken in the module.</td> </tr> <tr> <td data-bbox="495 957 602 1047">P</td> <td data-bbox="602 957 776 1047">Lectures and Practical</td> <td data-bbox="776 957 1448 1047">Lectures, and practicals performed in a laboratory (science, language, computer) or at another location such as a farm or clinic. This module is NOT a module for practice, professional learning.</td> </tr> <tr> <td data-bbox="495 1047 602 1138">PE</td> <td data-bbox="602 1047 776 1138">Lectures and Practical and Excursions</td> <td data-bbox="776 1047 1448 1138">The module uses lectures, practicals and excursions as defined in this key.</td> </tr> <tr> <td data-bbox="495 1138 602 1228">PT</td> <td data-bbox="602 1138 776 1228">Lectures and practical and Tutorial</td> <td data-bbox="776 1138 1448 1228">The module uses student support sessions where additional staff such as “<i>demis</i>” and student assistants are required. Supplemental Instruction is excluded in this classification type.</td> </tr> <tr> <td data-bbox="495 1228 602 1339">PTE</td> <td data-bbox="602 1228 776 1339">Lectures and practical and tutorial and excursion</td> <td data-bbox="776 1228 1448 1339">The module uses lectures, practicals, tutorials and excursions as defined in this key.</td> </tr> <tr> <td data-bbox="495 1339 602 1394">T</td> <td data-bbox="602 1339 776 1394">Lectures and Tutorials</td> <td data-bbox="776 1339 1448 1394">The module uses lectures and tutorials as defined in this key.</td> </tr> <tr> <td data-bbox="495 1394 602 1484">TE</td> <td data-bbox="602 1394 776 1484">Lectures and Tutorials and Excursions</td> <td data-bbox="776 1394 1448 1484">The module uses lectures, tutorials and excursions as defined in this key.</td> </tr> <tr> <td data-bbox="495 1484 602 1539">PR</td> <td data-bbox="602 1484 776 1539">Practice Modules</td> <td data-bbox="776 1484 1448 1539">Modules for learning in practice for the profession, such as WIL, WISL, practice teaching modules.</td> </tr> <tr> <td data-bbox="495 1539 602 1629">RPLL</td> <td data-bbox="602 1539 776 1629">Recognition of previous learning</td> <td data-bbox="776 1539 1448 1629">No module fees levied</td> </tr> <tr> <td data-bbox="495 1629 602 1776">K</td> <td data-bbox="602 1629 776 1776">Qualification Levy</td> <td data-bbox="776 1629 1448 1776">These are for programmes that consist of only one module, such as the research masters and doctoral degrees. Note that for the coursework masters degree, the modules making up the coursework part will be classified as per the descriptions in this key.</td> </tr> </tbody> </table>	Code	Classification type	Description	L	Lectures only	The module is delivered through lectures.	LE	Lectures and Excursions	Lectures and off-campus excursion(s) is/are undertaken in the module.	P	Lectures and Practical	Lectures, and practicals performed in a laboratory (science, language, computer) or at another location such as a farm or clinic. This module is NOT a module for practice, professional learning.	PE	Lectures and Practical and Excursions	The module uses lectures, practicals and excursions as defined in this key.	PT	Lectures and practical and Tutorial	The module uses student support sessions where additional staff such as “ <i>demis</i> ” and student assistants are required. Supplemental Instruction is excluded in this classification type.	PTE	Lectures and practical and tutorial and excursion	The module uses lectures, practicals, tutorials and excursions as defined in this key.	T	Lectures and Tutorials	The module uses lectures and tutorials as defined in this key.	TE	Lectures and Tutorials and Excursions	The module uses lectures, tutorials and excursions as defined in this key.	PR	Practice Modules	Modules for learning in practice for the profession, such as WIL, WISL, practice teaching modules.	RPLL	Recognition of previous learning	No module fees levied	K	Qualification Levy	These are for programmes that consist of only one module, such as the research masters and doctoral degrees. Note that for the coursework masters degree, the modules making up the coursework part will be classified as per the descriptions in this key.		
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Module credit value	<p>A module’s credit value is based on the proportion that it constitutes of the curriculum of a formally approved qualification-programme. The actual credit value is determined as: (proportion of curriculum) multiplied by (approved minimum formal time of qualification).</p>																																						

Module exemption	A student may be exempted from completing a module of a programme on the basis of a documented process of recognition of prior learning. Such an exemption does not translate to credit transfer. However, the student does not have to complete the module in question due to his/her proven knowledge, skill or experience, gained through informal or non-formal learning, which equates to the level and content of the outcomes of one or more modules of a particular academic programme. RPL cannot be used to grant exemption for more than 50% of the modules required for any particular qualification.
Module mark	Module mark refers to the final mark awarded to a student for a particular module; it is calculated according to a formula which is determined by faculty rules, based on a combination of particular weightings for the participation mark and the summative assessment mark awarded to a student in a module; provided that the weight of the participation mark in the above mentioned formula may not be less than 30% or more than 70%. Within a continuous assessment approach, the module mark is calculated according to the weighted averages of all the different assessments required of the student for a module. See also <i>Continuous assessment</i> and the <i>NWU General Academic Rules</i>
Module outcome	Statements of what a student is expected to know, understand, and/or be able to demonstrate after completion of a process of learning within a particular module of an academic programme. A module outcome must be developed in accordance with the requirements of the Level Descriptors at the NQF level of the module concerned. See also <i>Assessment Criteria</i>
Module Overview Document (MOD)	A MOD contains clear guidelines of the structure of the module and states the intended outcomes to be achieved, supported by basic administrative arrangements pertaining to the module. If a fully-fledged interactive teaching and learning interface/ platform for a module exists, the development of a module overview document only is accepted as a minimum requirement. In the absence of such interactive teaching and learning interfaces/ platforms for modules, complete study guides are the accepted minimum requirement per module.
Multi-disciplinary qualification planning and design team	A team comprising the qualification and academic programme planning office, assigned faculty leadership, academic subject matter specialists, and assigned curriculum design and development specialists who are jointly responsible for the development of an internal qualification standard after a thorough situation analysis as set out in the NWU qualification and programme curriculum planning, design and development model.
Multi-disciplinary programme design and development team	A team comprising the qualification and academic programme planning office, assigned programme leader and academic subject matter specialists, and assigned curriculum design and development specialists, who are jointly responsible for the design of the learning components of a programme curriculum, the development of the CHE programme accreditation criteria and the completion of the qualification and programme template.
Multilingualism	The effective use of multiple languages either by an individual or by a community (Language Policy Framework for Public Higher Education Institutions, 30 October 2020)
Multimodal education	Multimodal education refers to one academic programme being offered in both the contact and distance mode of provision, which are the only two modes of provision currently funded by the DHET. For a programme to be offered in both modes of provision, it must be accredited and registered as such by the CHE and SAQA.
Naming conventions (academic qualifications and academic programmes)	The rules for the naming of a qualification are prescribed per qualification type by the HEQSF. A qualification title consists of the following: <ul style="list-style-type: none"> • the qualification type (e.g. diploma, bachelor's degree, master's degree etc.) • plus either a broad field of study (designator) and/or a more specific specialisation within that field of study (qualifier), based on the specific HEQSF qualification design rules for the qualification type. Note that a qualification can either be generic in nature with only a designator to indicate focus (e.g. Bachelor of Commerce, Bachelor of Science), or more specific in focus with both a designator and a qualifier (e.g. Bachelor of Commerce in Chartered Accountancy, Bachelor of Science in Information Technology). To use a qualifier, at least 50% of the minimum total credits of the qualification, and at least 50% of the minimum credits at the exit level must be in the field of specialisation denoted by the qualifier. A NWU qualification may have one or more academic programmes linked to it. Such a further specialisation or narrower description does not form part of the qualification title, and may only be added to the programme title using "with" (not "of" which is reserved for the designator, or "in" which is reserved for the qualifier).

National programme review	A form of accreditation that focuses on the re-accreditation of existing academic programmes in a specific discipline area. National reviews have three main components: a) the re-accreditation of academic programmes; b) the follow-up process on the re-accreditation results; and c) the production of a report on the state of provision in a particular academic programme or disciplinary area.
National Qualifications Framework (NQF)	Refers to the comprehensive system approved by the Minister for the classification, co-ordination, registration, publication and articulation of quality-assured national qualifications. The South African NQF is a single integrated system comprising three coordinated Qualifications Sub-Frameworks for General and Further Education and Training; Higher Education; and Trades and Occupations.
National Review	A national review is a peer-driven evaluation of an aspect of the provision of education provisioning by Higher Education Institutions (HEIs) across the sector, e.g., programmes or qualifications, or aimed to ensure that threshold standards are being met. (From the document "A Quality Assurance Framework (QAF) for Higher Education in South Africa")
National Student Financial Aid Scheme (NSFAS)	NSFAS is the South African government student loan and bursary scheme which provides loans and bursaries to students at public universities and colleges.
New qualification or academic programme	Refers to a qualification or academic programme – <ul style="list-style-type: none"> • that has never been offered by the University; or • has originated through changing the curriculum of an existing academic programme to such an extent that the purpose and/or outcomes are substantially different to the original by virtue of 50% or more of the credit value, curriculum composition and content thereof; or • that requires a new funding CESM/ Major field of study from the DHET before it can be offered by the University; or • is an existing qualification for which a new mode of provision (contact/distance) is applied for; or • is an existing qualification or programme which the NWU wishes to offer on another site of delivery (campus) than the qualification or programme as approved; or • is a previously existing qualification or programme that was not offered for a period of three years in a particular mode of delivery or on a specific site of delivery and for which permission for the delivery of the qualification or programme has been withdrawn, necessitating a new application to the external regulatory bodies to be re-instated on the PQM of the NWU. A new qualification and academic programme may only be published in the yearbook concerned after successful completion of the necessary external processes leading to a SAQA Learning Programme ID.
Next Generation Digital Learning Environment (NGDLE)	The NGDLE refers to an ecosystem of interconnected and flexible applications that support learning through five key domains: interoperability, personalization, analytics, advising, and learning assessment, collaboration, and accessibility and universal design.
Non-formal Learning	Refers to planned learning activities not explicitly designated as learning towards the achievement of a qualifications or part qualifications. It thus means organised learning (even if it is only loosely organised) that may or may not be guided by a formal curriculum. This type of learning may be led by a qualified teacher/facilitator or by a leader/specialist with more experience in the designated field. Though it does not result in a formal qualification, non-formal learning is highly enriching and builds an individual's skills and capacities, often associated with learning that results in improved workplace practice. Continuing education courses/ short learning programmes are examples of non-formal learning. It is often considered more engaging, as the candidate's interest is a driving force behind participation. <i>See also Informal learning</i>
Norm-referenced assessment	Norm-referenced assessment is the process of evaluating (and grading) the learning of students by judging (and ranking) them against the performance of their peers.
Notional hours	The agreed estimate of the learning time that it would take an average learner to meet the outcomes defined for a particular module or a particular learning experience and can include, inter alia, face-to-face or technology-mediated contact time, self-study time, time spent in structured learning in the workplace, time for completing assignments and research, and time spent in assessment preparation and processes. Ten notional hours equate to one credit.
Official South African languages	The eleven official languages of South Africa as specified in the Constitution of the Republic of South Africa (i.e. Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, isiNdebele, isiXhosa, isiZulu, and English). (Language Policy Framework for Public Higher Education Institutions, 30 October 2020)
Off-line learning interfaces	Interfaces requiring technology access (a device), without an online presence. Such interfaces host digital study material and afford offline access at any time.

Online learning	Online learning is a specific form of e-learning that requires Internet access and connectivity for data exchange and transactions between technologies (e.g. device and network server). Online learning requires either simultaneous presence of lecturer and learner (synchronous), or a-synchronous learning engagement between learners, facilitator, and digital learning materials at a time or pace convenient to all participants.
On-line learning interfaces	Interfaces requiring technology access, network access and an online presence
Open distance learning	A mode of provision focusing on enhanced access to education and training, limiting or eliminating barriers such as time, place and pace of learning. NWU promotes open distance learning by allowing students to register for the modules of certain academic programme either in January and/or in June, offering technology-mediated instruction at various learning support centres and examination opportunities/ assessment opportunities at dedicated examination venues nationally and internationally, and providing student support to enhance the student learning experience. Students who study at a distance are still subject to the specific admission requirements as determined by the Admissions Requirements Committee, fixed dates for the commencement of academic programmes, a minimum and maximum duration for the completion of their studies, and specific scheduled assessment opportunities.
OER (Open Education Resources)	Based on the 2012 Paris OER Declaration (UNESCO, 2012:1), NWU interprets OER as quality-assured teaching and learning resources that have been well researched and are created for use in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions, thus with as few barriers for the end-user as possible. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and with due respect to the authorship of the work. OER can include e-textbooks, documents, digital images, videos, collections of files, software tools, learning objects, etc.
OER adoption	A practice of adopting existing OER for use in a formal module or Ced offering without any change.
OER creation	The development/production and online sharing of quality-assured OER.
OER integration	A logical and systematic approach to the “five R’s” (Hilton et al., 2010) of reusing, revising, remixing, redistributing and retaining of OER.
Open license	A license that specifies what can and cannot be done with a work product (whether sound, text, image or multimedia). It grants permissions and states restrictions. Broadly speaking, an open license grants permission to access, reuse and redistribute a work product with few or no restrictions.
Participant (CEd context)	A participant complies with the specific selection criteria required for the attendance of short learning programmes and is admitted by the university to attend a short course.
Participation mark	The participation mark refers to the combined mark awarded to a student for all the completed formative assessments of a module within a prescribed period as required by the module assessment plan; the participation mark is used to determine access to the module examination, and as determined by faculty rules, counts a certain percentage towards the final module mark. A participation mark is not relevant within the continuous assessment modality where all assessments have weighted averages that count towards the finalisation of the module mark. <i>See NWU General Academic Rules</i>
Part-qualification	An assessed unit of learning with a clearly defined purpose that is, or will be, registered as part of a qualification on the NQF.
Part-time study	Part-time study involves spreading a full-time academic programme over a longer period of time. It is usually tailored for those who want to continue working while studying, and involves committing an afternoon or an evening of each week, or days over a weekend, to attend classes or lectures at one of the official sites of delivery of the NWU (thus at one or more of its three campuses, as approved by the DHET for that specific academic programme). Note: The Department of Higher Education and Training’s minimum duration time is unchanged irrespective of study taking place via full- or part-time.
Personal information	Information relating to an identifiable living natural person and where it is applicable, an identifiable, existing juristic person including, but not limited to the names of the person if it appears with other personal information relating to the person or if the disclosure of the name itself would reveal information about a person. (Protection of Personal Information Act, 2013).

Personalised learning	<p>Personalised learning is a strategy that provides a unique, highly focused learning path for each student. Individual attention from instructors is not feasible in traditional educational models with large numbers of students, and personalised learning is intended to use IT systems and tools to tailor learning experiences based on student strengths, weaknesses, and pace of learning. Technologies, including analytics, adaptive learning, digital courseware, and others, underlie personalised learning, which builds a “profile” of each student and makes continual adjustments to learning paths and learning pace based on student performance.</p> <p>From the Educause Learning initiative (2015) https://www.lnr.us/blog/whats-the-difference-between-personalized-and-adaptive-learning/</p> <p>See also <i>Adaptive Learning</i></p>
Physical teaching and learning environment	The physical teaching and learning spaces, both formal (teaching-learning venues of varying nature) and/or informal (open and shared spaces).
Plagiarism	<p>The use without appropriate acknowledgement of another’s ideas, hardcopy or electronic texts, images, computer programmes, sounds, designs, performance or any form of creative work as one’s own work, including activities such as appropriating the knowledge, insights, wording or formulation of anybody else’s work. Since the intention to deceive is a key notion in the understanding of plagiarism the findings in an investigation of plagiarism must be presented in a continuum ranging from “strong intention to deceive” (presenting the work as original and/or as the author’s own) to “weak intention to deceive” (careless or sloppy writing and/or improper referencing).</p> <p>From the NWU Policy on Academic Integrity (2018)</p>
Portfolio of evidence	<p>A portfolio of evidence is a showcase of skills and accomplishments to demonstrate achievement of a specific outcome.</p> <p>It is a common method of learning assessment, which entails the collecting, substantiating and organising of documented evidence (in different formats as required by the field of study/ purpose of the portfolio) in support of an applicant’s claim to advanced standing, proven knowledge, skill or experience, or module equivalence (outcome realisation). Portfolio development may be supplemented by interviews, oral or written examinations, and the presentation of a comprehensive curriculum vitae.</p>
Post-school education and training	Education and training opportunities for people who have left school as well as for those adults who may never have been to school but require education opportunities.
Practical competence	The demonstrated ability to perform a set of tasks and actions in authentic contexts.
Pre-requisite module	A module that is regarded as assumed learning for a successive module and thus required to be successfully completed before the student may register for the successive module. Pre-requisite modules must be specifically indicated in faculty yearbooks.
Problem-based learning (PBL)	<p>PBL is a term used to depict a range of pedagogic approaches that encourage students to learn through the structured exploration of either research or practice-based problem. In PBL, students usually work in small self-directed groups to define, carry out and reflect upon a task, usually related to, or based on, a ‘real-life’ problem. An inter-disciplinary team designs carefully structured and sequenced ‘problems’ that will direct the students’ learning towards the determined outcomes and objectives of the curriculum. The lecturer acts as a curriculum coordinator and ensures that students have access to various resources for information gathering.</p> <p>(From the <i>Work-Integrated Learning: Good Practice Guide</i>, CHE, 2011)</p> <p>See also <i>Work-Integrated learning</i></p>
Professional body	An organisation with individual members practicing a profession or occupation in which the organisation maintains an oversight of the knowledge, skills, conduct and practice of that profession or occupation.
Professional designation	A title or status conferred by a professional body in recognition of a person’s expertise and/or right to practise in an occupational field
Programme Qualification Mix (PQM)	PQM refers to the formal qualifications, and their associated academic programmes (equated to major field of study), for which the NWU has obtained approval, accreditation and registration on the NQF by the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE) and the South African Qualifications Authority (SAQA) respectively. These qualifications and major fields of study are listed on the NWU’s HEQSF aligned PQM
Progression requirements	Progression requirements are determined by the General Academic Rules of the NWU and establish norms that may be used to ensure that a student completes a sufficient percentage of the credit load of the academic programme according to his/ her historic year level, in order to ensure that he/ she may complete the programme within the maximum duration of study.

Project-based learning (PJBL)	<p>PJBL involves learning through projects. Projects can be 'real' projects located in the world of work. Such projects generally involve elements of research and the supervision by both a university teacher and workplace supervisor or mentor. PJBL can support the acquisition of an extensive, integrated knowledge base that students can draw on and apply to the analysis and solution of problems. More often the problems in PBL are simulated and the learning takes place in the university (with some input from workplaces). In work-integrated PJBL the projects are generally not simulated, but involve learning through practice in a work context, as in service-learning or in a university-industry collaborative research project.</p> <p><i>(From the Work-Integrated Learning: Good Practice Guide, CHE, 2011)</i></p> <p>See also <u>Work-Integrated learning</u></p>
Promoter	<p>Means a person who is normally on the staff of the University (but who can also be contracted in) and who has been appointed to give guidance to a student registered for a doctorate and to supervise the work which the student is required to do in this regard; approved by the faculty committee, listed on the title registration document and appointed in writing by the Higher Degrees Administration Department; the promoter is primarily responsible for overseeing the academic life cycle of the PhD student, and keeps record of supervision provided to the student.</p>
Proof of participation	<p>Proof of participation refers to a confirmation by the lecturer in a specific module that a student participated satisfactorily in the teaching-learning activities and in the performance of teaching-learning assignments in accordance with the curriculum requirements, whereby the student is admitted to a final assessment in that module or part of that module.</p>
Post-School Education and Training (PSET)	<p>Encompasses all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school (White Paper for Post-School Education and Training, 2013).</p>
Post-School Education and Training Institutions (PSETIs)	<p>The institutions that provide education and training, which include universities, national institutes of higher education and private higher education institutions, Technical and Vocational Education and Training Colleges, Private Colleges, Community Education and Training College and skills providers. These are established, declared, or registered by any law assigned to the Minister.</p>
Qualification	<p>A registered national qualification consisting of a planned combination of outcomes which has a defined purpose, intended to provide qualifying students with applied competence and a basis for further learning and which has been assessed in terms of exit level outcomes, registered on the NQF and certified and awarded by a recognised body, in this case by a registered and accredited public provider as part of its formal PQM.</p> <p>Naming of qualifications must conform to the HEQSF prescribed naming conventions (see also <u>Naming conventions</u>).</p>
Qualification and academic programme management	<p>Activities executed by faculty management, academic programme teams and TL support structures to prepare for and participate in all aspects of teaching and learning, including delivery of all core aspects of the (a) qualification and academic programme lifecycle, and (b) the student lifecycle. This implies ensuring student access and success through the design and all aspects of the delivery of the academic programmes, including (but not limited to) –</p> <ul style="list-style-type: none"> • monitoring the continued relevance of each academic programme leading to a qualification • monitoring the life cycle and sustainability of the qualification and all programmes leading to it • reviewing the quality and continued relevance of the learning components of every academic programme • amending learning components of academic programmes as necessary to ensure quality and continued relevance of the academic offering • selection and admission of students to an academic programme of a qualification • design, development and review of appropriate study materials, media and TL environments (including provision for online and technology-enhanced learning) • providing and ensuring the provision of adequate student academic support through interaction at the group and individual levels • planning of assessment to ensure appropriate assessment against the approved outcomes and assessment criteria • taking part in the actual assessment, ensuring adherence to moderation requirements • providing continuous feedback to students on formative assessments, and to summative assessment as provided for in the General Academic Rules.

Qualification and academic programme planning and development	<p>Activities executed by faculty and programme management, curriculum teams and support structures, in collaboration with the Qualification and Academic Programme Planning Division (Q&APP), to contribute to:</p> <ul style="list-style-type: none"> • The planning for and development of new academic qualifications and programmes to be considered by <ul style="list-style-type: none"> ○ The Senate Committee for Academic Standard (SCAS) for NWU approval, as well as ○ the DHET for PQM clearance and funding approval, ○ the CHE for programme accreditation, and ○ SAQA for registration to become part of the University’s approved PQM. • Changes to existing programmes and modules to be considered by the Senate Committee for Academic Standards (SCAS) for internal approval. <p>This essential phase in the programme lifecycle includes the approval of core aspects of the programme design, including programme and module outcomes and assessment criteria and practices.</p> <p>Qualification and academic programme planning feeds into the more comprehensive academic planning process of the NWU, primarily enrolment planning</p>
Qualification or academic programme outcome	<p>Broad statements that describe the competencies (what students should know and be able to demonstrate) that all students should possess after successfully completing a particular programme of a qualification. These outcomes are often referred to exit-level outcomes and are grounded in the level descriptors of the exit level of the qualification concerned, and form part of the internal qualification standard. Programme outcomes should align with its qualification outcomes.</p>
Qualification and academic programme review	<p>Monitoring and review activities executed by academic programme managers and academics in faculties and TL support structures to regularly review and improve the quality of academic qualifications and programmes at the University through its quality management activities which include internal and external reviews and evaluations, and regular consideration of the outcomes of internal and external feedback as well as of the assessment of programme and student success by the lecturer.</p>
Qualification type	<p>The HEQSF sets out the range of qualification types in higher education (e.g. certificates, diplomas, bachelor’s degrees etc.) that may be awarded to mark the achievement of exit level outcomes that have been appropriately assessed at a specific NQF level. Each qualification type denotes a generic qualification descriptor specifying the exit level of the qualification type, its minimum required credits and its purpose and characteristics in terms of the types of knowledge and skills that it is intended to develop. The qualification type descriptor is the point of reference for the design of specialised qualifications and their programmes.</p>
Quality assurance	<p>The process of maintaining and applying academic and educational standards in order to comply with expectations and requirements that should be complied with, and in the sense of ideals of excellence that should be aimed at. These expectations and ideals may differ from context to context, partly depending on the specific purposes pursued. Applying the principle of quality entails evaluating services and products against set standards, with a view to improvement, renewal or progress.</p> <p><i>(From the Education White Paper 3, DoE)</i></p> <p>The NWU quality policy defines quality assurance as the activity of providing the evidence needed to establish confidence among all concerned that the quality-related activities are being performed effectively.</p> <p>See also <i>Quality manual</i></p>
Quality control	<p>Developing systems to ensure products and/or services are designed and produced to meet or exceed stakeholder requirements.</p>
Quality council	<p>The primary bodies with a direct role in governing quality assurance and certification. Through their responsibility for setting standards, they are also responsible for curriculum and assessment. The CHE is the quality council for Higher Education (<i>White paper for post-school education and training, 2013</i>).</p>
Quality enhancement	<p>A process of continuous improvement that builds on identified examples of good and best practice, while also addressing problem areas. Therefore, quality improvement or enhancement seeks to translate the results of monitoring and review activities into systematic improvement strategies or plans.</p>
Quality evaluation	<p>The systematic determination of merit, worth and significance of something or someone. Evaluation is often used to characterise and apprise subjects of interest in a wide range of human enterprises.</p>
Quality management	<p>A method of ensuring that all the activities necessary to design, develop and implement a product or service are effective and efficient with respect to the system and its performance</p>

Quality management system (QMS)	<p>A system that outlines the policies and procedures necessary to improve and control the various processes that will ultimately lead to improved business performance.</p> <p>A formalised system that documents processes, procedures, and responsibilities for achieving quality policies and objectives. A QMS helps coordinate and direct an organisation's activities to meet customer and regulatory requirements and improve its effectiveness and efficiency continuously.</p>
Quality manual	<p>The purpose of the quality manual is to document and describe the context, structures, policies, objectives, processes, procedures, activities, responsibilities, etc., aimed at achieving, sustaining, monitoring and continuously advancing quality within an academic unit or support department. Furthermore, the quality manual serves as a general guide for existing and new staff members of the unit/department concerned.</p> <p>This official document details how the quality management system of a faculty/unit/department operates.</p> <p>The manual describes, amongst others, the most important processes of the core functions and the specific aims thereof, the role players in all the processes, applicable policies, and relevant records generated and used in the processes, as well as the quality assurance mechanisms in all the processes. It furthermore demonstrates the quality of what the faculty/unit/department does for its customers, employees and stakeholders by embedding best practices!</p> <p>Another important function of the quality manual, which is often overlooked, is marketing. The unit/department may regard the well written and professionally published quality manual as a powerful marketing instrument. It serves to communicate to all our customers, role players, stakeholders, co-process owners, and strategic partners that the department is a quality-conscious entity and knows how to document and communicate its commitment to quality.</p> <p>See also <u><i>Quality assurance and Quality enhancement</i></u></p>
Recognition of prior learning	<p>A term that refers to the principles and processes through which the prior knowledge and skills of a person, learned informally and non-formally, are made visible, mediated and rigorously assessed and moderated for the purposes of alternative access and admission, recognition and certification, or further learning and development.</p> <p>There are two main forms of RPL, that reflect the different purposes and processes within which RPL takes place:</p> <ol style="list-style-type: none"> a) RPL for access: To provide an alternative access route into a programme of learning, professional designation, employment and career progression; and b) RPL for credit: To provide for the awarding of credits for or towards a qualification (thus exemption from completing certain modules or even a year level of an academic programme) on the basis of a candidate's knowledge/experience acquired through informal or non-formal learning.
Reflexive competence	<p>Reflexive competence incorporates learner autonomy. It refers to the demonstrated ability to integrate performance with understanding so that a learner can adapt to changed circumstances and explain the reasons behind the adaptations.</p>
Registration	<p>An effective registration by a person for a qualification at the institution exists when all these criteria have been met:</p> <ol style="list-style-type: none"> a) The person satisfies the statutory entry requirements for admission to a formally approved qualification offered by the institution. b) On 1 January of the year, the person was officially enrolled in the qualification, or during the period 1 January through 31 December of the collection year, the person became officially enrolled in the qualification. c) During the period 1 January through 31 December of the year the person was effectively registered in at least one module which is a part of the curriculum for the qualification. <p>An effective registration by a person for a CE_d offering exists when all these criteria have been met:</p> <ol style="list-style-type: none"> a) The person has been approved by the faculty to have met the minimum admission requirements to the CE_d offering; b) Has paid the course fee applicable to the CE_d offering. <p>Conditions of registration are determined by the NWU and its Faculties.</p>
Registration of a qualification or part-qualification	<p>Refers to the formal inclusion of a qualification or part-qualification by SAQA on the NQF, with an identification of the relevant Sub-Framework, when a qualification or part-qualification meets the SAQA Policy and Criteria for the Registration of Qualifications and Part-Qualifications on the NQF, and as recommended by the relevant Quality Council.</p>

Research product	Refers to the outcome of the research process, as specified in sections 4.4 and 5.4 of the General Academic Rules
Scholarly activities	Scholarly activities are recognisable by the following characteristics: <ul style="list-style-type: none"> • it has an organised set of theoretical principles; • it requires a high level of discipline-related (and pedagogical) expertise; • it is conducted in a scholarly manner with outcomes in mind, adequate preparation and appropriate methodology; its results are appropriately documented and disseminated; • it follows a process, promotes inquiry and research and produces certain outcomes; • the outcomes of the process have significance beyond the individual context and can be replicated or elaborated; and • the process and product or results are reviewed and judged by peers.
Scholarship of engagement	The term redefines Faculty scholarly work from academic expertise to community-engaged scholarship that involves the Faculty member in a reciprocal partnership with the community. This can vary from disciplinary, or/and interdisciplinary to trans-and multi-disciplinary activities, and integrates Faculty roles of teaching and learning, research and innovation, and service. While there is variation in current terminology (public scholarship, scholarship of engagement, community-engaged scholarship), engaged scholarship is defined as the collaboration between academics and individuals outside the academy – knowledge professionals and the lay public (local, regional/state, national, global) – for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity to ultimately achieve sustainable (positive) change of which the impact can be monitored.
Scholarship of teaching and learning	The Scholarship of Teaching and Learning (SoTL) involves post-secondary practitioners conducting an inquiry into teaching and learning processes in higher education contexts. It consists of more than scholarly approaches to teaching and learning, requiring that academic staff frame and systematically investigate questions related to student learning, and make their work available for review and public dissemination through presentations, performance, or publications' (<i>Mckinney, K. 2006: 39; Hutchings, P. & Shulman, L. 1999: 13; Pool, G. & Simmons, N. 2013</i>). The overall intention of SoTL is thus to improve student learning and enhance educational quality through evidence-based and methodologically sound research.
Self-directed learning	Self-directedness can be defined in terms of the amount of responsibility the student accepts for his or her own learning (Fisher, King & Teague, 2001). Self-directed learning is described by Knowles (1975) as a process by which individuals take the initiative, with or without the assistance of others in diagnosing their own learning needs, formulating their own learning goals, identifying own resources for their learning, choosing and implementing their own learning strategies and evaluating their learning. (Source: Faculty of Education Sciences, Potchefstroom Campus, North-West University: Guidelines for lecturers for embedding Diversity, Transformative curriculum making and Blended Learning into a Self-directed Learning environment. November 2014)
Self-paced CEd offerings	Does not follow a set schedule. The course material is available at the start of the training, and there are no due dates for assignments or tests. The participants have the freedom to plan their schedule around their daily activities. Completing the course requires that all the required tasks be completed.
Self-plagiarism	Self-plagiarism occurs when authors improperly reuse their own work presenting the work as new and original. Self-plagiarism may infringe the copyright of others involved in the publication of the original work. [From the <i>NWU Policy on Academic Integrity</i> (2018)]
Senate Committee for Academic Standards (SCAS)	A standing committee of the NWU Senate with the specific mandate to oversee the quality of the NWU academic qualifications and programme offering, as well as the continuing education non-formal offering, and the related management processes.
Service Learning	Service Learning (SL) is a fundamental teaching and learning method aimed at advancing social change while preparing students for future citizenship through real-life learning experiences in communities. SL as a TL method is a collaborative process that links faculty, students, and community partners in organised, supervised, sustainable, and mutually beneficial learning experiences that address identified and agreed upon community needs. SL is often curriculum-based and credit-bearing, and always carefully structured and focused educational experiences related to a specific discipline. It includes reflecting on the service activity to gain a deeper understanding of discipline-related content, a broader appreciation of the discipline, and an enhanced sense of social responsibility.
Sector Education and Training Authority (SETA)	A sector education and training authority established in terms of section 9(1) of Skills Development Act No 97 of 1998 (Skills Development Act, 1998).

Sharable Content Object Reference Model (SCORM)	Specifications or guidelines that allow eLearning professionals to create reusable eLearning course objects. SCORM was initially developed for the US Department of Defence's Advanced Distributed Learning initiative. SCORM-compliant objects can be used across various eLearning courses within the same LMS, and can be reused across different eLearning platforms.
Short learning programme	Refers to any non-formal teaching and learning intervention of which the details are not listed on the NWU programme and qualification mix (PQM) as part of the formal academic offering of the NWU. A short learning programme offered by the NWU must have SCAS approval and must be registered on the Unit for Continuing Education (UCE) short courses database. Short learning programmes can take on different formats (e.g. a short course for participation only or a short course with formal assessment for successful completion) and the NWU issues an appropriate certificate or other forms of recognition bearing the emblem of the NWU to successful participants.
Site of delivery	Formal physical location, where an academic programme leading to a qualification is offered. The NWU has three existing approved sites of delivery (campuses), the Mahikeng Campus, the Potchefstroom Campus and the Vanderbijlpark Campus. While a UODL learning support centre provides academic, administrative and logistical support to students, it is not a site of delivery and should not be regarded as such.
Social cohesion	The degree/ extent to which a society is coherent, united and functional; provides an environment within which its citizens can flourish; and in which mutual solidarity finds expression among individuals in communities. In terms of this definition, a community or society is cohesive to the extent that the inequalities, exclusion and disparities based on ethnicity, gender, class, nationality, age, disability or any other distinctions which engender divisions, distrust and conflict are reduced and/ or are eliminated (NDP 2030)
Social inclusion	Social inclusion embraces all humanity and cuts across all the factors that divide human beings. It recognises the fact that all people, regardless of nationality, socio-economic background, age, disability, ethnicity, race, gender, sexuality or religion, are entitled to participate fully in society and that reinforce their individual and collective identity. It is about giving equal access and opportunities and getting rid of discrimination and intolerance (NDP 2030).
Social justice in NWU context	This involves a focus on that which is valued and beneficial for all, including recognising and protecting human rights, equality, fairness, freedom from oppression, and discrimination. From an engagement perspective, sharing of expertise and tailor-made solutions to alleviate challenges or specific community issues that create imbalances in terms of fairness and social justice.
South African Qualifications Authority (SAQA)	The statutory authority established in terms of the SAQA ACT (58 of 1995) and continuing in terms of the NQF Act 967 of 2008), which oversees the further development and implementation of the NQF, the achievement of the objectives of the NQF, and the coordination of the three Sub-Frameworks.
Structured e-learning environment	An interface that makes provision for varying levels of interactivity between student and lecturer; student and study material; student and the learning platform; and student-to-student.
Student	According to Gen A Rule 1.4, a student refers to a person who is registered with the NWU for the current year and is enrolled and active for subsidy purposes during a specific academic year. A registered student is required to participate actively in the prescribed teaching, learning, research and assessment activities of every programme module for which he/she is registered during that academic year, so that the responsible academic unit can provide proof of such participation. Such proof must be provided by the applicable census dates of the academic year concerned.
Student academic life-cycle	The administrative and academic milestones that must be reached before a qualification can be conferred.

Student academic support	<p>For students who study by means of the contact mode of provision, it means a broad array of educational strategies, including lecturing, individual sessions with lecturers during office hours, tutoring, supplemental instruction, mentoring, academic advising, and academic literacy development, provided to individual students or groups of students, in order to support their academic development and success.</p> <p>For students who study by means of the distance mode, academic student support may additionally include:</p> <ul style="list-style-type: none"> • Provision of all study materials by NWU in an electronic or hard-copy format as agreed per academic programme. • Technology-mediated contact sessions presented by NWU lecturers at learning support centres countrywide, with guidance from NWU appointed facilitators at the centres. • Vacation schools presented by NWU lecturers as agreed per academic programme. • A call centre to assist with academic and administrative matters. • Study letters and information booklets. • Occasional informative communications, answering questions frequently asked by students. • Examination guidelines. • Regular training of facilitators who handle guidance at learning support centres, including online or other technology enhanced training. • Media centres. • Ongoing assistance from lecturers to students on request, via email or telephonically. • Computer facilitation for e-learning as agreed per academic programme.
Student-centred teaching and learning at the NWU	<p>Student-centred teaching and learning occurs when the focus during the teaching and learning activities is on the constant and balanced interaction between the student and the lecturer/ facilitator. The lecturer/ facilitator teaches or models difficult content where after students work independently, in pairs, or in groups, depending on the type of learning activity and the outcomes to be achieved, using their prior knowledge and shared understanding to enhance the process of learning. Students should initiate the interaction and the theme of certain topics for discussion, while the lecturer/ facilitator guides the interaction. Peer learning is an important facet while the lecturer/ facilitator often acts as an informative guide. Both students and the lecturer/ facilitator act as formative assessors of learning.</p>
Student: Staff ratio	<p>This refers to the average number of students per academic staff member and gives an indication of the average teaching load carried by each academic staff member. It is calculated by dividing the number of FTE academic staff by the number of FTE students.</p>
Student success	<p>Student success is often based on tangible metrics such as strong retention and graduation rates, time-to-graduation, and career path/job placement opportunities after graduation. Yet student success should also include high-quality learning experiences from the student's perspective. Successful students will be prepared for success in their personal, public, and professional lives, and they will embody the graduate attributes, values and behaviours that characterise the vision and mission of the NWU.</p>
Study fees	<p>The collective fees associated with applying for, enrolling in and annually registering for an NWU academic programme. Study fees include all prescribed qualification and programme related fees, including registration fees and any additional fees levied for study materials, any activity related to support at a tuition centre and all charges to the student related to graduation or graduation ceremonies. It does not include expenses related to accommodation and participation in voluntary activities.</p> <p>See also <u>Tuition fee</u>, <u>Course fee</u>.</p>
Study guide	<p>A study guide is an expansion of the Module Overview Document. It structures the learning opportunities and activities, required reading, tasks, assignments, and where necessary, subject content to serve a specific mode of delivery and account for the study and academic support needs of the student cohort. It thus guides students to attain the desired module and learning outcomes. A study guide is developed by an NWU academic staff member or an external subject expert – Faculty-approved and contracted for that purpose.</p>
Study material	<p>Includes study guides, prescribed and recommended reading and viewing material in paper-based, or electronic/digital format. Such material includes textbooks, notes, articles, videos, multimedia creations, and other forms of material of necessity to ensure mastery of learning outcomes.</p>

Subject Matter Expert (SME)	A Subject Matter Expert in the HE context is usually an academic staff member who often works closely with an Instructional Designer to create meaningful and memorable learning content. This individual knows what to include, what to omit, and what the distance, online or contact student needs to know by the time they have completed a module or short course. They can also help identify contact or online learner preferences, goals, and needs, as well as the most effective way to convey/ present module/ short course information.
Summative assessment	See <i>Assessment of learning</i>
Supervisor	Means a person who is normally on the staff of the University (but who can be contracted in) who has been appointed to give guidance to a student who has registered for a master's degree, and to supervise the work which the latter is required to do with regard to a dissertation or mini-dissertation; approved by the faculty committee, listed on the title registration document and appointed by the Higher Degrees Administration Department; the supervisor is primarily responsible for overseeing the completion of the academic life cycle of the master's student and keeps record of supervision provided to the student.
Supplemental Instruction (SI)	Supplemental Instruction (SI) is a non-remedial approach to learning that supports students towards academic success by integrating "what to learn" with "how to learn." SI is a free service and recommended to all students. SI consists of regularly scheduled, voluntary, out-of-class group study sessions driven by students' needs. Sessions are facilitated by trained Peer Leaders who utilize collaborative activities to ensure peer-to-peer interaction in small groups. During SI sessions students compare notes, discuss readings, develop study skills and predict test questions. SI is implemented in high-risk courses in consultation with academic staff and supported and evaluated by a trained supervisor
Support staff	a) Staff who render academic support services, student support services, human resource management, financial management, administration, maintenance of the buildings and gardens, catering services and security services. Examples include administrators, laboratory assestants, cleaners, kitchen staff, gardeners, caretakers, etc. b) All technical and office staff, as well as executive and professional staff, who spend more than 50% of their official time on administrative functions. Examples include secretaries, administrative clerks, accountants, etc. <i>DHET Dictionary of Tems and Concepts for Post-School Education and Training 2021</i>
Teaching and learning environment	The physical and/or the virtual and/or online environment in which teaching and learning occur. See also <i>Physical teaching and learning environment</i> and <i>Virtual teaching and learning environment and Online teaching and learning</i>
Teaching quality	At the NWU teaching quality in all modes of provision is equated to innovative teaching that provides students with optimal and appropriate opportunities to master the outcomes of modules of a programme towards the completion of a qualification, as well as the graduate attributes that are required for the graduate to function effectively in the world of work. High-quality teaching and learning will be reflected in student success rate, outcomes of external peer reviews, graduate employer feedback, student satisfaction, and the employability of our graduates.
Technical and Vocational Education and Training College	Any public college that provides continuing education and training on full-time, part-time or distance basis, and which is established or regarded as having been established as a public college or declared as a public college under the Continuing Education and Training Act, 2006 (Continuing Education and Training Act, 2006).
Technology-enhanced interactive learning interface	An interface created within the LMS (eFundi) where students are assisted to achieve the learning outcomes set by the lecturer, through the effective use of the functionalities of the LMS, including digital study material. See also <i>Digital study material</i>
Thesis	Means a manuscript prepared for examination purposes, or a set of research articles or unpublished manuscripts in article format, and/or an internationally examined patent, which represents a distinct contribution to the knowledge of, and insight into, a subject and provides proof of originality, either by the presentation of new facts or by the exercise of an independent and critical faculty, in accordance with the prescripts of language, style, documentation and argumentation, and which is presented by the student in partial or full compliance with the requirements for the particular doctorate from the University in terms of the prescribed rules.
Third income stream	This refers to all university income derived from sources other than state subsidy or student tuition fees. It is also sometimes called private income. Sources of third-stream income are diverse and can include donations or endowments; money earned through contract research or entrepreneurial activity; and income from investments.

Throughput rates	The throughput rate calculates the number of students of a specific cohort, of a specific year, who have graduated either within the minimum time, or up to 2 years beyond the minimum time, to the number of students in the baseline enrolments of that cohort.
Traditional university (like the NWU)	Institutions that offer a broad range of general formative and professional programmes at both undergraduate and postgraduate levels.
Transformative learning	<p>Transformative learning may be understood as the process by which learners change how they interpret the world by making sense of their experiences and revising their interpretations of experiences. The process of sense-making involves the critical capacity to question the epistemic assumptions that inform their existing frames of reference or “meaning schemes” (mind-sets or worldviews), becoming aware of the sources, nature and consequences of established beliefs and actions. This may lead to the refinement or elaboration of a frame of reference, or the acquisition of new frames of reference. Through processes of critical reflection and participatory discourse, learners develop frames of reference or meaning schemes that are more inclusive, discriminating, open and susceptible to change, and submit these frames of reference to a discursive assessment of their justification and/ or an empirical assessment of their truth claims. In this manner, learners develop frames of reference or meaning schemes that can serve as the basis for taking reflective action based on validated beliefs.</p> <p><i>(Mezirow, J. 2009. Transformative learning theory, in Mezirow, J, Taylor, E W & Associates. Transformative Learning in Practice. Insights from Community, Workplace and Higher Education. San-Fransisco, CA: Jossey-Bass.)</i></p>
Tuition fee	The fee per module as proposed via Senate and approved annually by Council. See also <u>Course fee</u> , <u>Study fees</u> .
Tutor/facilitator	A member of the academic staff of NWU, or a person with the required qualifications and competencies and appointed by NWU through the relevant faculty board in line with Senate approved rules, who is responsible for allocated aspects of the learning support of a group of students assigned to him or her, reporting into the academic line management for the discipline concerned.
Twenty-first century	The current era. This century began on 1 January 2001 and will end on 31 December 2100. At this point we are 20 years into the 21 st century.
Twenty-first Century skills	<p>Refers to a broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in today’s world, particularly in higher education programmes and in present-day careers and workplaces. 21st Century skills can be applied in all academic subject areas, and in all educational, career, and community settings throughout a student and an individual’s life. The following list provides a brief illustrative overview of what is commonly associated with 21st-century skills:</p> <ul style="list-style-type: none"> • Critical thinking, problem-solving, reasoning, analysis, interpretation, synthesising information • Research skills and practices, interrogative questioning • Creativity, artistry, curiosity, imagination, innovation, personal expression • Perseverance, self-direction, planning, self-discipline, adaptability, initiative • Oral and written communication, public speaking and presenting, listening • Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces • Information and communication technology literacy, media and internet literacy, data interpretation and analysis • Civic, ethical, and social-justice literacy • Economic and financial literacy, entrepreneurialism • Global awareness, multicultural literacy, humanitarianism • Scientific literacy and reasoning, the scientific method • Environmental and conservation literacy, ecosystems understanding • Health and wellness literacy, including nutrition, diet, exercise, and public health and safety <p>(https://www.edglossary.org/21st-century-skills/)</p>
Unit for Continuing Education (UCE)	The UCE provides for business development opportunities as well as logistical and quality support for the offering of all Short Learning Programmes by Faculties.
Unit for Open Distance Learning (UODL)	The UODL is the designated Unit of the NWU responsible for the delivery of ODL programmes. This entails amongst other responsibilities student enrolment and registration, distribution of study materials and tutorial letters, contact session and examination schedules and locations, invigilation during examination sessions, technical support before and during technology-mediated contact sessions, continuing student support, distribution and marking arrangements of assignments and examinations, capturing of marks for assignments and examinations, student records and the administering of queries by the UODL call centre.

Unit Standard	A coherent and meaningful outcome of learning or training that is formally recognised by SAQA.
Virtual Career Fair	An online career exhibition platform that allows employers to share career opportunities interact with potential student talent to find a match for available job opportunities. It also affords NWU student and alumni to assess suitable recruiting employers.
Virtual teaching and learning environment	<p>A virtual teaching and learning environment (VLE) is a web-based system of integrated teaching and learning tools designed to present students with learning resources, learning activities and interactions within a structured module design. The aim is to enhance the learning experience and support of students by including the Internet and other information communication technologies in the learning experience.</p> <p>(https://whatis.techtarget.com/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE)</p> <p>See also <i>Information communications technology in education</i></p>
Web-based Training	e-Learning experiences that take place online or via private intranets. Web-Based Training typically features interactive multimedia, eLearning assessments, and online modules that align with organizational goals and objectives. In some cases, the eLearning content may redirect learners to third-party resources, such as online articles, eLearning videos, and websites. Web-Based Training can also feature social learning activities that utilize social networking sites, forums, and blogs.
Work-Integrated and Service Learning (WISL) system	A cloud-based integrated system solution for the administration, management and reporting of WIL and SL activities at the NWU (see definitions for WIL and SL). The WISL system serves to automate and manage the placement process for students involved with WIL and SL activities, the linking of students to mentors and assessors, and the reflection and/or assessments required for the successful completion of the WIL and/ or SL activities. The system supports non-functional requirements such as ease of access and data capturing with user-centric design and consistency, adherence to security principles and standards addressing role-based security authentication across/between components, user authentication and data protection.
Work-Integrated Learning (WIL)	<p>The NWU recognises WIL as purposeful, organised, credit-bearing, supervised and assessed educational activities and experiences that integrate theoretical learning with its application in an actual or simulated workplace context (generally associated with studies leading to professional qualifications).</p> <p>Given the diversity and range of WIL activities, faculties may adopt approaches and practices appropriate to the context of their field and discipline. WIL associated with professional qualifications take the form of work placements, but the NWU also encourages innovative non-placement approaches. Irrespective of its nature, WIL activities must align academic and workplace practices for the mutual benefit of students and workplaces.</p> <p>See also <i>Problem-based learning and Project-based learning and Work-directed theoretical learning</i> as forms of WIL</p>
Work-directed theoretical learning	<p>WIL programmes include theoretical subjects or components. These should be aligned with the practical or practice-based components through teaching and learning activities that bring theory and practice together in meaningful ways. The theoretical components of WIL curricula need to take into account the dual nature of professional education, as described in the previous section. This is likely to involve curriculum development that aligns disciplinary demands with workplace relevance, and thereby enhances, rather than compromises, the academic quality of the programme.</p> <p>Other examples of work-directed theoretical learning (WDT L) include inviting guest lecturers from the workplace or professional practice into the academic classroom; the use of authentic examples or case studies from the world of professional practice in setting learning and assessment tasks, and the inclusion of workplace assessors to form part of a panel to assess students' work.</p> <p>(From the <i>Work-Integrated Learning: Good Practice Guide</i>, CHE, 2011)</p>
Workplace learning (WPL)	<p>WPL takes place when students are placed in work environments for the purpose of learning. Learning in the workplace therefore, usually involves students in planning and implementing an activity, in reflecting on and evaluating the activity, and making adjustments for future action. The student uses this reflective process to determine what was useful or important to remember and uses this learning to perform another activity</p> <p>(From the <i>Work-Integrated Learning: Good Practice Guide</i>, CHE, 2011)</p>
Work readiness seminar	Annual and monthly seminars offered by the NWU Career Centre in collaboration with Industry partners to equip NWU students with the knowledge that is related to the transition from student life to work life.

Yearbook	The documents annually published by the University for each Faculty describing all undergraduate and postgraduate qualifications, programmes and modules offered by the faculty concerned. These contain also reference to the General Academic Rules and the specific Faculty Rules pertaining to its academic offering, and any other information regarding the University and the faculties useful for prospective and current students, academic and administrative employees, and faculty management.
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(Approved by Senate on 15 May 2019; Revision approved by Senate on 26 February 2020)

Revision in 2021: Draft 3

GLOSSARY OF TEACHING-LEARNING RELATED ACRONYMS, CONCEPTS AND DESIGNATIONS¹

LIST OF ACRONYMS:

ABET	Adult Basic Education and Training
ACCA	Association of Chartered Certified Accountants
API	Application Programming Interface
ARC	Admission Requirements Committee
ASG	African Standards and Guidelines
AV Equipment	Audio Visual Equipment
CAPS	Curriculum Assessment Policy Statements
CAT	Credit Accumulation and Transfer
CE	Community Engagement
CEd	Continuing Education
CET	Continuing Education and Training
CCFO	Critical-Cross Field Outcomes
CHE	Council on Higher Education
CIMA	Chartered Institute of Management Accountants
CTL	Centre for Teaching and Learning
CMS	Curriculum Management System
CRA	Criterion-Referenced Assessment
DBE	Department of Basic Education
DE	Distance Education
DG	Director-General of the Department of Higher Education and Training
DHET	Department of Higher Education and Training
DoE	Department of Education
ECD	Early Childhood Development
ECSA	Engineering Council of South Africa
ELO	Exit Level Outcome
ELOAC	Exit Level Outcomes and Assessment Criteria
EPE	External Programme Evaluation
EQA	External Quality Assurance
ESETA	Energy Sector Education and Training Authority
ETD	Education, Training and Development
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
ETQA	Education and Training Quality Assurer/ Assurance
FASSET	Financial and Accounting Services Sector Education and Training Authority
FEPC	Foundation Education Provision Committee
FET	Further Education and Training
FITLP	Faculty Integrated Teaching and Learning Plan

¹ The Glossary is intended as a supplement to the General Academic Rules of the NWU, the Teaching and Learning Strategy, the Teaching Learning and Assessment Policy, and the Teaching, Learning, and Assessment Rules. Where a contradiction occurs, the General Academic Rules take precedence.

FSCA	Financial Services Conduct Authority (replacing the FSB)
GET	General Education and Training
HE	Higher Education
<u>HEI</u>	Higher Education Institution
HEMIS	Higher Education Management Information System
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualifications Sub-Framework
HET	Higher Education and Training
HPCSA	Health Professions Council of SA
HRD	Human Resource Development
ICFP	Institute for Commercial Forensic Practitioners
<u>IPE</u>	Internal Programme Evaluation
<u>IQA</u>	Internal Quality Assurance
<u>KPI</u>	Key Performance Indicator
LGWSETA	Local Government Water and Related Services Sector Education and Training Authority
LIS	Library and Information Services
LMC	Library Management Committee
LMS	Learning Management System
LTI	Learning Tool Interoperability
MOOC	Massive Open Online Course
MOD	Module Overview Document
NCS	National Curriculum Statement
NDP	National Development Plan 2030
NGDLE	Next Generation Digital Learning Environment
NGO	Non-Government Organization
NLRD	National Learners' Records Database
NSA	National Skills Authority
NSB	National Standards Body
NSC	National Senior Certificate
NQF	National Qualifications Framework
NSC(V)	National Senior Certificate Vocational
OBE(T)	Outcomes-Based Education (and Training)
ODL	Open Distance Learning
OER	Open Education Resources
PHEI	Private Higher Education Institution
PLE	Physical Learning Environment
PQM	Programme Qualification Mix
PSET Sector	Post-school Education and Training Sector
RPL	Recognition of Prior Learning
Q&APP	Qualification and Academic Programme Planning
QA	Quality Assurance
<u>QAF</u>	Quality Assurance Framework
<u>QEP</u>	Quality Enhancement Project
<u>QM</u>	Quality Management
QMS	Quality Management System
<u>QPCD</u>	Quality Promotion and Capacity Development
SABPP	South African Board for Personnel Practice
SADC	Southern African Development Community
SACSSP	South African Council for Social Service Professions
SAIBA	South African Institute for Business Accountants
SAICA	South African Institute for Chartered Accountants
SAIPA	South African Institute for Professional Accountants
SANC	South African Nursing Council

SAPC	South African Pharmacy Council
SAQA	South African Qualifications Authority
SASSETA	Safety and Security Sector Education and Training Authority
SCAS	Senate Committee for Academic Standards
SCORM	Sharable Content Object Reference Model
SCTL	Senate Committee for Teaching and Learning
SCLPAS	Senate Committee for Language Planning and Advisory Services
SD	Skills Development
SER	Self-Evaluation Report
SETA	Sector Education and Training Authority
SGB	Standards Generating Body
SI	Supplemental Instruction
SLISC	Senate Library and Information Services Committee
SL	Service Learning
SMC	Senior Management Committee
SME	Subject Matter Expert
SoP	Standard Operating Procedure
SSETA	Services Sector Education and Training Authority
TLC	Teaching and Learning Committee
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
UMALUSI	General and Further Education and Training Quality Assurance Council
UMC	University Management Committee
UODL	Unit for Open Distance Learning
UCDPG	University Capacity Development Programme Grant
UCE	Unit for Continuing Education
VLE	Virtual Learning Environment
WBT	Web-based Training
WIL	Work-integrated Learning
WISL System	Work-integrated and Service Learning System

Concept	Description
Academic access	The opportunity to pursue education and training at a higher education level, including access to relevant qualifications and part-qualifications. Academic access should be distinguished from academic success as the former does not automatically imply the latter. Also includes the opportunity for individuals to work for a public higher education institution See also <i>Academic success</i> .
Academic essence of a Faculty	The identity or the core nature/qualities of the faculty (how it is structured, why each school belongs to that faculty particularly, what characteristics of the faculty distinguishes it from other faculties, the indispensable conceptual and/or professional characteristics that the faculty wants to develop in its students etc.) and how each discipline or subject group therein contributes towards the purpose of the faculty's very existence. The Academic essence of a Faculty is captured in Faculty Integrated TL Plans (FITLPs)
Academic integrity	The adherence to ethics of honest scholarship and the ability to work independently; also to give credit to the ideas of others and the re-use of one's own previous work, and the submission of original research products for assessment, examination and review.

Academic language	<p>Refers to the oral, written, auditory and visual language proficiency required to learn effectively in a higher education setting – i.e. the language that students are expected to learn and achieve fluency in. Frequently contrasted with “conversational” or “social” language, academic language includes the use of appropriate vocabulary, grammar, punctuation, syntax, discipline-specific terminology and conventions that allow students to acquire knowledge and academic skills while also successfully navigating academic requirements, assignments, expectations, and cultural norms.</p> <p>While the term is most commonly applied to language-specific skills (reading, writing, listening and speaking), competency in academic language also bleeds into a wide variety of related non-linguistic skills that are difficult to separate from language ability, including foundational academic skills (organising, planning, researching, reporting on research findings), cognitive skills (critical thinking, problem-solving, self-directedness), in addition to other forms of literacy required to succeed in their studies, such as technological literacy, online literacy, media literacy, multicultural literacy, among others. (https://www.edglossary.org/academic-language/)</p>
Academic materials	<p>Includes all academic products, irrespective of the form in which <u>they are it-is</u> produced, both at undergraduate and post-graduate level, inclusive of but not limited to research articles, chapters in books, conference presentations and papers, and research outputs as <u>an</u> outcome of a contract with third parties.</p>
Academic planning	<p>Refers to all planning activities to ensure a dynamic and sustained qualification and academic programme offering and quality teaching and learning. This spans institutional planning, interaction with the regulatory bodies on both the PQM and the three-year enrolment planning and monitoring, as well as academic qualification and programme planning and development and the monitoring thereof.</p> <p>See also <i>Qualification and academic programme planning and development</i></p>
Academic programme	<p>A planned and structured set of learning components represented by compulsory and/or elective core and/or fundamental modules (see also <i>Core module</i> and <i>Fundamental module</i>), each comprising teaching, learning and assessment opportunities that lead to the achievement of the desired outcomes per module, culminating in the mastery of academic programme outcomes and the demonstration of the required graduate attributes of the qualification concerned.</p> <p>One or more academic programme(s) may lead to the same qualification. The minimum admission requirements, desired graduate attributes, major fields of study, general design and credit structure of all programmes that lead to the same qualification must align with the internal standard of the qualification concerned. In many, but not all, cases, such academic programmes may also have common learning components that denote the nature of the qualification, though there may be different combinations of major subjects (core modules) or disciplinary focal areas to denote each of the different programmes.</p> <p>Naming of academic programmes must conform to the HEQSF prescribed naming conventions. See also <i>Naming conventions</i> and <i>Internal NWU qualification standard</i></p>
Academic programme alignment	<p>All academic programmes leading to a qualification must be consistent with the particular NWU qualification standard, thus each programme must align to the following:</p> <ul style="list-style-type: none"> • Purpose of the qualification; • Admission requirements for access to the qualification (each programme may have additional subject-specific admission requirements that may not circumvent the qualification admission requirements); • Credit values: in total and at each NQF level; • Credit structure in terms of core and fundamental modules should, as far as is possible, be aligned at each NQF level to facilitate seamless articulation for the student: <ol style="list-style-type: none"> a) from one campus to another in the same programme without losing any credits; or b) from one programme to another within the same qualification, with the student only losing the credits of core modules (a different major) necessary to <i>complete the programme to which</i> the student articulates, <i>successfully</i>; • Exit level outcomes (core competencies/graduate attributes/ skills sets in terms of knowledge, experience, skills and attitudes); in each programme these required attributes should be refined; • Assessment plan (appropriate mix of formative and summative assessment opportunities and the composition of the formative participation mark in relation to the summative assessment mark); • Progression and articulation possibilities (accounting for the different majors in each programme). <p>See also <i>Internal qualification standard</i> and <i>Module alignment</i></p>

<p><u>Academic Staff</u></p>	<p>Any person appointed to teach or to do research at a public HE institution and any other employee designated as such by the Council of that institution See also Administrative staff and Management staff and Support staff DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021</p>
<p>Academic staff development and support</p>	<p>Refers to all aspects related to the support of academic staff or the development of their skills within the higher education teaching and learning environment, including but not limited to professional development in a) the art of high-quality innovative university teaching, b) the skill of designing and developing responsive curricula and appropriate assessment plans, c) the effective use of appropriate teaching and learning media and technologies to enhance learning opportunities, and d) research into teaching and learning in the classroom to further enhance teaching practice.</p>

<p>Academic student support</p>	<p>Academic student support encompasses all the strategies, methods and resources that faculties and academic support divisions employ to help students acquire, refine and strengthen their academic skills that are necessary for study success and enhancement of employability. Many or most forms of academic support are based on identified learning needs, and faculties or support divisions will provide supplemental or intensive instruction, practice, and guidance to students who are struggling academically or who have specialised needs – these can include students with learning disabilities, physical disabilities, or developmental disabilities; or students who are performing academically or developing intellectually below or above the expectations for their age or grade level. Ultimately any type of academic student support endeavours to empower students to become independent learners by promoting academic excellence.</p> <p><u>Many CTL services are available from eFundi to students for focused SI, mentoring and tutor support:</u></p> <p>http://services.nwu.ac.za/KeepOnTL/students http://services.nwu.ac.za/ctl/academic-advising http://services.nwu.ac.za/ctl/mentoring http://services.nwu.ac.za/ctl/first-year-experience http://services.nwu.ac.za/ctl/supplemental-instruction</p> <p>Academic support strategies and methods vary depending on the identified need, the location of the student (residential/contact student or distance student) and the nature of the specialisation (including but not limited to tutoring/facilitation sessions, supplemental instruction, individual student-lecturer instruction, sessions with academic student advisors to improve reading or learning strategies and in many cases also social advice, technology-mediated or online peer teaching or student-lecturer/mentor/facilitator interaction, offering of face-to-face or online literacy programmes, learning activities via the NWU Learning Management System (LMS).</p> <p><u>At the NWU the following student support divisions exist:</u></p> <p>Academic Advising (http://services.nwu.ac.za/ctl/academic-advising) Centre for Teaching and Learning (http://services.nwu.ac.za/ctl/) Career Centre (http://services.nwu.ac.za/career-centre/) eFundi Support (http://services.nwu.ac.za/ctl/student-efundi-support) Health Centres (http://services.nwu.ac.za/health-centres/) HIV and Aids Services (http://services.nwu.ac.za/student-counselling-and-development/hiv-and-aids-services/) International Students (http://www.nwu.ac.za/international-students/) IT Support (http://services.nwu.ac.za/ithome/) Language Directorate (http://services.nwu.ac.za/language-directorate/) Library and Information Services (http://library.nwu.ac.za/) Residence Services (http://services.nwu.ac.za/business-and-enterprise-development/residence-services/) Social Work Services (http://services.nwu.ac.za/student-counselling-and-development/social-work-services/) Student Counselling and Development (http://services.nwu.ac.za/student-counselling-and-development/) Student Psychological Services (http://services.nwu.ac.za/student-counselling-and-development/psychological-services/) Financial Support Services (http://studies.nwu.ac.za/financial-support/) Supplemental Instruction (http://services.nwu.ac.za/ctl/supplemental-instruction/) Writing Centre (http://humanities.nwu.ac.za/nwu-writing-centre/)</p>
<p>Academic success</p>	<p>In the broadest sense academic success is inclusive of academic achievement (student academic performance and academic ability), attainment of learning and <u>all</u> module outcomes <u>within a programme</u>, acquisition of desired skills and competencies, student satisfaction and motivation, persistence (continued progression), and ultimately graduating and being employable <u>which includes self-employability/</u> finding employment.</p> <p><i>Defining and Measuring Academic Success. Available from:</i> https://www.researchgate.net/publication/278305241_Defining_and_Measuring_Academic_Success</p>

Academic year	A calendar period in which a student registers for a level of an academic programme. Registration can occur in January (the first annual registration period) or in July (the second annual registration period) of an academic year. Students whose initial registration occurs within the second annual registration period, must renew their registration during the initial registration period of each subsequent academic year.
Accreditation	The principles and processes whereby academic programmes leading to qualifications registered on the NQF are evaluated by the HEQC, a permanent committee of the CHE, for quality in terms of national criteria, and are approved for delivery by institutions registered by the DHET that are confirmed to have the capacity to offer the academic programme. The recognition status (equated to the HEQC evaluation which indicates that the programme meets minimum standards of quality) is granted for a stipulated period of time.
Accredited academic learning programme	An academic learning programme, leading to one of the qualification types of the HEQSF that has gone through the process of approval by the CHE.
Accredited provider	A legally established institution (public or private) that has been recognised, usually for a particular period of time, by a Quality Council, as having the capacity or provisional capacity to offer a qualification or part-qualification registered on the NQF at the required standard.
Active learning	Active learning refers to a range of teaching strategies which engage students as active participants in teaching and learning activities during class time with their lecturer/ facilitator/ tutor, or during self-directed learning sessions. Typically, these strategies involve a number some amount of students working together during class, but may also involve individual work and/or reflection. These teaching approaches range from short, simple activities like journal writing, problem-solving, self-assessment and paired discussions, to longer, involved activities or pedagogical frameworks like case studies, role plays, brainstorming activities, peer review and structured team-based learning. Active learning stands in contrast to "traditional" modes of instruction in which students are passive recipients of knowledge from an expert.
Active student	In order to be deemed an enrolled and active student for subsidy purposes during a specific academic year, a registered student is required to actively participate in the prescribed teaching, learning and assessment activities of every programme module for which he/she is registered during that academic year, so that the responsible academic unit can provide proof of such participation. Such proof must be provided by the applicable census dates of the academic year concerned. It should be noted that sitting for an examination is not deemed as sufficient proof of activity. According to HEMIS, an effective registration by a student for a module exists when all these criteria have been met: <ul style="list-style-type: none"> • The module is an approved component of the student's approved curriculum on a module census date determined by the institution. • On that module census date the student is still entitled to be undertaking the module, has not officially withdrawn from the module and has not been officially excluded from the module. • The module census date lies within a set period: <ul style="list-style-type: none"> ▪ the start date for the set period is the first teaching day for the module plus 1/3 of the number of teaching days in the module, and ▪ the end date for the set period is the first teaching day for the module plus 2/3 of the number of teaching days in the module.
Adaptive learning	Adaptive learning is one of many possible approaches to personalized, highly targeted education to large numbers of learners through various technology systems and tools. Adaptive learning is one technique for providing personalised learning, which aims to provide efficient, effective, and customized learning paths to engage each student. Adaptive learning systems use a data-driven and, in some cases, nonlinear approach to instruction and remediation. They dynamically adjust to student interactions and performance levels, delivering the types of content in an appropriate sequence that individual learners need at specific points in time to make progress. These systems employ algorithms, assessments, student feedback, instructor adjustments/interventions, and various media to deliver new learning material to students who have achieved mastery and remediation to those who have not. https://www.smartsparrow.com/what-is-adaptive-learning/ See also <i>Personalised Learning</i>

Commented [HC1]: Jan-Hendrik, can you check this and add (if relevant) the definition of academic year for PG studies

ADDIE model for eLearning	A process for the development of eLearning materials. The process consists of 5 steps: Analysis (needs analysis, target audience analysis, task and topic analysis); Design (learning objectives, sequencing, instructional strategy, delivery strategy, evaluation strategy); Development (content development, storyboard development, courseware development); Implementation (installation and distribution, managing student activities); Evaluation (e.g. student reactions, proof of learning or learning outcome achievement, behavioural change, transfer of job-related knowledge and skills, etc). See also e-Learning
Additional module	Any module taken by a student in addition to those required for the formal curriculum of the academic programme for which the student concerned, is registered. Additional modules are thus not recognised for purposes of successful completion of a particular qualification programme.
Administrative staff	All technical and office staff, as well as all executive and professional staff, who spend more than 50% of their official time on administrative functions. DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021
Admission	A process by which the NWU assess applications for enrolment in terms of eligibility criteria. DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021
Admission procedures	The application of faculty-specific selection criteria to select potential students to pursue education and training opportunities in academic programmes offered by the NWU
Advanced standing	The status granted to a student for admission to study at a higher level than the student's prior formal studies would have allowed, including exemption where applicable. Granting advanced standing does not entitle the student to claim the achievement of the exempted qualification.
Agency (verb)	The power of individuals or groups to change perspectives, practices, conditions or contexts.
Amendment, cancellation or discontinuation of registration	Subject to provisions in faculty rules, and according to applicable provisions regarding payable fees, a student may apply in the prescribed manner, and within the period indicated for that purpose on the annual University calendar, to amend, cancel or discontinue his/her registration. Cancellation of registration may apply to a programme or module, and entails that a student withdraws from the programme or relevant module before formal tuition begins. Timeous cancellation of registration will not reflect on a student's academic record and a part of the registration fees, as well as the paid tuition fees, may be reimbursed. Discontinuation of registration entails that a student withdraws from a programme or module after the commencement of formal tuition. Discontinuation of registration will be reflected as such on the student's academic record without reimbursement of registration or tuition fees paid.
Annual university calendar	Means a calendar with the dates of official university events in a particular calendar year, approved by the council and published annually by the registrar
Application Programming Interface (API)	The specification that allows software packages one programme to communicate with one another. In the world of eLearning development, the Application Programming Interface makes it possible for the web browsers or servers to communicate with third-party programme softwares . One of the most popular interfaces is Tin Can API, which is the generation that followed SCORM. It allows you to collect data from a broad range of content both offline and online.
Applied competence	The ability to put into practice in the relevant context, the learning outcomes acquired in the process of obtaining a qualification or part-qualification. Applied competence encapsulates foundational, reflexive and practical competence: Foundational competence embraces the intellectual/academic skills of knowledge together with analysis, synthesis and evaluation, which includes information processing and problem-solving; practical competence includes the concept of operational context; and reflexive competence incorporates learner autonomy. See also Level descriptor

<p>Articulation</p>	<p>means the process of forming systemic, specific and individual possibilities of connection between qualifications and/or part-qualifications to allow for the horizontal/ lateral, vertical and diagonal movement of learners through the formal education and training system and its linkages with the world of work:</p> <ol style="list-style-type: none"> i. Horizontal articulation between qualifications is articulation within and between NQF SubFrameworks, on the same NQF level; ii. Vertical articulation between qualifications is articulation across NQF levels within an NQF SubFramework; iii. Diagonal articulation between qualifications is articulation across NQF levels and across NQF SubFrameworks; iv. Systemic articulation is a 'joined up' system including qualifications, professional designations, policies and various other official elements that support learning and work pathways; v. Specific articulation means aligning qualifications through inter- or intrainstitutional agreements such as memoranda of understanding, credit accumulation and transfer and other mechanisms; vi. Individual articulation refers to learners being supported in their learning and work pathways through flexible admission, curriculum, learning and teaching, and learner support systems such as the quality of qualifications and learning, career development services, and other mechanisms.
<p>Assessment</p>	<p><u>The term assessment refers to the wide variety of methods or tools that lecturers use to evaluate, measure, and document the academic readiness, learning progress, educational/ learning needs, or knowledge/ skill acquisition of students. The CHE further defines assessment as an integral part of the teaching and learning process that is systematically and purposefully used to identify, gather and interpret information against the required competencies in a qualification in order to make judgement about a student's achievement. It is a continuous and iterative process that is not used to measure learning only but is also a means to develop lifelong learning and to promote innovative and creative thinking in order to consolidate existing learning and build further learning. Assessment includes the provision of timely and appropriate feedback to students as this core academic process provides an important basis for interaction between student and lecturer. Furthermore, assessment is a tool for lecturers to reflect on the success of their teaching approaches.</u></p> <p><u>Policies on the Recognition of Prior Learning, credit Accumulation and Transfer, and Assessment in higher education (CHE, 2016). Assessment is central to learning and teaching as the key mechanism for evaluating the progress and/ or performance of students against required competencies/ standards /learning outcomes of a module.</u></p> <p><u>Assessment is thus a basis for making systematic inferences about the learning and the development of students, whether in subject specific knowledge, mastery of specialised skills or of transferable skills. It is also the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and their required development.</u></p> <p><u>Mastery of learning outcomes (and concomitant assessment criteria) form the basis for awarding credits in a module, and ultimately of awarding a qualification.</u></p> <p><u>Assessment includes the provision of timely and appropriate feedback to students as this core academic process provides an important basis for interaction between student and lecturer.</u></p>
<p><u>Assessment Approach/Method (Approach and Method of assessment are used interchangeably in literature)</u></p>	<p><u>Assessment approaches/methods include Assessment for Learning (AfL), Assessment of Learning (AoL), and Assessment as Learning (AaL) (See Forms of Assessment)</u></p>
<p>Assessment as learning</p>	<p>Assessment <u>as</u> Learning is the process whereby students learn to self-assess in order to monitor their own learning progress mainly through reflection/ self-reflection and often with the help of their <u>lecturers/teachers</u> or <u>peers</u>. This allows students to make adjustments and become capable of achieving a deeper understanding of their learning. Assessment as learning is particularly important in this digital age where learning and teaching has shifted to student-centred approaches and the teacher has become a facilitator of the learning and teaching processes. Students thereby learn to set and adjust, when necessary, personal learning goals.</p>

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Assessment criteria	<p><u>Assessment criteria are statements that are clearly measurable standards for a particular outcome used to guide learning and to assess student achievement and/or to evaluate and certify competence. Assessment criteria are derived directly from the outcomes. They provide guidelines for developing particular assessment tasks, and they enable the assessor to judge whether the student's performance is sufficient to earn credit.</u></p>
Assessment for learning (formative assessment)	<p><u>The philosophy behind assessment for learning is that assessment and teaching are integrated processes and that the focus is rather on development than on the measurement of student learning. Assessment for learning is thus a teaching and learning approach where students become more involved during the teaching process, and become more confident in their own learning and their progress towards mastery of assessment criteria, and ultimately towards realisation of outcomes. Assessment for learning also allows teachers to reflect on their teaching practices through feedback both to and from students. Assessment for learning is ongoing assessment that allows also for a lecturer to monitor student progress on a day-to-day or week-by-week basis and modify their own teaching practices based on the outcome of the monitoring process and feedback to and from students.</u></p> <p><u>See also Assessment of learning (summative assessment) The process of gathering and interpreting of learning evidence by students and lecturers to determine students' progress within the learning process, as well as evidence of the quality and appropriateness of the teaching practices employed by lecturers. The outcomes of these should determine the direction that lecturers (in their teaching) and students (in their learning) should be taking to ensure achievement of learning outcomes. It is, therefore, a process promoting or strengthening teaching and learning or shaping the teaching and learning event.</u></p>
Assessment form (form of assessment)	<p><u>Forms of assessment is used to refer to the product/text or object students create for assessment purposes, (e.g written essay, oral presentation, digital product, a model, an individual, group or peer assessed activity, etc.)</u></p>
Assessment instrument	<p><u>The activities students engage with to produce evidence for assessment purposes (e.g. written examination, written essay, oral presentation, digital product, a model, an individual, group or peer assessed activity, projects, portfolios, etc.) The measuring instrument according to which information is attained for assessment purposes, e.g. a test paper, a portfolio framework, a computer programme, a project report, computer-mediated test, etc.</u></p>
Assessment method	<p><u>Different types of questions or assessment tasks that assignments, which measure different skills, such as essays, multiple choice questions, practical skill through laboratory-based assessments, verbal skill and skill to synthesise through PPT presentations, problem-solving skills through case study solutions, knowledge and skills progress over a period of time through portfolios, etc.)</u></p> <p><u>The activity a student must carry out to offer proof of learning, like the writing of a class test or examination, the compilation of a portfolio or project report, the execution of a practical assignment, etc.</u></p>
Assessment of learning (Summative assessment)	<p><u>Assessment of learning occurs when lecturers use evidence of student learning to make judgements on student achievement against a standard. The required standard is captured in module outcomes and related assessment criteria.</u></p> <p><u>A summative assessment usually takes place at the end of a semester as a final examination. Assessment to pass judgement, upon completion of a module, to determine whether the student has mastered the module outcomes and as such passed the module. Evidence is gathered, by means of a summative assessment event, for reporting on flow-through figures. We must allow for more than one module that is collectively summatively assessed, e.g. work integrated across modules.</u></p>

Assessment plan/ Assessment strategy	<p>The module assessment plan provides guidelines to students on how to provide the required evidence to demonstrate that all the module outcomes have been achieved. The plan illustrates the appropriate mix of assessment opportunities/tasks and how these tasks contribute to the assessment model/framework (i.e. participation mark and final examination to calculate final mark). Providing detail relating to the methods, purpose, assessment criteria/standards, weight, grading, marking instrument, feedback, timeframe of each assessment opportunity/task. The assessment plan for each module needs to align with the NWU TL and Assessment Policy and Rules and must be reviewed regularly. This plan is communicated to students on different platforms such as study guides and on module eFundi sites.</p> <p>The "plan" according to which all assessment opportunities of a module will transpire and the objectives of each assessment. A combination of all relevant assessment types, forms, methods and criteria representing the framework of assessment in a module. The plan thus represents an appropriate mix of formative and summative assessment opportunities and the composition of the formative participation mark; summative examination mark.</p>
Assessment rubric	Rubrics are marking tools which are developed hand-in-hand with assessment tasks; they reflect the intention and purpose of the assessment, and through the assessment, the learning outcomes of the module. They aim to separate out the standards of student work that are required, and communicate those standards to students and other staff members - that is, they bring clarity and transparency to the assessment task.
Assessment standard	Describes the level at which students should demonstrate their achievement of the learning outcome(s) and the ways (depth and breadth) of demonstrating their achievement. While these standards embody the knowledge, skills and values required to achieve learning outcomes, they do not prescribe the method for achievement. Describes the level at which students should demonstrate their achievement of the learning outcome(s) and the ways (depth and breadth) of demonstrating their achievement. Assessment standards are grade specific and show how conceptual progression will occur in a major field of study. While these standards embody the knowledge, skills and values required to achieve learning outcomes, they do not prescribe method.
Assessment type	Formative (formal or informal) or summative (formal) assessment
Assessment Tool	The complete set of documentation used in assessing student learning. Examples of assessment tools include memorandum, rubric, checklist, scale, plagiarism detection, classroom polling, gamification.
Assessment weighting	Assessment weighting is the calculation used to give more importance to specific assessment opportunities. This is a way to recognise that not all assessments are equal in value.
Assessor	Refers to an academic staff member, external academic, or another person external to the University with expertise in a particular field, who is responsible for conducting different assessments in a module(s) or academic programme and providing feedback to students.
Assistant promoter	Refers to Means: any person who is normally but not necessarily on the staff of the University and who, in consultation with the promoter, renders assistance and guidance to a student studying for a doctorate in respect of some particular part or parts of the study undertaken by the student; approved by the faculty committee, listed on the title registration document and afterwards appointed in writing by the Higher Degrees Administration Department. Refers to any person who is normally but not necessarily in the employ of the University and who, in consultation with the promoter, renders assistance and guidance to a student studying for a doctorate in respect of any particular part or parts of the study undertaken by the student
Assistant supervisor	Refers to Means: any person who is normally but not necessarily on the staff of the University and who, in consultation with the supervisor, affords assistance and guidance to a student studying for a master's degree in respect of some particular part or parts of the study undertaken by the student; approved by the faculty committee, listed on the title registration document and afterwards appointed in writing by the Higher Degrees Administration Department
Assumed learning	Assumed learning refers to the knowledge, skills and behaviours a student must have mastered before he/she can continue with a specific module; assumed learning can be denoted by a module(s) prerequisite, or by parts thereof, which a student must have passed, or in which a certain minimum performance must have been achieved
Audio visual equipment	Refers to the equipment used in classrooms to add sound and visual components to support teaching and learning.

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Authentic Assessment	<p>The basic implication of the term [authentic assessment] seems to be that the assessment tasks designed for students should be more practical, realistic and challenging than what one might call 'traditional' paper-and-pencil tests. Authentic assessment tasks can be considered as learning tasks, and learning and assessment thereby become seamless. Authentic assessment is driven by ill-defined tasks that have real-world relevance. They are complex and need to be completed over a longer period of time; they are not a series of shorter, disconnected activities. The outcome of the assessment is a product that is valuable in its own right and is usable by students in practice.</p> <p>See also Integrated assessment</p>
Blended learning	<p>Blended learning is an approach to Teaching and Learning design that focuses on the student's experience and success through well-planned and structured lecturer-facilitated interactive teaching and learning. It integrates face-to-face classroom practices with appropriate elements of e-Learning (see definition of e-Learning) and blends thoughtfully selected complementary teaching and learning methodologies and activities, as determined by factors such as the pedagogical/ andragogical context, the nature of the discipline, student needs and preferences, and affordances of relevant, appropriate & sustainable technologies. It is a fundamental redesign that transforms the structure of and approach to teaching and learning, as embedded in the programme and module offerings irrespective of mode of provision. The extent of the blend is reflected on a continuum from a nominal web presence (e.g. a module study guide in the lessons functionality in eFundi) with diverse teaching and learning methodologies in a face-to-face contact event, to a fully web-dependent design with a smaller face-to-face presence.</p> <p>Blended learning is not to be confused with fully online learning.</p>
Block grant	<p>Undesignated amounts to cover the operational costs of a public higher education institution, linked to the provision of teaching and research-related activities.</p> <p>DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021</p> <p>State subsidy to universities is divided into block and earmarked grants. Block grants are consolidated into a single transfer and the funds can be used for any legitimate university purpose. Currently, block grants have four components: teaching input (based on enrolments), teaching output (based on graduations), research output (based on approved publications and research masters and doctoral graduations) and institutional factors (based on institution size and proportion of historically disadvantaged students).</p>
Bona fide first-time entering student	An individual who is admitted and registered for the first time to undertake undergraduate studies at the NWU and who has not sat for any examination at any higher education institution
Career advisory	An individual discussion between a student and Career Consultant from the CC, supported by Campus Liaison Officers to advise the student on activities, and offerings that are related to career opportunities and how to proceed with their job search, CV-writing and interview preparation.
Career fair	This is a broad exhibition by companies that display and share career opportunities. The exhibition is mainly focused on sharing opportunities related to internships, vacation work, graduate development programmes and / or full-time employment opportunities.
Career guide	A publication that provides information related to career related prospects for students. The publication offers an opportunity for companies to showcase and promote career-related opportunities with intent-related opportunities to attract suitable graduate students. Additionally, companies post career advertisements and share their contact info in this guide. The publication shares career preparation information to NWU students. This information is useful to them in their processes of job search job search processes , CV-writing, interview preparation, employability enhancement and developing their work readiness.
Career resources	The physical resources (books, pamphlets, career guide etc.) or electronic resources (NWU website, eFundi and Career Zone), available to students to provide general job search information or information on specific topics, employers or opportunities.
CareerZone (Symplicity career services management system)	The NWU Online career services portal where NWU students and Graduate Employers subscribe to share and exchange information on career opportunities.
Certification	Formal recognition of a qualification or part-qualification awarded to a successful student.
CESM	Classification of Educational Subject Matter. A set of classifications aiming to provide a single coherent system for categorising subject matter irrespective of the level of instruction or type of institution. See also CESM funding categories

CESM funding categories	CESM categories are the standard ways of classifying all qualifications, programmes and modules offered by higher education institutions for funding purposes. The current CESM system used in HEMIS has 20 first-order categories covering the fields of science and technology, business and management, education, humanities and the social sciences and reporting is done to the 3 rd order CESM.
Census date	A set date within the academic period on which the effective registration of students is evaluated for funding purposes.
Code of ethics for staff and students	The contract between the NWU and its employees and students in inculcating a shared understanding of the values statement of the university in the pursuit of academic integrity for all processes and products of academic output. As a member of the North-West University all employees and students subscribe to and support the vision and mission dream and purpose of the University and the values it espouses.
Coherence, responsiveness and sustainability of the academic offering	When there is a clear and logical articulation pathway for qualifications within a cognate or trans-disciplinary field of study from the undergraduate to the postgraduate level (NQF 5 – 10), the academic offering in that field of study is coherent and the parts fit together in a natural and reasonable manner naturally and reasonably . When the academic offering of the NWU, irrespective of the field of study, responds to the needs and addresses imbalances of the societies it serves, both locally, nationally and internationally, the academic offering is responsive and graduate employability is enhanced. When the academic offering is in demand, financially sustainable, and the successful completion of our qualifications leads to different career pathways and/ or further study, the academic offering is sustainable.
Cohort	A group of students/learners that commence a particular programme of study in a particular defined period The first-time entry students in a given year who have enrolled for a particular higher education programme. DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021
Communication synchrony/ Immediacy of T&L delivery	A-synchronous online - A course/ module where most of the content is delivered online and students can participate in the online course from anywhere and anytime. There are no real-time online or face-to-face meetings. Bi-chronous online: the blending of both asynchronous and synchronous online learning, where students can participate in anytime, anywhere learning during the asynchronous parts of the course/ module but then participate in real-time activities for the synchronous sessions. The amount of the online learning blend varies by the course/ module and the activities included in the course/ module. Synchronous Online: A course where most of the content is delivered online and students can participate from anywhere. There are real-time online meetings, and students login from anywhere but at the same time to in from anywhere but simultaneously participate in the course/ module. Blended Synchronous: A combination of face-to-face and synchronously online students in the course. (https://er.educause.edu/articles/2020/9/bichronous-online-learning-blending-asynchronous-and-synchronous-online-learning .)
Community Engagement (CE)	The processes and activities performed by the staff and students, primarily aimed at strengthening or supporting society and or individuals in need of assistance or engagement. CE is a process, function, programme or project used by the University which that integrates teaching and learning, research, innovation, outreach/volunteerism in partnership with communities to advance social responsiveness, development and an ethic of care. CE as a core function of the University exists to nurture and manage partnerships with communities, the intention being to facilitate cooperation between various communities and the University, as well as to provide the means whereby both parties can actively discover knowledge, teach and learn from one another in a reciprocal, mutually beneficial manner. CE is both a tangible and an intangible process that requires resources (financially, time, transport, equipment, reporting, human resources, etc.) that should reflect into budgets and strategic funding, in funding applications and are reflected in responsible financial governance.
Community of inquiry	"A community of inquiry is a cohesive and interactive community of learners whose purpose is to critically analyse, construct and confirm worthwhile knowledge. The three key elements for a viable community of inquiry are social presence, teaching presence and cognitive presence (such presence may of course also be in the online environment – synchronously of a-synchronously). A community of inquiry appropriately integrates these elements and provides a means to guide the design of deep and meaningful learning experiences." <i>Garrison, D.R., & Vaughan, N.D. (2007); Blended learning in higher education: Framework, principles, and guidelines. San Francisco, CA: Jossey-Bass; p 9.</i>

Competence	The ability to suitably integrate knowledge with skills and apply within a particular context. Practical, basic and reflexive in nature. See also <i>Applied competence</i>
Compulsory module	Refers to those modules and associated module outcomes required by faculty rules to form part of the curriculum of an academic programme, and which students are required to pass in order to obtain the qualification concerned. Compulsory modules can be either fundamental or core learning components. See also <i>Fundamental module</i> , <i>Core module</i> and <i>Elective module</i>
Constructive alignment	Refers to a teaching and learning environment where the teaching and learning opportunities and activities, the assessment tasks and methods, and the learning platforms and instructional technologies are aligned to the intended outcomes of a module. The first step in designing a constructively aligned curriculum is thus always to formulate the programme purpose and from there to derive the from where the intended module outcomes (what students must learn and be able to demonstrate after completion of every module that forms part of the curriculum of the programme programme's curriculum). Content, teaching, learning, assessment criteria and plans, are then designed to align to these outcomes. Appropriate instructional technologies are also only then selected to assist in the mastery of designed to align to these outcomes.
Contact mode of provision	The presentation and assessment of the composite modules of an academic programme of a qualification at a NWU site of delivery (campus). This involves student attendance of and participation in lectures, tutorials, seminars, studio work, practicals, projects, group work, supervisory engagements and such in a venue on campus, plus carefully planned and appropriate research activities, field excursions, work-integrated learning or service-learning activities that are required as part of the successful completion of some of the modules of a particular programme of a contact qualification. The contact mode of the provision requires personal contact, interaction and critical engagement between students and NWU academic staff, and amongst students registered for the same modules .
Contact sessions	Planned and formally scheduled interactions between academic staff (lecturers, tutors, facilitators, presenters), and NWU students that can take the form of the following: <ul style="list-style-type: none"> a) groups of registered NWU contact students attending and participating in teaching and learning in a physical teaching venue on-campus (lecture rooms, laboratories, seminar rooms, studios, clinical settings etc.), b) groups of registered NWU contact and/or distance students engaging in real-time in teaching and learning activities via an appropriate online learning platform (see also Online learning) c) groups of registered NWU distance students that attend and interact during a synchronous technology-mediated session at an approved learning support centre off-campus, or in the online environment in an a-synchronous manner. Groups of registered NWU CEEd participants can also attend and interact during synchronous technology-mediated contact sessions or in real time in a designated venue. See also Learning support centre
Contact time	Student contact time refers to the lecturer/facilitator/tutor/mentor-mediated time allocated to teaching, provision of guidance and feedback to students, and to guidance and feedback to students, and formative and summative assessments. This time includes activities that take place in face-to-face contexts such as on-campus lectures, seminars, laboratories, studios and workshops, class tests etc., as well as off-site monitored work-integrated and service-learning activities, excursions and fieldwork that form part of a module. Contact time can also take the form of engagement in an online environment that can be synchronous (using real-time environments such as Skype, Vidyo or eFund chatrooms) or asynchronous (using tools such as moderated discussion forums, blogs or wikis). Online contact time is always characterised by personalised lecturer/facilitator/tutor presence and input/feedback to students within a specified time-frame.
Content Management System	An e-Learning platform used to develop, modify, store, and manage information. It helps to keep the data organized, which makes it easier to reuse and repurpose e-Learning content for future use in the future.
Continuing education (CEd) Course fee	The amount payable by a participant or their sponsor/ bursar in respect of a non-formal programme (short learning programme/ executive training programme) offered by the NWU.

Commented [SP2]: scheduled learning opportunities

Commented [SP3]: students, content and

Continuous Assessment	<p>A continuous assessment approach structures student's teaching, learning and required assessments on an ongoing basis over a period of time, where judgement of progress and outcomes mastery throughout the learning process culminates in a final module mark, without concluding the study period with a formal invigilated sit-down examination for a module. Progress in terms of a student's abilities in specific areas are made in order to facilitate further positive learning in a module throughout the academic programme. The student must be made aware of the weighted average of every assessment to enable positive and continuous engagement throughout the period of assessment.</p> <p>A structured process by which the quality of a student's work is judged by various pieces of evidence as submitted during the course of a semester or year in a specific module, and not only by one final exam</p>
Co-promoter	<p>Means a person who is normally but not necessarily on the staff of the University and who, in consultation with the promoter, affords assistance and guidance to a student for a doctorate with regard to the study undertaken by such student; approved by the faculty committee, listed on the title registration document and afterwards appointed in writing by the Higher Degrees Administration Department. Refers to a person who is normally but not necessarily in the employ of the University and who, in consultation with the promoter concerned, affords assistance and guidance to a student for a doctorate with regard to the study undertaken by such student.</p>
Copyrights	<p>An umbrella term that, in terms of the law, provides legal protection to the copyright holder against the unauthorised reproduction of literary works, musical works, artistic works, cinematograph films, sound recordings, broadcasts, programme-carrying signals, published editions, computer programmes.</p> <p>Included are, however, also limitations and exceptions to copyright permitting fair use, use for private study and research, and use justified for purposes of education.</p> <p>Unless otherwise stated in a contract, the author or creator of a work retains its copyright. He or she may assign the rights to any other person or legal entity, and share the materials with others on any such conditions he/she may desire.</p> <p>The author(s) retains at all times the moral rights to assign the rights (paternity and integrity rights) in his work.</p>
Core module	<p>Those modules that define the character or the essence of the academic programme, often referred to as major subjects. The name of a core module is usually linked to the qualifier and/or academic programme name. The core modules of an academic programme usually have a clear progression route from one year to the next although there can be exceptions to this rule. Usually, but not always, the successful completion of a core module at one year level is a prerequisite to register for the succeeding (next level) core module in the same specialisation.</p>
Co-supervisor	<p>Means a person who is normally but not necessarily on the staff of the University and who, in consultation with the supervisor, affords assistance and guidance to a student for the master's degree with regard to the study undertaken by such student; approved by the faculty committee, listed on the title registration document and afterwards appointed in writing by the Higher Degrees Administration Department. Refers to a person who is normally usually is but not necessarily in the employment of the University and who, in consultation with the supervisor concerned, affords assistance and guidance to a student for a masters' degree with regard to the study undertaken by such student.</p>
Council on Higher Education (CHE)	<p>An independent statutory body responsible for advising the Minister of Higher Education and Training on all HE policy issues, and for quality assurance in HE. The CHE is the council for quality assurance in HE, mandated by the NQF Act (67 of 2008) to achieve the objectives of the NQF and to develop and manage the HEQSF.</p>

<p>Credit</p>	<p>Credits are used as a measure of the volume of learning required for a qualification and can be specified in terms of the total minimum number of credits required, and in terms of the minimum number of credits required at the specified exit level of the qualification type as described in the HEQSF.</p> <p>The credit-rating system estimates that 10 notional hours are equivalent to one credit. Credits represent a measure of all the <u>learning activities engaged in by the student and include, among others, contact time, self-study, WIL, assignments, projects</u> <u>student's learning activities in which students engage and include, among others, contact time, self-study, WIL, assignments, projects,</u> and examinations.</p> <p>120 credits are approximately equivalent to 1 year of full-time study. A credit value is always expressed as "X credits at NQF level Y", and both the credit and level must be mentioned at all times (a reference to levels without credits may be misleading, and viewed as fraudulent).</p> <p>Minimum requirements in credit totals per qualification type are clearly stated in the General Academic Rules. Of importance is the NWU Senate allowance of a maximum of 20% additional credits that may be added to a qualification with sufficient motivation. Only in cases where Statutory Bodies prescribe more credits than the Senate allowance will such a credit burden be permitted.</p> <p>Also see <u>Notional hour</u> and <u>Module credit value</u></p>
<p>Credit accumulation</p>	<p>Refers to the totalling of credits towards the completion of a qualification or a part-qualification.</p>
<p>Credit accumulation and transfer (CAT)</p>	<p>A term used to refer to the mechanism for promoting articulation between qualifications within a sub-framework of the NQF. The purpose of CAT is to provide for mobility of students to enhance their chances to successfully complete their <u>formal</u> qualification. CAT also provides for articulation across the sub-frameworks of the NQF.</p> <p>CAT promotes the practice of accumulating credits from one or more <u>formal</u> cognate academic programmes in an institution, and transferring those credits to be recognised towards a qualification in the same or a different institution.</p> <p>Comparability, a term closely related to the notion of CAT, means the degree of similarity between two or more qualifications/ part-qualifications in terms of purpose, level, credits and module learning outcomes in order to determine the extent of credit accumulation and/ or transfer within or between institutions. The matching of curricular properties should also be considered when comparability is determined;</p> <p><u>At the NWU, CAT is regulated by the General Academic Rules. Credit transfer specifically means the vertical, horizontal or diagonal relocation of credits towards a qualification or part-qualification on the same or different level, usually between different programmes, schools/faculties or institutions.</u></p> <p><u>A CAT system means an arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace; a CAT system must facilitate the development of credible, efficient and transparent processes for CAT within and between the Sub-Frameworks of the NQF.</u></p>
<p>Criteria</p>	<p><u>Criteria are benchmarks for evaluation and for making quality judgements about higher education activities based on the standards and guidelines agreed upon by the Higher Education (HE) sector. (From the document "A Quality Assurance Framework (QAF) for Higher Education in South Africa).</u></p>

<p>Criteria for effective assessment</p>	<p>Validity, where assessment measures what it sets out to measure; where procedures, methods, instruments and materials are appropriate, useful and meaningful;</p> <p>Reliability, where measures produce similar results under consistent conditions; where to a great extent, similar assessment-related judgements are made across similar contexts in consistent ways;</p> <p>Integrity, where there is honesty and fairness in every part of the assessment process;</p> <p>Fairness: Assessment policies, systems and procedures promote equity and fairness to all students and provide assistance to overcome inabilities or disabilities that may have an effect on student performance. Assessment should be perceived to be fair and equitable, giving students a reasonable opportunity to demonstrate their skills and knowledge acquired.</p> <p>Credibility: Assessment procedures and practices are supported by effective, reliable and accurate administration procedures. Where assessment involves examinations, the security of the examination papers and marks is essential as is the moderation of paper marking.</p> <p>Transparency, where students and educators have a clear understanding of the relevant processes; and accountability: Information on assessment and assessment activities are known and publically available to all stakeholders. There is a clear understanding of the purposes of the assessment process, its consequences and inferences made where all role players can provide evidence of the development and moderation of assessment activities with which they are involved.</p> <p>Social justice and equality, where there is an absence of bias in assessment practices such that they do not in any way hinder or advantage specific students.</p> <p>Sensitivity to language, where care is taken to use appropriate language in assessment so that the use of language does not become a barrier in learning and assessment processes.</p> <p><i>(From the Policies on the recognition of prior learning, credit accumulation and transfer, and assessment in higher education, CHE, 2016).</i></p> <p>See also <u>Assessment</u> and <u>Formative assessment</u> and <u>Summative assessment</u></p>
<p>Criterion-referenced assessment (CRA)</p>	<p><u>CRA implies that a student's performance is measured against learning objectives to ascertain whether the student has achieved the level of knowledge or skills required. CRA is the process of evaluating and grading the learning of students against a set of pre-specified qualities or criteria, without reference to the achievement of others. CRA does not measure student performance against their peers, instead the student is graded on their own strengths and weaknesses, i.e. achievement and learning of individual students.</u></p>
<p>Critical cross-field outcomes (CCFOs)</p>	<p>The generic outcomes which inform all learning and teaching and are encapsulated in graduate attributes.</p>
<p>Cross-border provision</p>	<p>Offering of an academic programme that forms part of the PQM of the NWU outside of the borders of South Africa. The intent to offer such programme is required to be communicated by the Registrar to the Department of Higher Education and Training. The Registrar will require confirmation by the foreign Quality Council as per the international agreement in this regard.</p>
<p>Culture</p>	<p>The norms, values and ideas that reside within a specific context and should be embraced by all working within that context.</p>

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Curriculum	<p>The curriculum of an academic programme refers to the planned and unplanned teaching and learning experiences and interactions of lecturers with students, students with students, lecturers and students with study content, study materials, resources and teaching and learning technologies. It is inclusive of assessment activities that students are exposed to with a view to achieving desired outcomes in terms of knowledge, competencies and attributes. These learning experiences are facilitated by the composition of the learning components of the academic programme of a qualification, encompassing the compulsory core and fundamental modules, and if relevant, the elective modules, and the credit allocation of each.</p> <p><i>The curriculum is a structure that distributes access to knowledge and to knowing by specifying what is taught, who is taught, who teaches, how it is taught and how learning is assessed. The curriculum is therefore politically, socially and culturally constructed.</i></p> <p><i>The term curriculum encompasses:</i></p> <ul style="list-style-type: none"> • <i>Knowledge, such as the list of subjects, topics</i> • <i>and resources included in a course of study</i> • <i>Ways of knowing, skills, values and practices</i> • <i>Teaching methodologies</i> • <i>Assessment practices</i> <p><i>All curricula are informed by the nature of the discipline/field, the philosophical beliefs of the designer, who the students are and the broader context in which the curriculum is enacted. A curriculum encompasses the planned process, the actual implementation of the teaching and the students' experiences of the learning process. It also includes awareness of the 'hidden curriculum', that is, the unwritten, unofficial and often unintended lessons, values and perspectives that a curriculum promotes and enacts.</i></p> <p><i>(From the document "A Quality Assurance Framework (QAF) for Higher Education in South Africa)</i></p> <p>See also <i>Learning components</i></p>
Curriculum management system (CMS)	The CMS is an electronic management system that provides a process flow for the approval of curricula in preparation to serve at the SCAS.
Curriculum team	A multidisciplinary team <u>that is</u> responsible for the design and development of a curriculum, consisting of relevant Faculty members, Q&APP representatives and CTL representatives.
Curriculum transformation	A dynamic process whereby a curriculum is coherently designed or re-designed to be intellectually credible and socially responsive and relevant so as to equip students and graduates to address and successfully navigate the challenges and opportunities of 21 st century society. This requires <u>of</u> -all staff and students to further develop a culture of openness and significant reflection on knowledge about critical issues such as (but not limited to) diversity, race, class, disability, language, religion, gender, inclusivity and social responsibility, and the influence thereof on the renewal of pedagogy and classroom practices.
CV and interviewing training for students	Part of the NWU Career Centre's services. Guidance to NWU Students in the form of group presentations, approximately 50 to 60 minutes each, that assist students to compile their own CVs. In addition, students are assisted in preparing them for job interviews. The presentations are made in person by the Career Consultant who also alternates with the Campus Liaison Officers across the three campuses. In addition, the students receive hand-outs to assist their learning and recollection of the information shared during the workshop.
Data	A representation of facts, concepts, or instructions in a formal manner, suitable for communication, interpretation, or processing by humans or by automatic means. (Concepts and Definitions for Statistics South Africa, 2010).
Data accuracy	A degree to which the output correctly describes the phenomena it was designed to measure (SASQAF, 2010).
Data archiving	Repository holding documents or other material containing a variety of data, usually those of historical and/or rare value. (Education Information Standards Dictionary of Education Concepts and Terms 2010).
Database	A logical collection of information that is interrelated and that is managed and stored as a unit, for example in the same computer file (OECD, 2007).
Data coding	A process of converting verbal or textual information into codes representing classes within a classification scheme, to facilitate data processing, storage or dissemination (Concepts and Definitions for Statistics South Africa, 2010).
Data confidentiality	A property of data usually resulting from legislative measures which prevents it from unauthorised disclosure (Concepts and Definitions for Statistics South Africa, 2010).

Data collection	The process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes (Concepts and Definitions for Statistics South Africa, 2010).
Data verification	Processes by which data is checked, assessed, reviewed and audited (Concepts and Definitions for Statistics South Africa, 2010).
Decolonisation of the curriculum	Involves placing African identity, knowledge, history, society and ideals on an equal footing with foreign (Western, European or American) values, ideals, approaches and content in academic programmes. This exposes students to an African-centred worldview, while acknowledging the existence of other worldviews and perspectives, without assuming a uniform, monolithic or one-dimensional "African" world view, undifferentiated and uncritical. It can include, but is not limited to, studying works by African authors, scientists and artists, "western" theorists, academics, thinkers and philosophical pioneers and ground-breakers that do not necessarily have their origins in Africa. The voice of both the student and the broader society, irrespective of culture, language, gender, religion or background, must be heard and examined in such module content and outcomes with a view to recognising and developing to recognise and develop new Africanised and other alternative knowledge types and their underlying assumptions as relevant to the area of study (from the NWU Decolonisation Statement).
Decolonisation of teaching and learning practices	Decolonised teaching and learning practices inspire students to think critically on and engage with issues such as discrimination, racism, inequality, poverty, colonialism, alienation, inclusion and ethical conduct. Furthermore, decolonised teaching and learning allows students to interpret curriculum content based on their own experiences, according to their cultural norms, personal belief systems, preferences and backgrounds and to share their interpretations with fellow student as valid and valued real-life experiences (from the NWU Decolonisation Statement).
Designated group	Particular group of people identified in current employment equity legislation (Employment Equity Act 55 of 1998) and applied in admission policies by education and training providers (designated groups may change over time as legislation and policies are adapted)
DHET entities	Public entities listed in Part A (National Public Entities) of Schedule 3 for the Public Finance Management Act (PFMA) that report to the Minister of Higher Education and Training. These are as follows: the Sector Education and Training Authorities (SETAs), the South African Qualifications Authority (SAQA), the National Student Financial Aid Scheme (NSFAS), the Council on Higher Education, the Quality Council for Trades and Occupations and also Umalusi that is deemed to be a DHET entity in regard to concerning the functions in terms of the Continuing Education and Training Act, 2006.
Diagnostic Assessment	A form of pre-assessment where lecturers can evaluate students' strengths, weaknesses, knowledge and skills before their instruction.
Differentiation	Differentiation, in the context of the Quality Assurance Framework (QAF), refers to institutional functional differences and their differences in respect of identities, missions and quality management maturity. (From the document "A Quality Assurance Framework (QAF) for Higher Education in South Africa")
Digital*	"Digital" describes the representation of physical items or activities through binary code. It refers to the use of technologies to improve organizational processes, to improve interactions between people, organizations and things, or to make new business models possible. A "digital business" is an organization — or a unit inside an organization — whose product set and business model are only made possible by the use of information and digital technology. "Digital business transformation" is the process of exploiting the latest digital technologies and practices to create a robust new digital business model. "Digital optimization" is the process of using digital technology to improve existing operating processes and business models.
Digital study material	Instructionally designed and developed stand-alone and re-usable digital learning objects, all of which could be integrated into multimedia creations of varying complexity. See also Study Material
Disability	Refers to a long-term physical, psychosocial, cognitive, neurological and/ or sensory impairment. Disability must not lead to a denial of access to full participation in all aspects of life. Affected individuals may not be deprived by society in the exercise of their human rights.

Dissertation	Means a manuscript prepared for examination purposes, or a single published research article or set of published research articles or unpublished manuscript(s) in article format, in accordance with the prescripts of documentation, argumentation, language and style in which the student must provide proof that he/she is conversant with the method of research, and which is presented in partial or full compliance with the requirements for the prescribed outcomes for the specific master's degree from the University Refers to a manuscript prepared for examination/ evaluation purposes, including a single published research article or set of published research articles or unpublished manuscript(s) in article format, in accordance with the prescripts of documentation, argumentation, language and style in which the student must provide proof that he/she is conversant with the method of research, and which is presented in partial or full compliance with the requirements for the prescribed outcomes for a masters' degree from the University
Distance education	Distance education refers to a set of teaching and learning strategies (and educational methods) used to overcome spatial and/or temporal separation between educators and students. These strategies and methods provide students with the opportunity to study towards a qualification without attending classes, or by attending classes infrequently and often via technology-enhanced contact opportunities. Within the NWU context, distance education is characterised by student-centred teaching that requires of students to participate in the mastery of learning outcomes. It aims to create and sustain a quality teaching and learning environment using an appropriate combination of communications and educational technologies, educational media, tutorial or facilitator's support, a dedicated support platform in the form of the learning management system, online writing and reading support, and a dedicated call centre. See also <i>Distance mode of delivery</i> .
Distance mode of provision	The distance mode of provision refers to the presentation of the composite modules of a programme to students who do not attend classes, tutorial or practical sessions, or sit for examinations at one of the official NWU sites of delivery. The interaction with NWU academic or support staff, or NWU appointed facilitators/tutors, and the presentation of the composite modules of a programme are undertaken remotely through the use of teaching technology, various forms of correspondence, or the internet. The student may have the option of attending facilitation opportunities at NWU learning support centres. (see also <i>Distance education and UODL</i>) Explicit DHET and HEQC approval of the distance mode of delivery is required for a programme to be offered thus. Administrative and logistical coordination for delivery of academic programmes by means of the distance mode of provision include all necessary provision managed by the UODL for distance student enrolment and registration, distribution of study materials and tutorial letters, contact session and examination during examination sessions, invigilation during examination sessions, technical support before and during technology-mediated contact sessions, continuing student support, distribution and marking arrangements of assignments and examinations, capturing of marks for assignments and examinations, student records and administrative queries.
Dropout	Withdrawal from an academic programme before its completion.
Educational technology (ET)	Refers to an inclusive term for both the material tools and the theoretical foundations for supporting teaching and learning. Educational technology is thus not restricted to high technology but rather anything that enhances classroom learning in the utilisation of blended or online learning. ET encompasses e-learning, instructional technology, information and communication technology (ICT) in education, learning technology, multimedia learning, technology-enhanced learning, computer-based instruction, computer-assisted instruction, internet-based training, flexible learning, web-based training, online education, digital education, computer-mediated communication, personal learning environments, eLearning platforms (like eFundi), and digital education. ET also refers to the ethical and appropriate use of any of the above, based on sound theoretical principles, to facilitate and assist in the communication of knowledge and its development with a view to improve learning performance. ET thus requires the creation, use and managing of appropriate technological processes and resources to the benefit of, <u>and managing of appropriate technological processes and resources to benefit</u> the student.
e-Learning	e-Learning is a collective term that can be defined as formalised teaching and learning, facilitated and supported through the use of information and communication technologies and digital teaching and learning resources as part of a blended learning approach. E-Learning can be synchronous or asynchronous in nature, manifests in online and/or offline formats (in-class and/or out-of-class, on-campus and/or off-campus and/or mobile, on-device engagement with digital resources).
Elective module	A module that forms part of a group of modules at a particular NQF level from which a choice may be made and which supplements the core and fundamental modules in ensuring that the outcomes of the programme, and ultimately the purpose of the qualification, is achieved.

Emergency Remote T&L	A temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances (from F2F to remote online) with due consideration of the implications related to low tech, low data, low connectivity, low immediacy, mobile-friendly, eFundi-based). (https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning)
Employability	Employability is the expression of appropriate attributes and their convincing presentation to employers who expect those attributes; to gain meaningful employment.
Engaged teaching-learning	Teaching-learning-related CE activities, all of which are mostly for learning experiences and/or 'not-for-profit' sharing of expertise, including professional community services and outreach as well as are mostly for learning experiences and/or 'not-for-profit' sharing of expertise, including professional community services and outreach and developmental activities with a recruitment focus. It can also include subsidised development engagement involving work-integrated learning and service-learning.
Enrolment	An enrolment is called an "effective registration" in HEMIS: An effective registration by a person for a qualification at the institution exists when all these criteria have been met: (a) The person satisfies the statutory entry requirements for admission to a formally approved qualification offered by the institution. (b) At 1 January of the Collection Year the person was officially enrolled in the qualification, or during the period 1 January through 31 December of the collection year the person became officially enrolled in the qualification. (c) During the period 1 January through 31 December of the Collection Year the person was effectively registered in at least one course, which is a part of the curriculum for the qualification. Conditions of registration are determined by the institution.
Entry-level requirements	The minimum academic knowledge and/or practical competencies, and/or work experience that student must have completed in order to be admitted for study towards a qualification; this may include recognition of other forms of prior learning such as non-formal and informal learning and work experience deemed as comparable for entry.
Epistemic access	The successful process of knowledge acquisition and dissemination through enabling teaching and learning pedagogies (Language Policy Framework for Public Higher Education Institutions, 30 October 2020)
Ethic of care	An ethic of care includes a caring and supportive relationship between and among management, staff and students. It encompasses a concern for the transformation of structures and systems within which practices-of-carecare practices take precedence to ensure a non-discriminatory and non-oppressive environment. An ethic of care requires that one seeks that which is right and fair, inclusive of the demonstration of open-mindedness, patience and self-discipline towards views different from one's own views, in a spirit of peaceful coexistence, while prioritising the stimulation of intellectual and personal growth for all.
Evaluation of foreign qualifications	Refers to the process followed by SAQA to verify the authenticity of foreign qualifications and to compare foreign qualifications with South African qualifications registered on the NQF; the process includes authenticating the status of institutions and the qualifications offered by the institutions, investigating the authenticity of qualification documentation and verifying that the qualification was awarded to the individual in question; and comparing foreign qualifications with South African qualifications, considering the structure and outcomes of the foreign qualifications, and locating the foreign qualifications within the NQF.
Examination	Refers to a final summative assessment which upon its completion can confirm that the student has achieved the prescribed outcomes of the module concerned. [General Academic Rules]
Examination committee	Refers to a committee convened by a faculty to consider the results of an examination process, whether undergraduate or postgraduate.
Examination mark	Refers to the mark awarded to a student for his/her efforts in any examination in a module, whether it be practical or theoretical in nature. [General Academic Rules]

Examiner	<p>"Examiner" means the person who conducts the assessment of students' performance in an examination. In the case of a doctoral degree, "examiner" means the person who conducts the assessment of a candidate's thesis.</p> <p>An "internal examiner" is the lecturer in the module concerned who also conducts the examination of that module. In the case of a master's degree, an "internal examiner" is the lecturer in the module concerned who also conducts the examination of that module, or in the case of the examination of a dissertation or mini-dissertation, a person in the employ of the University who was not involved in the supervision of the candidate concerned. In the case of a doctoral degree, <u>an "internal examiner" is a person in the employ of the University who was not involved in the candidate's supervision.</u></p> <p>An "external examiner" is a person not in the employ of the University <u>and</u> who conducts the examination of a module. In the case of a master's degree, an "external examiner" is a person not in the employ of the University <u>and</u> who conducts the examination of a module, mini-dissertation or dissertation or any other required research product. In the case of a doctoral degree, an "external examiner" is a person not in the employ of the University who conducts the examination of a thesis. <u>The discretion of a Faculty Board remains relevant to the determination of the appointment of an extraordinary professor/ researcher as an external examiner, specifically in fields of study with limited expertise.</u></p>
Exit level module	Refers to the modules offered in the final year and thus at the exit level of a qualification, whether a higher certificate, diploma or a degree.
Exit level outcome	The knowledge, skills and attitudes that a student should have obtained or mastered on completion of a qualification and against which the student is assessed for competence.
Experiential time	The term is used on the PQM for subsidisation purposes to identify academic programmes that include a non-funded experiential component. The NWU does not have academic programmes with an experiential time component.
External expert	An external expert is consulted in cases of vagueness or differences regarding <u>the</u> examination results of postgraduate students. The external expert must at least have a doctorate or an equivalent qualification and sufficient experience of research in the relevant field of study, and may not be in the employ of the University.
External programme evaluation (EPE)	<p>An external programme evaluation is a rigorous, systematic, objective, impartial, expert-based review of how effectively a programme is delivered, as part of the ongoing pursuit of higher levels of achievement and quality in the University, and in the service of the improvement of the quality and sustainability of the programme. The intention of the EPE is to show that the programme has proper procedures and processes for quality assurance that these are actually operating, that they are making a positive difference, and that they are impacting <u>on</u> the programme. Programme evaluations <u>are aimed to ensure that the programme is meeting its goals, and in to ensure that the programme is meeting its goals,</u> has procedures for informing itself of this, and that its statements of quality are evidence-based. An EPE includes, but are not limited to:</p> <p>The appointment of external expert panel members</p> <ul style="list-style-type: none"> • The preparation and submission of EPE documents, which include the self-evaluation report (SER) of the IPE process, the programme document, evidence of throughput rates in the programme, a review of all the modules of the programme • The site visit programme as developed by the quality enhancement office and the preparation of all required evidences to be on display for the EPE panel site visit • Scrutiny of documentation by the EPE panel and interviewing of all stakeholders • An EPE report on 10 – 12 criteria developed by the quality enhancement office based on the CHE accreditation framework <p>The EPE report focuses on the strengths of the programme, areas for concern, and recommendations for further action. Following the receipt of the EPE report, a follow-up action plan is required from the programme's management for approval by the faculty board concerned, and by the DVC: T & L. See also <u>Internal programme evaluation (IPE)</u></p>
External Quality Assurance (EQA)	<p><u>External quality assurance is the means by which an external quality agency ensures that institutions have Internal Quality Assurance (IQA) systems in place to manage the quality of their activities and educational provision. It also ensures that the qualifications and programmes that they offer have been peer-reviewed to ensure that the provisioning meets the quality standards and criteria of the Council on Higher Education (CHE).</u></p> <p><i>(From the document "A Quality Assurance Framework (QAF) for Higher Education in South Africa)</i></p>

Extended programme	A full degree or diploma programme offered over an extended period of time (usually one year in addition to the mainstream counterpart) into which appropriate additional provision is incorporated with the express purpose of facilitating learning and improving the completion rate among students.
Face-to-face	<u>F2F refers to an instructional method that is synchronous (time), requiring personal interaction.</u> <ul style="list-style-type: none"> • <u>On-campus F2F (time and place)</u> • <u>Remote F2F (digital interface) (time)</u>
Faculty coordinator	A faculty coordinator on one campus is jointly responsible with faculty managers on the other two sites to coordinate functioning in a <u>certain-specific</u> assigned portfolio (e.g. coordination for community engagement and stakeholder relations, or coordination for teaching and learning functions, or coordination for strategy and business development functions etc.).The faculty coordinator is not mandated to direct or manage such functionality across the three campuses.
Faculty Integrated Teaching and Learning Plan (FITLP)	A FITLP provides for each of the NWU faculties a planning mechanism in terms of the following teaching and learning matters: <ul style="list-style-type: none"> • The academic essence of the Faculty in terms of groups of academic disciplines and how they relate/cohere in terms of <u>the overall purpose</u> • The size and shape of the Faculty and capacity issues in relation thereto • Distinguishing features of the Faculty footprints on each campus • The teaching and learning philosophy and how the Faculty responds to the requirements of the NWU Strategy and its elements • The Faculty's approach to and needs <u>in-relation-to-concerning the</u> professionalisation of university teaching through development and growth opportunities for staff • The Faculty's approach to student support for student success in the 21st century • The Faculty's approach to <u>enhance-enhancing</u> blended and e-Learning (inclusive of online learning) • The curriculum transformation approach of the Faculty to deal with demands from different stakeholders • Planning for viable and sustainable qualification and programme development for contact and distance offering
Faculty management function	Refers to responsibility for all management held by an executive dean or as delegated by the executive dean to the (acting or substantive) deputy dean/ faculty coordinator on the campus concerned.
Faculty rules	Subject to the General Academic Rules, every faculty board makes faculty rules with regard to the qualifications and academic programmes that are part of the approved NWU PQM and offered by the faculty concerned, and submits those rules to Senate for approval. In addition to matters provided for in these Rules, Senate-approved faculty rules may, where appropriate, provide for arrangements that may be necessary for the accommodation of programme-specific requirements and faculty-specific procedures and structures. The minimum and maximum duration of study for a qualification, the composition of the curricula of programmes, and the credit structure of programmes leading to a qualification, are set out in the Senate-approved faculty rules. Senate-approved faculty rules are published in the relevant NWU yearbook as it pertains to the faculty concerned.
Fee	See <u>Course fee, Tuition fee, Study fees.</u>
Feedback	<u>Feedback as important part of the assessment process, provides information on a student's performance of a task. It justifies to the student how the marks were derived and should guide the student on what steps to take to improve on work towards summative assessments.</u> <u>Feedback is embedded within dialogue and interaction between students and lecturers, contributing to active student learning and to self-regulating academic performance. It has a significant effect on student learning and may be viewed as the single most powerful moderator that enhances achievement. Feedback has to be constructive, timely, fair and meaningful.</u>
Feedback	<u>Assessment feedback is providing information on a student's or short course participant's performance of a task. Feedback justifies to the student how the marks were derived. Feedback should guide the student on what steps to take to improve on work.</u>

Commented [TP4]: Possibly amend to: "Assessment Feedback"

Field of study	<p>Enrolments are divided into four broad fields or areas of study (major fields of study or MFOs), calculated by aggregating enrolments by CESM category as below. For a description of each CESM category, see the CESM handbook and Addendum:</p> <ul style="list-style-type: none"> • Science, Engineering and Technology (SET): CESM 01, 02, 06, 08, 09, 10, 13, 14, 15 & 16 • Business & Commerce (B&C): CESM 04 • Humanities (Hum): CESM 03, 05, 11, 12, 17, 18, 19 & 20 • Education (Ed): CESM 07
Fieldwork	Activities that is believed to enhance learning in a specific module or programme, and contribute to the overall competence of its students, e.g. an appropriate excursion, site visit or field trip. Such activities must be credit-bearing and thus form part of a module as a WIL component.
First-time entering student	A person who is enrolled at a PSET institution and has not enrolled at a similar institution in the past. DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021.
“Flat” study guides	The traditional paper-based study guide which includes administrative and study-related arrangements pertaining to a module; or a paper-based pdf format with no additional educational value added or interactive functionalities.
Flexi learning	A time-tabling arrangement that makes special provision for students to participate in contact sessions either on- or off-campus (thus contact or distance mode), but in accordance with an agreed-upon timetable other than the one applicable to full-time enrolled contact students.
Foreign qualification	A qualification that either: a) forms an intrinsic part of an education and training system other than South Africa, and is awarded by an institution that is accredited or recognised in that system; or b) meets other specific criteria as determined and published by SAQA.
Formal teaching and learning	Formal learning means learning that occurs in an organised and structured education and training environment and that is explicitly designated as such. Formal teaching and learning encompasses planned, organised and controlled teaching and learning , guided by a formal curriculum, and delivered in a sequenced manner by a dedicated lecturer. Formal learning leads to the attainment of a qualification or part qualification recognised by the external authorities and registered on the NQF. Formal teaching and learning doesn't have to take place in a classroom with an instructor present. Delivering eLearning content through an LMS is just the same, since the students will follow the learning path the facilitator has set out for them. See also Non-formal Learning & Informal learning
Formative assessment	See Assessment for learning
Foundational competence	<p>The demonstrated understanding of what we are doing and why we are doing it. It incorporates learning that provides opportunities for the development of proficiency in one or more language, in some form of mathematics or mathematical literacy, in some form of computer or academic literacy, and that is intended to support further learning.</p> <p>It can also refer to competence required to pursue work in a professional environment after graduation.</p>
Fundamental module (non-core module)	Refers to a compulsory module, usually offered at the first and/or second-year level of a programme of a qualification, that are necessary to support and ensure better understanding of the outcomes and content of the core modules of a programme. Successful completion of a fundamental module is usually not a prerequisite for registration for other modules at succeeding levels of a programme.
Full-time equivalent (FTE)	A student in the post-school sector who is enrolled for an academic programme for a full academic year and is enrolled for all courses/subjects prescribed for that programme. FTE student enrolments are calculated (a) by assigning to each course a fraction representing the weighting it has in the curriculum of a qualification, and (b) by multiplying the headcount enrolment of that course by this fraction. FTE staff numbers are calculated in a similar way. DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021.
Full-time study	Involves studying at one of the NWU campuses to complete an academic programme within the minimum duration of study as prescribed by the General Academic Rules for the particular qualification. Full-time study requires a set number of hours of teaching/ practical work or contact time per week as determined by a full-time student's class timetable. Study is deemed to be the primary activity of a full-time student.
Graduates	Student who has satisfied all the requirements of the full qualification for which they were enrolled.

Graduate attributes	<p>The extent to which the blend of learning domains (knowledge, skill and applied competence) reflects the purpose of the qualification type, and the extent to which the blend is reflected in the competence of the graduate. It is used in preference to the terms 'outcomes' and 'assessment criteria' because those are normally provider-based and can vary from one to another qualification of the same qualification type; moreover, they comprise a set of subject and skill procedures, but do not always directly address the purpose of the qualification (Framework for Qualification Standards in Higher Education, p.33).</p> <p>NWU Graduate attributes are the personal qualities, and academic, professional and practical knowledge and skills, that the NWU values, and supports its students to develop in a progressive manner throughout their studies by means of the formal curriculum as well as their total learning experience.</p> <p>Graduate attributes are defined in the NWU Teaching and Learning Strategy, and tailored further per programme design to be aligned with the exit level outcomes of a particular offering, taking into account the specific requirements of statutory and professional bodies where such bodies do exist.</p>
Graduation rate	A calculation based on the number of students who have graduated in a particular year, irrespective of the year of study, divided by the total number of students enrolled at universities in that particular year.
Headcount enrolment	<p>The total number of students enrolled at an institution at any given time in an academic year, regardless of their course load, or number of programmes enrolled for, and whether as full-time, part-time or occasional students.</p> <p><i>DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021</i></p>
Honours research component	Bachelor Honours Degree programmes must include conducting and reporting research under supervision, worth at least 30 credits, in the form of a discrete research component that is appropriate to the discipline or field of study. The 30 credits may not include research methodology. The preferred term for the Bachelor Honours research component is "research report".
Inclusivity	An expressed policy intent on, or practice of, embracing diversity and bringing people from various backgrounds into the fold at different levels institutionally, into groups and individually (Language Policy Framework for Public Higher Education Institutions, 30 October 2020)
Indigenous languages	Languages that have their heritage roots in Africa (also referred to as African languages in literature and some policy documents) and that belong to the Southern Bantu language family, where "Bantu" is used purely as a linguistic term. An indigenous language is a language that is native to a region or country and spoken by indigenous people. (Language Policy Framework for Public Higher Education Institutions, 30 October 2020)
Informal learning	<p>Learning that results from daily activities related to paid or unpaid work, family or community life, or leisure, including incidental learning. Informal learning does not imply a formal curriculum or credits earned. The "teacher" is simply someone with more experience in a <u>certain-particular</u> field/skill. Individuals learn by doing and observing, continued practice and experimentation, and not only through formal or professional learning.</p> <p>See also <i>Formal Learning</i> and <i>Non-formal Learning</i></p>
Information communications technology (ICT) in Education	An umbrella term that refers to all technologies used for the communication or sharing of information within the academic environment with a view to enhance the teaching and learning experience and to promote student success. It encompasses any medium to record information (whether paper, pen, magnetic disk/ tape, optical disks – CD/DVD, flash memory etc.); and also technology for broadcasting information – radio, television, whiteboards, etc.; any technology for communicating through voice and sound or images- microphone, camera, loudspeaker, telephone to cellular phones, chat rooms, blogs, personal web pages, video etc.; any technology used to process and present information – personal computers, tablets, smartphones projectors etc.; any technology used to share information – the world wide web, learning management systems etc.; any technology to store and manage information – servers, repositories (cloud and server-based), hard drives and any other ICT-facilitated learning activities not listed above.

Inquiry-based teaching and learning	<p>"Tell me and I forget, show me and I remember, involve me and I understand (Confucius)" The last part of this statement is the essence of inquiry-based teaching and learning. Inquiry implies seeking truth, information, or knowledge by questioning, analysing, critiquing, and evaluating. It also implies active student participation and engagement that leads to advanced understanding. Such participation and engagement imply the possessing of competencies and attitudes that permit students to seek resolutions to questions and issues while they construct new knowledge.</p> <p>One of the main foci of inquiry-based teaching and learning is acquiring meaningful and useful knowledge about the natural and human-designed worlds: how these worlds are organized, how and why they change over time, how they interrelate and how we communicate about, within, and across these worlds.</p>
Institutional audit	<p>An improvement-orientated, external evaluation of an institution's arrangements for assuring quality in and appropriateness, coherence and effectiveness of teaching and learning, research, and community engagement, based on self- and peer-evaluation. The review takes into account the institution's identity, its nature, context and its strategic goals. (From the Manual for Institutional Audits, CHE, 2021, p. 7)</p> <p>The next round of institutional audits will focus on the implementation of the QAF (16 September 2020) and will commence in 2024.</p>
Instructor-led CEEd offering	<p>Regularly scheduled instructional sessions in a virtual environment or face to face setting.</p>
Instructor-paced CEEd offering	<p>Learning is asynchronous, but the content is released in blocks following a set schedule. Specific dates are set for submitting assignments and exams, and the short course is completed in the pre-defined period with a set start and end date. This enables the instructor/ facilitator to monitor the progression of students or participants and plan according to their workload and schedules.</p>
Integrated assessment	<p>A form of assessment which permits the student to demonstrate applied competence and which uses a range of formative and summative assessment methods Integrated assessment at the level of a qualification provides an opportunity for students to show that they are able to integrate concepts, ideas and actions across modules and levels to achieve competence that is grounded and coherent in relation to the purpose of the qualification.</p> <p>It also refers to a form of assessment that permits the student to demonstrate applied competence and which integrates a range of formative and summative assessment methods for such purpose.</p> <p>Assessment needs to be a constructively aligned to and an integral part of module outcomes and a programme's teaching and learning activities. This infers that it should be part of curriculum design from inception to conclusion. Assessment cannot occur in an integrated manner if a lecturer does not teach in an integrated way, and if a student is not guided to learn in an integrated mannerway, if you do not teach and learn in an integrated way, because integrated learning comes before integrated assessment (everything must point to and become part of the whole; the different "parts" / modules of a curriculum can therefore not be separated).</p> <p>See also Constructive alignment, Authentic assessment</p>
	<p>A study guide developed using established authoring technology which varies in levels of sophistication and specialisation. Such documents provide links to, or offer fully embedded materials and activities that support students' attainment of learning outcomes, packaged into a reader, and can be integrated into an LMS. Such guides are student-centred and often developed within an appropriate eLearning environment (e.g. the lesson's functionality of eFund) wherein frequent student interaction is possible to sustain attention and promote learning and student success. Such study guides include self-paced activities to reflect student needs and interests and tutors and facilitators should be able to follow the student's progress and performance individually. The content must be engaging, instructional methods and techniques should be used creatively to develop an engaging and motivating learning experience. Such study guides must make use of communication tools which allow students to engage with facilitators and other participants in the module. An interactive guide is thus not a hardcopy study guide converted into a pdf format (this is a "flat study guide"</p>
Interactive learning	<p>Interactive learning is a hands-on, collaborative approach to teaching and learning that actively engages the student in engaging with the content that is related to real-life problems and outcomes. It reinvestigates the classroom for both student and lecturer/facilitator by turning lectures into discussions, and uniting students and teachers in the journey of knowledge and skills acquisition.</p> <p>Interactive learning can take many different forms across the curriculum of a programme, with or without the use of technology, e.g. LMS based interactive learning environments, with links to all functionalities of the LMS (in this case, eFund). The primary purpose of interactive learning is for students to strengthen their critical thinking and problem-solving skills using a holistic approach to learning.</p>

Commented [SP5]: request to delete this term

Internal NWU qualification standard	<p>A formal statement that indicates how the purpose and rationale of an NWU qualification, and the NQF level at which it is awarded, are embedded/ depicted in the required qualification admission requirements, exit level outcomes and graduate attributes, credit structure of the learning components and the curriculum composition, CESM allocations (major fields of study), assessment planning and articulation possibilities that are typical for the award of the qualification.</p> <p>The internal qualification standard must guide the planning, development, implementation and quality assurance of each academic programme leading to that qualification.</p>
Internal programme evaluation (IPE)	<p>A rigorous, systematic, objective, impartial, expert-based review and self-evaluation of how effectively a programme is being delivered as part of the ongoing pursuit of higher levels of achievement and quality in the University, and in the service of the improvement of the quality and sustainability of the programme. During the review attention is given to programme design, staffing, teaching and learning, assessment, student support, through-put rates and programme quality. Every programme offered by the University must be subjected to an IPE at least every 6 years. An IPE includes, but may not be limited to:</p> <ul style="list-style-type: none"> • Compilation of the self-evaluation report (SER) by an internal programme review panel consisting of NWU staff as appointed by the dean/school director; • Collection of evidence to substantiate statements to the IPE panel as required; • Scrutiny and approval of the documentation (SER) by the faculty board and faculty management committee concerned after completion of the IPE process; • An IPE report that comments on judgements about the programme, the strengths and weaknesses of the programme, areas for improvement, and recommendations for further action. Following the receipt of the report, a follow-up action plan must be developed. The deputy deans for Teaching and Learning is responsible the implementation of <u>implementing</u> the action plan, with regular progress reports to the Faculty Board and the DVC: TL. <p>See also External programme evaluation (EPE)</p>
<u>Key Performance Indicator (KPI)</u>	A quantifiable measure used to evaluate the success of an organization, employee, etc. in meeting objectives for performance. Oxford Languages Dictionary
Lag KPI	The product of a planning process, e.g. the results achieved due to the implementation of the lead KPI's.
Lead KPI	A pro-active mechanism in place to assist in the achievement of specified results, e.g. a system, a plan, a framework, a policy etc.
Learning analytics	"The interpretation of a wide range of data produced by and gathered on behalf of students in order to assess academic progress, predict future performance, and spot potential issues." <i>Van Barneveld, A., Arnold, K. E., Campbell, J. P., 2012. Analytics in Higher Education: Establishing a common language. Educause, ELI paper 1, Jan. 2012.</i>
Learning component	Refers to the fundamental, core and, if relevant, elective modules that constitute the curriculum of a programme of a qualification. See also Module and Curriculum
<u>Learning design:</u>	<p>Designing learning experiences, activities, resources and support, to achieve learning outcomes. These learning designs are educationally informed and make effective use of appropriate resources and technologies:</p> <ul style="list-style-type: none"> • HyFlex learning designs: HyFlex is designed as a model where the student is given the option to either attend face-to-face classes on a campus, or to study online. • Blended/Hybrid design: A programme with a combination of face-to-face and asynchronously online delivery with a substantial portion of the module/course delivered online. <p>(Educause: https://er.educause.edu/blogs/2020/5/can-hyflex-options-support-students-in-the-midst-of-uncertainty)</p>
Learning Management System (LMS)	Software application for the administration, documentation, tracking, reporting and delivery of module content with the aim to enhance student mastery of module outcomes. The LMS used by the NWU is eFund. The platform allows lecturers/facilitators to develop, deploy, store, and manage their module content, assess student progress, and interact with students in a synchronous or asynchronous manner. It also features tracking and reporting capabilities, which allow lecturers to monitor student participation and progress and gauge the effectiveness/ sufficiency of module guidance on the platform.

Learning outcome	Precise, measurable, realistic and attainable assessment statements of the minimum expected standards of competence that students must achieve upon completion of a study unit or a learning task in a module. At the NWU it is recommended that learning outcomes be formulated with the aid of Bloom's revised Taxonomy, except where a subject group provides a clear motivation for the use of a different taxonomy of learning.
Learning pathway	Sequencing of qualifications that allows students to move vertically, diagonally, and in some cases horizontally, through NQF levels giving students/ learner recognition for full or partially completed qualifications or part-qualifications. Learning pathways can also lead to professional designations, when learning pathways include periods of structured work experience over and above qualifications
Learning support centre (LSC)	Learning Support Centre means a Centre approved and utilised by the NWU Faculties through the UODL for administrative and logistical services, and for supporting the delivery of the modules of academic programmes to NWU registered distance students. Support functions include: i) logistical arrangements and support to the NWU as stipulated in a teaching learning agreement; ii) administrative support to NWU students as stipulated in the NWU rules and regulations; iii) ensuring access to and maintenance of available technology in support of teaching and learning as needed for distance delivery of the modules of the academic programmes concerned; and iv) support during technology-enhanced facilitated learning sessions as determined by the NWU, solely to enable NWU registered students to obtain the qualification that they are registered for.
Learning Tool Interoperability (LTI)	Learning Tool Interoperability (LTI) is a standard set of specifications for allowing third party learning applications (or "tool providers") to integrate with educational platforms (or "tool consumers"). LTI lets lecturers and facilitators easily integrate external tools into their learning management system (LMS).
Lecture Capturing	When a lecture is recorded for the purpose of distributing resources to students who are either absent from class and for them to refer to for future learning and/ or preparation for assessments. There are three potential streams of capture including a) audio from the lecture and class discussions, b) visual resources including slideshows and c) video of the classroom.
Level descriptor	<p>The NQF has ten levels. Higher education qualifications occupy six levels of the NQF, namely levels 5 to 10. Levels 5 to 7 comprise undergraduate qualifications (with the exception of the professional Bachelor's degree at Level 8) and levels 8 to 10 accommodate postgraduate qualifications. Each NQF level has a level descriptor. Level descriptors provide guidelines for differentiating the varying levels of complexity of qualifications on the framework.</p> <p>At each level the level descriptor refers to the statements describing the generic nature of learning achievements and their complexity. Level descriptors are thus broad qualitative statements against which more specific learning outcomes can be compared and located. These statements describe essential learning achievements (what a student must know and be able to demonstrate) at a particular level of the NQF.</p> <p>Level descriptors are expressed in terms of learning outcomes. The level descriptors as provided by SAQA (2014) are used in the development of qualification, programme and module outcomes at the NQF level concerned.</p> <p>See also <i>Module outcomes</i> and <i>Applied competencies</i></p>
Lifelong learning	Learning that takes place in all contexts in life from a life-wide, life-deep and lifelong perspective – formally, non-formally and informally. It includes learning behaviours and obtaining knowledge, understanding, attitudes, values and competencies for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability.
Management staff	A person occupying a position of which the primary function is the management of the institution or one of its major divisions or sections. DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021
Master class	A master class is a class offered to students of a particular discipline (or participants in a particular short course) by an expert of that discipline – usually in the field of music or any of the other arts, but also in any other relevant fields or on any other occasion where skills are being developed. A master class can also take the form of an inclusive and in-depth online experience, offering all students/participants in the class the opportunity to learn from noted national or even international practitioners.
Maximum duration of study	Is determined by the General Academic Rules for full-time contact students, for part-time contact and distance students, and for contact students in extended programmes, for each qualification type.
Mentoring	The relationship between a person with more experience and specific skills and one who seeks to develop the skills and expertise of the mentor.

Micro-credential	<p>"A micro-credential is shorter than an award course but can represent from one to 100 hours of learning, may or may not be certified by an accrediting institution or association, and may be taken online or as a face-to-face experience. Notwithstanding this, there is generally consensus that micro-credentials are short, verified courses or learning experiences providing successful candidates with a digital certification, such as a digital badge. Micro-credentials can be stacked towards larger units of competence or capability, in a format that is verified, secure and shareable with peers, employers and educational providers. They normally certify achievement at a more granular, sub-course level and differ from traditional long-form credentials such as degrees and diplomas in that they are shorter, can be personalised and provide distinctive just-in-time value."</p> <p>Commonwealth of Learning, Designing & implementing micro-credentials: a guide for practitioners, 2019</p>
Mini-dissertation	<p>Means a manuscript prepared for examination purposes, or a written report or a single published research article or set of published research articles or unpublished manuscripts in article format, more limited in scope than a dissertation (see A Rule for credit references), and in accordance with the prescripts of documentation, argumentation, language and style and which, in addition to the writing of a number of prescribed examination papers, will be evaluated with a view to determining whether the student is conversant with the method of research, and is presented in partial compliance with the requirements for obtaining a structured master's degree or another professional degree from the University in terms of the prescribed rules.</p>
Minimum study times	<p>The Minister of Higher Education and Training approves a minimum number of study years for each formal qualification. The minimum formal time gives the number of subsidy units assigned to each qualification. These study times are:</p> <ul style="list-style-type: none"> • Minimum total time: the minimum total of years of study required for the completion of the qualification. • Minimum experiential time: the minimum total of years of study required to complete the experiential learning components of the qualification • Minimum formal time: the minimum total time minus minimum experiential time.
Minister	<p>Refers to the Minister of Higher Education, Science and Innovation</p>
Mode of provision	<p>Mode of provision of a qualification can be either contact or distance or both, depending on the mode approved by the relevant external bodies for the specific qualification. While the pedagogical approaches and forms of student support will take the specific needs of students who are studying through each mode of delivery into account, the NWU commits to equivalent academic standards irrespective of mode of delivery of a qualification, and parity of esteem for qualifications offered via the contact and distance modes.</p>

Moderator	<p>A moderator is an academic who is competent in the field in which he/she is called upon to moderate. A moderator should have a clear understanding of quality assurance and should be acquainted with moderation processes and procedures. A moderator should be able to conduct moderation in a fair, consistent and unbiased manner.</p> <p>The moderator should have access to: Examination papers or any other assessment type; to the assessment criteria used to judge the work of the student; rubrics where relevant; module study guides and module outcomes; study guides, criteria used in judging learners' competencies; examples of evidences of learning, e.g. memoranda of tests or examination papers, project outlines, video/ oral presentation requirements if relevant; presented by learners and marked by lecturers; marked scripts; the process followed in recording and reporting assessment results.</p> <p>An internal moderator" is in the employ of the University while an "external moderator" is not a University staff member. A moderator is a person who was not personally involved in the teaching of the module in question and who is asked to do one or more of the following, namely to assess whether the module outcomes, learning outcomes, selected content and study guides meet the required standards, assess whether the examination questions meet the required standard and are aligned to the module and learning outcomes stated in the study guide of the module concerned, determine the degree in which the required outcomes have been achieved by the students who passed the examination or completed the portfolio, judge whether the awarding of marks for an examination was done in a fair and consistent manner, and make recommendations regarding the content, presentation and examination of a module.</p> <p>An "internal moderator" is in the employ of the University</p> <p>An "external moderator" is not in the employ of the University and is responsible to:</p> <ul style="list-style-type: none"> assess whether module outcomes, learning outcomes, corresponding content and study materials meet the required standard; assess whether examination questions meet the required standard and are based on the outcomes of the module concerned; check the consistency and fairness of the marking by examiners; make appropriate recommendations for adjustments where applicable.
Module	<p>A module is an identifiable learning component of the formal curriculum of an academic programme of a qualification, comprising a number of credits representing the notional hours needed to participate in and successfully complete all the various teaching, learning and assessment activities to achieve the set module outcomes.</p> <p>A module has a unique identifying module code that is assigned to it in the University's central administrative system.</p> <p>See also Compulsory module, Core module, Elective module, and Fundamental module</p>
Module alignment	<p>A module code (e.g. ABCD111) depicts one aligned module irrespective of the faculty or campus where it is offered. The alignment is reflected in the academic year level, credits, outcomes and the assessment criteria of the module.</p>

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	Code	Classification type	Description
Module classification types	L	Lectures only	The module is delivered through lectures.
	LE	Lectures and Excursions	Lectures and off-campus excursion(s) is/are undertaken in the module.
	P	Lectures and Practical	Lectures, and practicals performed in a laboratory (science, language, computer) or at another location such as a farm or clinic. This module is NOT a module for practice, professional learning.
	PE	Lectures and Practical and Excursions	The module uses lectures, practicals and excursions as defined in this key.
	PT	Lectures and practical and Tutorial	The module uses student support sessions where additional staff such as "demis" and student assistants are required. Supplemental Instruction is excluded in this classification type.
	PTE	Lectures and practical and tutorial and excursion	The module uses lectures, practicals, tutorials and excursions as defined in this key.
	I	Lectures and Tutorials	The module uses lectures and tutorials as defined in this key.
	TE	Lectures and Tutorials and Excursions	The module uses lectures, tutorials and excursions as defined in this key.
	PR	Practice Modules	Modules for learning in practice for the profession, such as WIL, WISL, practice teaching modules.
	RPLL	Recognition of previous learning	No module fees levied
	K	Qualification Levy	These are for programmes that consist of only one module, such as the research masters and doctoral degrees. Note that for the coursework masters degree, the modules making up the coursework part will be classified as per the descriptions in this key.
Module credit value	The credit value of a module is based on the proportion which it constitutes of the curriculum of a formally approved qualification-programme. The actual credit value is determined as: (proportion of curriculum) multiplied by (approved minimum formal time of qualification).		
Module exemption	A student may be exempted from completing a module of a programme on the basis of a documented process of recognition of prior learning. Such an exemption does not translate to credit transfer. However, the student does not have to complete the module in question due to his/her proven knowledge, skill or experience, gained through informal or non-formal learning, which equates to the level and content of the outcomes of one or more modules of a particular academic programme. RPL cannot be used to grant exemption for more than 50% of the modules required for any particular qualification.		
Module mark	Module mark refers to the final mark awarded to a student for a particular module; it is calculated according to a formula which is determined by faculty rules, based on a combination of particular weightings for the participation mark and the summative assessment mark awarded to a student in a module; provided that the weight of the participation mark in the above mentioned formula may not be less than 30% or more than 70%. Within a continuous assessment approach, the module mark is calculated according to the weighted averages of all the different assessments required of the student for a module. See also Continuous assessment and the NWU General Academic Rules		
Module outcome	Statements of what a student is expected to know, understand, and/or be able to demonstrate after completion of a process of learning within a particular module of an academic programme. A module outcome must be developed in accordance with the requirements of the Level Descriptors at the NQF level of the module concerned. See also Assessment Criteria		

Module Overview Document (MOD)	<p>A MOD contains clear guidelines of the structure of the module and states the intended outcomes to be achieved, supported by basic administrative arrangements pertaining to the module.</p> <p><u>In the case where</u> a fully-fledged interactive teaching and learning interface/ platform for a module exists, the development of a module overview document only is accepted as a minimum requirement.</p> <p>In the absence of such interactive teaching and learning interfaces/ platforms for modules, complete study guides are the accepted minimum requirement per module.</p>
Multi-disciplinary qualification planning and design team	A team comprising the qualification and academic programme planning office, assigned faculty leadership, academic subject matter specialists, and assigned curriculum design and development specialists who are jointly responsible for the development of an internal qualification standard after a thorough situation analysis as set out in the NWU qualification and programme curriculum planning, design and development model.
Multi-disciplinary programme design and development team	A team comprising the qualification and academic programme planning office, assigned programme leader and academic subject matter specialists, and assigned curriculum design and development specialists, who are jointly responsible for the design of the learning components of a programme curriculum, the development of the CHE programme accreditation criteria and the completion of the qualification and programme template.
Multilingualism	The effective use of multiple languages either by an individual or by a community (Language Policy Framework for Public Higher Education Institutions, 30 October 2020)
Multimodal education	Multimodal education refers to one academic programme being offered in both the contact and distance mode of provision, which are the only two modes of provision currently funded by the DHET. For a programme to be offered in both modes of provision, it must be accredited and registered as such by the CHE and SAQA.
Naming conventions (academic qualifications and academic programmes)	<p>The rules for the naming of a qualification are prescribed per qualification type by the HEQSF. A qualification title consists of the following:</p> <ul style="list-style-type: none"> the qualification type (e.g. diploma, bachelor's degree, master's degree etc.) plus either a broad field of study (designator) and/or a more specific specialisation within that field of study (qualifier), based on the specific HEQSF qualification design rules for the qualification type. <p>Note that a qualification can either be generic in nature with only a designator to indicate focus (e.g. Bachelor of Commerce, Bachelor of Science), or more specific in focus with both a designator and a qualifier (e.g. Bachelor of Commerce in Chartered Accountancy, Bachelor of Science in Information Technology). To use a qualifier, at least 50% of the minimum total credits of the qualification, and at least 50% of the minimum credits at the exit level must be in the field of specialisation denoted by the qualifier.</p> <p>A NWU qualification may have one or more academic programmes linked to it. Such a further specialisation or narrower description does not form part of the qualification title, and may only be added to the programme title using "with" (not "of" which is reserved for the designator, or "in" which is reserved for the qualifier).</p>
National programme review	A form of accreditation that focuses on the re-accreditation of existing academic programmes in a specific discipline area. National reviews have three main components: a) the re-accreditation of academic programmes; b) the follow-up process on the re-accreditation results; and c) the production of a report on the state of provision in a particular academic programme or disciplinary area.
National Qualifications Framework (NQF)	Refers to the comprehensive system approved by the Minister for the classification, co-ordination, registration, publication and articulation of quality-assured national qualifications. The South African NQF is a single integrated system comprising three coordinated Qualifications Sub-Frameworks for General and Further Education and Training; Higher Education; and Trades and Occupations.
National Review	<p><u>A national review is a peer-driven evaluation of an aspect of the provision of education provisioning by Higher Education Institutions (HEIs) across the sector, e.g., programmes or qualifications, or aimed to ensure that threshold standards are being met.</u></p> <p><u>(From the document "A Quality Assurance Framework (QAF) for Higher Education in South Africa)</u></p>
National Student Financial Aid Scheme (NSFAS)	NSFAS is the South African government student loan and bursary scheme which provides loans and bursaries to students at public universities and colleges.

New qualification or academic programme	<p>Refers to a qualification or academic programme –</p> <ul style="list-style-type: none"> that has never been offered by the University; or has originated through changing the curriculum of an existing academic programme to such an extent that the purpose and/or outcomes are substantially different to the original by virtue of 50% or more of the credit value, curriculum composition and content thereof; or that requires a new funding CESM/ Major field of study from the DHET before it can be offered by the University; or is an existing qualification for which a new mode of provision (contact/distance) is applied for; or is an existing qualification or programme which the NWU wishes to offer on another site of delivery (campus) than the qualification or programme as approved; or is a previously existing qualification or programme that was not offered for a period of three years in a particular mode of delivery or on a specific site of delivery and for which permission for the delivery of the qualification or programme has been withdrawn, necessitating a new application to the external regulatory bodies to be re-instated on the PQM of the NWU. <p>A new qualification and academic programme may only be published in the yearbook concerned after successful completion of the necessary external processes leading to a SAQA Learning Programme ID.</p>
Next Generation Digital Learning Environment (NGDLE)	The NGDLE is refers to an ecosystem of interconnected and flexible applications that support learning through five key domains: interoperability_personalization_analytics, advising, and learning assessment_collaboration_and accessibility and universal design.
Non-formal Learning	<p>Refers to planned learning activities not explicitly designated as learning towards the achievement of educational interventions that are not intended to lead to the awarding of awarding a qualifications or part qualifications. It thus means organised learning (even if it is only loosely organised) that may or may not be guided by a formal curriculum. This type of learning may be led by a qualified teacher/facilitator or by a leader/specialist with more experience in the designated field. Though it does not result in a formal qualification, non-formal learning is highly enriching and builds an individual's skills and capacities, often associated with learning that results in improved workplace practice. Continuing education courses/ short learning programmes are examples of non-formal learning. It is often considered more engaging, as the candidate's interest is a driving force behind participation.</p> <p>See also Informal learning</p>
<u>Norm-referenced assessment</u>	Norm-referenced assessment is the process of evaluating (and grading) the learning of students by judging (and ranking) them against the performance of their peers.
Notional hours	Refers to t The agreed estimate of the learning time that it would take an average learner to meet the outcomes defined for a particular module or a particular learning experience and can include, inter alia, face-to face or technology-mediated contact time, self-study time, time spent in structured learning in the workplace, time for completing assignments and research, and time spent in assessment preparation and processes. Ten notional hours equate to one credit.
Official South African languages	This refers to t he eleven official languages of South Africa as specified in the Constitution of the Republic of South Africa (i.e. Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, isiNdebele, isiXhosa, isiZulu, and English). (Language Policy Framework for Public Higher Education Institutions, 30 October 2020)
Off-line learning interfaces	Interfaces requiring technology access (a device), without an online presence. Such interfaces host digital study material and afford offline access at any time.
Online learning	Online learning is a specific form of e-learning that requires Internet access and connectivity for data exchange and transactions between technologies (e.g. device and network server). Online learning requires either simultaneous presence of lecturer and learner (synchronous), or a-synchronous learning engagement between learners, facilitator, and digital learning materials at a time or pace convenient to all participants.
On-line learning interfaces	Interfaces requiring technology access, network access and an online presence

Open distance learning	Open distance learning is a NWU strategic priority and refers to A mode of provision focusing on enhanced access to education and training, limiting or eliminating barriers such as time, place and pace of learning. NWU promotes open distance learning by allowing students to register for the modules of certain academic programme either in January and/or in June, offering technology-mediated instruction at various learning support centres and examination opportunities/ assessment opportunities at dedicated examination venues nationally and internationally, and providing student support to enhance the student learning experience. Students who study at a distance are still subject to the specific admission requirements as determined by the Admissions Requirements Committee, fixed dates for the commencement of academic programmes, a minimum and maximum duration for the completion of their studies, and specific scheduled assessment opportunities.
OER (Open Education Resources)	Based on the 2012 Paris OER Declaration (UNESCO, 2012:1), NWU interprets OER as quality-assured teaching and learning resources that have been well researched and are created for use in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions, thus with as few barriers for the end-user as possible. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and with due respect to the authorship of the work. OER can include e-textbooks, documents, digital images, videos, collections of files, software tools, learning objects, etc.
OER adoption	A practice of adopting existing OER for use in a formal module or Ced offering without any change.
OER creation	The development/production and online sharing of quality-assured OER.
OER integration	A logical and systematic approach to the “five R’s” (Hilton et al., 2010) of reusing, revising, remixing, redistributing and retaining of OER.
Open license	A license that specifies what can and cannot be done with a work product (whether sound, text, image or multimedia). It grants permissions and states restrictions. Broadly speaking, an open license is one which grants permission to access, reuse and redistribute a work product with few or no restrictions.
Participant (CEd context)	A participant complies with the specific selection criteria required for the attendance of short learning programmes and is admitted by the university to attend a short course.
Participation mark	The participation mark refers to the combined mark awarded to a student for all the completed formative assessments of a module within a prescribed period as required by the module assessment plan; the participation mark is used to determine access to the module examination, and as determined by faculty rules, counts a certain percentage towards the final module mark. A participation mark is not relevant within the continuous assessment modality where all assessments have weighted averages that count towards the finalisation of the module mark. See NWU General Academic Rules
Part-qualification	An assessed unit of learning with a clearly defined purpose that is, or will be, registered as part of a qualification on the NQF.
Part-time study	Part-time study involves spreading a full-time academic programme over a longer period of time. It is usually tailored for those who want to continue working while studying, and involves committing an afternoon or an evening of each week, or days over a weekend, to attend classes or lectures at one of the official sites of delivery of the NWU (thus at one or more of its three campuses, as approved by the DHET for that specific academic programme).
Personal information	Information relating to an identifiable living natural person and where it is applicable, an identifiable, existing juristic person including, but not limited to the names of the person if it appears with other personal information relating to the person or if the disclosure of the name itself would reveal information about a person. (Protection of Personal Information Act, 2013).
Personalised learning	Personalised learning is a strategy that provides a unique, highly focused learning path for each student. Individual attention from instructors is not feasible in traditional educational models with large numbers of students, and personalised learning is intended to use IT systems and tools to tailor learning experiences based on student strengths, weaknesses, and pace of learning. Technologies, including analytics, adaptive learning, digital courseware, and others, underlie personalised learning, which builds a “profile” of each student and makes continual adjustments to learning paths and learning pace based on student performance. From the Educause Learning initiative (2015) https://www.lnr.us/blog/whats-the-difference-between-personalized-and-adaptive-learning/ See also Adaptive Learning
Physical teaching and learning environment	The physical teaching and learning spaces, both formal (teaching-learning venues of varying nature) and/or informal (open and shared spaces).

Plagiarism	The use without appropriate acknowledgement of another's ideas, hardcopy or electronic texts, images, computer programmes, sounds, designs, performance or any form of creative work as one's own work, including activities such as appropriating the knowledge, insights, wording or formulation of anybody else's work. Since the intention to deceive is a key notion in the understanding of plagiarism the findings in an investigation of plagiarism must be presented in a continuum ranging from "strong intention to deceive" (presenting the work as original and/or as the author's own) to "weak intention to deceive" (careless or sloppy writing and/or improper referencing). From the NWU Policy on Academic Integrity (2018)
Portfolio of evidence	Portfolio of evidence is a showcase of skills and accomplishments to achieve a specific outcome. It is a common method of prior -learning assessment, which entails the collecting, substantiating and organising of documented evidence (in different formats as required by the field of study/ purpose of the portfolio) in support of an applicant's claim to advanced standing, proven knowledge, skill or experience, or module equivalence (outcome realisation) . Portfolio development may be supplemented by interviews, oral or written examinations, and the presentation of a comprehensive curriculum vitae. A portfolio of evidence for summative assessment purposes is a carefully planned and organised prescribed collection of evidence compiled by an individual to prove competence in relation to defined outcomes
Post-school education and training	Education and training opportunities for people who have left school as well as for those adults who may never have been to school but require education opportunities.
Practical competence	The demonstrated ability to perform a set of tasks and actions in authentic contexts.
Pre-requisite module	A module that is regarded as assumed learning for a successive module and thus required to be successfully completed before the student may register for the successive module. Pre-requisite modules must be specifically indicated in faculty yearbooks.
Problem-based learning (PBL)	PBL is a term used to depict a range of pedagogic approaches that encourage students to learn through the structured exploration of either a -research or practice-based problem. In PBL, students usually work in small self-directed groups to define, carry out and reflect upon a task, which is usually related to, or based on, a 'real-life' problem. An inter-disciplinary team designs carefully structured and sequenced 'problems' that will direct the students' learning towards the determined outcomes and objectives of the curriculum. The lecturer acts as a curriculum coordinator and ensures that students have access to a variety of various resources for information gathering. <i>(From the Work-Integrated Learning: Good Practice Guide, CHE, 2011)</i> See also Work-Integrated learning
Professional body	An organisation with individual members practicing a profession or occupation in which the organisation maintains an oversight of the knowledge, skills, conduct and practice of that profession or occupation. Any body of expert practitioners in an occupational field; this includes an occupational body and statutory council.
Professional designation	A title or status conferred by a professional body in recognition of a person's expertise and/or right to practise in an occupational field
Programme Qualification Mix (PQM)	PQM refers to the formal qualifications, and their associated academic programmes (equated to major field of study), for which the NWU has obtained approval, accreditation and registration on the NQF by the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE) and the South African Qualifications Authority (SAQA) respectively. These qualifications and major fields of study are listed on the NWU's HEQSF aligned PQM
Progression requirements	Progression requirements are determined by the General Academic Rules of the NWU and establish norms that may be used to ensure that a student completes a sufficient percentage of the credit load of the academic programme according to his/ her historic year level, in order to ensure that he/ she may complete the programme within the maximum duration of study.

Project-based learning (PJBL)	<p>PJBL involves learning through projects. Projects can be 'real' projects located in the world of work. Such projects generally involve elements of research and the supervision by both a university teacher and workplace supervisor or mentor. PJBL can support the acquisition of an extensive, integrated knowledge base that students can draw on and apply to the analysis and solution of problems. More often the problems in PBL are simulated and the learning takes place in the university (with some input from workplaces). In work-integrated PJBL the projects are generally not simulated, but involve learning through practice in a work context, as in service-learning or in a university-industry collaborative research project.</p> <p><i>(From the Work-Integrated Learning: Good Practice Guide, CHE, 2011)</i> See also Work-Integrated learning</p>
Promoter	<p>Means a person who is normally on the staff of the University (but who can also be contracted in) and who has been appointed to give guidance to a student registered for a doctorate and to supervise the work which the student is required to do in this regard; approved by the faculty committee, listed on the title registration document and appointed in writing by the Higher Degrees Administration Department; the promoter is primarily responsible for overseeing the academic life cycle of the PhD student, and keeps record of supervision provided to the student.</p>
Proof of participation	<p>Proof of participation refers to a confirmation by the lecturer in a specific module that a student participated satisfactorily in the teaching-learning activities and in the performance of teaching-learning assignments in accordance with the curriculum requirements, whereby the student is admitted to a final assessment in that module or part of that module.</p>
Post-School Education and Training (PSET)	<p>Encompasses all A-sector comprises all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school (White Paper for Post-School Education and Training, 2013).</p>
Post-School Education and Training Institutions (PSETIs)	<p>The institutions that provide education and training, which include universities, national institutes of higher education and private higher education institutions, Technical and Vocational Education and Training Colleges, Private Colleges, Community Education and Training College and skills providers. These are established, declared, or registered by any law assigned to the Minister.</p>
Qualification	<p>A registered national qualification consisting of a planned combination of outcomes which has a defined purpose, intended to provide qualifying students with applied competence and a basis for further learning and which has been assessed in terms of exit level outcomes, registered on the NQF and certified and awarded by a recognised body, in this case by a registered and accredited public provider as part of its formal PQM.</p> <p>Naming of qualifications must conform to the HEQSF prescribed naming conventions (see also Naming conventions).</p>
Qualification and academic programme management	<p>Activities executed by faculty management, academic programme teams and TL support structures to prepare for and participate in all aspects of teaching and learning, including delivery of all core aspects of the (a) qualification and academic programme lifecycle, and (b) the student lifecycle. This implies ensuring student access and success through the design and all aspects of the delivery of the academic programmes, including (but not limited to) –</p> <ul style="list-style-type: none"> • monitoring the continued relevance of each academic programme leading to a qualification • monitoring the life cycle and sustainability of the qualification and all programmes leading to it • reviewing the quality and continued relevance of the learning components of every academic programme • amending learning components of academic programmes as necessary to ensure quality and continued relevance of the academic offering • selection and admission of students to an academic programme of a qualification • design, development and review of appropriate study materials, media and TL environments (including provision for online and technology-enhanced learning) • providing and ensuring the provision of effective adequate student academic support through interaction at the group and individual levels • planning of assessment to ensure appropriate assessment against the approved outcomes and assessment criteria • taking part in the actual assessment, ensuring adherence to moderation requirements • providing continuous feedback to students on formative assessments, and to summative assessment as provided for in the General Academic Rules.

Qualification and academic programme planning and development	<p>Activities executed by faculty and programme management, curriculum academic programme teams and support structures, in collaboration with the Qualification and Academic Programme Planning Division (Q&APP), to contribute to:</p> <ul style="list-style-type: none"> • The planning for and development of new academic qualifications and programmes to be considered by <ul style="list-style-type: none"> ○ The Senate Committee for Academic Standard (SCAS) for NWU approval, as well as ○ the DHET for PQM clearance and funding approval, ○ the CHE for programme accreditation, and ○ SAQA for registration to become part of the University's approved PQM. • Changes to existing programmes and modules to be considered by the Senate Committee for Academic Standards (SCAS) for internal approval. <p>This key essential phase in the programme lifecycle includes the approval of core aspects of the programme design, including programme and module outcomes and assessment criteria and practices.</p> <p>Qualification and academic programme planning feeds into the more comprehensive academic planning process of the NWU primarily enrolment planning</p>
Qualification or academic programme outcome	<p>Broad statements that describe the competencies (what students should know and be able to demonstrate) that all students should possess after the successful completion of successfully completing a particular programme of a qualification. These outcomes are often referred to exit-level outcomes and are grounded in the level descriptors of the exit level of the qualification concerned, and form part of the internal qualification standard. Programme outcomes should align with its qualification outcomes.</p>
Qualification and academic programme review	<p>Monitoring and review activities executed by academic programme managers and academics in faculties and TL support structures to regularly review and improve the quality of academic qualifications and programmes at the University through its quality management activities which include internal and external reviews and evaluations, and regular consideration of the outcomes of internal and external feedback as well as of the assessment of programme and student success by the lecturer.</p>
Qualification type	<p>The HEQSF sets out the range of qualification types in higher education (e.g. certificates, diplomas, bachelor's degrees etc.) that may be awarded to mark the achievement of exit level outcomes that have been appropriately assessed at a specific NQF level. Each qualification type denotes a generic qualification descriptor specifying the exit level of the qualification type, its minimum required credits and its purpose and characteristics in terms of the types of knowledge and skills that it is intended to develop. The qualification type descriptor is the point of reference for the design of specialised qualifications and their programmes.</p>
Quality assurance	<p>The process of pursuit of the principle of quality means maintaining and applying academic and educational standards both in the sense of specific in order to comply with expectations and requirements that should be complied with, and in the sense of ideals of excellence that should be aimed at. These expectations and ideals may differ from context to context, partly depending on the specific purposes pursued. Applying the principle of quality entails evaluating services and products against set standards, with a view to improvement, renewal or progress.</p> <p><i>(From the Education White Paper 3, DoE)</i></p> <p>The NWU quality policy defines quality assurance as the activity of providing the evidence needed to establish confidence among all concerned that the quality-related activities are being performed effectively.</p> <p>See also Quality manual</p>
Quality control	<p>Developing systems to ensure products and/or services are designed and produced to meet or exceed stakeholder requirements.</p>
Quality council	<p>The primary bodies with a direct role in governing quality assurance and certification. Through their responsibility for setting standards, they are also responsible for curriculum and assessment. The CHE is the quality council for Higher Education (<i>White paper for post-school education and training, 2013</i>).</p>
Quality enhancement	<p>A process of continuous improvement that builds on identified examples of good and best practice, while also addressing problem areas. Quality improvement or enhancement therefore Therefore, quality improvement or enhancement seeks to translate the results of monitoring and review activities into systematic improvement strategies or plans.</p>
Quality evaluation	<p>The systematic determination of merit, worth and significance of something or someone. Evaluation is often used to characterise and apprise subjects of interest in a wide range of human enterprises.</p>

Quality management	A method of ensuring that all the activities necessary to design, develop and implement a product or service are effective and efficient with respect to the system and its performance
Quality management system (QMS)	<p>A system that outlines the policies and procedures necessary to improve and control the various processes that will ultimately lead to improved business performance.</p> <p>A formalised system that documents processes, procedures, and responsibilities for achieving quality policies and objectives. A QMS helps coordinate and direct an organisation's activities to meet customer and regulatory requirements and improve its effectiveness and efficiency <u>on a continuous basis</u><u>continuously</u>.</p>
Quality manual	<p>The purpose of the quality manual is to document and describe the context, structures, policies, objectives, processes, procedures, activities, responsibilities, etc., aimed at achieving, sustaining, monitoring and continuously advancing quality within an academic unit or support department. <u>The quality manual furthermore</u><u>Furthermore, the quality manual</u> serves as a general guide for existing and new staff members of the unit/department concerned.</p> <p>This official document details how the quality management system of a faculty/unit/department operates.</p> <p>The manual describes, amongst others, the most important processes of the core functions and the specific aims thereof, the role players in all the processes, applicable policies, and relevant records generated and used in the processes, as well as the quality assurance mechanisms in all the processes. It furthermore demonstrates the quality of what the faculty/unit/department does for its customers, employees and stakeholders by embedding best practices!</p> <p>Another important function of the quality manual, which is <u>very often overlooked, is as a marketing tool</u><u>often overlooked, is marketing</u>. The unit/department may regard the well written and professionally published quality manual as a powerful marketing instrument. It serves to communicate to all our customers, role players, stakeholders, co-process owners <u>and strategic partners that the department is not only a quality-conscious entity, but that it also, and strategic partners that the department is a quality-conscious entity and</u> knows how to document and communicate its commitment to quality. See also <i>Quality assurance</i> and <i>Quality enhancement</i></p>
Recognition of prior learning	<p>A term that refers to the principles and processes through which the prior knowledge and skills of a person, <u>learned informally and non-formally</u>, are made visible, mediated and rigorously assessed and moderated for the purposes of alternative access and admission, recognition <u>and certification</u>, or further learning and development.</p> <p><u>There are two main forms of RPL, that reflect the different purposes and processes within which RPL takes place:</u></p> <p><u>a. RPL for access: To provide an alternative access route into a programme of learning, professional designation, employment and career progression; and</u></p> <p><u>b. RPL for credit: To provide for the awarding of credits for or towards a qualification (thus exemption from completing certain modules or even a year level of an academic programme) RPL may be used to grant access to a qualification, or advanced standing/exemption from modules that constitute a particular academic programme.</u></p> <p><u>RPL for access: The establishment of a suitable level of knowledge and experience aimed at admission to a qualification for a candidate who does not adhere to the minimum admission requirements of the qualification in question. Only 10% of any cohort of any academic programme may be allowed access via the RPL route.</u></p> <p><u>RPL for advanced standing: The exemption from completing a certain level of a programme on the basis of a candidate's knowledge/experience acquired through informal or non-formal learning.</u></p>
Reflexive competence	Reflexive competence incorporates learner autonomy. It refers to the demonstrated ability to integrate performance with understanding so that a learner <u>is able to can</u> adapt to changed circumstances and explain the reasons behind the adaptations.

Registration	<p>An effective registration by a person for a qualification at the institution exists when all these criteria have been met:</p> <ol style="list-style-type: none"> The person satisfies the statutory entry requirements for admission to a formally approved qualification offered by the institution. <u>At-On</u> 1 January of the year, the person was officially enrolled in the qualification, or during the period 1 January through 31 December of the collection year, the person became officially enrolled in the qualification. During the period 1 January through 31 December of the year the person was effectively registered in at least one module which is a part of the curriculum for the qualification. <p><u>An effective registration by a person for a CEEd offering exists when all these criteria have been met:</u></p> <ol style="list-style-type: none"> <u>The person has been approved by the faculty to have met the minimum admission requirements to the CEEd offering;</u> <u>Has paid the course fee applicable to the CEEd offering.</u> <p>Conditions of registration are determined by the NWU and its Faculties.</p>
Registration of a qualification or part-qualification	Refers to the formal inclusion of a qualification or part-qualification by SAQA on the NQF, with an identification of the relevant Sub-Framework, when a qualification or part-qualification meets the SAQA Policy and Criteria for the Registration of Qualifications and Part-Qualifications on the NQF, and as recommended by the relevant Quality Council.
Research product	Refers to the outcome of the research process, as specified in sections 4.4 and 5.4 of the General Academic Rules
Scholarly activities	<p>Scholarly activities are recognisable by the following characteristics:</p> <ul style="list-style-type: none"> it has an organised set of theoretical principles; it requires a high level of discipline-related (and pedagogical) expertise; it is conducted in a scholarly manner with outcomes in mind, adequate preparation and appropriate methodology; its results are appropriately documented and disseminated; it follows a process, promotes inquiry and research and produces certain outcomes; the outcomes of the process have significance beyond the individual context and can be replicated or elaborated; and the process and product or results are reviewed and judged by peers.
Scholarship of engagement	<u>The term redefines Faculty scholarly work from academic expertise to community-engaged scholarship that involves the Faculty member in a reciprocal partnership with the community. This can vary from disciplinary, or/and interdisciplinary to trans-and multi-disciplinary activities, and integrates Faculty roles of teaching and learning, research and innovation, and service. While there is variation in current terminology (public scholarship, scholarship of engagement, community-engaged scholarship), engaged scholarship is defined as the collaboration between academics and individuals outside the academy – knowledge professionals and the lay public (local, regional/state, national, global) – for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity to ultimately achieve sustainable (positive) change of which the impact can be monitored.</u>
Scholarship of teaching and learning	The Scholarship of Teaching and Learning (SoTL) involves post-secondary practitioners conducting an inquiry into teaching and learning processes in higher education contexts. It consists of more than scholarly approaches to teaching and learning, requiring that academic staff frame and systematically investigate questions related to student learning, and make their work available for review and public dissemination through presentations, performance, or publications' (Mckinney, K. 2006: 39; Hutchings, P. & Shulman, L. 1999: 13; Pool, G. & Simmons, N. 2013). The overall intention of SoTL is thus to improve student learning and enhance educational quality through evidence-based and methodologically sound research.
Self-directed learning	Self-directedness can be defined in terms of the amount of responsibility the student accepts for his or her own learning (Fisher, King & Teague, 2001). Self-directed learning is described by Knowles (1975) as a process by which individuals take the initiative, with or without the assistance of others in diagnosing their own learning needs, formulating their own learning goals, identifying own resources for their learning, choosing and implementing their own learning strategies and evaluating their learning. (Source: Faculty of Education Sciences, Potchefstroom Campus, North-West University: Guidelines for lecturers for embedding Diversity, Transformative curriculum making and Blended Learning into a Self-directed Learning environment. November 2014)
Self-paced CEEd offerings	<u>Does not follow a set schedule. The course material is available at the start of the training, and there are no due dates for assignments or tests. The participants have the freedom to plan their schedule around their daily activities. Completing the course requires that all the required tasks be completed.</u>

Self-plagiarism	Self-plagiarism occurs when authors improperly reuse their own work presenting the work as new and original. Self-plagiarism may infringe the copyright of others involved in the publication of the original work. [From the <i>NWU Policy on Academic Integrity</i> (2018)]
Senate Committee for Academic Standards (SCAS)	A standing committee of the NWU Senate with the specific mandate to oversee the quality of the NWU academic qualifications and programme offering, as well as the continuing education non-formal offering, and the related management processes.
Service Learning	Service Learning (SL) is a <u>key-fundamental</u> teaching and learning method aimed at advancing social change while preparing students for future citizenship through real-life learning experiences in communities. SL as <u>TL method is a collaborative process that links faculty, students and community partners in organised, supervised, sustainable and mutually beneficial learning experiences that result in addressing a TL method is a collaborative process that links faculty, students, and community partners in organised, supervised, sustainable, and mutually beneficial learning experiences that address</u> identified and agreed upon community needs. SL is often curriculum-based and credit-bearing, and always carefully structured and focused educational experiences related to a specific discipline. It includes reflecting on the service activity <u>in-order</u> to gain a deeper understanding of discipline-related content, a broader appreciation of the discipline, and an enhanced sense of social responsibility.
Sector Education and Training Authority (SETA)	A sector education and training authority established in terms of section 9(1) of Skills Development Act No 97 of 1998 (Skills Development Act, 1998).
Sharable Content Object Reference Model (SCORM)	Specifications or guidelines that allow eLearning professionals to create reusable eLearning course objects. SCORM was <u>originally-initially</u> developed for the US Department of Defence's Advanced Distributed Learning initiative. SCORM-compliant objects can be used across various eLearning courses within the same LMS, and can be re-used across different eLearning platforms.
Short learning programme	Refers to any non-formal teaching and learning intervention of which the details are not listed on the NWU programme and qualification mix (PQM) as part of the formal academic offering of the NWU. A short learning programme offered by the NWU must have SCAS approval and must be registered on the Unit for Continuing Education (UCE) short courses data-base. Short learning programmes can take on different formats (e.g. a short course for participation only or a short course with formal assessment for successful completion) and the NWU issues an appropriate certificate or other forms of recognition bearing the emblem of the NWU to successful participants.
Site of delivery	Formal physical location, where an academic programme leading to a qualification is offered. The NWU has three existing approved sites of delivery (campuses), the Mahikeng Campus, the Potchefstroom Campus and the Vanderbijlpark Campus. While a UODL learning support centre provides academic, administrative and logistical support to students, it is not a site of delivery and should not be regarded as such.
Social cohesion	The degree/ extent to which a society is coherent, united and functional; provides an environment within which its citizens can flourish; and in which mutual solidarity finds expression among individuals in communities. In terms of this definition, a community or society is cohesive to the extent that the inequalities, exclusion and disparities based on ethnicity, gender, class, nationality, age, disability or any other distinctions which engender divisions, distrust and conflict are reduced and/ or are eliminated (NDP 2030)
Social inclusion	Social inclusion embraces <u>all</u> humanity and cuts across all the factors that divide human beings. It recognises the fact that all <u>people</u> , regardless of nationality, <u>boundaries-of-states</u> , socio-economic background, age, disability, ethnicity <u>or racial origin, race, gender, sexuality or religion, are entitled to</u> <u>g</u> <u>and any other form of belief, have human rights that enable them to participate fully</u> <u>optimally</u> in society and that reinforce their individual and collective identity. <u>Social inclusion is thus a universal human right and aims at embracing all people irrespective of race, class, gender, disability, language, age, geography, HIV and AIDS status, citizenship, values or medical standing.</u> It is about giving equal access and opportunities and getting rid of discrimination and intolerance (NDP 2030).
Social justice in NWU context	This involves a focus on that which is valued and beneficial for all, including <u>the recognition and protection of human rights, equality, fairness, freedom from oppression</u> <u>recognising and protecting human rights, equality, fairness, freedom from oppression,</u> and discrimination. From an engagement perspective, sharing of expertise and tailor-made solutions <u>in-order</u> to alleviate challenges or specific community issues that create imbalances in terms of fairness and social justice.
South African Qualifications Authority (SAQA)	The statutory authority established in terms of the SAQA ACT (58 of 1995) and continuing in terms of the NQF Act 967 of 2008), which oversees the further development and implementation of the NQF, the achievement of the objectives of the NQF, and the coordination of the three Sub-Frameworks.

Structured e-learning environment	An interface that makes provision for varying levels of interactivity between student and lecturer; student and study material; student and the learning platform; and student-to-student.
Student	According to Gen A Rule 1.4, a student refers to a person who is registered with the NWU for the current year and is enrolled and active for subsidy purposes during a specific academic year. A registered student is required to participate actively in the prescribed teaching, learning, research and assessment activities of every programme module for which he/she is registered during that academic year, so that the responsible academic unit can provide proof of such participation. Such proof must be provided by the applicable census dates of the academic year concerned.
Student academic life-cycle	The administrative and academic milestones that must be reached before a qualification can be conferred.
Student academic support	<p>For students who study by means of the contact mode of provision, it means a broad array of educational strategies, including lecturing, individual sessions with lecturers during office hours, tutoring, supplemental instruction, mentoring, academic advising, and academic literacy development, provided to individual students or groups of students, in order to support their academic development and success.</p> <p>For students who study by means of the distance mode, academic student support may additionally include:</p> <ul style="list-style-type: none"> • Provision of all study materials by NWU in an electronic or hard-copy format as agreed per academic programme. • Technology-mediated contact sessions presented by NWU lecturers at learning support centres countrywide, with guidance from NWU appointed facilitators at the centres. • Vacation schools presented by NWU lecturers as agreed per academic programme. • A call centre to assist with academic and administrative matters. • Study letters and information booklets. • Occasional informative communications, answering questions frequently asked by students. • Examination guidelines. • Regular training of facilitators who handle guidance at learning support centres, including online or other technology enhanced training. • Media centres. • Ongoing assistance from lecturers to students on request, via email or telephonically. • Computer facilitation for e-learning as agreed per academic programme.
Student-centred teaching and learning at the NWU	This Student-centred teaching and learning occurs when the focus during the teaching and learning activities is on the constant and balanced interaction between the student and the lecturer/ facilitator. The lecturer/ facilitator teaches or models difficult content where after students work independently, in pairs, or in groups, depending on the type of learning activity and the outcomes to be achieved, using their prior knowledge and shared understanding to enhance the process of learning. Students should initiate the interaction and the theme of certain of the topics for discussion, while the lecturer/ facilitator guides the interaction. Peer learning is an important facet while the lecturer/ facilitator often acts as an informative guide. Both students and the lecturer/ facilitator act as formative assessors of learning.
Student: Staff ratio	This refers to the average number of students per academic staff member and gives an indication of the average teaching load carried by each academic staff member. It is calculated by dividing the number of FTE academic staff by the number of FTE students.
Student success	Student success is often based on tangible metrics such as strong retention and graduation rates, time-to-graduation, and career path/job placement opportunities after graduation. Yet student success should also include high-quality learning experiences from the student's perspective. Successful students will be prepared for success in their personal, public, and professional lives, and they will embody the graduate attributes, values and behaviours that characterise the vision and mission of the NWU.
Study fees	The collective fees associated with applying for, enrolling in and annually registering for an NWU academic programme. Study fees include all prescribed qualification and programme related fees, including registration fees and any additional fees levied for study materials, any activity related to support at a tuition centre and all charges to the student related to graduation or graduation ceremonies. It does not include expenses related to accommodation and participation in voluntary activities. See also Tuition fee, Course fee.

Study guide	A study guide is an expansion of the Module Overview Document. It structures the learning opportunities and activities, required reading, tasks, assignments, and where necessary, subject content to serve a specific mode of delivery and account for the study and academic support needs of the student cohort. It thus <u>erves as a roadmap through which guides</u> students <u>are guided</u> to attain the desired module and learning outcomes. A study guide is developed by an NWU academic staff member or an external subject expert – <u>Faculty</u> -approved and contracted for that purpose.
Study material	Includes study guides, prescribed and recommended reading and viewing material in paper-based, or electronic/digital format. Such material includes textbooks, notes, articles, videos, multimedia creations <u>and any other forms of material of necessity to ensure th, and other forms of material of necessity to ensure</u> mastery of learning outcomes.
Subject Matter Expert (SME)	A Subject Matter Expert in the HE context is usually an academic staff member who often works closely with an Instructional Designer to create meaningful and memorable learning content. This individual knows what to include, what to omit, and what the distance, online or contact student needs to know by the time <u>they have</u> completed a module or short course. They can also help identify contact or online learner preferences, goals, and needs, as well as the most effective way to convey/ present module/ short course information.
Summative assessment	<u>Summative assessment, often high stakes assessment, is used to measure and evaluate student learning against a set of assessment standards and criteria. It is also referred to as assessment of learning and is fundamentally concerned with whether students have mastered learning outcomes. Refers to an assessment conducted at the end of a module or a unit of learning to evaluate learning achievements and mastery of competencies related to a particular module or unit of learning; summative assessments can take the form of a written, oral, research or practical examination or project, research thesis, dissertation, mini-dissertation, or any other appropriate format for the level and nature of a module, as approved by the concerned faculty board and included in the faculty rules. See <u>Assessment of learning</u></u>
Supervisor	Means a person who is normally on the staff of the University (but who can be contracted in) who has been appointed to give guidance to a student who has registered for a master's degree, and to supervise the work which the latter is required to do with regard to a dissertation or mini-dissertation; approved by the faculty committee, listed on the title registration document and appointed by the Higher Degrees Administration Department; the supervisor is primarily responsible for overseeing the completion of the academic life cycle of the master's student and keeps record of supervision provided to the student.
Supplemental Instruction (SI)	<u>Supplemental Instruction (SI) is a non-remedial approach to learning that supports students towards academic success by integrating "what to learn" with "how to learn."</u> <u>SI is a free service and recommended to all students. SI consists of regularly scheduled, voluntary, out-of-class group study sessions driven by students' needs. Sessions are facilitated by trained Peer Leaders who utilize collaborative activities to ensure peer-to-peer interaction in small groups.</u> <u>During SI sessions students compare notes, discuss readings, develop study skills and predict test questions. SI is implemented in high-risk courses in consultation with academic staff and supported and evaluated by a trained supervisor</u>
Support staff	a) <u>Staff who render academic support services, student support services, human resource management, financial management, administration, maintenance of the buildings and gardens, catering services and security services. Examples include administrators, laboratory assestants, cleaners, kitchen staff, gardeners, caretakers, etc.</u> b) <u>All technical and office staff, as well as executive and professional staff, who spend more than 50% of their official time on administrative functions. Examples include secretaries, administrative clerks, accountants, etc.</u> <u>DHET Dictionary of Terms and Concepts for Post-School Education and Training 2021</u>
Teaching and learning environment	The physical and/or the virtual and/or online environment in which teaching and learning occur. See also <u>Physical teaching and learning environment</u> and <u>Virtual teaching and learning environment and Online teaching and learning</u>

Teaching quality	At the NWU teaching quality in all modes of provision/delivery is equated to innovative teaching that provides students with optimal and appropriate opportunities to master the outcomes of modules of a programme towards the completion of a qualification, as well as outcomes and the graduate attributes that are required for the graduate to function effectively in the world of work required by the University for that specific qualification . High-quality teaching and learning will be reflected in student success rate, outcomes of external peer reviews, graduate employer feedback, student satisfaction, and the employability of our graduates.
Technical and Vocational Education and Training College	Any public college that provides continuing education and training on full-time, part-time or distance basis and which is established or regarded as having established as a public college or declared as a public college under the Continuing Education and Training Act, 2006 (Continuing Education and Training Act, 2006).
Technology-enhanced interactive learning interface	An interface created within the LMS (eFundi) where students are assisted to achieve the learning outcomes set by the lecturer, through the effective use of the functionalities of the LMS, including digital study material. See also Digital study material
Thesis	Means a manuscript prepared for examination purposes, or a set of research articles or unpublished manuscripts in article format, and/or an internationally examined patent, which represents a distinct contribution to the knowledge of, and insight into, a subject and provides proof of originality, either by the presentation of new facts or by the exercise of an independent and critical faculty, in accordance with the prescripts of language, style, documentation and argumentation, and which is presented by the student in partial or full compliance with the requirements for the particular doctorate from the University in terms of the prescribed rules.
Third income stream	This refers to all university income derived from sources other than state subsidy or student tuition fees. It is also sometimes called private income. Sources of third-stream income are diverse and can include donations or endowments; money earned through contract research or entrepreneurial activity; and income from investments.
Throughput rates	The throughput rate calculates the number of first-time entry undergraduate students of a specific cohort, of a specific year, who have graduated either within the minimum time, or up to 2 years beyond the minimum time, to the number of students in the baseline enrolments of that cohort.
Traditional university (like the NWU)	This refers to institutions that offer a broad range of general formative and professional programmes at both undergraduate and postgraduate levels.
Transformative learning	Transformative learning may be understood as the process by means of which learners change the manner in which they interpret the world, by making sense of their experiences, which learners change how they interpret the world by making sense of their experiences and revising their interpretations of experiences. The process of sense-making involves the critical capacity to question the epistemic assumptions that inform their existing frames of reference or "meaning schemes" (mind-sets or worldviews), becoming aware of the sources, nature and consequences of established beliefs and actions. This may lead to the refinement or elaboration of a frame of reference, or the acquisition of new frames of reference. Through processes of critical reflection and participatory discourse, learners develop frames of reference or meaning schemes that are more inclusive, discriminating, open and susceptible to change, and submit these frames of reference to a discursive assessment of their justification and/ or an empirical assessment of their truth claims. In this manner, learners develop frames of reference or meaning schemes that can serve as the basis for taking reflective action on the basis of validated beliefs. <i>(Mezirow, J. 2009. Transformative learning theory, in Mezirow, J. Taylor, E W & Associates. Transformative Learning in Practice. Insights from Community, Workplace and Higher Education. San-Fransisco, CA: Jossey-Bass.)</i>
Tuition fee	The fee per module as proposed via Senate and approved annually by Council. See also Course fee , Study fees .
Tutor/facilitator	A member of the academic staff of NWU, or a person with the required qualifications and competencies and appointed by NWU through the relevant faculty board in line with Senate approved rules, who is responsible for allocated aspects of the learning support of a group of students assigned to him or her, reporting into the academic line management for the discipline concerned.
Twenty-first century	The current era. This century began on 1 January 2001 and will end on 31 December 2100. At this point in time we are 20 years into the 21 st century.

Twenty-first Century skills	<p>Refers to a broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in today's world, particularly in higher education programmes and in present-day careers and workplaces. 21st Century skills can be applied in all academic subject areas, and in all educational, career, and community settings throughout a student and an individual's life. The following list provides a brief illustrative overview of what is commonly associated with 21st-century skills:</p> <ul style="list-style-type: none"> • Critical thinking, problem-solving, reasoning, analysis, interpretation, synthesising information • Research skills and practices, interrogative questioning • Creativity, artistry, curiosity, imagination, innovation, personal expression • Perseverance, self-direction, planning, self-discipline, adaptability, initiative • Oral and written communication, public speaking and presenting, listening • Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces • Information and communication technology literacy, media and internet literacy, data interpretation and analysis • Civic, ethical, and social-justice literacy • Economic and financial literacy, entrepreneurialism • Global awareness, multicultural literacy, humanitarianism • Scientific literacy and reasoning, the scientific method • Environmental and conservation literacy, ecosystems understanding • Health and wellness literacy, including nutrition, diet, exercise, and public health and safety <p>(https://www.edglossary.org/21st-century-skills/)</p>
Unit for Continuing Education (UCE)	<p>The UCE provides for business development opportunities as well as logistical and quality assurance support for the offering of all Short Learning Programmes by Faculties.</p>
Unit for Open Distance Learning (UODL)	<p>The UODL is the designated Unit of the NWU responsible for the delivery of ODL programmes. This entails amongst other responsibilities student enrolment and registration, distribution of study materials and tutorial letters, contact session and examination schedules and locations, invigilation during examination sessions, technical support before and during technology-mediated contact sessions, continuing student support, distribution and marking arrangements of assignments and examinations, capturing of marks for assignments and examinations, student records and the administering of queries by the UODL call centre.</p>
Unit Standard	<p>A coherent and meaningful outcome of learning or training that is formally recognised by SAQA.</p>
Virtual Career Fair	<p>An online career exhibition platform that allows employers to share career opportunities interact with potential student talent to find a match for available job opportunities. It also affords NWU student and alumni to assess suitable recruiting employers.</p>
Virtual teaching and learning environment	<p>A virtual teaching and learning environment (VLE) is a web-based system of integrated teaching and learning tools designed to present students with learning resources, learning activities and interactions within a structured module design. The aim is to enhance the learning experience and support of students by including the Internet and other information communication technologies in the learning experience.</p> <p>(Based on: https://whatis.techtarget.com/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE)</p> <p>See also Information communications technology in education</p>
Web-based Training	<p>e-Learning experiences that take place online or via private intranets. Web-Based Training typically features interactive multimedia, eLearning assessments, and online modules that align with organizational goals and objectives. In some cases, the eLearning content may redirect learners to third-party resources, such as online articles, eLearning videos, and websites. Web-Based Training can also feature social learning activities that utilize social networking sites, forums, and blogs.</p>
Work-Integrated and Service Learning (WISL) system	<p>A cloud-based integrated system solution for the administration, management and reporting of WIL and SL activities at the NWU (see definitions for WIL and SL). The WISL system serves to automate and manage the placement process for students involved with WIL and SL activities, the linking of students to mentors and assessors, and the reflection and/or assessments required for the successful completion of the WIL and/ or SL activities. The system supports non-functional requirements such as ease of access and data capturing with user-centric design and consistency, adherence to security principles and standards addressing role-based security authentication across/between components, user authentication and data protection.</p>

Work-Integrated Learning (WIL)	<p>The NWU recognises WIL as purposeful, organised, credit-bearing, supervised and assessed educational activities and experiences that integrate theoretical learning with its application in a real <u>actual</u> or simulated workplace context (normally generally associated with studies leading to professional qualifications).</p> <p>Given the diversity and range of WIL activities, faculties may adopt approaches and practices appropriate to the context of their field and discipline. WIL associated with professional qualifications take the form of work placements, but the NWU also encourages innovative non-placement approaches. Irrespective of its nature, WIL activities must align academic and workplace practices for the mutual benefit of students and workplaces.</p> <p>See also <i>Problem-based learning and Project-based learning and Work-directed theoretical learning</i> as forms of WIL</p>
Work-directed theoretical learning	<p>WIL programmes will include theoretical subjects or components. These should be aligned with the practical or practice-based components through teaching and learning activities that bring theory and practice together in meaningful ways. The theoretical components of WIL curricula need to take into account the dual nature of professional education, as described in the previous section. This is likely to involve curriculum development that aligns disciplinary demands with workplace relevance, and thereby enhances, rather than compromises, the academic quality of the programme.</p> <p>Other examples of work-directed theoretical learning (WDT L) include inviting guest lecturers from the workplace or professional practice into the academic classroom; the use of authentic examples or case studies from the world of professional practice in setting learning and assessment tasks, and the inclusion of workplace assessors to form part of a panel to assess students' work.</p> <p><i>(From the Work-Integrated Learning: Good Practice Guide, CHE, 2011)</i></p>
Workplace learning (WPL)	<p>WPL takes place when students are placed in work environments for the purposes of learning. Learning in the workplace therefore, usually involves students in planning and implementing an activity, in reflection-reflecting <u>reflection-reflecting</u> on and evaluating the activity, and making adjustments for future action. The student uses this reflective process to determine what was useful or important to remember and uses this learning to perform another activity</p> <p><i>(From the Work-Integrated Learning: Good Practice Guide, CHE, 2011)</i></p>
Work readiness seminar	<p>Annual and monthly seminars offered by the NWU Career Centre in collaboration with Industry partners to equip NWU students with the knowledge that is related to the transition from student life to work life. Offered by the NWU Career Centre. The aim of these annual seminars is to equip NWU students with the knowledge that is related to the transition from student life to work life. The seminars are informal and interactive in nature. The emphasis is on practical and useful information that students can apply in the transitional period. These seminars are presented on each of the three campuses, consist of approximately 4 to 5 presentations (30 minutes each) by industry experts in their fields, with opportunity for questions from the student audience (10 minutes).</p>
Yearbook	<p>The documents annually published by the University for each Faculty describing all undergraduate and postgraduate qualifications, programmes and modules offered by the faculty concerned. These contain also reference to, containing the General Academic Rules and the specific Faculty Rules of each Faculty pertaining to its academic offering, and any other information regarding the University and the faculties useful for prospective and current students, academic and administrative employees, and faculty management.</p>