



#MY
NWU



INTEGRATED TEACHING AND LEARNING REPORT 2019

CREATING VALUE FOR ALL OUR
STAKEHOLDERS IS CENTRAL TO OUR
PURPOSE OF BENEFITTING SOCIETY
THROUGH KNOWLEDGE. ALTHOUGH
INNOVATIVE TEACHING AND LEARNING
IS AN INVALUABLE TOOL APPLIED TOWARDS
ACHIEVING THIS PURPOSE, IT IS OUR
ETHIC OF CARE THAT SETS US APART.
NWU FOCUSES ON FOSTERING ENGAGED
AND CARING STAFF AND STUDENTS
THROUGH ADHERENCE TO A VALUE SYSTEM
BASED ON HUMAN DIGNITY, EQUALITY AND
FREEDOM.

Our Integrated Teaching and Learning Report for 2019 showcases how our Teaching-Learning Strategy has been translated into action to help the University achieve its dream:

TO BE AN INTERNATIONALLY RECOGNISED UNIVERSITY IN AFRICA, DISTINGUISHED FOR ENGAGED SCHOLARSHIP, SOCIAL RESPONSIVENESS AND AN ETHIC OF CARE.

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Value creation with an ethic of care



ACRONYMS AND ABBREVIATIONS

4IR:	Fourth Industrial Revolution	merSETA:	Manufacturing, Engineering and Related Services Sector Education and Training Authority
CAPS:	Curriculum and Assessment Policy Statements	n-GAP:	New Generation of Academics Programme
CEE:	Centre for Engineering Education	NGO:	Non-governmental organisation
CHE:	Council on Higher Education	NQF:	National Qualifications Framework
CHPE:	Centre for Health Professions Education	NRF:	National Research Foundation
CTL:	Centre for Teaching and Learning	NSFAS:	National Student Financial Aid Scheme
DHET:	Department of Higher Education and Training	NWU:	North-West University
DTEA:	Distinguished Teaching Excellence Award	ODL:	Open Distance Learning
DVC:	Deputy Vice-Chancellor	PQM:	Programme and Qualification Mix
ECSA:	Engineering Council of South Africa	REFA:	Rethinking Economics for Africa
ETDP-SETA:	Education, Training and Development Practices Sector Education and Training Authority	RPL:	Recognition of Prior Learning
ETEA:	Emerging Teaching Excellence Award	Q&APP:	Qualification and Academic Programme Planning
Fasset:	Sector Education and Training Authority for the Finance, Accounting, Management Consulting and Other Financial Services Sector	SAICA:	South African Institute of Chartered Accountants
FITLP:	Faculty Integrated Teaching and Learning Plan	SAQA:	South African Qualifications Authority
GIS:	Geospatial Information Systems	SCLPAS:	Senate Committee for Language Planning and Advisory Services
HART:	Hypertension in Africa Research Team	SETA:	Sector Education and Training Authority
HELTASA:	Higher Education Learning and Teaching Association of Southern African	T-L:	Teaching and Learning
HEQC :	Higher Education Quality Council	TEA :	Teaching Excellence Award
HEQSF:	Higher Education Qualifications Sub-framework	TRACS:	Tracking, Recording and Coordination System
HIV:	Human Immunodeficiency Virus	UCDG:	University Capacity Development Grant
ITC:	Initial Test of Competence	UCDP:	University Capacity Development Plan
LGBTIQ+:	Lesbian, gay, bisexual, transgender, intersex, questioning or asexual	UCE:	Unit for Continuing Education
LIS:	Library and Information Service	Unisa :	University of South Africa
MoU:	Memorandum of Understanding	UODL:	Unit for Open Distance Learning
		WIL:	Work-integrated Learning
		Wits:	University of the Witwatersrand

MESSAGE FROM THE VICE-CHANCELLOR

The aim of our Integrated Teaching and Learning Report for 2019 is to record how we translated our Teaching-Learning Strategy into action and fulfilled our purpose, which is “to excel in innovative learning and teaching, and cutting-edge research, thereby benefitting society through knowledge”.

Our strategy “to transform and position the North-West University (NWU) as a unitary institution of superior academic excellence, with a commitment to social justice” demands that we remain focused on equitable access and success, while exercising our commitment to social justice. Hence, we tirelessly work towards promoting equity of outcomes, as well as increasing the opportunities to access higher education, within the ambit of an education that is innovative and academically relevant, while being responsive to the need for social justice. This report reflects on our commitment to utilise NWU's teaching and learning resources towards our dream and purpose, within the greater national context. I recommend the report to you and trust that you will gain greater insight into how we align our Teaching-Learning Strategy to our University Strategy, so that education, the student teaching-learning experience, and staffing development cohere towards the transformation of our curriculum.

Prof Dan Kgwadi, Vice-Chancellor, NWU



CHAPTER ONE

Strategic drivers, achievements, challenges and the road ahead

Prof Robert Balfour
Deputy Vice-Chancellor: Teaching-Learning

The NWU's Strategic Plan 2015–2025, and its Teaching-Learning Strategy 2016–2020 are the key documents that underpin all planning activities within the teaching and learning context. In its efforts to transform and position the NWU as a unitary institution of superior academic excellence, with a commitment to social justice, annual goals and objectives are identified to move towards the realisation of this dream. As far as teaching and learning are concerned, the NWU remains committed to promoting excellence in both, and thereby to reposition the NWU to attain the size and shape required by market direction decisions.



Strategic drivers, achievements, challenges and the road ahead

In accordance with the institution's Annual Performance Plan (APP) for 2019, as part of its strategy development process, a success model was conceptualised with measures to indicate ultimate external, internal and financial success, and – collectively – signify a commitment by the NWU to conduct its core business at a high standard, in a nationally responsive and accountable manner; and to function as a unitary, integrated multi-campus university.

The above requires the NWU to also remain committed to continuously monitor and improve or renew the content of its curricula, and to innovate on both the methods that it uses to teach, and the teaching and learning activities that it requires of its students to engage with in order to master module outcomes. The quality of its academic project and student life initiatives are non-negotiables as these directly impact on student success and the excellent student experience that the NWU has become known for. Transformation and the alignment of standards within the context of the NWU are also inextricably linked to language, cultural inclusivity, responsiveness to environmental, economic and political changes, and being relevant to the current and future needs of the communities it serves.

The NWU's faculties, and teaching and learning support departments have been working with diligence to continually address the above matters. While by no means yet where it wants to be, the NWU is without doubt in the process of transformation and necessary alignment. Another issue that has gradually been receiving more focused attention is the matter of language, and the important links between access to higher education and success through language. It seems that everyone knows that learning through a home language is highly correlated to academic success, and highly correlated with success in acquiring a second or third language.

The NWU is working towards the implementation of a language policy to rectify such inequalities. By the end of 2018, the Council approved the revised NWU Language Policy as recommended by Senate. Among other things, the policy requires the language plans and guidelines associated with the policy to give expression to a commitment to the implementation of the constitutional provisions concerning multilingualism in South Africa. Within the parameters of the principle of functional multilingualism, English, Setswana, Sesotho and Afrikaans will be employed as official languages of the NWU.

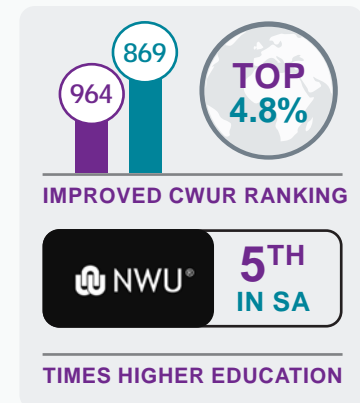


REVISED NWU LANGUAGE POLICY APPROVED

In 2019, all faculties undertook the consultation and planning processes related to the development of their language plans, and these were approved, progressively throughout the year, by Senate.

INTERNATIONAL RANKINGS

In 2019, the NWU's ranking by the Centre for World University Rankings (CWUR) indicated that it was climbing the ladder of world-ranked universities by improving its ranking by close to 100 positions, moving from 964 to 869, which sees it among the top 4.8% of the more than 18 000 universities evaluated worldwide. Even though the NWU remains in seventh position in terms of the CWUR's ranking of South African universities, it is the local university that has increased its position the most by far. Also in 2019, the Times Higher Education (THE) World University Rankings placed the NWU in fifth position in South Africa, and between 501 and 600 out of the 1 396 participating universities. That being said, research into student study choice behaviour is indicative of students generally placing more value on the ranking of individual subject areas than on global institutional rankings.



In 2019, the global Academic Ranking of World Universities (ARWU) – where 1 600 universities across 83 countries compete for rankings – placed several of the NWU's academic programmes in the top 100 to top 500. Its Geography, Psychology, Environmental Sciences and Mathematics subject areas are ranked among the top 500 in the world. With regard to other subject groupings, Politics and Education are among the top 400, while the University's Atmospheric Sciences subject group ranks in the top 300. Furthermore, according to ARWU, the NWU excels in the Hospitality and Tourism subject grouping, which is ranked in the top 200 globally.

ARWU SUBJECT RANKINGS

TOP 100
MINING & MINERAL ENGINEERING

TOP 200
HOSPITALITY & TOURISM

TOP 300
ATMOSPHERIC SCIENCES

TOP 400
POLITICS & EDUCATION

TOP 500
GEOGRAPHY, PSYCHOLOGY, ENVIRONMENTAL SCIENCES & MATHEMATICS

Strategic drivers, achievements, challenges and the road ahead

Its Mining and Mineral Engineering subject area was ranked among the world's top 100, while it is one of only two South African universities in which both Atmospheric Sciences and Mathematics rank in the top 500.

NATIONAL ACHIEVEMENTS

Nationally, NWU shone in the Initial Test of Competence (ITC) of the South African Institute of Chartered Accountants (SAICA), holding the joint top position together with the University of Pretoria in terms of student success in 2019. For Humanities subjects such as Graphic Design, Languages, Linguistics, History, Philosophy and Theology, the THE World University Rankings placed the NWU in the 401+ group out of 536 international universities – a significant achievement, taking into account that the NWU is being measured against acclaimed international universities such as Stanford University and the University of Cambridge.

INSTITUTIONAL DEVELOPMENTS

The South African Qualifications Authority (SAQA) registered four new qualifications in 2019: two postgraduate and two undergraduate qualifications. These are the research variant of the Master of Health Sciences in Occupational Hygiene that supplements the coursework variant that the NWU has been offering; the Master of Education in Environmental Education, one of two environmental education qualifications offered in South Africa; the Bachelor of Nursing, which is aligned with new professional body regulations, as required for all universities; and a three-year Bachelor of Arts in Language Technology. These four qualifications are to be delivered in the contact mode. The MSc in Engineering Science includes a programme in Nuclear Engineering, and the BEd (Senior and Further Education and Training Phase) in Engineering Graphics and Design will be delivered for the first time via the distance mode.



NEW SAQA-REGISTERED QUALIFICATIONS

1

Master of Health
Sciences in
Occupational
Hygiene: Research

2

Master of Education
in Environmental
Education

3

Bachelor of
Nursing

4

Three-year Bachelor
of Arts in Language
Technology



Internally, the NWU hosted its Annual Teaching-Learning Excellence Awards early in 2019 with some 36 recipients at various levels of teaching-learning recognition being celebrated.

At a policy development level, the NWU initiated and completed the first draft of the NWU's new Teaching-Learning Strategy (T-L Strategy) and planned to complete the revision for Council approval in September 2020, with implementation in January 2021. The revised strategy will influence the revision of the respective Faculty Integrated Teaching-Learning Plans, focusing on the importance of preparing students to transition from the first to the final year of undergraduate study and onwards to postgraduate study, so as to give expression to self-direction, project- and problem-based learning and the realisation and mastery of graduate attributes that the NWU, as a university, and its graduate employers covet.

Together with an integrated quality assurance system, as a fundamental component of its strategy, the scope and form of the NWU's Programme and Qualification Mix will receive careful deliberation in the near future to ensure the best possible balance between undergraduate and postgraduate qualifications and fields of specialisation that will be most beneficial to future student cohorts and the South African economy and communities at large. The new Teaching, Learning and Assessment Policy and Rules were approved by Council in 2019 to be implemented from January 2020.

Finally, in relation to external accreditation and recognition in 2019, the NWU conducted external programme evaluations for the BSc Honours in Applied Radiation Science, BEd Honours in Educational Psychology and BA/BCom Honours in Industrial Psychology as part of its commitment to the robust quality assurance of its programmes.

Two professional or statutory body evaluations/reviews took place in 2019. The Engineering Council of South Africa (ECSA) visited the Department of Industrial and Mechanical Engineering in the Faculty of Engineering in June 2019, and the South African Pharmacy Council visited the Faculty of Health Sciences to evaluate the BPharm programme in August 2019. The external review of the BSc Honours in Applied Radiation Science received a Meets Minimum Standards evaluation. All three programmes were accredited by the professional bodies concerned. In addition to the above, the NWU received full accreditation for its LLB in 2019 and continued to monitor the improvement plan.

CHAPTER TWO

Teaching and learning at North-West University

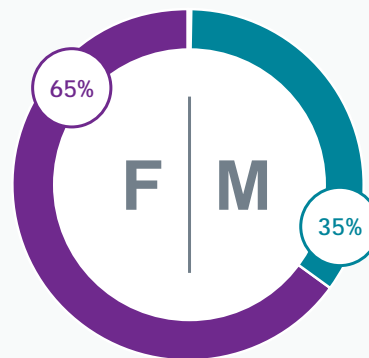
The success of the NWU's T-L Strategy can be measured by evaluating the data related to the following key performance areas: student profile according to race, gender, undergraduate and postgraduate enrolments, and contact and distance students, as well as student success according to the total number of graduates, the graduation rate and the undergraduate success rate. The University's staff demographics for academic and support staff also provides an indication of academic and other support to students to help ensure their success.

STUDENT PROFILE

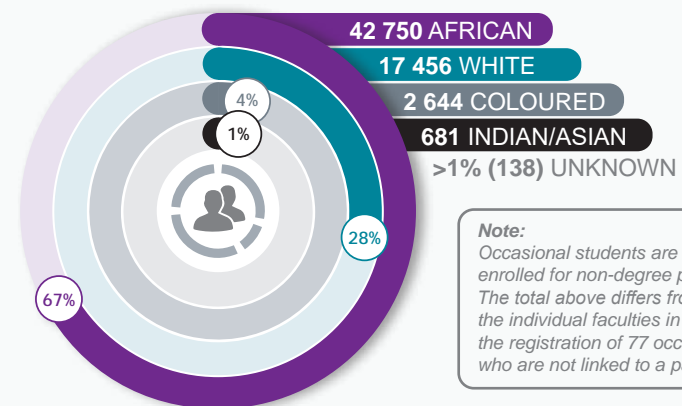
The institution's student body is a crucial part of its value chain. The composition and size of the student body in 2019 was aligned to the University's Strategy, as well as its targets for first-time entering students in the undergraduate contact programmes of the respective faculties.

The NWU remains committed to transforming its student body to meet proper equity targets in line with its enrolment plan and to widen access to students with work and family responsibilities, who can study via the distance mode of provision.

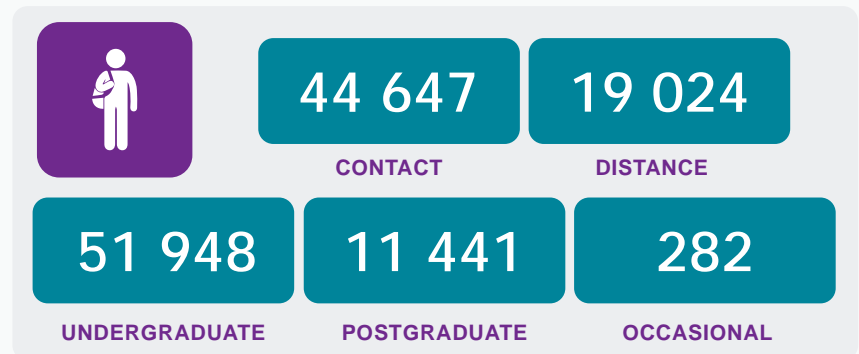
In 2019, the university had a total enrolment of 63 671 students, comprising 44 647 contact students and 19 024 distance students. All the faculties except the Faculty of Engineering and the Faculty of Health Sciences enrolled students for distance education. The total enrolment was made up of 51 948 undergraduate students, 11 441 postgraduate students and 282 occasional students. Its student population was predominantly female (41 349 students), made up of 28 747 African, 10 232 white, 1 897 Coloured and 401 Indian/Asian students (the race of 72 students was unknown). Its male student population comprised 22 320 students, made up of 14 003 African, 7 224 white, 747 Coloured and 280 Indian/Asian students (the race of 66 students was unknown). There were two students whose gender was unaccounted for.



41 349 FEMALE • 22 320 MALE



Note:
Occasional students are students enrolled for non-degree purposes. The total above differs from the totals for the individual faculties in Chapter 5 due to the registration of 77 occasional students who are not linked to a particular faculty.



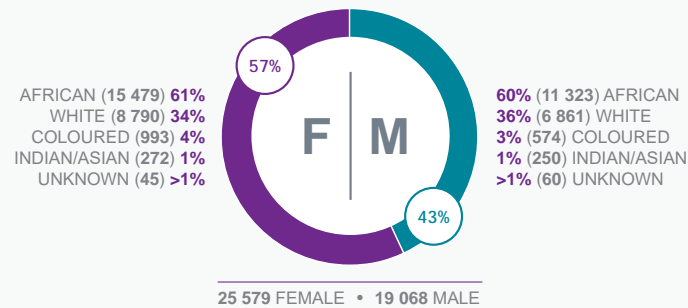
The majority of students were enrolled for programmes on the Potchefstroom Campus (42 443 students), followed by 13 623 on the Mafikeng Campus and 7 528 on the Vaal Triangle Campus.

STUDENT PROFILE BREAKDOWN: NORTH-WEST UNIVERSITY

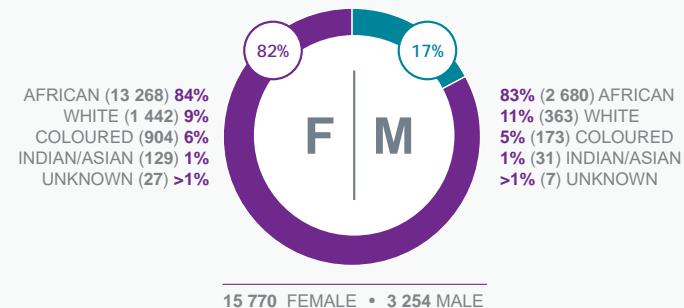
TOTAL STUDENTS: 63 671

METHOD OF STUDY

CONTACT (44 647 STUDENTS)

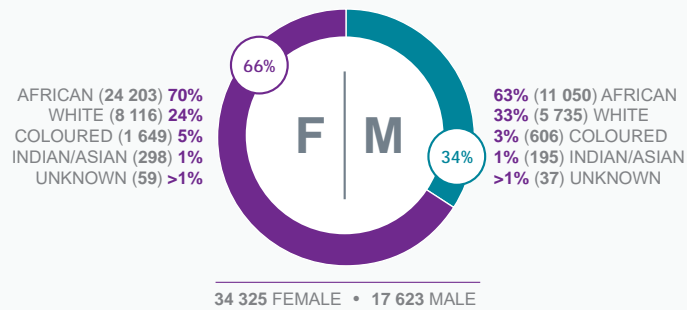


DISTANCE (19 024 STUDENTS)

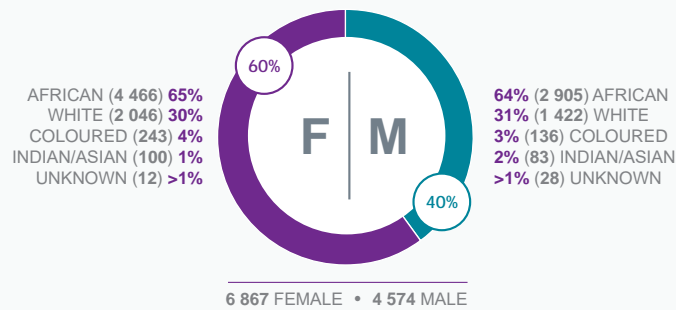


LEVEL OF STUDY

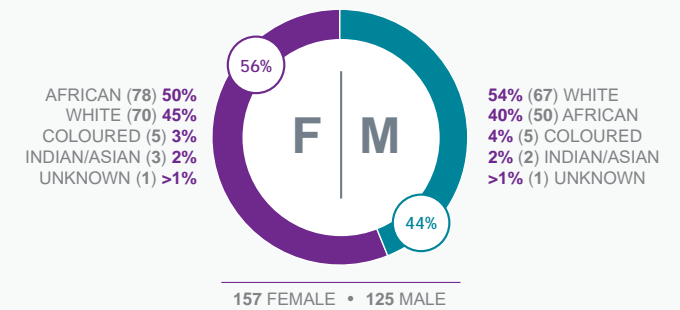
UNDERGRADUATE (51 948 STUDENTS)



POSTGRADUATE (11 441 STUDENTS)

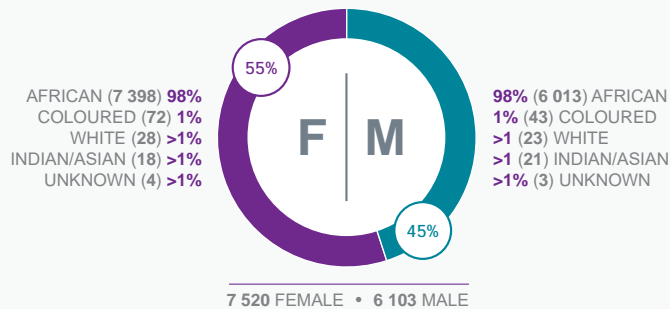


OCCASIONAL (282 STUDENTS)

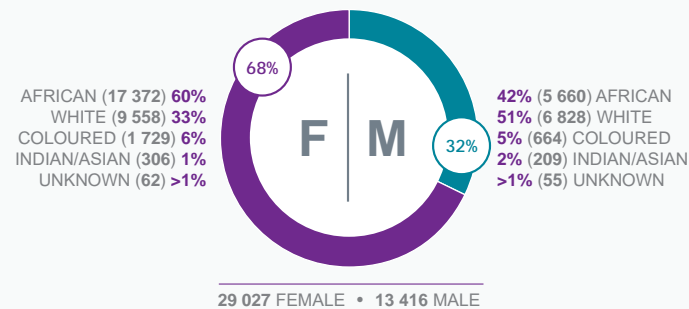


CAMPUS

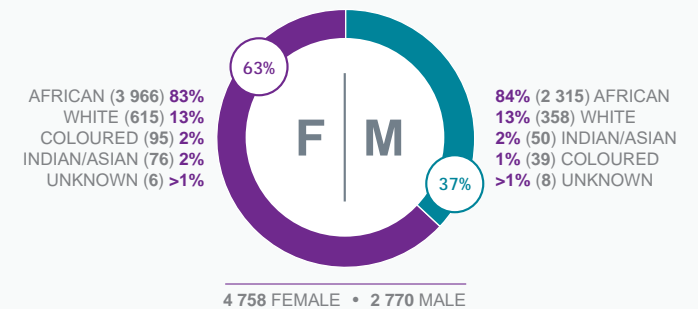
MAFIKENG CAMPUS (13 623 STUDENTS)



POTCHEFSTROOM CAMPUS (42 443 STUDENTS)



VAAL TRIANGLE CAMPUS (7 528 STUDENTS)



Note: The study location of 77 students was unaccounted for.

ENROLMENT TARGETS & STUDENT SUCCESS

STUDENT ENROLMENT TARGETS

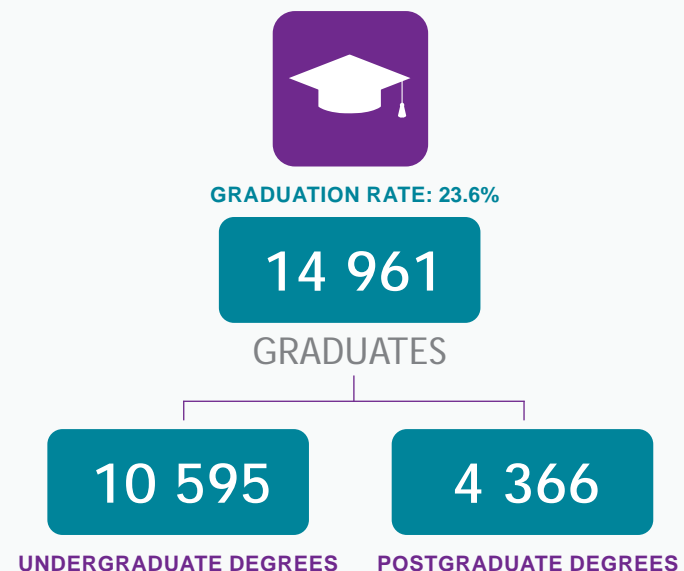
For 2019, NWU targeted an enrolment of 9 402 first-time entering students in its undergraduate contact programmes. In most faculties, this target was met or exceeded.

Targets for first-time entering contact students for 2019

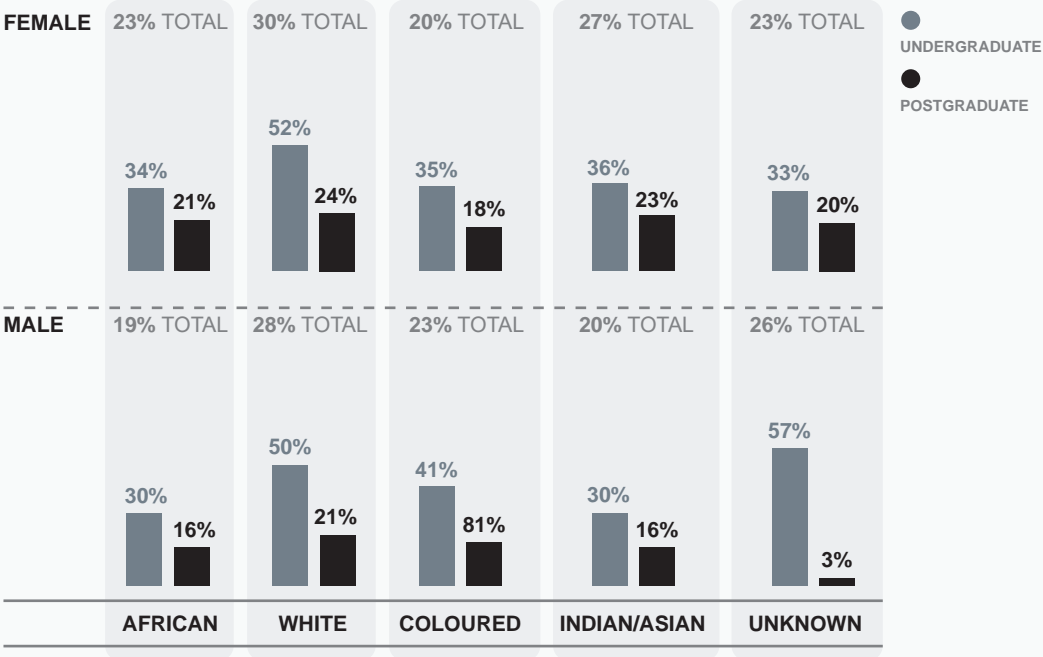
Faculty	Mafikeng Campus	Potchefstroom Campus	Vaal Triangle Campus	Total
Economic and Management Sciences	917	969	603	2 489
Education	520	583	336	1 439
Engineering	0	341	0	341
Health Sciences	276	1 221	22	1 519
Humanities	451	674	383	1 508
Law	276	303	109	688
Natural and Agricultural Sciences	613	569	176	1 358
Theology	9	26	25	60
Total	3 062	4 686	1 654	9 402

STUDENT SUCCESS

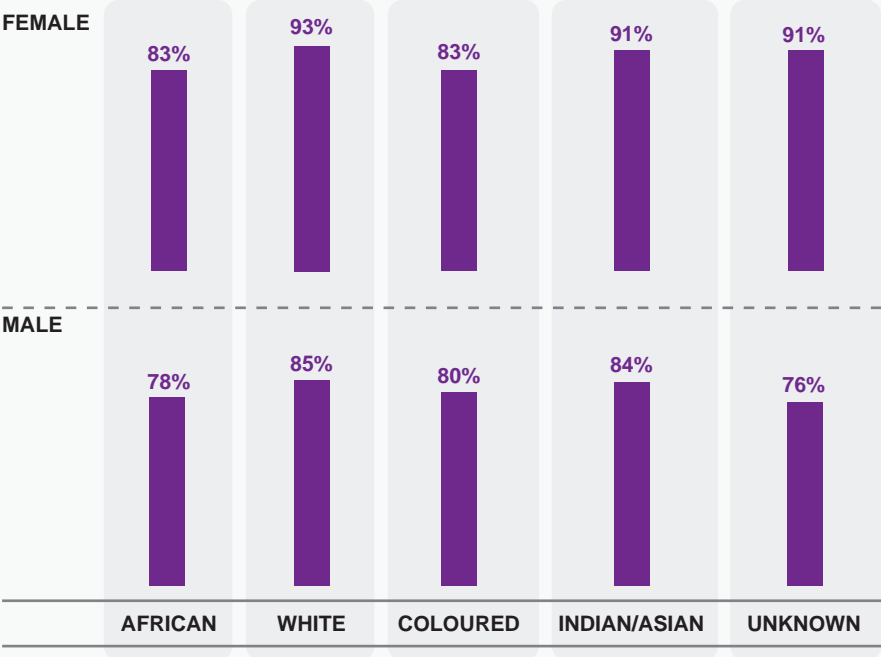
In 2019, NWU delivered 14 961 graduates, 10 595 with undergraduate degrees and 4 366 with postgraduate degrees. The undergraduate success rate for both contact and distance provision amounted to 83.83%. The graduation rate was 23.6%, which compared favourably with national graduation rates. The first-time entrant dropout rate for contact degrees increased slightly from 9% in 2018 to 10.78% in 2019.



BREAKDOWN OF STUDENT SUCCESS: NORTH-WEST UNIVERSITY



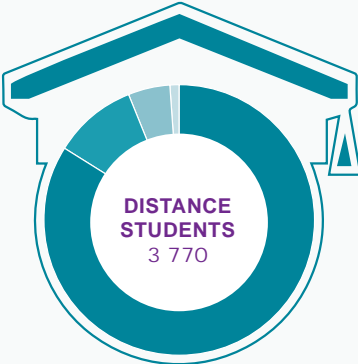
Graduation rate at North-West University for 2019



Undergraduate success rate at North-West University for 2019



54% (6 037) AFRICAN • 42% (4 640) WHITE
3% (357) COLOURED • 1% (133) INDIAN/ASIAN
>1% (24) UNKNOWN



84% (3 177) AFRICAN • 10% (363) WHITE
5% (196) COLOURED • 1% (30) INDIAN/ASIAN
>1% (4) UNKNOWN



65% (6 837) AFRICAN • 30% (3 233) WHITE
4% (411) COLOURED • 1% (101) INDIAN/ASIAN
>1% (13) UNKNOWN



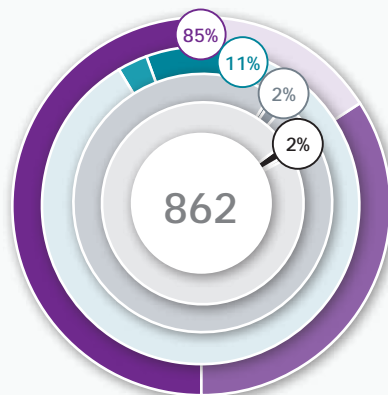
55% (2 376) AFRICAN • 41% (1 768) WHITE
3% (141) COLOURED • 1% (61) INDIAN/ASIAN
>1% (20) UNKNOWN



STAFF DEMOGRAPHICS



Our student-to-academic staff full-time equivalent (FTE) ratio is 31.93: 1, meaning that one academic staff member is available for every 32 full-time equivalent students.



MAFIKENG CAMPUS

FEMALE MALE

44% (378) 56% (484)

AFRICAN

45% (330) ACADEMIC 55% (403) SUPPORT

WHITE

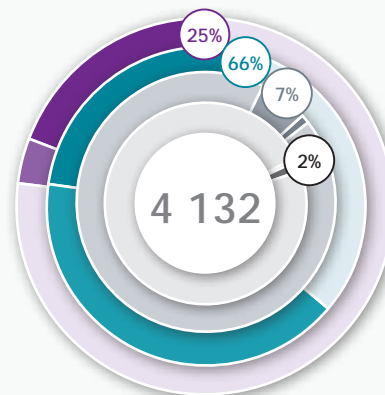
70% (64) ACADEMIC 30% (28) SUPPORT

COLOURED

20% (4) ACADEMIC 80% (16) SUPPORT

INDIAN/ASIAN

82% (14) ACADEMIC 18% (3) SUPPORT



POTCHEFSTROOM CAMPUS

FEMALE MALE

56% (2 304) 44% (1 828)

AFRICAN

14% (143) ACADEMIC 86% (901) SUPPORT

WHITE

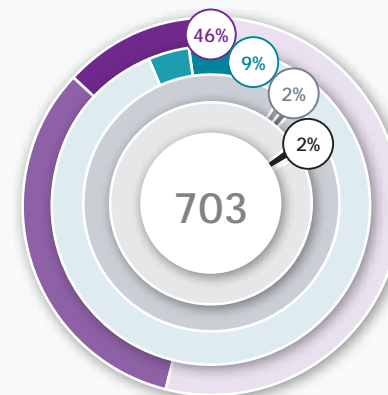
38% (1 050) ACADEMIC 62% (1 690) SUPPORT

COLOURED

15% (43) ACADEMIC 85% (237) SUPPORT

INDIAN/ASIAN

24% (16) ACADEMIC 76% (52) SUPPORT



VAALE TRIANGLE CAMPUS

FEMALE MALE

60% (420) 40% (283)

AFRICAN

29% (93) ACADEMIC 71% (230) SUPPORT

WHITE

60% (213) ACADEMIC 40% (140) SUPPORT

COLOURED

58% (7) ACADEMIC 42% (5) SUPPORT

INDIAN/ASIAN

67% (10) ACADEMIC 33% (5) SUPPORT


TRANSFORMATION AT NWU

The Office of the Deputy Vice-Chancellor (DVC): Teaching-Learning, all professional teaching-learning (T-L) support departments and faculties remain committed to continuously monitoring and improving on the nature and scope of the NWU's academic offering and the quality and excellence of its teaching and learning activities. Ultimately, all efforts are directed at further improvement of student access and success in pursuit of the institution's commitment to transformation, social justice and an excellent student learning experience for all who call the NWU their home. During 2019, three focused initiatives were held to promote racial and gender inclusion, as well as community solidarity.

THE FACING RACE WEEK

In April 2019, the Faculty of Humanities, in collaboration with the Office of the DVC: T-L, hosted the Facing Race Week to encourage the university community to engage in critical and meaningful conversations on how race is implicated in institutional practices. Specifically, it sought to engage with issues of discrimination, exclusion, inequity and inequality of treatment, and to problematise these in the context of race, and what the University ought to be doing about them.

The Facing Race Week included a book launch, round table discussions and various conversations and dialogues on topics covering politics of the canon and language in the academy, and the extent to which these still promote the exclusion of some, while the University itself strives – in its policies – to achieve inclusion, equity of participation, access and success for all students. All faculties participated in the Facing Race Week, and students were invited to participate in all the events and panel discussions.



NWU

THE DVC TEACHING & LEARNING AND THE FACULTY OF HUMANITIES INVITE YOU TO

FACING RACE WEEK

8-12 APRIL 2019

Book Launch:
Studying white black
Whose history counts: decolonising Africa pre-colonial historiography

Round Table:
The politics of the canon
Race and politics of knowledge production
Race, Access and inclusion
Challenges of dismantling the master's house with the master's tools

Conversations:
Conversations with SCC
Beyond the Knee-jerk
Race, Language and the politics of inclusion
Understanding Legacies of Apartheid heArt - healing through art
Decolonising and Rethinking the University

FOR ENQUIRIES CONTACT:

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NATIONAL INSTITUTE FOR THE HUMANITIES AND SOCIAL SCIENCES



GENDER AWARENESS WEEK


The Gender Awareness Week was held on all three campuses from 26 to 30 August 2019, and formed part of the University's Women's Month activities. The theme, "Gender and spirituality", intended to recognise that, in South African society, and especially at the NWU, religious beliefs matter as a foundation for values. These religious beliefs also extend to convictions regarding gender, even while we acknowledge forms of spirituality apart from religion among our students and staff, as well as a-spiritual and a-religious experiences, which translate into viewpoints on gender. The aim of the awareness week was thus to provide a curated, productive and meaningful forum for discussions on these different perspectives within religious communities, as well as dialogue between these perspectives and non-religion-based perspectives.

In compiling the programme, the organising committee endeavoured to involve as many role-players within university life as possible: students through Student Life in the form of the respective Student Representative Committees (SRCs), residences and student associations (including Campus Pride); academic staff through the involvement of faculties who were invited to plan their own programmes during the whole of August (Women's Month) and especially during Gender Awareness Week; and support staff through programmes planned by support services. Specific faculties, departments and schools also actively engaged with the topic by suggesting and facilitating specific events under the theme.



Artists credit: Uhola Amira

NWU Gender Awareness Week
Gender & Spirituality
 26 - 30 August 2019
www.nwu.ac.za/gender-awareness-week



ANNUAL GENDER AND LANGUAGE AWARENESS WEEK
 28 September - 2 October 2020

As a public higher education institution, the North-West University (NWU) welcomes you to its annual Gender and Language Awareness week (GAW and LAW) from 28 September to 2 October 2020.

The aim of the NWU's awareness weeks is to facilitate cross-curricular events that affirm the values espoused by the university, as well as create opportunities to host and facilitate critical and courageous conversations about the important social issues of race, gender and language. The over-arching approach for GAW and LAW in 2020 is to "trouble our past" and "re-imagine our future" with respect to gender and language experiences in South Africa. We invited NWU local and global experts to provide input to these conversations.

The format of the event will be the presentation of pre-recorded video input by the experts, and an opportunity for audience members to raise comments and questions following on the experts' input with the host of the sessions. We know that the input from the experts will facilitate critical conversations about the current affairs related to Gender-Based Violence and to expand its ongoing conversations about the use of South African languages in domains such as education and the media.

The NWU looks forward to your contributions to these important debates!

Dates: 28 Sep - 2 Oct daily
Times: 11:00 & 16:00 daily
Venue: Online platform

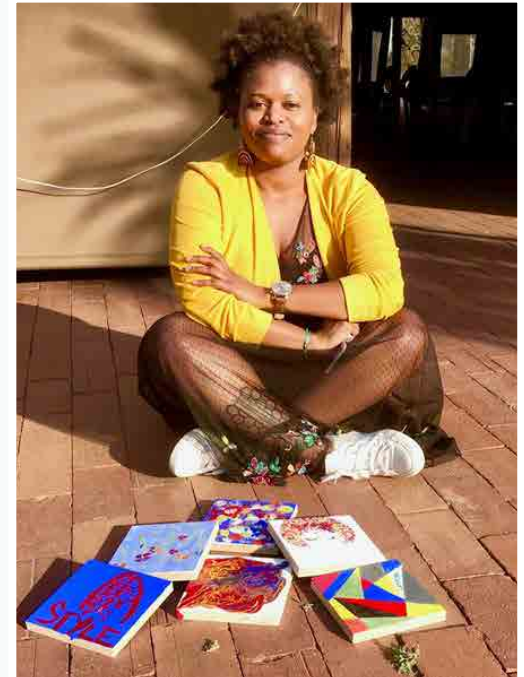
[CLICK HERE TO REGISTER](#)
[CLICK HERE TO VIEW PROGRAMME](#)

For more information please contact:
 GAW: Advocate Rene Koraan
rene.koraan@nwu.ac.za
 LAW: Professor Susan Coetzee-Van Rooy
susan.coetseevanrooy@nwu.ac.za



Gender Awareness Week
 Potchefstroom Campus
 2-8 August
www.nwu.ac.za/gender-awareness-week

<p>2 AUGUST 2019: 18:00-19:30 Queer theory and inclusive classrooms: possibilities and approaches for students and staff - Mr Wenmar Strydom FP Library - PC</p>	<p>4 AUGUST 2019: 13:00-14:00 Expression is a fundamental part of identity. Robyn Opperman NWU Gallery, E78 - PC</p>	<p>8 AUGUST 2019: 13:00-14:30 Storying Ourselves: podcasts and identity Ms Nenelele Odu G11 Auditorium, Communication Studies, F20 - PC</p>
<p>3 AUGUST 2019: 18:00-19:00 Stitching a Female Corporate Archive: Representations of Gender, Violence and Resistance in To the Black Women We All Knew - Prof Jessica Murray Multimedia theatre G50, F20 - PC</p>	<p>6 AUGUST 2019: 13:00-14:00 This concert featuring students and faculty of the School of Music: Dr Corneel Cloete Conservatory Hall, Building K1 - PC</p>	<p>6 AUGUST 2019: 11:00-12:00 Family, Love and Gender - Dr Maria Frim-Ap & Dr Mantseke Kotes Ou Raadsaal Building F1 - PC</p>
<p>3 AUGUST 2019: 13:00-14:30 Time, space and circumstance on who we are as individuals and communities - Mpho 'Ya Badimo Nkomo Tlou Hall, Building F6 - PC</p>	<p>6 AUGUST 2019: 16:30-18:00 A social constructionist attempt at resilience for LGBTQ+ academics and students in South African universities - Dr Jacques Rothman Senate Hall, Building F1 - PC</p>	<p>2-7 AUGUST 2019 Exhibition - I Am - Christina Neuveld NWU Botanical garden gallery / NWU Gallery - PC</p>
<p>2-8 AUGUST 2019 Entrance Area Book Exhibitions on Gender at libraries' entrances in PC - Dr Mathew Moyo Robyn Opperman NWU Gallery, E78 - PC</p>		



Because of this approach, events prior to and during Gender Awareness Week varied in topics, format and content. For example, events in the residences took the format of “red chair conversations”, facilitated by Student Life; the School of Music presented a music concert and an interactive workshop under the theme “Gender, music and spirituality”; and the NWU’s art gallery presented exhibitions of Lhola Amira’s work on all three campuses. Care was taken to create a welcoming and nurturing space for participants from all backgrounds and identifications (including gender-fluid and non-conforming participants).

In addition, the three campuses played host to a variety of speakers from the University of the Free State (Motsaathebe Serekoane), the Gay and Lesbian Memory in Action (GALA) Archive in Johannesburg (Genevieve Louw and Anzio Jacobs) and the University of Johannesburg (Maria Frahm-Arp), as well as Jessica Lynn, a country music singer and songwriter from the USA.

These events led to (sometimes breathtakingly) honest conversations about how the NWU still differs from other universities, specifically in how its sense of historical placement (geographic/geopolitical, affective-ideological and institutional placement) continues to impact on its current embodiment of institutional identity, and its navigation of processes of transformation.

From many of the conversations, it was clear that gender – and, in this case, the mercurial resonances between gender and spirituality – should not be seen as decontextual or divorced from sexuality, culture and institutional structuring; rather, many events suggested that intersectional approaches to gender experience would be more productive in tackling issues such as gendered violence and homophobia. In addition, many of the events, hearteningly, brought to the surface something of the strides the University has made together with its respective communities since 2004 and the institutional changes that have been implemented.

The programme included 23 events, comprising workshops, lectures and panel discussions, as well as the annual conference of the South African Association for Gender Studies (SAAGS). Discussions ranged from a number of more intimate tabletop dialogues (with six participants engaging in honest and empowering dialogues) to massive student assembly-type events (with 120 participants in attendance). An art exhibition on the Vaal Triangle Campus included works from local artists and drew the attention and curiosity of students, as well as international guests who visited the campus from the USA and New Zealand. A variety of conversations were sparked – formally in events, but also (significantly) informally after events – among students regarding gender-based violence and gender diversity. A number of colleagues observed a marked change in the texture of how students were discussing gendered experiences on campus after their attendance of a gender awareness event.

Of note was the synergy that developed between Gender Awareness Week and the SAAGS, led by Prof Deirdre Byrne, outgoing director of the Gender Institute of the University of South Africa (Unisa). The SAAGS agreed to host its annual conference on the NWU's Potchefstroom Campus during Gender Awareness Week so to allow cross-pollination between SAAGS delegates (from seven South African universities) attending the conference and Gender Awareness Week. The conference theme, "Situated knowledges and feminist pedagogies", felt particularly relevant in 2019, when many universities were coming to grips with the pragmatic and practical possibilities and limitations of how decolonial approaches are being actualised within the tertiary landscape. It was the first visit of many SAAGS delegates to the NWU, and the fact that they could participate in gender awareness events meant that they were exposed to current conversations occurring at the University. This facilitated the exchange of knowledge and ideas.

The Gender Awareness Week programme also featured five keynote events, all dealing with different aspects of gender and spirituality. Topics included spirituality amidst the emerging gender discourse, gender diversity, violence against women in the church, and spirituality, mysticism and female mystics. The latter events focused on challenges unique to female academics and the importance of mentorship and support systems. The importance of forums such as these to come together and share narratives and a sense of community was emphasised time and again.

All the events, held across all three campuses and some repeated on the different campuses, were well attended. Feedback from participants pointed out that these events did indeed provide safe and thoughtful fora for discussions on gender issues and spirituality. Specifically, a number of themes arose for future discussion on gender-based violence, questions around lesbian, gay, bisexual, transgender, intersex, questioning or asexual (LGBTIQ+) communities, theology, divorce, remarriage, abortion, gender, queerness and culture.



Installation of individual art blocks done by students, community members and artists at the NWU as part of Gender Awareness Week.

THE PRIDE Q'NNEXTION PARADE

The LGBTIQ+ Committee of the NWU on Mafikeng Campus organised a community solidarity march, Pride Q'Nnextion, on 4 October 2019. The LGBTIQ+ Committee Leader, Bakang Morare, together with the Office for Student Life, and with the support of the Student Campus Council, organised the event with the purpose of embracing diversity, LGBTIQ+ communities and gender awareness more broadly. The march took place at midday and a group of students and staff (including members of management) addressed and supported students on the occasion. The group began its march at the main gate and ended at Boss Mike on the Mafikeng Campus.

Gender-based violence and homophobia were among the many issues affecting communities cross-sectionally irrespective of race and class) in South Africa, and issues concerning gender-based violence at universities have come to the fore in recent months, owing to violence against students at some South African universities. The march emphasised the need to counter discrimination. Prejudice of any kind is often the basis of action in the form of violence and the attitudes (unacceptance, intolerance, hatred or indifference) that affects vulnerable groups in particular (women, queer men, children and the poor), and that, in the face of such violence, calls for unity and solidarity with marginalised groups should attract university support. Such activities should lead to positive actions and affirmations to raise awareness of the need to create conditions in which structural inequality (on the basis of gender, class and race) can be addressed.

CHAPTER THREE

Centre for Teaching and Learning

The Centre for Teaching and Learning (CTL) is one of the support divisions in the portfolio of the Deputy Vice-Chancellor: Teaching-Learning. The Centre's purpose is to support, enable and enhance lecturers as university teachers, as well as to support and develop students academically to ensure a positive student experience.

The CTL fosters excellence and innovation in teaching and learning, and is dedicated to research-informed guidance and support to lecturers and students in the contemporary higher education context.

With expert support and a hands-on approach, it invests in the NWU's lecturers to enhance their skills, and supports students

on their path to academic success. The Centre's staff members offer student support through reading development, supplemental instruction, mentoring and tutoring programmes, and academic advising. It provides lecturers with guidance on innovative teaching practices, learning design and development, using technology for teaching and learning, as well as professional development. In collaboration with strategic partners, the CTL inspires transformative quality teaching and learning experiences through the following value propositions:

- Professional development and recognition of academics as university teachers
- Enhanced student academic access, retention, attainment and success
- Innovative and professional teaching and learning designs
- Enabling teaching and learning environments.

The Centre is structured according to three directorates, which are linked to the strategic drivers related to teaching and learning at NWU:

- Faculty Teaching and Learning Support
- Specialised Teaching and Learning Projects and Research
- Centralised Teaching and Learning Functions

FACULTY T-L SUPPORT

The recent restructuring of the Centre for Teaching and Learning resulted in the Centre's former focus areas being reorganised into directorates. Within this new structure, the Directorate: Faculty Teaching and Learning Support was established as a strategic realisation of three of the strategic drivers of the NWU's T-L Strategy:

- 4 Driver 4:** Recruitment, development and retention of talented staff
- 5 Driver 5:** Student access, retention and success
- 6 Driver 6:** Curriculum transformation and renewal

Under the leadership of Prof Mamalahuwa Mokoena as Director, Faculty Teaching and Learning Support was tasked with developing a new operational plan to support the eight academic faculties. It aimed to create excellent and timely professional support using generic forms of CTL services, such as academic professional development workshops, one-on-one academic consultations, induction and module revision through the Carpe Diem methodology, supplemental instruction, academic peer mentoring, reading development, tutoring, student academic advising and responding to faculty-specific needs.

The Directorate plans to ensure proper unity between people and resources management, which had been separated under the CTL's previous structural management. Its responsibilities are grouped into the following three core areas of the CTL:

- Student academic development and support
- Academic professional development
- Learning design

OPERATIONAL PLANNING

Following its establishment, the Directorate embarked on an operational planning process in consultation with the Directorate's senior staff members and external stakeholders. This process was concluded in March 2019, with an operational timeline extending from 2 February to 31 December 2019. The main highlights of the operational plan included the separation of projects from activities, the scope of the Directorate, the methodology of faculty teams, the Directorate's deliverables and a staff organogram.

In the former professional development focus area, a faculty teams' approach had been developed, which was informed theoretically by the five models of practice and activity systems theory. This approach to supporting faculties was initiated in 2017 and implemented in 2019. An important initiative of this approach by the new Directorate was the development of terms of reference to guide the operations of teams appointed to support each faculty.

A study was launched to investigate the implementation of this approach and challenges experienced in the faculties that could be addressed to improve teaching and learning. The results of this study were submitted for publication in the Academic Development Centre Research and Publication Book Series (ARAPBS). A remodification of the approach's terms of reference are expected to guide its operation.

As work progressed within the newly formed Directorate, it was pertinent to improve operational standards. Staff members of the CTL and the Quality and Academic Programme Planning Unit undertook a benchmarking visit to Australia. The purpose of the visit was to gain knowledge that could be used in the implementation of the NWU's strategic drivers for teaching and learning, highlighting the curriculum architecture and the redesign of learning, repurposing knowledge creation and transfer, assessment, learning spaces and professional development.

The visit took place from 16 to 24 August 2019 and participants included Prof Mamalahuwa Mokoena, Dr Raymond Emekako, Ms Yolani Geldenhuys, Ms Sharon Paulse and Ms Jackie Slabbert-Redpath. The NWU delegation visited Macquarie University, the University of New South Wales, the University of Sydney and Victoria University. It provided the team with invaluable ideas to apply to the operations of the CTL's services. It marked a substantial improvement and point of departure in curriculum and pedagogical developments, but, most importantly, contributed to the ongoing review of the NWU's T-L Strategy.

STUDENT ACADEMIC DEVELOPMENT AND SUPPORT

Several activities of the Directorate were aimed at supporting students and encouraging their academic development.

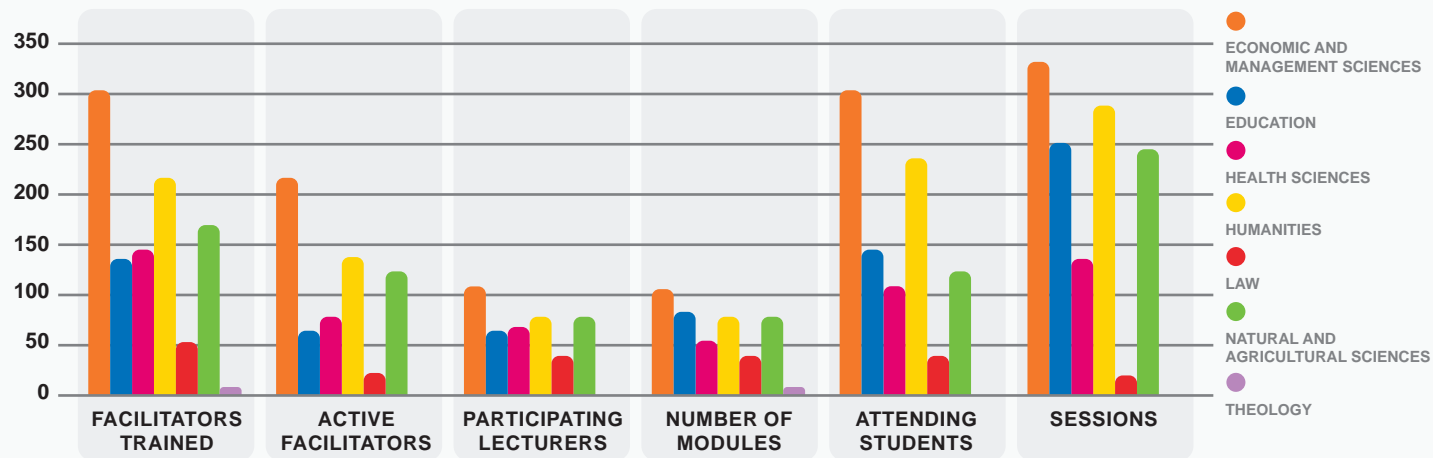
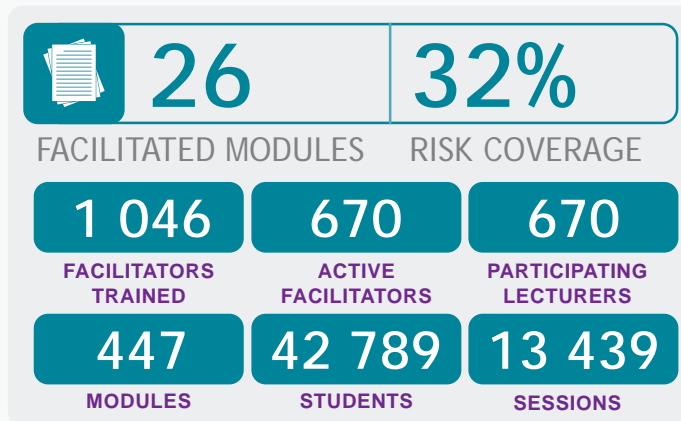
WALK-IN TUTORIAL SUPPORT CENTRE

Mathematics and Statistics walk-in centres were launched on the NWU's Mafikeng and Vaal Triangle campuses, and master's and doctoral students were appointed in the tutorial programme to support contact students. The First-year Navigator eFundi resource continues to provide information to ease the adjustment of first-year students to tertiary education.

SUPPLEMENTAL INSTRUCTION

Staff members continued to conduct supplemental instruction for students at risk. This is a non-remedial approach to learning, which utilises trained peer leaders to facilitate regularly scheduled voluntary out-of-class group study sessions. A total of 82 at-risk modules were identified across the NWU.

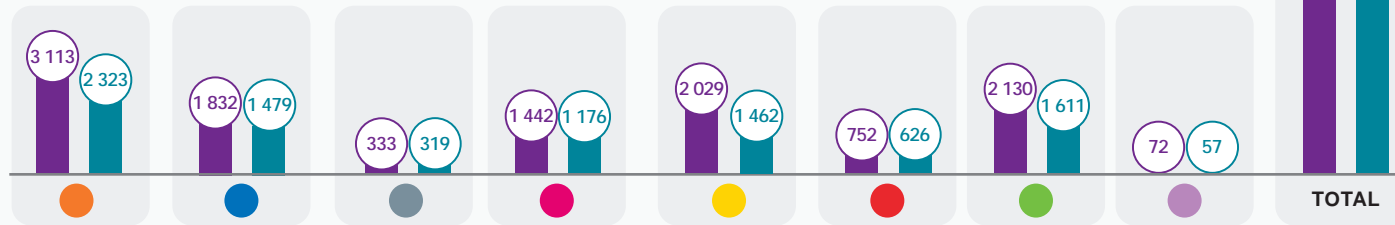
Of these, 26 modules received facilitation. This provides a risk coverage of 32%, which is 2% more than the set target of 30%. During the period under review, the Directorate trained 1 046 facilitators and had 670 active facilitators. Some 670 participating lecturers conducted 13 439 supplemental instruction sessions in 447 modules that were attended by 42 789 students. The most active faculty was the Faculty of Economic and Management Sciences, followed by the Department of Education and the Faculty of Natural and Agricultural Sciences.



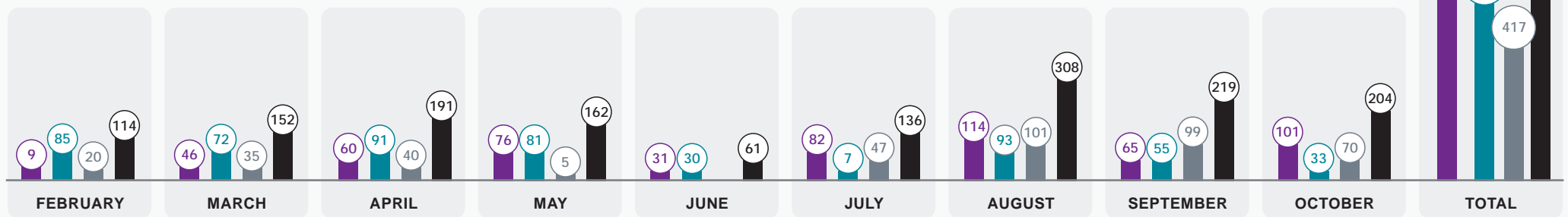
Supplemental instruction sessions per faculty

READING DEVELOPMENT

The Reading Development Centre administers the reading development component of the compulsory academic literacy modules (ALDA 112 and ALDE 122) for all first-year students and other students who register at the NWU for the first time. Of the 11 793 students who registered for this module, 9 053 students completed it.

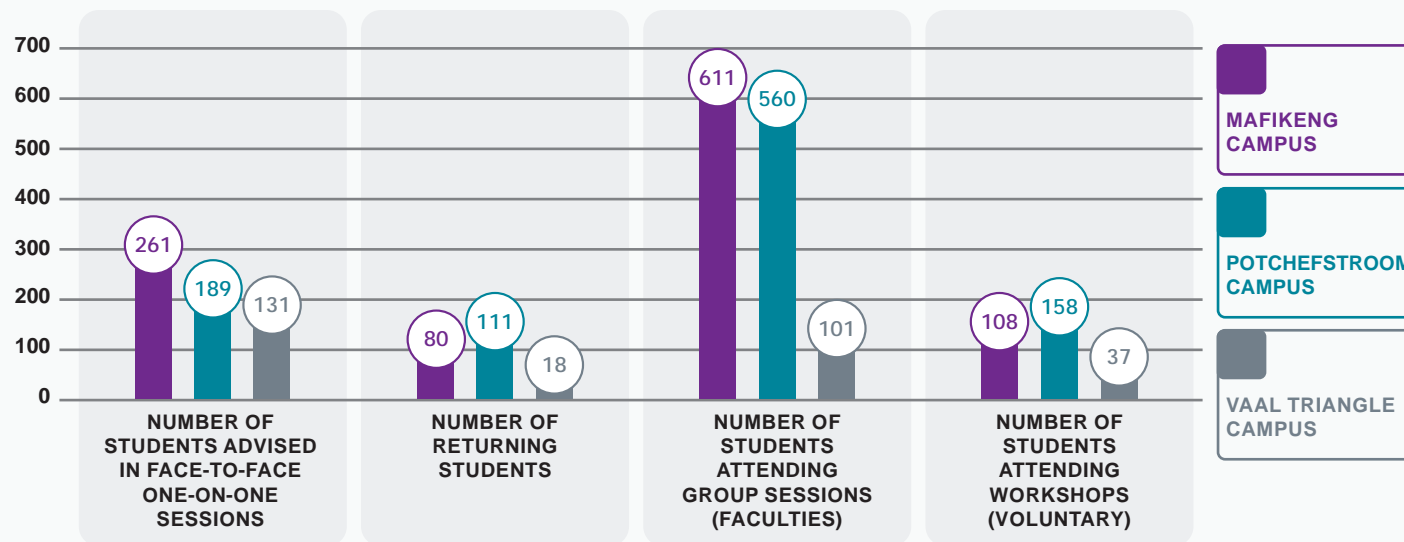
**REGISTERED****COMPLETED***Reading development sessions per faculty***ACADEMIC PEER MENTORING**

In 2019, 78 discipline-specific academic peer mentors were appointed. They supported 1 562 undergraduate student mentees during 1 548 one-on-one or group sessions. A total of 1 260 first-year students were supported to transition and adjust to tertiary education.

78**ACADEMIC PEER MENTORS****1 562****UNDERGRADUATE MENTEES****1 548****SESSIONS****1 260****SUPPORTED FIRST-YEARS****MAFIKENG CAMPUS****POTCHEFSTROOM CAMPUS****VAAI TRIANGLE CAMPUS****TOTAL CONSULTATIONS PER MONTH***Academic peer mentoring sessions*

ACADEMIC ADVISING AND INDIVIDUAL STUDENT SUPPORT

The academic processes, resources and vital skills students need for academic achievement are developed during one-on-one consultations with student academic advisers, in-class group consultation sessions at the request of faculties, and workshops. This intervention supports students on all three of the campuses of the NWU. During the period under review, 581 students participated in one-on-one sessions with consultants, 209 students returned for follow-up sessions, 1 272 students attended group sessions and 303 students attended workshops presented by the Directorate.



Academic advising student attendance

INFORMATION REACH

The Information Reach Programme is a computer literacy developmental opportunity that targets black first-year students on the Mafikeng Campus. It was marketed during the annual orientation programme for first-year students. The participation of 2 447 registered students was managed on the learning management system, which recorded 17 535 site visits in four months. Training was conducted on Wednesdays and Saturdays as an all-day event to cater for participating students from seven faculties. One-on-one academic consultation followed. The faculty with the highest participation was the Faculty of Humanities (19%) and the faculty with the lowest was participation was the Faculty of Theology (7%). The other faculties had an almost even distribution. The main success story was an increase in student confidence to deal with electronic learning and assignments in a self-directed learning approach. Some of the recorded challenges were the funding, marketing and sustainability of the programme.

ACADEMIC PROFESSIONAL DEVELOPMENT

Staff members of the Directorate presented several programmes aimed at enhancing the professional development of academics.

DEVELOPMENT OPPORTUNITIES

During the period under review, 932 NWU academics participated in 83 academic professional development opportunities to develop their competence in university teaching. These included face-to-face workshops, webinars, online courses and workshops. An overall satisfaction rate of 88.3% was achieved.

932

PARTICIPATING
ACADEMICS

83

PROFESSIONAL
DEVELOPMENT
OPPORTUNITIES

ACADEMIC INDUCTION PROGRAMME

The NWU's induction programme for academics enhances academic staff as university teachers as part of their professional development. In 2019, 136 academics attended the campus programme and 131 attended the faculty programme. The new induction programme for academics met the objective of an overall 80% satisfaction rate.

136

PARTICIPANTS
IN CAMPUS
PROGRAMMES

131

PARTICIPANTS
IN FACULTY
PROGRAMMESINSTITUTIONAL TEACHING
EXCELLENCE AWARDS

The annual Emerging Teaching Excellence Award (ETEA) and the Teaching Excellence Award (TEA) were presented once again in collaboration with Specialised Teaching and Learning Projects. These awards recognise academic excellence and innovation in teaching and learning at the NWU. From the 41 portfolios submitted for evaluation, 37 participants in the respective faculties received the following awards:

- Economic and Management Sciences: One ETEA and seven TEAs
- Education: Six TEAs and the overall winner of the Distinguished Teaching Excellence Award, Dr Deon van Tonder
- Engineering: One ETEA
- Health Sciences: Two ETEAs and six TEAs
- Humanities: Three ETEAs and three TEAs
- Law: One ETEA and three TEAs
- Natural and Agricultural Sciences: One ETEA and two TEAs
- Theology: One TEA

LEARNING DESIGN

PROGRAMME AND MODULE DESIGN

Learning design is the process of designing student learning experiences to enable academics to make informed decisions related to the design of learning within a programme and/or module. The Directorate focuses on the facilitation of the module design process with regard to policy adherence and the NWU's strategic drivers.

CARPE DIEM WORKSHOPS

56 REDEVELOPED MODULES

The Carpe Diem process is a collaborative effort between subject matter experts and staff from various directorates in the CTL. It entails workshops to design or redesign modules and qualifications. Although supporting the faculties of Engineering and Law with this process initially received priority, programmes in the faculties of Education (the Postgraduate Diploma in Education Management and Leadership, the BEd in Early Childhood Care and Education and the BEd Hons in Psychology), Economic and Management Sciences (the Chartered Institute of Management Accountants (CIMA) honours degree, as well as the BCom degrees in Public Administration and Local Government), Health Sciences (the Bachelors of Health Sciences in Biokinetics degree) and Natural and Agricultural Sciences (qualifications in the School of Biological Sciences) also benefitted from this process. The goal of designing 40 modules was exceeded with the redevelopment of 56 modules.

CURRICULUM TRANSFORMATION

The engagement of staff of the CTL and the respective faculties with experts in the field of curriculum transformation to further their insight on transformation, decolonisation and Africanisation in their respective disciplines included the following activities:

- **Challenge and potential of large-class teaching and inclusive education workshop**, presented by Dr Jacqui de Matos-Ala, a senior lecturer at the University of the Witwatersrand, which was presented on 28 May 2019 as a pre-conference workshop preceding the NWU's second Annual Teaching and Learning Conference.
- **Curriculum transformation in an age of pressure and possibility workshop**, presented by Dr Melanie Skead, Director for Teaching and Learning at Stellenbosch University, which was presented on 28 May 2019 as a pre-conference workshop preceding the NWU's second Annual Teaching and Learning Conference on 28 May 2019.
- **Decolonising the engineering curriculum workshop** with guest speakers Dr Attie van Niekerk and Mr Irshaad Vawda from the University of Pretoria, presented on 26 July 2019.
- **International Association for the Study of Youth Ministry (IASYM) Conference** in the Faculty of Theology, which focused on the decolonialisation of youth ministry and the theology curriculum, presented on 28 and 29 May 2019.



CONCLUDING REMARKS

Despite the challenges of developing new working protocols and managing and organising staff within the operational planning structure of the new CTL and the Directorate: Faculty Teaching and Learning Support, success was recorded in core domains within the Directorate. One of the most important lessons learnt was the need to upskill staff members on the evolving job. The benchmarking exercise to Australia opened new ideologies. Some of these ideas have contributed to the development of the ongoing T-L Strategy and smaller guiding documents that support the NWU's curriculum and academic project.

SPECIALISED T-L PROJECTS

The core functions of this Directorate can be clustered under the following focus areas:

- Higher education research and development
- Enhancing academics as university teachers
- Special projects
- Coordination of the University Capacity Development Grant

TEACHING AWARDS

More than 40 academic staff members participated in the NWU's institutional teaching excellence awards during the period under review. These candidates represented all the NWU's faculties, as well as its three campuses. Participation in the awards programme for 2019 exceeded the targeted participation rate of 5%. Participants could also take part in a writing retreat. This was offered for the first time in 2019 and resulted in a visible increase in the quality of academics' portfolio of evidence submitted in November 2019.

Prof Juanee Cilliers of the Faculty of Natural and Agricultural Sciences, who had received the NWU's Distinguished Teaching Excellence Award (DTEA) in the 2018 award process, was nominated for the National Teaching Excellence Award of the Higher Education Learning and Teaching Association of Southern African (HELTASA), and was one of three winners of this national award.

PUBLICATIONS

During the period under review, the Directorate facilitated the publication of a book edited by staff members Jessica Pool and Manuela Fernandes-Martins, *A scholarly approach to student success in higher education*. This book is based on original research in the field of higher education, and is aimed at specialists in the field of teaching, learning and scholarship. The chapters are embedded in empirical data, as well as literature, guided by structured frameworks.

This publication emanated from the NWU's first annual Teaching and Learning Conference, coordinated by the CTL, which was held in 2018. A number of local and national scholars submitted chapters following a widely circulated call for papers.

Under the auspices of the editors, assisted by selected national and international members of the editorial board, the submitted chapters were scrutinised. Those manuscripts that adhered to the standards and foci set for publication went through a double-blind peer review process, as well as an authentication process to ensure that the content had not been plagiarised. Chapters were also language edited and corrections made by the authors.

With this publication, the CTL emphasises its dedication to enhance transformative quality teaching and learning, informed by a scholarly approach to student success, in collaboration with strategic partners such as the NWU's faculties and the Department of Higher Education and Training (DHET).

A document published by the Ministry of Higher Education and Training in 2018, "Enhancing academics as university teachers", provided a framework for universities to create structural and systemic means to improve the quality of university teaching. The framework also sent out a distinct message – that business at higher education institutions cannot remain the same as it had over the past 100 years. Higher education institutions needed to respond to the impact of the Fourth Industrial Revolution (4IR).

This framework also served as a guide for collective efforts at multiple levels of the higher education system in developing and implementing strategies to enhance academics as university teachers. The CTL undertakes to guide academics in this transformative and enhancing environment, where a lecturer's classroom and subject didactics will be shaped so that students can meet the difficult and ever-changing challenges posed by the workplace.

The book published by the Directorate became the first publication in the series, which fostered a space for academics to share developed learning and teaching practices and research towards student success. The book's contribution offers original research in student engagement and assessment for student success, curriculum transformation, the role of academics as higher education teachers, and technology-enhanced teaching and learning.

ANNUAL TEACHING AND LEARNING CONFERENCE 2019

The NWU's second annual teaching and learning conference was presented on 28 and 29 May 2019. It aimed to provide a platform for academics across the NWU to take part in active discussions and presentations on the theme "Teaching and learning in an age of uncertainty".

Delegates were encouraged to participate in the following pre-selected sub-themes:

- Excellent teaching through innovative design
- Breaking the silence: the student voice
- Developing graduate attributes through excellent teaching and learning

The conference included a one-day pre-conference workshop on 28 May 2019, which was made up of two three-hour workshops.

The first workshop was facilitated by Dr Jacqui de Matos-Ala, a senior lecturer at the University of the Witwatersrand. It reflected on both the challenges and opportunities inherent in large-class teaching with the aim of formulating practical strategies so that large classes can become a positive teaching and learning space for participants.

During the second workshop, Dr Melanie Skead, Director for Teaching and Learning at Stellenbosch University, addressed the issue of (curriculum) transformation in an age of pressure and possibility. This workshop provided delegates with an opportunity to explore individual and collective understandings of the curriculum as a pathway to deepen engagement with key transformation challenges, so as to rethink what we teach and why we teach that way.

Highlights from the first day of the conference included an opening address by Prof Dan Kgwadi, Vice Chancellor of the NWU, who provided delegates with a glimpse of the NWU at a glance. Prof Robert Balfour, Deputy Vice-Chancellor: Teaching-Learning, welcomed delegates to the conference. In his welcome address, he reminded delegates that the shifts in society, knowledge production and the economy have implications for teaching and learning. He also confirmed the suitability and applicability of the conference theme.

The award-winning band Black Note Ensemble opened the conference with a sophisticated flair of afro-pop mixed with an infusion of R&B.

The keynote speaker for the first day was Prof Louis CH Fourie, Deputy Vice-Chancellor for Knowledge and Information Technology Services at the Cape Peninsula University of Technology. In line with the theme of the conference, his address covered the 4IR, the integration of technologies that are blurring the lines between the physical, digital and biological spheres, as well as burning priorities in South Africa that impact on our readiness for the 4IR and thus our future capability to compete in this new race for domination.

The second keynote address was delivered by Dr Kasturi Behari-Leak, Chairperson of HELTASA. In her address, "Teaching and learning excellence in an age of uncertainty", she prompted delegates to envisage how they would engage with the future, what life would be like beyond conventional workplaces and careers, how the nature of our work will change and how students might need to be prepared for this future. This challenge is framed by the time and space in which we find ourselves: the age of uncertainty.



CENTRALISED T-L FUNCTIONS

The Directorate enables digital teaching and learning by means of the following:

- The instructional design, development and rapid distribution of technology-enhanced digital and paper-based study materials
- The integration of teaching and learning technologies
- The design, development, maintenance and support of an effective physical and virtual teaching and learning environment across the NWU

The activities of this Directorate focus on the following areas:

- Digital teaching and learning environment
- Instructional design and development of multimedia and other digital study material
- The graphic enhancement of teaching and learning
- The coordination of paper-based study material development
- The coordination of projects through the Projects Office

DIGITAL TEACHING AND LEARNING ENVIRONMENT

The digital teaching and learning environment team is responsible for the design, development, maintenance and support of an effective digital teaching and learning environment, based on sound educational principles. Responsibilities include research into the educational value of technology, and ensuring that adopted technologies are supported, integrated into other systems and implemented according to well-established educational principles. The NWU's education technologists perform these responsibilities through strategic partnerships with relevant stakeholders.

The team divided its functions and activities into three broad focus areas: learning design and development, end-user support, and design and development of an enabling digital teaching and learning environment.

LEARNING DESIGN AND DEVELOPMENT

With this focus, the team endeavours to do the following:

- Build capacity with staff to function optimally within the NWU's teaching and learning environment
- Enhance the learning experience of students through the integration of appropriate technologies, based on sound educational principles within the e-learning environment

The team was involved in the following projects and activities during the period under review:

- Developing a shared understanding of the NWU's blended learning journey
- Investigations into the migration of study guides into electronic versions, determining the minimum set of material to be provided to students, and developing a quality scorecard for the design and development of technology-enhanced teaching and learning interfaces
- Major projects to redesign the learning environment of 47 modules across all three campuses
- Involvement in 32 academic professional development opportunities

END-USER SUPPORT

Functions and activities within this focus area include the following:

- The operation of the CTL teaching and learning technologies (TLT) helpdesk
- The management and support of the CTL's teaching and learning resources

A major focus (and challenge) for the digital teaching and learning environment team was to align its functions and activities across all three sites of delivery. A project to optimise the end-user support environment was launched during 2019.

Staff members also manage the teaching and learning resources that are made available to staff and students. These include the following:

- Tablets and iPads for loan
- Podcaster technology for live streaming
- One-Button-Studios (OBS) for the development of video content for concept videos, flipped learning strategies, training and student assignments
- Recording studios for the development of audio and screen-recording content
- Video camera equipment for loan

During 2019, 7 679 videos were recorded in OBS, while staff and students made 506 audio recordings in the recording studios.

The learning management system, eFundi, continues to be the single-most used teaching and learning resource supported by the end-user support team. It is viewed by both the CTL and the Information Technology Department as a mission critical system. By the end of 2019, the helpdesk dealt with approximately 5 300 requests for support.

7 679

VIDEO RECORDINGS

506

AUDIO RECORDINGS

DESIGN AND DEVELOPMENT OF AN ENABLING DIGITAL TEACHING AND LEARNING ENVIRONMENT

Functions and activities within this focus area include the following:

- The design, development and maintenance of the NWU's virtual learning environment
- The design, development and maintenance of the NWU's physical learning environment

The digital teaching and learning environment team also assisted the Faculty of Education to develop a faculty technology resource centre under the management of the Faculty.

Further enhancement to the virtual learning environment was made by means of the following:

- An investigation into assessment opportunities made possible by technology (the project was still ongoing by the end of 2019)
- The implementation of the Assignment Marker Setup tool developed by the NWU for eFundi
- An investigation into podcaster technology for the live streaming of events (including classes)



INSTRUCTIONAL DESIGN AND DEVELOPMENT OF MULTIMEDIA AND OTHER DIGITAL STUDY MATERIAL

Under the guidance of the instructional designers, lecturers are assisted with the design and development of digital study material to optimise learning. Through guidance and training, lecturers can leverage the power of multimedia to explain difficult concepts, simulate situations and procedures, and develop context-specific learning material for students.

MULTIMEDIA DESIGN STUDIO

The multimedia design studio supports the blended learning approach through the design and development of digital study material programmes and objects, which include graphics, animations, simulations, video, audio, voice-overs, photographs, text and programmed interactions. These multimedia items are used in face-to-face lectures, practical sessions and as stand-alone material to promote learning and augment the available learning resources.

VIDEO STUDIO

The video studio and video team provide professional video services for the creation of high-quality video material for teaching and learning. These include panel discussions in studio, green screen videos, lecture capturing, as well as scripted simulation videos. The video studio also provides various walk-in services for lecturers, staff and the community, which includes digital duplication, the digitalisation of current study material and other media that are no longer supported, such as video home system (VHS) cassettes, long-playing records, sound cassettes and old photographic slides and negatives, into novel digital media formats as an additional stream of income for the NWU.

DIGITAL STUDY MATERIAL REPOSITORY

The digital study material artefacts of the NWU were accessed by 17 473 unique student users and 942 staff members during 2019. Access was gained from 155 unique locations throughout South Africa and the world, even from places as far east as Japan and New Zealand, and as far west as Las Vegas in the USA.

The trend of preferred operating systems has remained consistent over the past four years. Windows (79%) and Android (14%) devices are still the preferred technologies used to gain access to digital study material.

THE GRAPHIC ENHANCEMENT OF TEACHING AND LEARNING

The graphic studios on the Potchefstroom and Mafikeng campuses provide both academic and non-academic design and printing services for faculty members and students. The graphic services unit prioritised and focused on supporting teaching and learning in 2019. Requests for support increased on the Potchefstroom Campus. A framework and icons for eFundi were developed, making it easier for lecturers to manage and format their own module sites. Lecturers were also assisted with graphic design to visually enhance their lessons on eFundi.

Other academic design and printing work performed during the period under review included the following:

- **Teaching and learning:** Illustrations, the recreation of diagrams, sketches and figures, and the development of infographics
- **Graphic elements:** The design of graphic elements for eFundi and presentations
- **Research:** The development of research sketches, diagrams and figures, the design of research posters for conferences, and assistance with illustrations, formatting and visual artefacts for scientific publications
- **Study guides:** The desktop publishing of more than 6 000 NWU study guides and module overview documents

THE COORDINATION OF PAPER-BASED STUDY MATERIAL DEVELOPMENT

A new study material management system was developed using Microsoft Office PowerApps, and staff received training in using this platform effectively. This would replace the Tracking, Recording and Coordination System (TRACS) from January 2020.

In the first semester of 2019, the unit was responsible for processing 2 684 study guides for the second semester, and in the second semester of 2019, it was responsible for processing 3 362 first-semester guides for 2020 across all three sites of delivery.

Communication with the respective role-players places demands on the coordinating staff's time (80% of each working day is dedicated to communication). Communication with all the role-players mentioned above takes place via email and telephone, resulting in some 3 946 telephone enquiries being handled by four staff members in 2019.

Finally, 161 translations were dispatched and 29 guides sent for language editing during the 2019/20 production cycle. The unit also coordinated the prescribed book list for the entire NWU.

THE COORDINATION OF PROJECTS THROUGH THE PROJECTS OFFICE

The Projects Office was responsible for the registration, recording, scheduling, logistical arrangements and progress monitoring of projects and related initiatives of which the ownerships reside within the Directorate, stretch across several units within the Directorate and stretch across the three directorates of the CTL and within a particular unit of the Directorate. It also coordinates projects with an institutional footprint, such as the Work-integrated and Service-learning System and the Study Guide App development.

CURRICULUM TRANSFORMATION WORKSHOPS

The Project Office assists with the coordination and logistical arrangements for the Carpe Diem curriculum transformation and development workshops to enhance teaching and learning experiences within an academic programme. Although the focus was initially on the faculties of Law and Engineering, these workshops were also attended by staff members from programmes in other faculties.

Two meso-level Carpe Diem development workshops took place, which were attended by 15 lecturers. Twelve micro-level Carpe Diem curriculum transformation workshops were held, which targeted 76 lecturers. Five sessions that focus on eFundi Lessons Training were either presented to all the lecturers of a specific programme, or only to the lecturers of a particular module. In the second year of the modules for the BEd in Early Childhood Care and Education, Carpe Diem sessions took place through appointments with the individual lecturers. Feedback sessions on the different phases of the programme were arranged by faculty members. The academic staff members of some of the modules who attended workshops were referred for further development.

Staff members of the Directorate also assisted with the administration of specialised interventions to inform curriculum transformation.

DEVELOPMENT OF A NEW SYSTEM FOR STUDY GUIDE COORDINATION

The study material coordination system, TRACS, was terminated on 29 November 2019 due to technical reasons. The Information Technology Department was commissioned to develop a system in the Microsoft Office PowerApps environment. The new system consists of different applications for each role-player during the study guide process. The new system would be initiated in February 2020 when the study guide process cycle for the second semester of 2020 was launched.

BLENDED LEARNING JOURNEY

A task team worked on a collaborative understanding of what blended learning at the NWU is, with due consideration of the lecturer's journey in pursuit of blended learning. The task team identified resources for this journey.

REACTIVATION OF THE WORK-INTEGRATED AND SERVICE LEARNING PROJECT

This project was initiated in April 2019. A solution through which all work-integrated learning modules can now be tagged with a marker was completed by the end of May. Discussions were held with key role-players associated with the 2016 initiative to develop a sense of the work's status. An interim workgroup developed a framework to be used for discussions with faculties. Due to the crisis call from the Faculty of Education, an invitation was issued to tender for the design of a placement system. The Information Technology Department investigated the possibility of adapting the spreadsheet solution that is currently being used by Education Sciences as a back-up.

The first phase of this project has been set up, which entails a needs determination and interpretation of design requirements. Discussions have been held within faculties regarding the system needs of work-integrated learning and the wider Work-integrated and Service-learning Project. During July 2019, a process was initiated to conduct a needs analysis for the design requirements of the three role-players: the Faculty of Education, the School for Nursing and the School of Pharmacy (the latter two in the Faculty of Health Sciences). Finally, a tender process was followed, and two external service providers, OpenCollab and Matogen, were appointed. The first part of Phase 1, the placement of students, had to be in place for the registration process of 2020.

CTL QUALITY MANUAL

The Directorate's quality process documents were completed through a series of workshops, at which all the relevant processes were identified, plotted and formulated on an agreed-upon template.

CHAPTER FOUR

Support departments

To ensure and sustain high-quality teaching and learning as a core business of the University, the quality of education depends on the following:

- *Efficient academic processes and structures*
- *Transformation and renewal of curricula*
- *Appropriate and accessible technologies*
- *Teaching and learning environments*
- *The professionalisation of university teaching*
- *Exceptional learning support for students*

Yet, the excellence of the academic project is not guaranteed without additional professional support services for the sustainable and relevant development of the NWU's Programme and Qualification Mix (PQM), innovative career services that are tailor-made for students and future employers alike, and libraries that are state-of-the-art facilities in which services

and products to staff and students are of unparalleled value.

In addition to the professional services offered by the Centre for Teaching and Learning, the Qualification and Academic Programme Planning Unit, the Career Centre, the Library and Information Service, and the Academic Grants Administration Office ensure the effective and efficient planning, monitoring and spending of all national grants. The Unit for Continuing Education facilitates the offering of innovative short learning programmes to a variety of target markets and via different methodologies and platforms, while the Unit for Open Distance Learning administers and monitors the formal distance offering of the NWU. The Office of the DVC: T-L steers and monitors projects and activities to optimise and support transformation and high-quality teaching and learning, in accordance with the NWU's Annual Performance Plan.



QUALIFICATION AND ACADEMIC PROGRAMME PLANNING

Qualification and Academic Programme Planning (Q&APP) is steadily establishing itself as the centre of qualification and academic programme planning. The unit's work is formalised mostly through its participation in Faculty T-L committees and its management of the Senate Committee for Academic Standards.

In 2019, the Programme and Qualification Mix (PQM) saw growth in line with the NWU's vision. Two master's and two bachelor's degrees were registered with the South African Qualifications Authority (SAQA). The master's degrees include the research variant of the Master of Health Sciences in Occupational Hygiene, which supplements the existing coursework variant, and an MEd in Environmental Education, which is one of only two environmental education qualifications offered in the country. The bachelor's degrees include a new Bachelor of Nursing degree and a general three-year BA in Language Technology.

As required by national regulations, the Bachelor of Nursing degree will be ready for student enrolment in 2020. Five more regulatory-driven specialist nursing specialisations are in development. The three-year BA in Language Technology will be introduced in 2021. This innovative technology-oriented programme will provide students with the opportunity to study human-computer interactions focusing on computational linguistics. As the only qualification of its kind in the country, the qualification strategically positions the NWU as a national leader in this field.

Further additions to the NWU's offering are a programme in Nuclear Engineering in the MSc Engineering Science degree and the BEd (Senior and Further Education and Training Phase) in Engineering Graphics and Design. The latter is also offered in the distance mode.

Two more programmes moved to the distance mode in 2019: the Postgraduate Diploma in Public Management and the Bachelor of Theology honours degree. The NWU takes pride in the fact that all extended programmes for 2020 have been approved for National Student Financial Aid Scheme (NSFAS) funding. In order to further expand student academic access, four higher certificates are being developed. These entry-level qualifications will open opportunities to students for further university study, which is a focus of the NWU, and also opportunities in the workplace.

Overall, the NWU has seen additions to the major fields of study in education, social sciences and engineering, with activity in the other fields already on offer. Numerous campus extensions were approved and continue to strengthen programme alignment across the NWU's three campuses where capacity allows for this.

An updated PQM that is aligned with the Higher Education Qualifications Sub-framework (HEQSF) was submitted to the DHET for approval in May 2019. Updates further included changes from third- to second-order Classification of Educational Subject Matter (CESMS), which will provide more institutional freedom with regard to programme offerings, and the addition of newly accredited qualifications.

As reported in 2018, and in close collaboration with the Department of Strategic Intelligence, the NWU's analysis of the PQM continues. Findings of the current PQM in terms of shape and size will form the basis of the PQM of the future, supported by the new teaching and learning strategy that is expected to be approved in 2020. Emphasis is on the types of qualifications, the mix of professional and professionally oriented qualifications, programme proliferation and optimisation against strategic faculty decisions.

Other milestones of the unit for 2019 include the following:

- **Programme management:** In its endeavour to be of service and support to faculties, Q&APP presented its quality manual to the Senate Committee for Teaching and Learning in April 2019. This document contains information about Q&APP's processes and forms and can be found on the NWU's website at <http://services.nwu.ac.za/qualification-and-academic-programme-planning>.
- **Yearbooks for 2020:** In order to support Student Academic Lifecycle Administration with its preparation of the 2020 yearbooks, a need was identified to align the curriculum content of faculties' 2019 yearbooks with the PQM as standard, with the Varsite Student System (VSS) serving as another source. This culminated in a process that became the yearbook audit, which will be an annual event. While this exercise built on the work that has been done since 2011 in terms of the national HEQSF alignment project, the fact that 2019 would be the last year for new first-time entering students to be admitted into non-HEQSF-aligned programmes was another driver for the audit. The research component of the honours programmes was examined in detail. Wonderful cooperation with faculties delivered publication-ready yearbooks by September 2019, as scheduled.
- **Advisory committees:** By establishing advisory committees for professional programmes, as identified by external programme reviews, the NWU will move closer to ensuring that its academic programmes respond to industry needs and improve graduates' employability. To this effect, the Senate Committee for Teaching and Learning approved draft terms of reference in April 2019. Faculties are now at liberty to use this guideline to draft their own terms of reference to establish their own advisory committees.

With a full staff complement, Q&APP is looking forward to 2020, where the focus will be on strengthening its operations, improving support to faculties and advancing to an electronic curriculum management system.



UNIT FOR CONTINUING EDUCATION

Given the ever-declining state subsidies to public universities, universities have had to adapt to become more entrepreneurial. The dilemma facing universities is that while government funding decreases, societal demands on higher education are growing. Continuing education units have thus become one of the critical vehicles worldwide for what has become known as institutional entrepreneurship, which is used as a business for profit-making to mitigate income loss due to decreased state subsidies.

The NWU's Unit for Continuing Education (UCE) embarked on a significant intervention process in 2019 to better align the unit for the successful achievement of its dream. The aim was to take stock of how far the unit has come and to refocus 2019 for optimal performance. The new UCE has three distinct subunits: Business Development and Sales, Operations, and Support Services. The business development strategy that was developed has clear goals and objectives and, if well executed, can only lead to the success of the unit.

During the period under review, the unit successfully phased out the first group of 130 participants in the Youth Environmental Services (YES) programme and commenced the training of the second group of participants. The YES programme is an initiative of the Department of Environmental Affairs and signifies huge progress towards assisting South Africa's youth to gain work experience through employment placement. The programme in the North West province was launched in 2019 by the Department and the NWU. Four local municipalities are targeted for the second intake: Matlosana, Kgetleng River, Ramotshere and Taung.

The UCE achieved tremendous success with its Grade R programme in 2019. In both North West and Gauteng, it had private intakes of 19 events and 1 059 participants in this training programme. In the Eastern Cape, it trained 154 participants from the Department of Basic Education. By completing this course, participants understood childcare and the different development theories (the behaviourist, maturationist and constructivist theories) of the young child. They also understood the Curriculum and Assessment Policy Statements (CAPS) and how to interpret and implement the Grade R CAPS in their daily activities. They are now able to use different skills to develop children and devise their own daily programmes for the children to follow.

Sector education and training authorities (SETAs) are an essential partner of the UCE. SETAs' main objective is to strengthen and build skills within their respective sectors, identify skills development needs, and ensure that national standards are maintained. The UCE has formed successful business relationships with several SETAs. In 2019, it was awarded a contract of R2.5 million from the Insurance Sector Education and Training Authority (INSETA) and trained 207 participants from the Education, Training and Development Practices (ETDP) SETA in North West and the Northern Cape. One of its main objectives for 2020 would be to expand its services to all the other

SETAs and grow its existing SETA business. Corporate clients and the UCE's partners in training also contributed a significant portion of its business in 2019. The unit trained 329 participants through its partners in training (ITSI Holdings and Lemark Training and Development). UCE's other objective for 2020 would be to increase the business that it obtained from its corporate clients. Companies that narrowly interpret the SETA that regulates their industry only through the lens of compliance may very well fail to optimise the different advantages built into their regulatory obligations. There are tangible benefits to be obtained, ranging from annual rebates to improved broad-based black economic empowerment (B-BBEE) ratings. The UCE offered 156 events during 2019 and 5 272 participants attended these events.

The UCE's new structure allowed it to focus on online learning as a critical component of its business strategy. A dedicated team has been created to drive this initiative. The online learning project has endless possibilities. To be competitive in the online learning market, the online course and experience should live up to the expectations of the participants with regard to their learning, convenience, support and value. It should also be in a format similar to that to which they are accustomed in similar products, such as including seamless processes and on-demand delivery, and should provide participants with a product that not only meets their basic expectations, but adds greater value than other offerings in the market.

A participant is retained by a product or brand when their needs are met and their expectations are exceeded. Loyalty strengthens a brand, which ultimately leads to higher customer volumes. When participants are not retained, they will venture to other online learning platforms where they are actively marketed, and the organisation is challenged to regain them as customers. The UCE will focus on the needs of participants to enter the market successfully.

LIBRARY AND INFORMATION SERVICE

In support of the NWU's strategy of transforming and positioning itself as a unitary institution of superior academic excellence with a commitment to social justice, Library and Information Service (LIS) remained focused on its goals throughout the year. It provided access to cutting-edge and relevant resources and services to fulfil the academic expectations of its user communities in a professional, creative and innovative manner.

INFORMATION RESOURCES

Collection development continued to see a move of focus from ownership of a collection to the provision of access to information resources. Databases are evaluated annually according to the average price per search (cost per use). A comparison of the use of the top 10 databases by students and academics to search for information indicates an increase in their use in 2019.

During 2019, LIS subscribed to PressReader, which provides access to more than 7 000 of the world's top newspapers and magazines. This includes local sources such as *Sunday Times*, *The Citizen*, *Beeld* and *Mail & Guardian*. Subscription to PressReader will lead to budget savings, as a number of current print subscriptions can be cancelled.

An initiative that was of great value to researchers and students was the revision of the NWU Referencing Guide. The third edition of this publication was completed at the end of 2019 for use from January 2020. The revision was necessitated by the changes that have taken place in the NWU's Harvard and American Psychological Association (APA) referencing styles. Some revisions were also affected to the in-house style for the Faculty of Law.



The top 10 database searches in 2019, compared to 2018

2018		2019	
E-Resource	Searches	E-Resource	Searches
EbscoHost (total)	39 128 273	EbscoHost	41 194 567
Science Direct	82 667	JSTOR	100 892
E-journals	79 549	Science Direct	98 450
E-Brary	54 945	Publication Finder (A-Z)	83 271
Academic Search Premier	53 889	Academic Search Premier	57 201
Africa-wide Information	52 261	Hospitality and Tourism Complete	44 970
SA ePublications	47 166	SA ePublications	43 061
JSTOR	47 000	Scopus	42 442
Scopus	38 838	ERIC	35 935
Publication Finder (A-Z)	37 163	Africa-wide Information	32 625

INFORMATION LITERACY

Information and computer literacy is critical for undergraduate academic success. It enables users to master content and become more self-directed. The year under review saw 21 422 training sessions presented across the three campuses. The LIS also focused on embedded librarianship by partnering with faculties to develop information literacy skills. Faculty librarians assisted with 28 595 information enquiries during 2019.

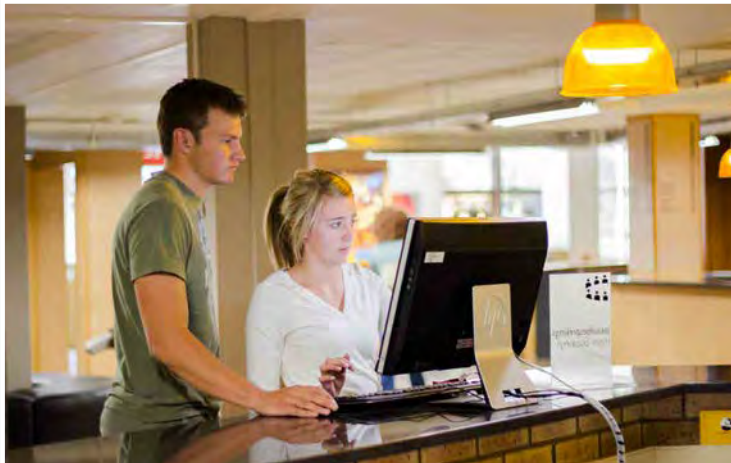
21 422

TRAINING SESSIONS

28 595

INFORMATION ENQUIRIES

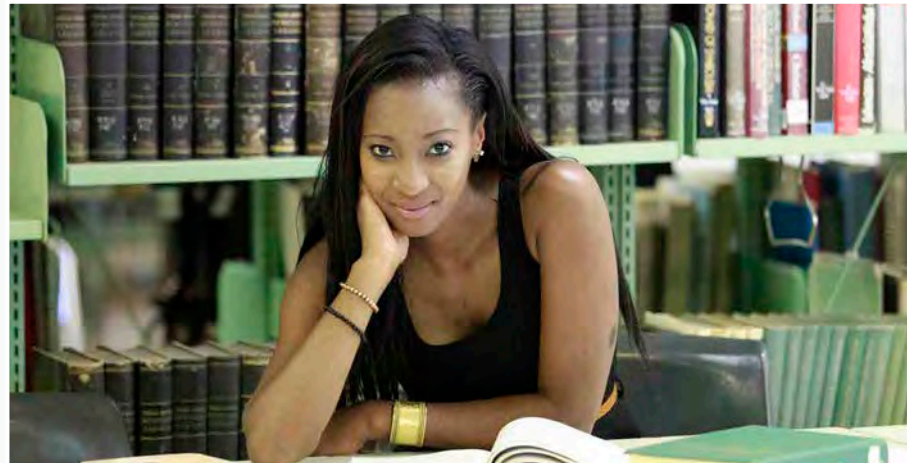
The LIS continued to make use of LibGuides in 2019. These are platforms for faculty and information librarians to provide subject-specific guidance to students or to create guides on specific topics. The LibGuides are aligned across the three campuses. They were viewed 198 016 times. The most popular LibGuides were the undergraduate support guide with 50 922 views and the Law LibGuide with 27 732 views.



QUALITY ASSURANCE

During the period under review, the LIS expertly participated in the doctoral self-review, administered by the NWU's Quality Enhancement Office to gauge the experiences and satisfaction rates of doctoral students with the services available to them. The outcomes gave an indication of the experience and satisfaction of PhD students regarding the LIS's resources, ease of resource access, facilities and services. The report shows overall positive feedback pertaining to library matters. The availability and accessibility of library resources were praised by several participants. They expressed their gratitude towards the services the various libraries provide, and specifically mentioned that the library staff were extremely helpful and went to a great extent to support students.

Furthermore, the LIS conducted five benchmarking exercises with the LIS professional sector in terms of the supply chain process of textbooks between faculties, suppliers and libraries. Benchmarking was also done in terms of makerspaces, robotics, services for students with disabilities, quality assurance and research support services. Institutions visited during the period under review include the University of Pretoria, the University of the Witwatersrand and the Cape Peninsula University of Technology. While gaining meaningful perspectives in research support services and quality assurance, the LIS had the opportunity to share best practices, like the implementation of a library blog to share LIS news with all staff directly. A benchmarking action plan, with an indication of specific actions, responsible staff and deadlines, was developed for implementation.



REIMAGINING LIBRARY SPACES

The LIS has managed to create warm and welcoming spaces, which are very popular among students. It strives to remain in line with the dynamics in the T-L environment. Innovative learning spaces are equipped with Wi-Fi coverage, which is available in all the libraries on the NWU's campuses.

A need was identified to upgrade and renovate spaces in the library on the Mafikeng Campus, especially to attend to the needs of undergraduate students. This major project entails the establishment of a Teaching and Learning Commons on the lower ground floor and a Law Library on the first floor. The 24-hour study area was also renovated.

OUTREACH ACTIVITIES

The LIS reaches out to nearby communities and stakeholders to share skills and resources. The libraries commemorated Nelson Mandela's legacy by celebrating Mandela Day. It collected various items and donated 10 pairs of school shoes and a school uniform to needy learners at Masuthe 1 Primary School, gloves, scarves and beanies to the Protection Services on the Potchefstroom Campus, and 100 packs of food items to patients at the Kopanong Hospital in Vereeniging.

INTERNATIONAL CONFERENCE ON INFORMATION LITERACY

The LIS hosted a successful International Conference on Information Literacy (ICIL) in Vanderbijlpark from 23 to 26 September 2019. The theme of the conference was "Information literacy in all spheres of life". Delegates included researchers, library and information service professionals, media specialists, academia and policy makers from around the globe. A diverse group of 138 delegates from 10 countries attended the conference and about 50 papers were presented over the four days.



CONCLUDING REMARK

While celebrating its past gains, the LIS is working hard to ensure that 2020 will be another successful year, in which it hopes to develop new and innovative ideas.

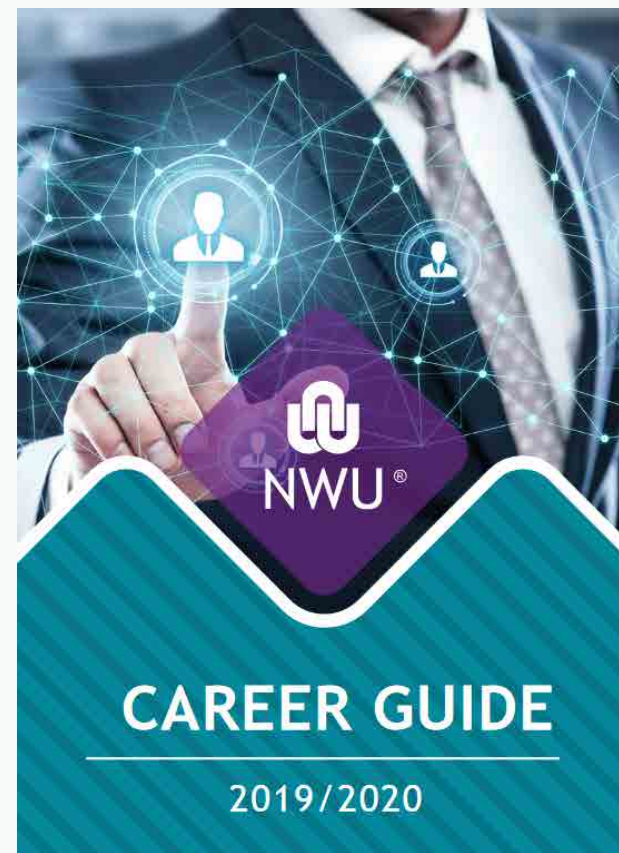
CAREER CENTRE

The world of work is rapidly changing, and to be responsive, the NWU's Career Centre aims to connect students and graduates with opportunities, as well as employment possibilities. Its employability strategy is at the core of its operations. Services provided to students include a job portal, which helps graduates find work, assistance with updating their curriculum vitae (CVs) and preparing for job interviews.

The NWU's Career Centre is proud to have achieved more industry partnerships in 2019. The Centre grew to see a growth in industry participation, with 188 companies collaborating with the NWU's Career Centre across varying employability interventions. These collaborations saw the success of the Centre's annual career fairs, its annual Career Guide, work-readiness seminars and direct job postings on the Centre's job portal.

CAREER GUIDE

The Career Centre published its annual Career Guide again in 2019. This is an invaluable resource to bridge the gap between potential employers and graduates. It adds value to graduating students by creating an awareness of various professional disciplines that are available in the market. This year, the publication focused on NWU alumni who started their careers at one of South Africa's leading banks, FNB, in 2019.



CAREER FAIRS

In 2019, the Career Centre hosted outdoor career fairs across the NWU's three campuses. This supports one of the NWU's key strategic objectives: to present standardised offerings across the three campuses. In the past, outdoor career fairs were only hosted on the Potchefstroom Campus. These interactions between students and employer representatives proved to be very stimulating for all involved, and saw an increased attendance of 170 companies sharing career opportunities with students.

NETWORKING EVENT

The Career Centre hosted a networking session with top students to encourage collaboration between academia and industry partners. The employer focus of the networking event for 2019 was accounting firms.



ENTREPRENEURSHIP AND WORK-READINESS SEMINAR

The Career Centre partnered with industry stakeholders to host its first Entrepreneurship and Work-readiness Seminar on the Mafikeng Campus. Companies and government departments that participated in the event included the Department of Mineral Resources, the Department of Arts and Culture, the Small Enterprise Finance Agency, the Small Enterprise Development Agency, the Industrial Development Corporation, Sibanye Stillwater, Harmony Gold Mining, Royal Bafokeng Platinum, Billy Seleka and Inclusive Smart Maintenance. The seminar focused on embracing a culture of innovation and entrepreneurship. The students embraced this event and showed energy and enthusiasm in their engagement with the industry partners.

SIMPLICITY PORTAL

The Career Centre relaunched its Simplicity Portal in 2019. This is an online portal for posting career-related job opportunities. It is an effective and efficient way of sharing opportunities with students. The team engaged in a roadshow to promote the portal, which ensures that the majority of students are able to access career opportunities.

ACADEMIC GRANTS ADMINISTRATION

Academic grants refer to funding from the Department of Higher Education and Training and other institutions that is earmarked for specific projects at universities. At the NWU, the DHET's grants include the University Capacity Development Plan (UCDP), the Clinical Training Grant, the Grant for Animal Health, the New Generation of Academics Programme (n-GAP) and the Foundation Grant. The Department of Arts and Culture provides funding for the Language Grant.



UNIVERSITY CAPACITY DEVELOPMENT PLAN

The UCDP was first implemented in 2018 for the period until December 2020. The budgeted amount for 2019 was R30 445 853, of which 51% was spent on teaching and learning. This grant replaced the former Teaching Development Grant, as well as the Research Development Grant.

The University Capacity Development Grant (UCDG) covers three main domains:

- **Student development and support, which entails the following:**
 - Establishing the first-year experience at the NWU
 - Implementing early warning and referral, engagement and a tracking system
 - Engaging in tutoring, mentoring, online supplemental instruction programmes, academic development programmes, special needs support programmes and the development of master's and doctoral students as tutors, assistants and demonstrators
- **Staff development, which takes place in the areas of teaching and learning, as well as research, and entails the following with regard to teaching and learning:**
 - Professional development
 - Short learning programmes
 - Academic induction
 - Informal academic professional development
 - Scholarships for teaching and learning development
 - Awards for excellence in teaching and learning
 - Teaching and learning feedback
- **Curriculum transformation, which entails the following:**
 - Specialised interventions to inform curriculum transformation
 - Curriculum development workshops to enhance teaching and learning experiences
 - Supporting academics with the development of eFundi as a learning environment

CLINICAL TRAINING GRANT

This grant provides funding for utilisation in the practical part of student training in pharmacy, dietetics and nursing. Until 2019, it was only available for pharmacy and dietetics students in their final year of study, while nursing students were funded from their first year of study.

Pharmacy

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

With the Clinical Training Grant, the School of Pharmacy is able to offer a well-organised programme in clinical pharmacy, which is intended to prepare graduates to become competent clinical pharmacy practitioners. Entry-level knowledge, skills, attitudes and values, which are essential for the provision of pharmaceutical care of a relevant quality in any pharmacy practice setting (from general pharmacists to specialist pharmacists), were better achieved with the assistance of this grant.

The grant enabled teaching staff to educate and train pharmacists in accordance with the demands of their time (with the emphasis on primary health care and clinical training). It also empowered students as lifelong learners. Through the delivery of professional pharmaceutical services, pharmacy graduates can contribute to the promotion of the health of the population of South Africa. Some 183 students completed their studies in 2019 and graduated in March 2020. The overall success rate for the pharmacy programme in 2019 was 95.6%.

Dietetics

Dietetics students are exposed to clinical training from their second year of study, and their skills base is improved. Through clinical training, students were able to receive experiential learning under the supervision of trained and registered dietitians. They were also afforded the opportunity to visit more training facilities, including hospitals, old age homes and nursery schools. Only registered dietitians are employed to assist and supervise students as they can supply the students with the required equipment to assess and educate patients correctly in hospital and clinic settings. This helps improve the students' skills and competencies. In 2019, 32 final-year students benefitted from this, although the aim is to obtain funding for students from their second year of study.

Nursing

The Clinical Training Grant enables the School of Nursing Science to appoint clinical experts to accompany nursing students. In 2019, 623 undergraduate students benefitted from this grant with the appointment of full-time clinical experts (286 on the Mafikeng Campus and 337 on the Potchefstroom Campus). Due to a critical lack of leadership and role models in practice, these appointments assist academic staff to maintain teaching and learning of a high standard.

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



NEW GENERATION OF ACADEMICS PROGRAMME

The aim of the n-GAP is to assist universities to improve their equity figures in academic positions by appointing academics, specifically from the designated groups. In 2019, the fifth phase of n-GAP appointments was awarded to the NWU. The appointments that were made brought the number of n-GAP appointments to 22 (20 from the designated groups and two white female appointments).

Appointments made in the n-GAP since its institution in 2015 can be summarised as follows:

	Gender	Faculty	School
Phase 1	Female	Economic and Management Sciences	Business Management (1)
		Health Sciences	Accounting Sciences (2)
	Male	Natural and Agricultural Sciences	Nursing (1)
		Engineering	Physics (1)
Phase 2	Female	Law	Industrial Engineering (1)
			Law (1)
	Male	Natural and Agricultural Sciences	Information Technology and Computer Science (1)
		Health Sciences	Mathematics (1)
Phase 3	Female	Natural and Agricultural Sciences	Psychology (1)
		Engineering	Mathematical and Statistical Sciences (2)
Phase 4	Female	Economic and Management Sciences	Industrial Engineering (1)
		Health Sciences	Tourism Management (1)
	Male	Natural and Agricultural Sciences	Psychology (1)
		Natural and Agricultural Sciences	Microbiology (1)
Phase 5	Female	Natural and Agricultural Sciences	Biochemistry (1)
		Engineering	Minerals and Chemical Engineering (1)
	Male	Natural and Agricultural Sciences	Biochemistry (1)
		Education	Computer Science and Information Systems (1)
		Engineering	Setswana (1)
			Electrical Engineering (1)

GRANT FOR ANIMAL HEALTH

The South African Veterinary Council (SAVC) expects animal health technicians to do practical work or perform clinical training as part of their training at animal hospitals within communities. This training requires large amounts of funds, which are supplemented by the Grant for Animal Health. The NWU is one of only four universities in South Africa to offer the BSc Veterinary Science degree.

This funding assists teaching staff in the animal health programmes of the Faculty of Natural and Agricultural Sciences to improve the quality of teaching by enabling the Faculty to maintain a qualified staff corps, to improve training by enabling students to have access to quality training facilities, and to institute proper work-integrated learning and outreach programmes. In addition, the funding will continue to assist the Faculty by covering the accommodation, meals and travelling costs of students while they work away from campus.

LANGUAGE GRANT

In 2019, 64 students benefitted from the Language Grant, 51 of whom were female. This grant has been allocated for 2020 as well. The NWU highly appreciates this grant from the Department of Arts and Culture.

FOUNDATION GRANT

In 2019, the faculties of Economic and Management Sciences, Humanities, Natural and Agricultural Sciences, and Law benefitted from this grant. Statistics proves that the grant delivers a very good return on investment, as most of the students who have benefitted from it complete their degrees within the prescribed time.



CONCLUDING REMARKS

The NWU is grateful and appreciates the funding for different projects from the DHET and the Department of Arts and Culture to improve and support teaching and learning in various ways, in the interest of its students.

LANGUAGE DIRECTORATE

Following Council approval of the NWU's Language Policy in November 2018, the emphasis of the Language Directorate was on developing the Language Policy to ensure its smooth implementation from 2020 onwards. Giving effect to the policy entailed the development of language plans for implementation in the various domains of the NWU.

Through its involvement in the development of language plans, particularly those of the faculties, the Language Directorate was pivotal in mobilising and giving practical effect to multilingualism in the University's domains, especially in the teaching-learning environment.

Vice-Chancellor Prof Dan Kgwadi has pointed out that the approval of the Language Policy will position the NWU to utilise an opportunity identified in its Annual Performance Plan: to play an active role as part of the national drive towards the enhanced position of indigenous African languages as languages of teaching and learning.

The NWU's Language Policy is additive and functionally multilingual, which implies adding more languages of teaching and learning – specifically indigenous African languages – to the NWU's existing offering. The additional languages being introduced on a more significant scale as languages of teaching and learning are Setswana and Sesotho, but the addition of further indigenous languages, where needed, has not been excluded.

During 2019, the Language Directorate was thus involved in much dedicated gearing for the implementation of the Language Policy, guided by the Deputy Vice-Chancellor: Teaching-Learning, to position the NWU for the first phase of practical policy implementation from 2020 to 2022. A structural change to the positioning of the Directorate was made in 2019 to reflect the Directorate's emphasis on the implementation of the Language Policy in the teaching-learning domain, which was to constitute the main focus of the Directorate going forward. It was therefore moved from the Registrar's portfolio to that of the Deputy Vice-Chancellor: Teaching-Learning in the second half of 2019.

In addition, the Language Planning and Policy Unit (LPPU) was added as a section to the Directorate. This unit comprises four positions dedicated to supporting academic staff in the use of multilingualism in teaching and learning across campuses and faculties. It will play a crucial role during the initial three-year roll-out of the Language Policy from 2020 to 2022.

The Language Directorate assisted in the practical drafting of language plans by providing guidelines in the form of templates that enabled faculties, the student life environment, university administration and support services to generate individual language plans. Various iterations of these plans served before the Senate Committee for Language Planning and Advisory Services (SCLPAS). They were refined in consultation with the Language Directorate before being approved by Senate.

During the course of 2019, several memoranda were drafted to assist the various domains with practical language planning advice. These formed the core of communications with internal stakeholders, supplemented by extensive email communications. Some of these memoranda also served before and were approved by the SCLPAS. Guidance was provided for calculating the cost of the language plans to arrive at a budget for each, as it was soon realised that the developers of the plans did not have information on the

cost elements involved in language practice activities, such as translation, interpreting, multilingual facilitation, terminology development, voice-overs and similar activities. After extensive consultation and refinement, the Language Directorate budgeted for these costs centrally.

Other activities of the Language Directorate in the teaching-learning environment during the course of the year involved its usual translation of teaching and learning material, such as study guides, PowerPoint slides, handouts and some assessments. As always, a major component was the substantial educational interpreting service, which involved interpreting in 1 512 periods per week at the end of the third academic week, and the compiling and maintenance of extensive terminology lists.



In the support services environment, the Language Directorate also provided its usual services, which covered a wide range of language practice-related activities, such as translation, editing and language advice, mostly in English, Afrikaans and Setswana, but increasingly also in Sesotho.

Interpreting services were predominantly related to teaching and learning, but interpreting was also provided for a variety of other purposes, such as meetings and hearings. Furthermore, external interpreting services were rendered to the Potchefstroom College of Education and to community organisations and the broader society, generating a third stream of revenue, but also forming an indispensable part of the NWU's community involvement activities.

Another way of assisting staff with the implementation of multilingualism in their working environment is through short learning programmes for language acquisition and for implementing multilingual pedagogies in teaching and learning, both of which were planned as part of the individual faculty language plans. The foundations for implementing these plans were laid in 2019, and the Language Directorate presented the first Setswana acquisition course for both academic and support staff.

Everything the Language Directorate was involved in during 2019 was aimed at realising much more than just the NWU's Annual Performance Plan goal of developing a clearly differentiated student value proposition, among others, by capitalising on multilingualism as a market differentiator for the NWU. The Language Directorate also strived to enhance the experience among all stakeholders of the NWU as an institution that is truly committed to deepening multilingualism. This ranged from its current students and staff to its alumni, and wider support and other communities.

The NWU has embarked irrevocably on a course it firmly believes to be the right one, particularly pertaining to its additive model that is aimed, among other things, at developing African languages as languages capable of being used in teaching and learning, and of sustaining an academic discourse. Both external and internal opposing forces, motivated politically and otherwise, are to be expected. However, as long as we know we are doing the right thing and continue doing it, the sincerity of our commitment will become apparent to all concerned.

UNIT FOR OPEN DISTANCE LEARNING

The Unit for Open Distance Learning (UODL) is a dynamic environment. As in all environments of a similar nature, its operations rest on three key elements for optimal outputs and better service delivery to our students: people, process and technology. A number of challenges in 2019 may invariably have arisen from each of these key elements or a combination of them.

In 2019, the UODL used the Varsity Student System (VSS) for the first time and was subject to new business processes. This was a complete change of approach to the daily operations within the UODL, as the services of the Open Learning Group had previously been used. The challenges that arose necessitated a new and fresh approach to be taken to improve services to students and stakeholders. A task team was appointed, chaired by Prof Michael Temane as Acting Director of the UODL, to make recommendations to the University Management Committee.

In the last four months of 2019, three submissions were made to the University Management Committee. Approval was granted to improve aspects of the student system to align them closer to the needs of open distance learning students, including processing by all stakeholders. Enhancements were built into the suite of services for the call centre with various options to give immediate information to students, including a website for the UODL that allows easier navigation and self-help opportunities. A back-office support unit, linked to the call centre, was also approved. The latter would consist of 12 members of staff, who would offer support on curriculum control and student finance matters. These colleagues would have been trained in consultation with the faculties. It is our hope that the results of the improvements that have been put in place will be realised in the short term.

In 2019, the UODL started the process of crafting a strategy for the next four years, including an operational plan. These documents were consulted with the NWU Management's offices for critical input so that the UODL would be able

to render optimal services to the faculties and their students. The outcome of these documents was also used as a proposal for an organisational structure of the UODL, which can be mapped to a variety of services, including articulation with faculties and Student Academic Life Cycle Administration.



Other highlights that took place in 2019 include the following:

The Mpumalanga Department of Education entered into a service-level agreement with the UODL to enrol 205 Grade R practitioners for the Diploma in Grade R Teaching. This qualification is for underqualified and unqualified Grade R practitioners or teachers who are already employed in the Grade R class of a registered school with an Education Management Information System (EMIS) number. Successful students can articulate into the NWU's BEd Foundation Phase degree to gain status as a fully qualified Foundation Phase teacher after completion of this degree. The Projects and Tender Management Office, in partnership with the provincial officials, arranged the application sessions in Ermelo, White River, Bushbuckridge and Siyabuswa in August 2019.



Bursary groups' application session for the Diploma in Grade R Teaching in 2019.

In 2019, the UODL was awarded a bursary programme from the Sector Education and Training Authority for the Finance, Accounting, Management Consulting and Other Financial Services Sector (Fasset) to enrol 50 students in a bridging programme to qualify to enrol for a formal BCom qualification.



The UODL's launch of the Fasset bridging programme to enrol 50 students in order to qualify for a formal BCom qualification.

The UODL participated in the NWU's annual Wellness Day on 24 May 2019. Activities included a visit by one of southern Africa's leading entertainment agencies, the Drum Café, who entertained staff with a general drumming session. As part of a team-building exercise, the UODL's staff was randomly divided into six groups for a breakaway session. A facilitator assisted each group to create its own two-minute music presentation on drums and other instruments. Four judges evaluated each group's performances. Group 4 (African Vibes) was crowned as the winner. The day was a great success. The activity also linked very well with Africa Day, which was commemorated the following day.



UODL's staff in the general drumming session during the NWU's annual Wellness Day.

**CONCLUDING REMARK**

This has been a year marked by new beginnings in various ways for the UODL, who went through some difficult and uncertain times during a change in management in 2018. However, the UODL rose to the occasion and is looking forward to new initiatives under the auspicious leadership of Prof Michael Temane.

CHAPTER FIVE

Teaching and learning in the faculties

The academic programmes of the NWU are presented in eight unitary faculties. These are the faculties of Economic and Management Sciences, Engineering, Education, Health Sciences, Humanities, Law, Natural and Agricultural Sciences, and Theology. The reports of the respective faculties in terms of their teaching and learning initiatives during the period under review reflect on the growth of their enrolments in relation to their enrolment plans, the composition of their student cohort in relation to the country's demographic profile and the profile of their staff complement.

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

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



FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

The Faculty of Economic and Management Sciences at the NWU considers teaching and learning to be the culmination of inclusive reflection, discussion and consultation with internal and external stakeholders. This process ensures that the Faculty offers academic programmes that address the needs of a global society. Through its Faculty Integrated Teaching and Learning Plan (FITLP), it strives to provide relevant and innovative teaching and learning, and scholarly research that prepares students for the advancement of and dynamic changes in modern society. The Faculty continuously strives to offer cutting-edge, relevant and innovative teaching and learning, and scholarly research focusing on developing 21st-century skills for the Fourth Industrial Revolution (4IR).



11 709

STUDENTS

9 301

UNDERGRADUATE

2 392

POSTGRADUATE

16

OCCASIONAL

ENROLMENT PLAN

The Faculty pursues a strategic growth strategy that is aligned with the strategic priorities of South Africa's National Development Plan (NDP) and research priorities, particularly in fields of scarce skills, as well as the NWU's Annual Performance Plan. The Faculty aims to provide students access to innovative, globally recognised and excellent programmes, while unlocking human potential.

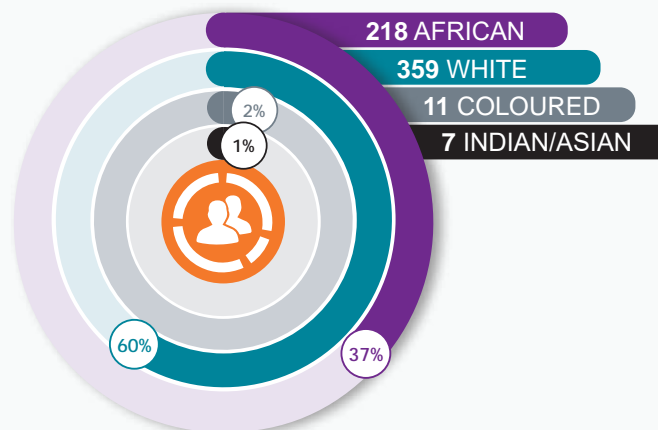
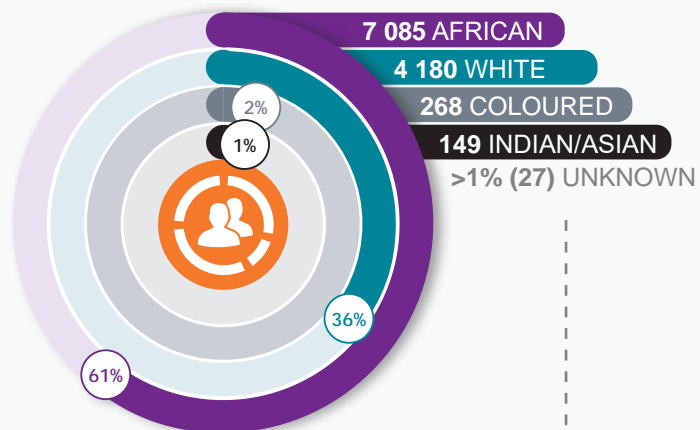
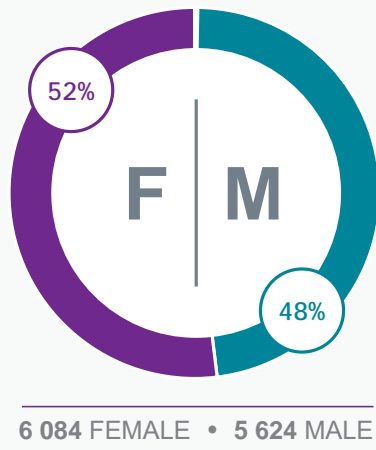
The Faculty comprises the schools of Accounting Sciences, Economic Sciences, Industrial Psychology and Human Resource Management, Management Sciences, Tourism Management, and the Business School. In 2019, it had a footprint on all three sites of delivery (the Mafikeng, Potchefstroom and Vaal Triangle campuses), offering more than 30 academic programmes.

Its planned intake of first-time entering undergraduate students in its contact programme for 2019 was 917 students on the Mafikeng Campus, 969 students on the Potchefstroom Campus and 603 students on the Vaal Triangle Campus, giving a total of 2 489 students. It exceeded its target by 189 students.

The Faculty is therefore still achieving its enrolment targets, despite a challenging market and declining numbers of suitable prospective students with Mathematics. It provides access to students who did not meet some of the requirements for the BCom programmes by providing extended degree programmes. The Faculty prides itself in improving graduation and success rates by managing new student intakes and monitoring students' academic progress. Students at risk are identified early in the process and are supported through teaching and learning interventions, academic support and innovative technologies.

STUDENT PROFILE

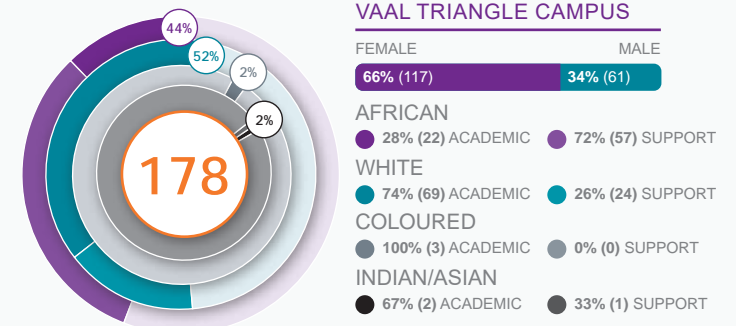
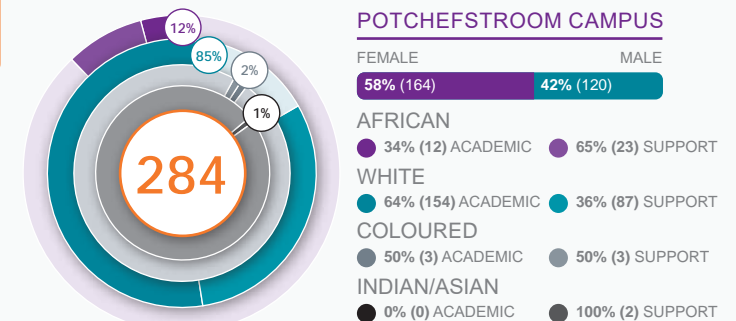
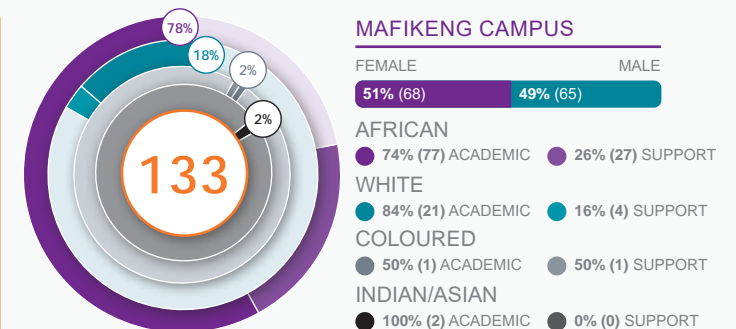
The Faculty had an enrolment of 11 709 students in 2019, comprising 11 647 contact students and 62 distance students. The total enrolment was made up of 9 301 undergraduate students, 2 392 postgraduate students and 16 occasional students. Its student population was predominantly female (6 084 students), made up of 3 856 African, 1 992 white, 156 Coloured and 69 Indian/Asian students. Its total male population comprised 5 624 students, made up of 3 229 African, 2 188 white, 112 Coloured and 80 Indian/Asian students. The race of 15 male students and 11 female students, as well as the gender of one student was unknown.



The majority of the Faculty's students followed the Potchefstroom Campus programme (5 382 students), followed by 3 827 students on the Mafikeng Campus and 2 500 on the Vaal Triangle Campus.

STAFF PROFILE

In 2019, the Faculty had a total staff complement of 595 (366 academic and 229 support staff). The largest staff complement was located on the Potchefstroom Campus (284 staff members), followed by the Vaal Triangle Campus (178 staff members) and the Mafikeng Campus (133 staff members).

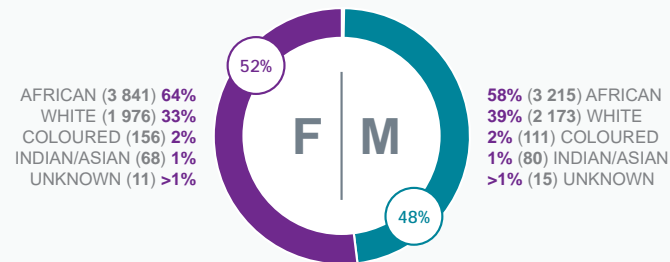


TOTAL STUDENTS: 11 709

STUDENT PROFILE BREAKDOWN: FACULTY OF ECONOMIC AND MANAGEMENT SCIENCE

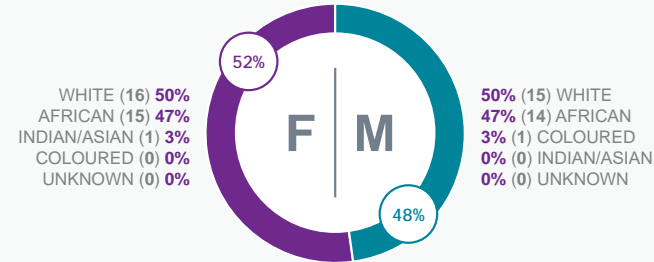
METHOD OF STUDY

CONTACT (11 647 STUDENTS)



6 052 FEMALE • 5 594 MALE

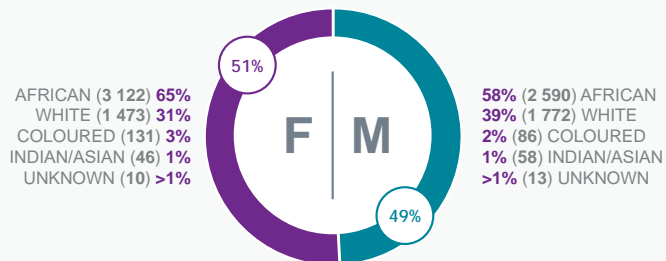
DISTANCE (62 STUDENTS)



32 FEMALE • 30 MALE

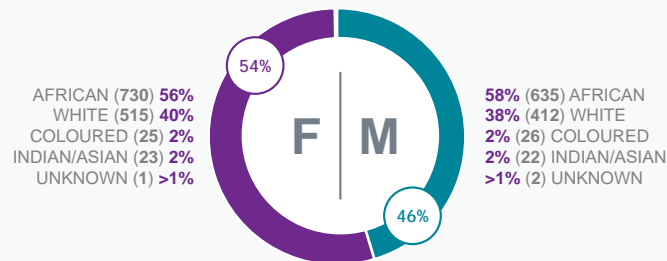
LEVEL OF STUDY

UNDERGRADUATE (9 301 STUDENTS)



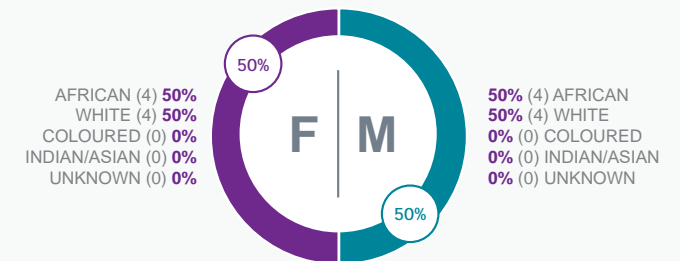
4 782 FEMALE • 4 519 MALE

POSTGRADUATE (2 392 STUDENTS)



1 294 FEMALE • 1 097 MALE

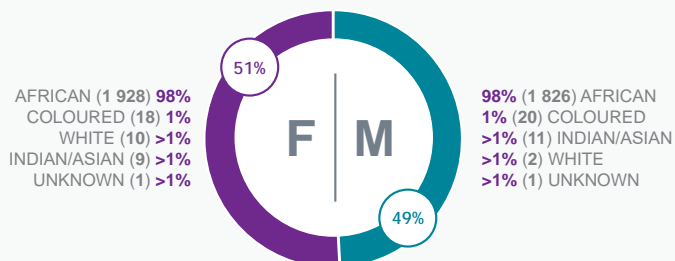
OCCASIONAL (16 STUDENTS)



8 FEMALE • 8 MALE

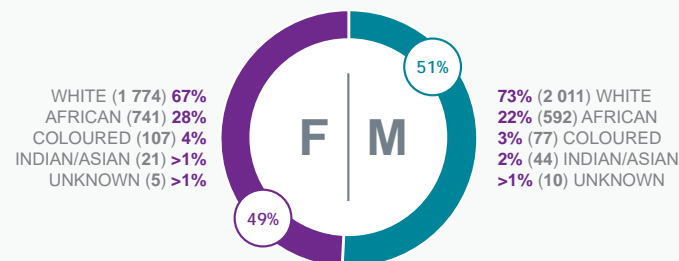
CAMPUS

MAFIKENG CAMPUS (3 827 STUDENTS)



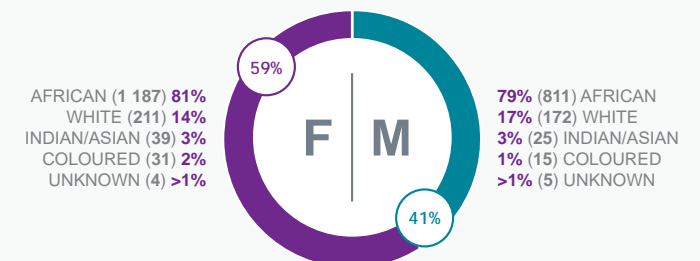
1 966 FEMALE • 1 860 MALE

POTCHEFSTROOM CAMPUS (5 382 STUDENTS)



2 648 FEMALE • 2 734 MALE

VAAL TRIANGLE CAMPUS (2 500 STUDENTS)



1 472 FEMALE • 1 028 MALE

ALIGNMENT AND DEVELOPMENT OF ACADEMIC OFFERINGS

After extensive consultation and planning, all undergraduate and postgraduate academic offerings were fully aligned across all three sites of delivery at the commencement of the 2019 academic year. To assist students from different backgrounds, the School of Accounting Sciences started with the planning of short concept videos in Sesotho and Setswana using students' everyday spoken language when communicating with their peers. The School of Economic Sciences started developing a language glossary for students, which was translated into English, Afrikaans, Sesotho and Setswana.

The Risk Management subject group flipped its classroom and took the honours students to the Senwes Group of Companies to look at some real-life problems and incorporate practical experience in theoretical teaching. In October 2019, the Economics and Risk Management subject groups joined forces and visited the South African Reserve Bank to continue the success story of giving students a hands-on experience.



The Economics and Risk Management students visit the South African Reserve Bank.

The School of Industrial Psychology and Human Resource Management organised the third Human Capital Summit in Mafikeng to create an opportunity for staff and students to interact with people from industry. This platform was used as a networking and knowledge-sharing experience.

TRANSFORMATION OF THE CURRICULUM

The School of Economic Sciences selected Rethinking Economics for Africa (REFA) as a curriculum transformation vehicle. This student organisation was established at the University of the Witwatersrand (Wits) to transform economics curricula at universities.

In 2019, 135 students from the Vaal Triangle, Mafikeng and Potchefstroom campuses attended the REFA student conference at Wits. International and national academics, policymakers, civil servants and students attended the conference to debate, discuss, workshop and organise themselves around themes that involved decolonising the curriculum. Topics such as ecological economics, the value of human rights and power, and heterodox economics were all topics at the centre of decolonising the curriculum.



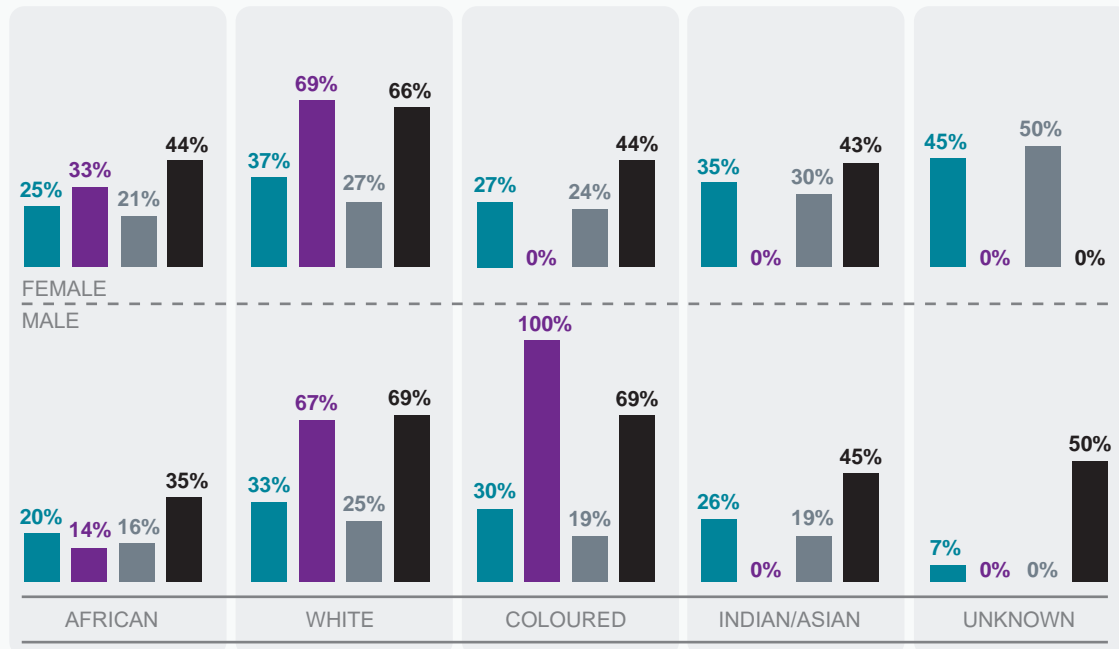
Faculty representatives at the REFA student conference.

Topics such as ecological economics, the value of human rights and power, and heterodox economics were all topics at the centre of decolonising the curriculum.

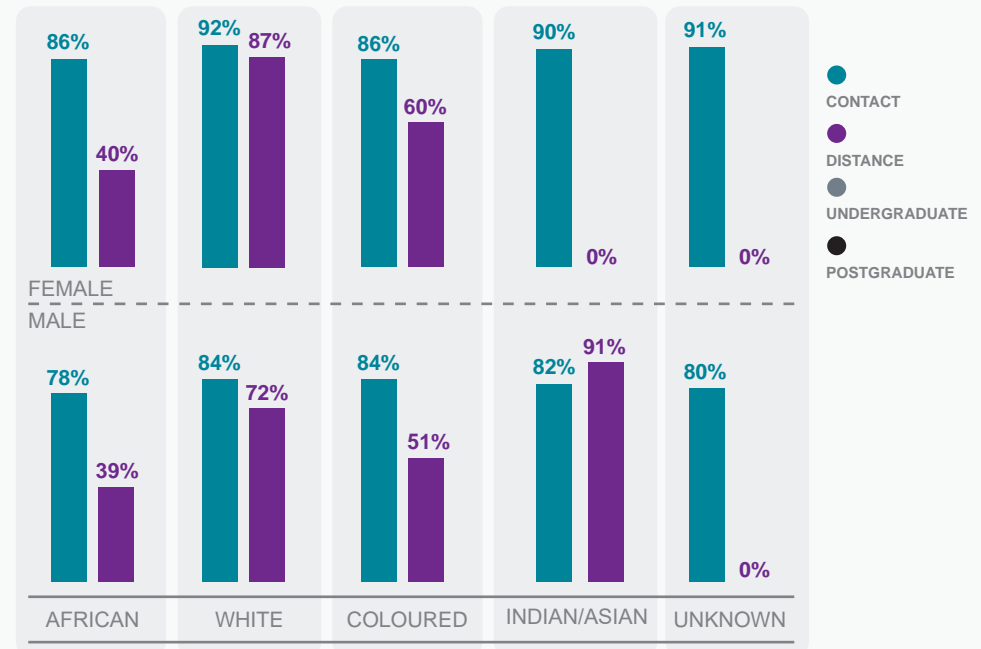


STUDENT SUCCESS

A total of 3 208 students graduated in 2019 (3 179 contact students and 29 distance students). Of this number, 1 990 were undergraduate and 1 218 were postgraduate students. Furthermore, this total was made up of 1 797 female students and 1 411 male students. The Faculty recorded an undergraduate success rate of 84.62% for 2019.



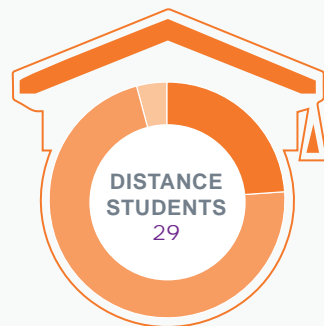
Graduation rate of the Faculty of Economic and Management Sciences for 2019.



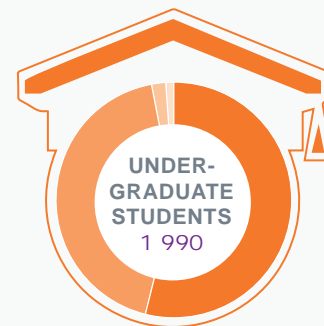
Undergraduate success rate of the Faculty of Economic and Management Sciences for 2019.



51% (1 603) AFRICAN • 46% (1 450) WHITE
2% (75) COLOURED • 1% (45) INDIAN/ASIAN
>1% (6) UNKNOWN



24% (7) AFRICAN • 72% (21) WHITE
4% (1) COLOURED • 0% (0) INDIAN/ASIAN
0% (0) UNKNOWN



54% (1 069) AFRICAN • 43% (844) WHITE
2% (47) COLOURED • 1% (25) INDIAN/ASIAN
>1% (5) UNKNOWN



45% (541) AFRICAN • 52% (627) WHITE
2% (29) COLOURED • 1% (20) INDIAN/ASIAN
>1% (1) UNKNOWN



Graduates of the Faculty of Economic and Management Sciences for 2019.

INTERNATIONALISATION

The Faculty undertook several collaborations with international institutions of higher learning during the period under review.

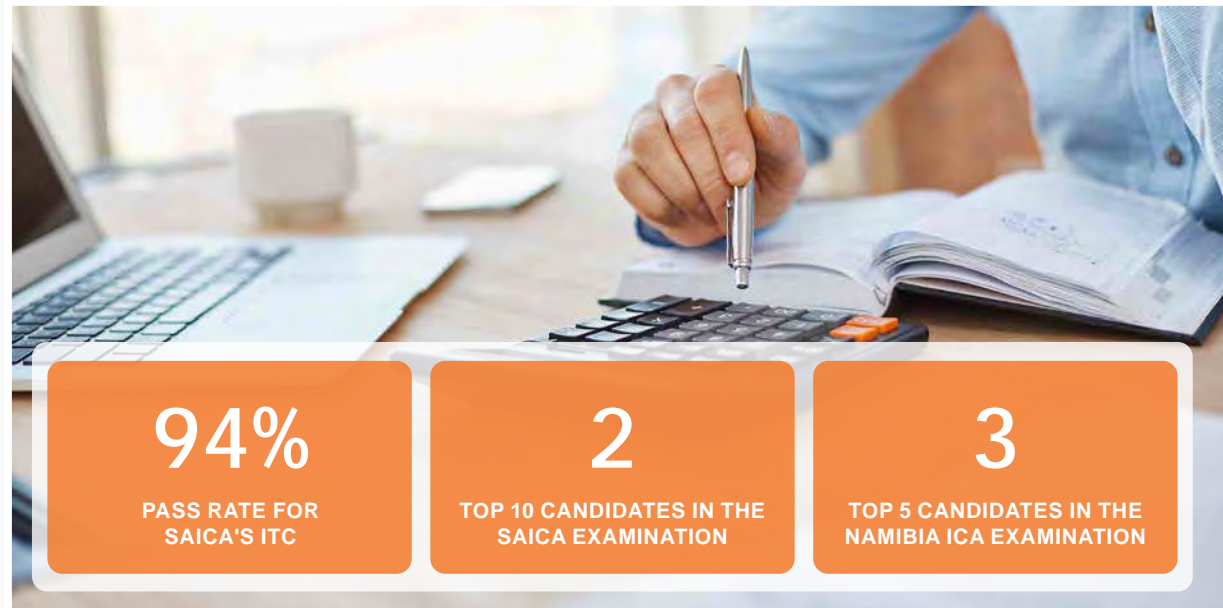
July 2019 saw eight students from the School of Tourism Management going to Germany on an exchange programme in collaboration with the West Coast University of Applied Sciences in Heide, Germany. Eight students from this university visited South Africa for two weeks to gather data for their research on the country's national parks. Northwest Tourism sponsored two honours students who won the business plan competition to attend the ITB Travel Trade Show in Berlin.

The University's Opentia Research Programme signed a Memorandum of Understanding (MoU) with the VIVES College of Applied Sciences in Belgium. One of the agreed-upon activities was a two-week Short Intensive Programme for students of the two institutions. The first programme took place in South Africa in October 2019. It was attended by 24 students: 12 from the NWU and 12 from VIVES, who had the opportunity of experiencing international and interdisciplinary interaction related to the theme of bullying.



Representatives of the NWU and the VIVES College of Applied Sciences in Belgium attending the two-week Short Intensive Programme in South Africa.

The Short Intensive Programme, organised in collaboration with the VIVES College of Applied Sciences, focused on the theme of bullying.



EXCEPTIONAL STAFF AND STUDENT PERFORMANCE

In 2019, the NWU shared first place with the University of Pretoria for the highest pass rate of candidates in the Initial Test of Competence (ITC) of the South African Institute of Chartered Accountants (SAICA). The achievement was an outstanding 94%. The NWU also delivered two of SAICA's Top 10 candidates and three candidates in the Top 5 of the Institute for Chartered Accountants in Namibia. It is worth mentioning that, out of more than 3 000 candidates who wrote the exam, the NWU delivered two candidates in the Top 10 of the national SAICA ITC in 2019. Franco Bosman ranked in the top position and Ida Mittermaier ranked in the third position.

The Faculty is proud of the achievements of its staff members in 2019:

- Dr Alicia Fourie, Dr R-An Müller, Dr Ephrem Redda, Ms Julia Sibanda, Ms Verushka Pelser-Carstens, Mr Martin Chanza and Mr Walter Uys received the **2019 Teaching Excellence Award (TEA)** for their contribution to excellence in teaching in the Faculty of Economic and Management Sciences, and Ms Suné Ferreira received the **2019 Emerging Teaching Excellence Award (ETEA)**.
- Prof Susan Visser, the Faculty's former Deputy-Dean: Research and Innovation on the Potchefstroom Campus, received a **Lifetime Achievement Award** from the South African Accounting Academy (SAAA) for her contribution to accounting education.
- Prof Raymond Parsons of the Business School received the prestigious **Freedom of the Town Award** of the Breede Valley Municipality in Worcester in recognition of his national and regional impact in community upliftment.



COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING INITIATIVES

On Mandela Day, which is celebrated annually on 18 July, the School of Accounting Sciences helped the Vessels of Mercy place of safety paint the outside of the orphanage in Ikageng. The School continued to work on the Fezile Dabi District Accounting Project, one of NWU's flagship community engagement projects, launched in 2014. This intervention programme provides academic aid to Grade 12 teachers and learners.

The School of Economic Sciences hosted a seminar for aspiring young businesspeople in Mafikeng and surrounding areas. The event was attended by 172 aspiring entrepreneurs.

The School of Tourism Management hosted its annual honours Golf Day on 26 July 2019 at the Silver Lakes golf course in Pretoria in aid of needy Tourism Management students.

The Business School supported more than 20 non-governmental organisations (NGOs) in their community engagement initiatives.

EXCEPTIONAL ACADEMIC OFFERINGS IN THE FACULTY

The Faculty continued its focus on entrepreneurial empowerment and development. The impactful Enterprising Women Programme, offered by the Faculty's hive Enterprise Development Centre, was presented for the seventh time in 2019. This programme aims to continue to empower women across the NWU's geographical footprint with its approach to supporting female small business owners and aspiring entrepreneurs who need support to navigate the current challenging economic conditions.

Other exceptional academic offerings in the Faculty include the following:

- The Transport Economics and Logistics Management Programme was established at the NWU as a direct result of a government intervention to address scarce critical skills in higher education, emphasising historically disadvantaged entities.
- The Forensic Accountancy Programme, which is unique in South Africa, offers an undergraduate BCom in Forensic Accountancy, and honours, master's and doctoral degrees in Forensic Accountancy.
- The Applied Risk Management Programme, which is unique globally and one of the Faculty's flagship programmes, was established to serve the dire need to address behavioural risk in industry. It is presented in an innovative, flipped classroom approach.
- The unique BCom in Safety Management saw its first intake in 2019, filling a much-needed void to give safety managers in South Africa the higher education and management training they need.



CONCLUDING REMARKS

The Faculty of Economic and Management Sciences is committed to delivering knowledgeable professionals to the labour market and making a positive contribution to South Africa's economy. Relevant and innovative teaching and learning practices are researched and implemented through the Faculty's scholarship research programmes and initiatives.

The Faculty's curricula are student-centred, are delivered by experts in various disciplines, and are developed through inclusive reflection, discussion and consultation. The process considers stakeholder contributions and ensures that the global trends that affect the Faculty's academic offerings are embedded in its programmes.

As expressed in the FITLP, it embraces the values of human dignity, equality, freedom, integrity, tolerance, respect, devotion to excellence, scientific involvement, academic freedom and justice to become a leading South African commerce faculty in innovative education, internationally known for its scholarship in teaching and learning in all educational delivery modes.

FACULTY OF EDUCATION

In support of the NWU's commitment to the transformation of the curriculum as part of its commitment to social justice, the Faculty of Education has compiled a Faculty Integrated Teaching and Learning Plan (FITLP) to achieve excellence in teaching and learning. This was done to take up the challenges of the 21st century in preparation for its graduates to become engaged professionals. This plan is supported by the tenets of transformation, self-directed learning and multimodal learning in a quest to satisfy the expectations of 21st-century learners and the Fourth Industrial Revolution in South Africa. This learning plan is informed by the NWU's Teaching-Learning Strategy, which expresses the institution's commitment to preparing students to become active, contributing members of society.

ENROLMENT PLAN

The following enrolment figures provide an overview of the enrolment in the Faculty of Education during the period under review across NWU's three campuses:

Programme	CONTACT			DISTANCE		
	Mafikeng	Potchefstroom	Vaal Triangle	Mafikeng	Potchefstroom	Vaal Triangle
PhD	41	95	13	0	0	0
MEd	34	117	22	0	0	0
BEdHons	136	171	78	0	152	0
BEdHons Level 7*	0	0	0	0	4 517	135
BEd Foundation Phase	407	743	269	0	935	0
BEd Intermediate Phase	0	715	503	0	159	0
BEd Senior FET Phase	1 479	1 084	1 061	0	303	0
Postgraduate Certificate of Education	399	188	135	0	180	0
Advanced Diploma in Education	0	0	0	0	1 188	0
Diploma in Grade R Teaching	0	0	0	97	4 998	372
Advanced Certificate in Teaching: Foundation Phase	0	0	0	0	1 788	0
Advanced Certificate in Teaching: Intermediate Phase	0	0	0	0	1 882	0
Advanced Certificate in Teaching: Senior Phase	0	0	0	0	102	0
Advanced Certificate in Education*	0	0	0	0	1 718	37
National Professional Diploma in Education*	0	0	0	6	5 529	0
Total	2 496	3 113	2 081	103	23 451	544

* Phasing out

 **25 890**

STUDENTS

21 818

UNDERGRADUATE

4 059

POSTGRADUATE

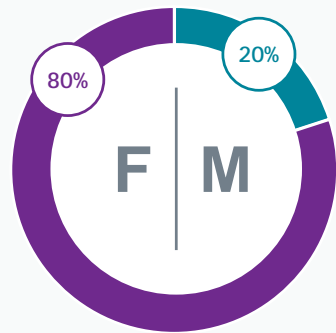
13

OCCASIONAL

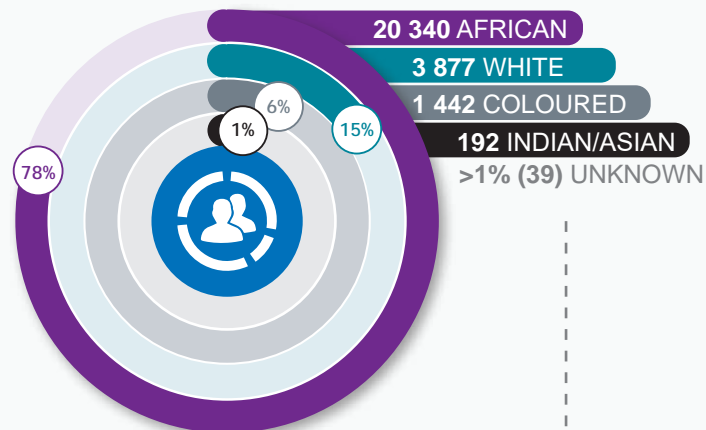
The planned intake of first-time entering undergraduate students in the Faculty's contact programme for 2019 was 520 students on the Mafikeng Campus, 583 students on the Potchefstroom Campus and 336 students on the Vaal Triangle Campus, giving a total of 1 439 students. The first-time entering enrolment figures are in accordance with the NWU's enrolment plan for 2020–2025, which implies a growth of 1 589 first-time entering undergraduate students in 2020 to 1 679 students in 2025.

STUDENT PROFILE

The Faculty offers both undergraduate and postgraduate teacher education programmes for initial teacher education, as well as continuing professional development programmes. It had an enrolment of 25 890 students in 2019, comprising 7 571 contact students and 18 319 distance students. The total enrolment was made up of 21 818 undergraduate students, 4 059 postgraduate students and 13 occasional students. Its student population was mostly female (20 679 students), made up of 16 067 African, 3 229 white, 1 189 Coloured and 162 Indian/Asian students. Its total male population comprised 5 211 students, made up of 4 273 African, 648 white, 253 Coloured and 30 Indian/Asian students. The race of seven male students and 32 female students was unknown.



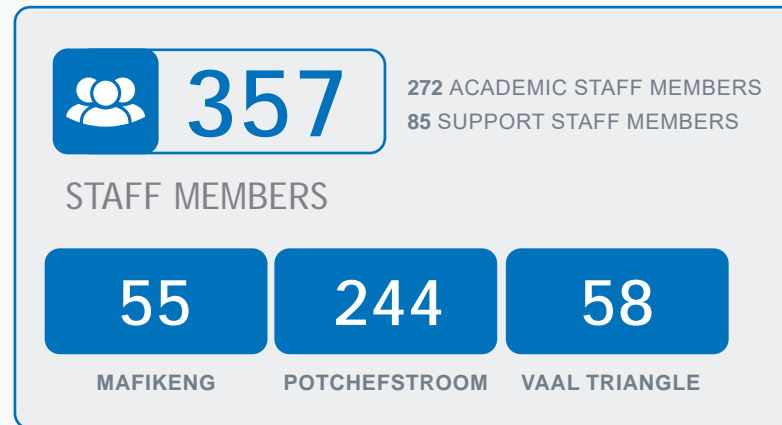
20 679 FEMALE • 5 211 MALE



The majority of the Faculty's students followed the Potchefstroom Campus programme (21 179 students, inclusive of those following the distance learning programme), followed by 2 455 students on the Mafikeng Campus and 2 256 on the Vaal Triangle Campus.

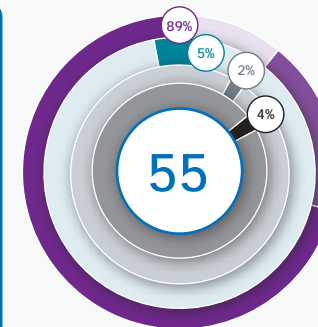
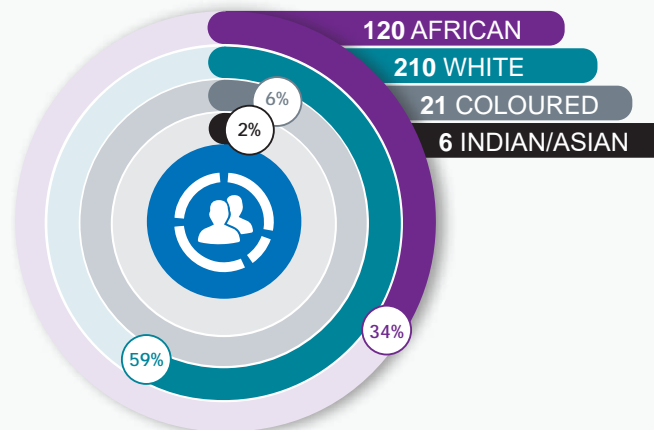
STAFF PROFILE

In 2019, the Faculty had a total staff complement of 357 (272 academic and 85 support staff). The largest staff complement was located on the Potchefstroom Campus (244 staff members), followed by the Vaal Triangle Campus (58 staff members) and the Mafikeng Campus (55 staff members).



FEMALE

MALE



MAFIKENG CAMPUS

FEMALE MALE



AFRICAN

80% (39) ACADEMIC 20% (10) SUPPORT

WHITE

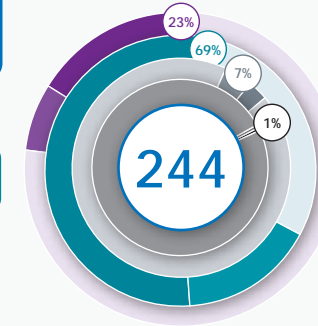
100% (3) ACADEMIC 0% (0) SUPPORT

COLOURED

100% (1) ACADEMIC 0% (0) SUPPORT

INDIAN/ASIAN

100% (2) ACADEMIC 0% (0) SUPPORT



POTCHEFSTROOM CAMPUS

FEMALE MALE



AFRICAN

68% (38) ACADEMIC 32% (18) SUPPORT

WHITE

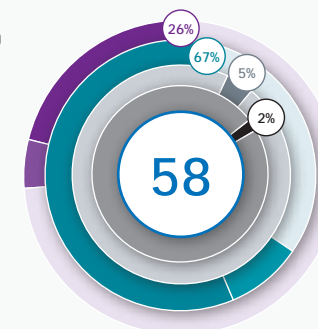
77% (130) ACADEMIC 23% (38) SUPPORT

COLOURED

41% (7) ACADEMIC 59% (10) SUPPORT

INDIAN/ASIAN

67% (2) ACADEMIC 33% (1) SUPPORT



VAAL TRIANGLE CAMPUS

FEMALE MALE



AFRICAN

80% (12) ACADEMIC 20% (3) SUPPORT

WHITE

87% (34) ACADEMIC 13% (5) SUPPORT

COLOURED

100% (3) ACADEMIC 0% (0) SUPPORT

INDIAN/ASIAN

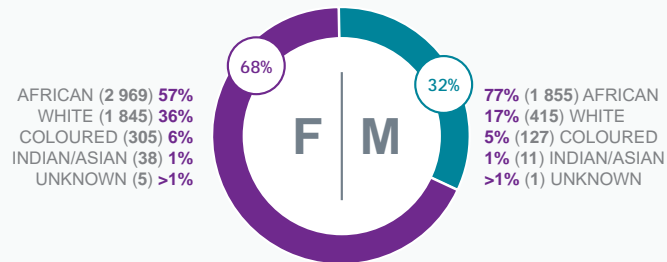
100% (1) ACADEMIC 0% (0) SUPPORT

TOTAL STUDENTS: 25 890

STUDENT PROFILE BREAKDOWN: FACULTY OF EDUCATION

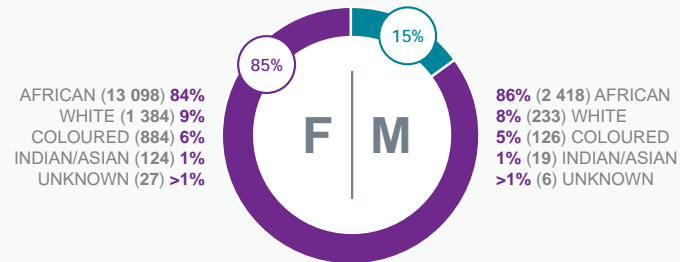
METHOD OF STUDY

CONTACT (7 571 STUDENTS)



5 162 FEMALE • 2 409 MALE

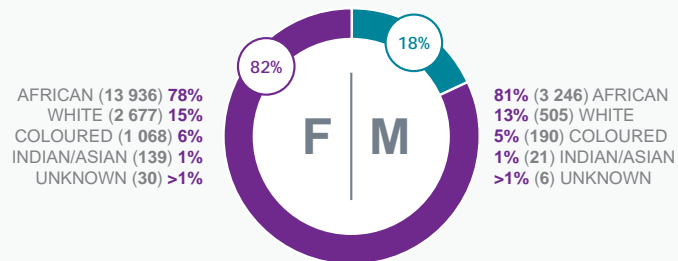
DISTANCE (18 319 STUDENTS)



15 517 FEMALE • 2 802 MALE

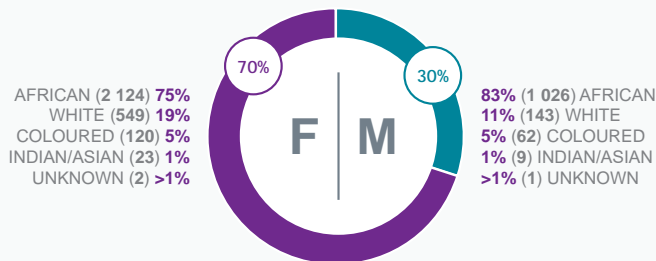
LEVEL OF STUDY

UNDERGRADUATE (21 818 STUDENTS)



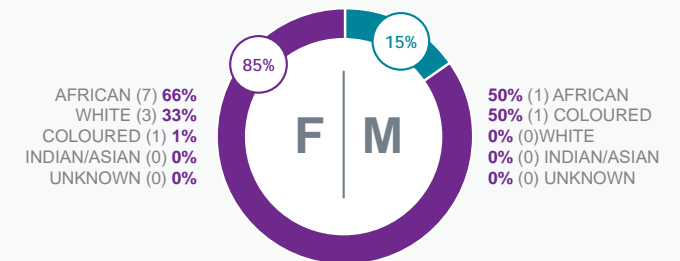
17 850 FEMALE • 3 968 MALE

POSTGRADUATE (4 059 STUDENTS)



2 818 FEMALE • 1 241 MALE

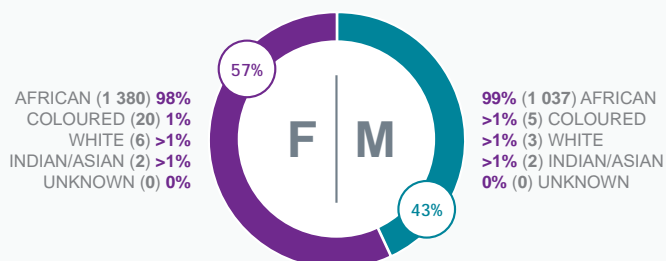
OCCASIONAL (13 STUDENTS)



11 FEMALE • 2 MALE

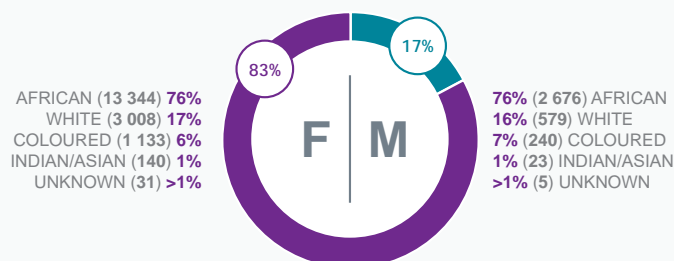
CAMPUS

MAFIKENG CAMPUS (2 455 STUDENTS)



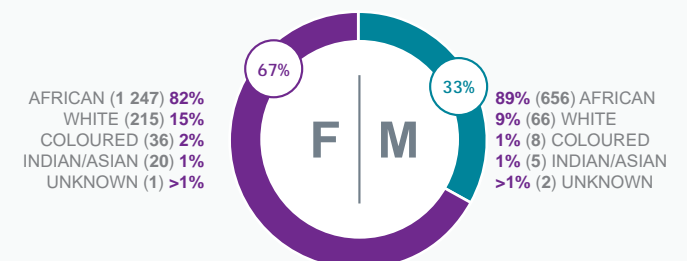
1 408 FEMALE • 1 047 MALE

POTCHEFSTROOM CAMPUS (21 179 STUDENTS)



17 656 FEMALE • 3 523 MALE

VAAL TRIANGLE CAMPUS (2 256 STUDENTS)



1 519 FEMALE • 737 MALE

ALIGNMENT AND DEVELOPMENT OF ACADEMIC OFFERINGS

The Faculty of Education offers a comprehensive suite of undergraduate and postgraduate teacher training programmes at both initial teacher education and continuous professional development levels in a dual mode of delivery: contact and open distance learning (ODL). The Faculty furthermore presents 52 qualifications and 142 programmes. It is currently phasing out selected programmes, while new programmes are being developed, such as the BEd in Early Childhood Care and Education, and the Advanced Diploma in School Leadership and Management.

52

QUALIFICATIONS

142

PROGRAMMES

All the Faculty's ODL programmes are administered and logistically managed by the centralised Unit for Open Distance Learning, where a Faculty Academic Manager has been appointed to oversee the operationalisation and management of all the Faculty's ODL programmes.

All academic qualifications are aligned across campuses in accordance with the capacity and resources available. The multimodal offering of some academic qualifications by the Faculty demands strict measures to ensure quality and standard at all levels of the academic project, as well as a comparable learning experience for both contact and distance learning. A thorough and aligned internal and external moderation system for assessment is in place to support the quality of teaching and learning in the Faculty. A system for the appointment of programme and subject group leadership was established to assure functional teaching and learning structures within the Faculty for all sites of delivery.

Subject groups are responsible for the quality and alignment of the academic standard of qualifications and programmes in the Faculty of Education.

Regular and standing subject group and school meetings are scheduled across campuses to assure compliance to quality and alignment requirements. All academic, and teaching and learning matters of interest are tabled at the Teaching-Learning Committee for reporting to the Faculty Management Committee and eventually to the Faculty Board for final approval. Technology is optimally utilised to enable electronic meetings for those who are not able to attend personally or for reasons of cost effectiveness.



A PHSE 312 practical session at the Vaal Triangle Campus.

The Mafikeng Campus has been added as a site of delivery for six MED qualifications (Curriculum Studies, Physical Science Education with Natural Sciences, Education Law, International and Comparative Education, Mathematics Education, and Special Needs Education) and two BEdHons qualifications (Curriculum Studies and Business Science Education). These programmes are already being offered at one or both of the other campuses.

Applications for several new programmes have been submitted for accreditation. These include the BEd in Early Childhood and Care Education, the Diploma in Early Childhood and Care Education, the BEdHons in Early Childhood Development, the BEdHons in Language Education, various specialised Advanced Diploma in Education programmes, including one in School Leadership and Management, and several postgraduate diploma programmes.

TRANSFORMATION OF THE CURRICULUM

The Faculty offers both initial teacher education (pre-service) and professional development (in-service) programmes at undergraduate and postgraduate level. An Early Childhood and Care Education programme is in the process of development for both diploma and degree qualifications for implementation in 2022. The National Professional Diploma in Education, Advanced Certificate in Education and BEd Honours (Level 7) programmes were to be phased out in 2020 to adhere to the requirements of the National Qualifications Framework (NQF). All academic programmes are fully aligned across campuses with a programme leader or deputy programme leader on each of the three campuses.

The use of appropriate and relevant technology in the teaching and learning environment is of paramount importance to ensure aligned practices and to implement transformation of the curriculum. The Faculty is making use of “champions” (dedicated staff members with expertise in the application of technology) for the implementation of technology in teaching and learning. Planning has commenced to establish a technology centre in the Faculty.

The work-integrated learning (WIL) component of the Faculty’s teacher education programmes constitutes the professional aspect of teacher training and is fully aligned across the three campuses. Transformation of the WIL programme includes the introduction of a mentoring programme with partnership schools and the offering of a professional orientation programme for first-year students. Instead of being placed at schools for WIL (teaching practice), first-year students attended an orientation programme for the education profession.

A staff member is also part of the National Task Team, which is working on a more aligned WIL programme for higher education institutions. Staff members are implementing innovative programmes such as TeachLive, a software program with simulated classroom practices. The implementation of service learning, which is linked to selected module outcomes, was revised and a faculty plan will be finalised for implementation.

The Faculty developed a draft document, in close cooperation with the Unit for Continuing Education, to deal effectively with its Short Learning Programme process. A number of new programmes were approved to ensure a comprehensive suite of short learning programmes that the Faculty is offering.

Recognition of prior learning (RPL) is an internationally accepted practice, which rests on the central pillars of redress and the widening of access to higher education and training to enhance the qualification status of historically disadvantaged people. The Faculty subscribes to the view that RPL constitutes an essential element of the transformation of access and admission to higher education institutions in South Africa. It thus accepts the principle underlying outcomes-based, source-based and lifelong learning, in which considerations of articulation and mobility play a significant role.

The Faculty’s Language Plan is based on the NWU’s Language Policy to assure transformation, alignment and a fair and functionally multilingual language environment in the Faculty on all three campuses. Its vision for the implementation of the NWU Language Policy is that it underpins the Faculty’s Language Plan to embrace and promote indigenous languages, with specific reference to the implementation of Setswana (on the Mafikeng and Potchefstroom campuses) and Sesotho (on the Vaal Triangle Campus) in selected pilot programmes. A pilot programme is being initiated in support of language transformation and alignment to promote the use of indigenous languages as part of translanguaging pedagogies and mediums of instruction. The Faculty strives for social justice and recognises the need to train students for the diverse language needs of the education profession.

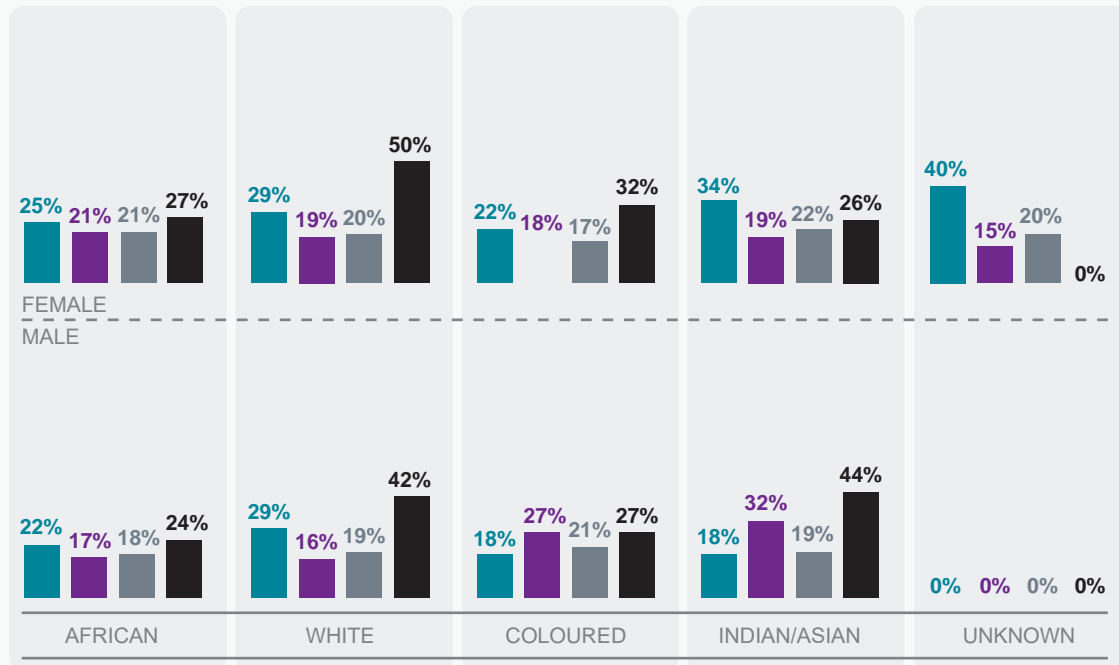
The Faculty relies heavily on the support and guidance of the Centre for Teaching and Learning (CTL) and the Quality and Academic Programme Planning (Q&APP) Unit. The support of these units is quintessential to realise the Faculty’s objectives of transformation and alignment, among other things. The CTL developed a glossary that describes all the major teaching and learning terminologies and concepts, which is a valuable document to support a common understanding across campuses.

An academic advising initiative is being piloted in the Faculty to mentor students in an effort to assure academic support and guidance. This is an initiative for the early identification of challenges that students may encounter, as well as possible reasons for poor performance. For identified students, academic advising by academic staff as mentors assists students by reflecting on experiences, integrating experiences into their modules, applying these experiences and reflections in decision making and overcoming challenges.



STUDENT SUCCESS

A total of 5 572 students graduated in 2019 (1 942 contact students and 3 630 distance students). Of this number, 4 344 were undergraduate and 1 228 were postgraduate students. This total was furthermore made up of 4 523 female students and 1 049 male students. The Faculty recorded an undergraduate success rate of 84.13% for 2019.



Graduation rate of the Faculty of Education for 2019.

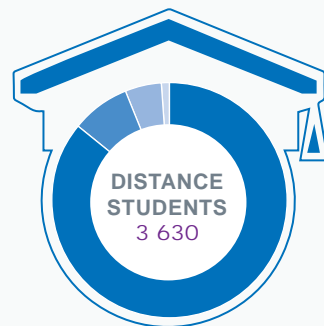


Undergraduate success rate of the Faculty of Education for 2019.



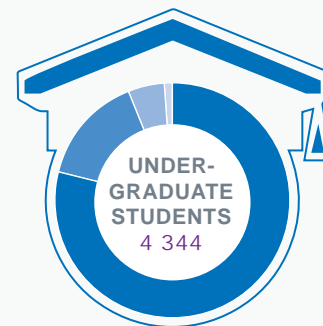
60% (1 170) AFRICAN • 34% (664) WHITE
5% (91) COLOURED • 1% (15) INDIAN/ASIAN
>1% (2) UNKNOWN

FEMALE	MALE
71% (1 379)	29% (563)



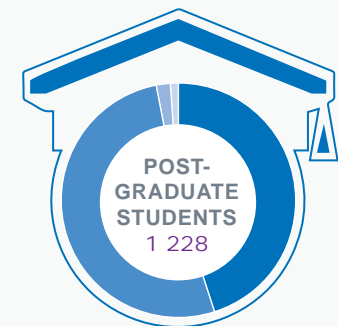
86% (3 105) AFRICAN • 8% (302) WHITE
5% (190) COLOURED • 1% (29) INDIAN/ASIAN
>1% (4) UNKNOWN

FEMALE	MALE
87% (3 144)	13% (486)



79% (3 447) AFRICAN • 15% (631) WHITE
5% (226) COLOURED • 1% (34) INDIAN/ASIAN
>1% (6) UNKNOWN

FEMALE	MALE
83% (3 624)	17% (720)



45% (828) AFRICAN • 52% (335) WHITE
2% (55) COLOURED • 1% (10) INDIAN/ASIAN
0% (0) UNKNOWN

FEMALE	MALE
73% (899)	27% (329)

Graduates of the Faculty of Education for 2019.

INTERNATIONALISATION

The Faculty undertook several collaborations with international institutions of higher learning during the period under review.

Dr Roxanne Bailey, Dr Dorothy Laubscher and Dr Divan Jagals had the opportunity to visit the Swiss Distance University of Applied Sciences (SDUAS) in Switzerland from July to November 2018 as part of the United Nations Educational, Scientific and Cultural Organisation (Unesco) Chair for Personalised Adaptive Distance Education's research fellowship programme. During this time, specific focus was placed on developing research projects specifically aimed at investigating the use of personalised adaptive systems to improve teaching and learning.

Members of the Faculty collaborated with Dr Karl Wirth from Macalester College in Minnesota, USA, an expert in student academic advising, to learn more about the academic advising of undergraduate students to strengthen these students' success.

A bilateral agreement exists between the Faculty and the Driestar Educatief Christian University for Teacher Education in Gouda, The Netherlands, to support and develop their teaching capacities with the conviction that it constitutes the best mechanism for furthering knowledge in both institutions to their mutual benefit. Specific domains of cooperation were established to enable a specialised focus. These domains are diversity, inclusivity and tolerance, leadership in education, common good in education, and multilingualism in education. Selected students from the Faculty visited Driestar Educatief as part of an exchange programme to participate in a work-integrated learning initiative.

A project related to environmental sciences exists between the Faculty and the University of Namibia (UNAM). Exploratory discussions were held at UNAM to extend the current cooperation initiative to include bilateral teaching and learning initiatives.

EXCEPTIONAL STAFF PERFORMANCE

The following academic staff members received the prestigious **NWU Teaching Excellence Award**: Dr CP van der Vyver, Dr Tertia Jordaan, Dr Magda Kloppers, Prof Marius Smit, Ms Suegnet Smit and Dr Deon van Tonder. Dr Van Tonder also received the overall NWU Teaching and Learning Award.



NWU Teaching Excellence Award winners and staff members (above); Dr Van Tonder (right).

COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING INITIATIVES

During the period under review, the Faculty's staff and students focused mainly on philanthropic community engagement projects linked to the annual Mandela Day celebrations. In these projects, the staff and students contributed to improving facilities, touching hearts and showing that the NWU's Faculty of Education cares for its communities.

Five Foundation Phase staff members and 25 of their students from the Mafikeng Campus cleaned and decorated two Grade R classes at the Thutong Primary School in Lomanyaneng Village. The outside play area and equipment were painted and repaired, and a donation of educational toys and equipment was presented to the school.

The Potchefstroom BEdHons Psychology Education students and staff formed part of a group of stakeholders working together to maintain and upgrade the Psycho-Educational Centre at the Potchefstroom Hospital, while another group of staff members decided to test their skills at Boccia (a form of bowls that allows people with various forms of disabilities to compete against one another) against a combined team from the ES le Grange School, the Janie Schneider School, the Ikafeng School and Huis Servaas in a mini Boccia tournament. The NWU team was easily defeated by these amazing teams.

The staff members of the Vaal Triangle Campus decided to participate in the annual Sports Day of the Eureka School for the Mentally Disabled. Approximately 400 learners and adults from various schools and facilities for mentally disabled adults took part in a variety of sports events. Staff members relieved the teachers of their umpiring duties to provide them with a welcome break. Medals, sponsored by the NWU, were presented to each of the participants.

Another noteworthy project that was launched on the Vaal Triangle Campus replaced its annual Women's Day celebrations. Staff and students worked together to raise money to purchase 100 reusable sanitary packs. The idea originated when the staff became aware that at least 53 of the students registered as needy were female.



Mafikeng Campus initiative.



Sports Day at the Eureka School for the Mentally Disabled.

EXCEPTIONAL ACADEMIC OFFERINGS IN THE FACULTY

The Faculty presents several exceptional academic offerings beyond its formal academic programmes.

- The School of Commerce and Social Studies in Education embarked on a journey of discovery in closing the gap between western knowledge and indigenous knowledge (IK). This led the History Education subject group to engage in epistemological border-crossings (like puppetry) to convey IK within a Curriculum Assessment Policy Statement (CAPS) classroom context. The aim of integrating puppetry as an epistemological border-crossing tool is to enhance the knowledge, skills and values of teachers and learners. Enabling the individuals that find themselves entangled with controversial issues that need to be conveyed and addressed in the history classroom sparked an interest in conversations on topics that are never talked about. The project was initiated by Dr Susan Bester, in collaboration with Johan Buys, among first-year students to establish an awareness of IK in a history classroom context.
- The Education, Training and Development Practices Sector Education and Training Authority (ETDP-SETA) Diploma in Grade R Teaching was offered to a group of 96 Grade R teachers in terms of a service level agreement between ETDP-SETA and the NWU. This project was managed and delivered from the Mafikeng Campus and these students will be graduating in April 2019.
- The Mathematics Education subject group was involved in offering a Mathematics Refresher Course for first-year Mathematics and Mathematics Education students before the commencement of the academic year. The purpose of this refresher course is to help students overcome the gap between school mathematics and university mathematics. It is intended to make the transition process easier in terms of mathematics at tertiary level.
- The Faculty offers an ambitious Standard Bank South Africa-sponsored project, the Little African Scientists Project, to improve the numeracy and science competencies of Foundation Phase teachers and learners in the Kenneth Kaunda District in the North West province.
- In close collaboration with the CTL, the Faculty presented two successful induction or orientation programmes for new lecturers from 4–5 June and 13–14 November 2019. All new lecturers appointed during 2018 and 2019 were invited to attend. Evaluations were done after both programmes, with positive feedback from the newly appointed lecturers who attended the programmes. Constructive suggestions were provided for future induction and orientation programmes in the Faculty.

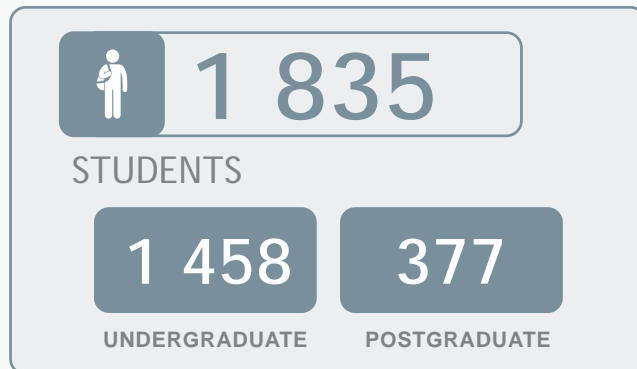


CONCLUDING REMARKS

Teaching and learning in the Faculty of Education is a vibrant and dynamic environment where all staff members and students give their all to make it an exciting and enriching learning and life experience. A sound foundation was laid in 2019 to take the core business of teaching and learning in the Faculty forward with confidence. The Faculty is looking forward to taking the aligned teaching and learning project to the next level in 2020.

FACULTY OF ENGINEERING

The 2019 academic year started with the inception of the newly established Centre for Engineering Education (CEE). Within the CEE, the Faculty of Engineering has established a central hub that can coordinate all events related to teaching, learning and assessment over the entire pipeline of student support, starting at school level until after graduation. The impact of the CEE was immediately visible when assessing the outputs of the Faculty in terms of teaching and learning. The Faculty grew in terms of its first-year student intake and the development of postgraduate qualifications, while it also improved its diversity profile and received more staff and student awards than it had in the past.



ENROLMENT PLAN

A couple of years ago, the Faculty of Engineering made the decision to focus on student quality instead of quantity for first-time entrants.

This decision included lifting the minimum requirements for Grade 12 Physical Science to a minimum of 70% (NQF Level 6), which is also more in line with the requirements at other South African universities. By doing this, the number of first-year students enrolled in the Faculty was kept constant at a target of 341. This number was almost realised in that 334 first-time entering new students were registered in one of the programmes within the Faculty.

While almost achieving the first-time entrant targets, the Faculty has shown a growth in the number of female and non-white students enrolling for a degree in Engineering at the NWU.

A breakdown of the first-time entering new students within each programme is as follows:

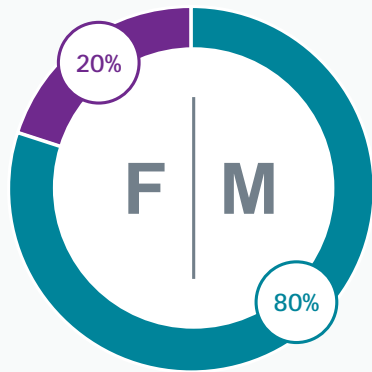
Programme	2018	2019	
		Actual	Target
BEng Chemical Engineering	37	40	50
BEng Chemical Engineering with specialisation in Minerals Processing	5	9	11
BEng Computer and Electronic Engineering	42	42	42
BEng Mechanical Engineering	105	127	128
BEng Industrial Engineering	44	46	50
BEng Electromechanical Engineering	21	37	25
BEng Electrical and Electronic Engineering	37	33	35

An area of growth identified by the Faculty with regard to student numbers is at postgraduate level, especially in its postgraduate diplomas and short learning programmes.

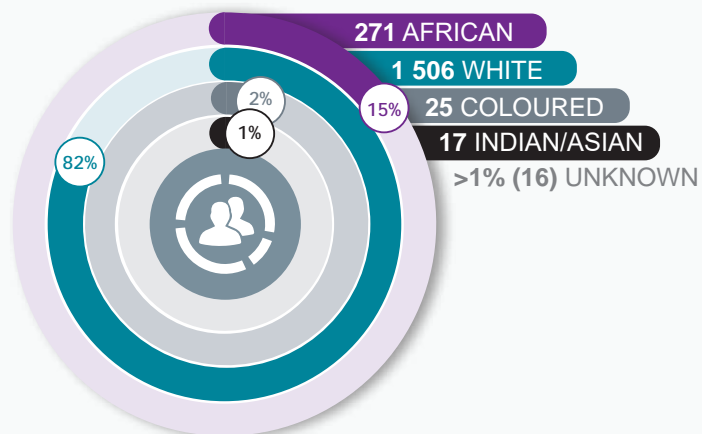
The Faculty applied for the introduction of postgraduate diplomas in industrial engineering, energetic materials and control systems. This will ensure that the Faculty will grow in student numbers. Another qualification that is being planned for the near future is a qualification in lean value engineering and minerals processing.

STUDENT PROFILE

The Faculty had an enrolment of 1 835 students in 2019, comprising 1 458 undergraduate students and 377 postgraduate students. Its student population was mostly male (1 473 students), made up of 1 230 white, 202 African, 17 Coloured and 10 Indian/Asian students. Its total female population comprised 362 students, made up of 276 white, 69 African, eight Coloured and seven Indian/Asian students. The race of 14 male students and two female students was unknown.



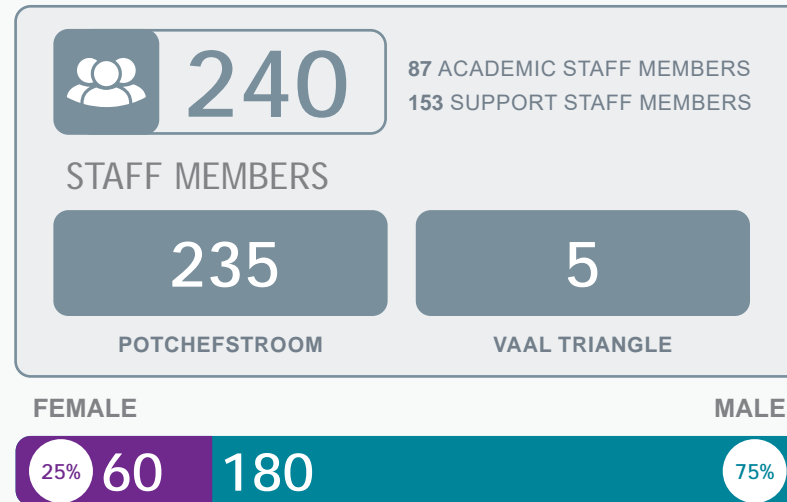
362 FEMALE • 1 473 MALE



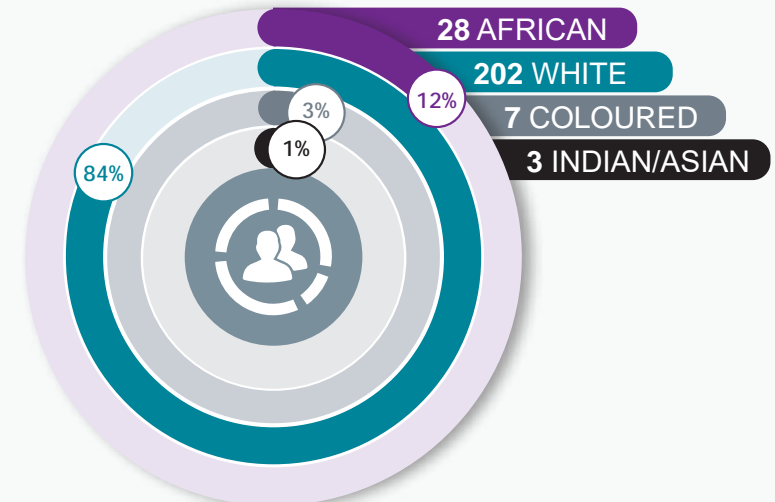
The Faculty's programmes are only offered via contact tuition on the Potchefstroom Campus.

STAFF PROFILE

In 2019, the Faculty had a total staff complement of 240 (87 academic and 153 support staff). The largest staff complement was located on the Potchefstroom Campus (235 staff members), with the remaining five staff members located on the Vaal Triangle Campus.



Staff numbers include permanent, temporary and ad hoc appointments for 2019.

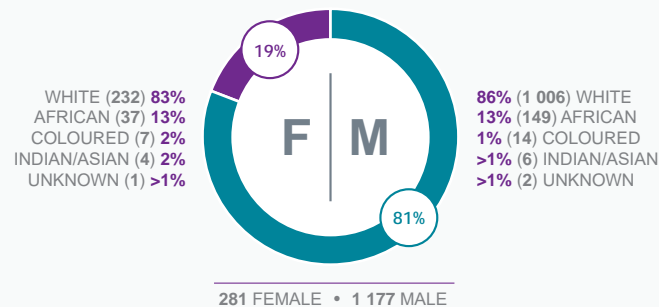


TOTAL STUDENTS: 1 835

STUDENT PROFILE BREAKDOWN: FACULTY OF ENGINEERING

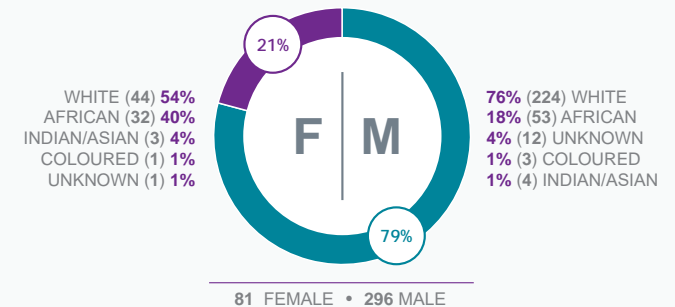
LEVEL OF STUDY

UNDERGRADUATE (1 458 STUDENTS)



281 FEMALE • 1 177 MALE

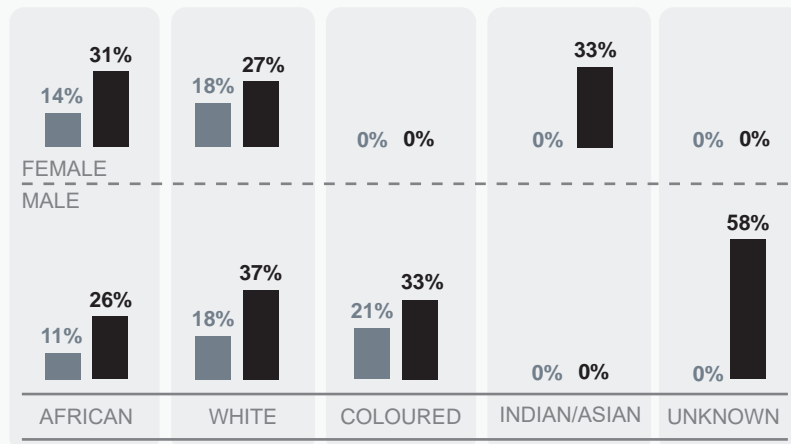
POSTGRADUATE (377 STUDENTS)



81 FEMALE • 296 MALE

ALIGNMENT AND DEVELOPMENT OF ACADEMIC OFFERINGS

The faculty is still only based on the Potchefstroom Campus. No new academic offerings were developed at undergraduate level in 2019. The Faculty applied for a new programme in mechatronic engineering, but was still awaiting an ID number from the South African Qualifications Authority (SAQA). The focus was shifted to the development of postgraduate diplomas in industrial engineering, energetic materials and control systems.



Graduation rate of the Faculty of Engineering for 2019.

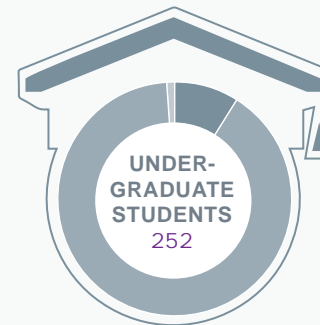
Undergraduate success rate of the Faculty of Engineering for 2019.

African	White	Coloured	Indian/Asian	Unknown
Female				
81%	94%	69%	70%	100%
Male				
82%	91%	86%	98%	72%

**STUDENT SUCCESS**

A total of 379 students graduated in 2019. Of this number, 252 were undergraduate and 127 were postgraduate students. This total was furthermore made up of 70 female students and 309 male students. The Faculty recorded an undergraduate success rate of 90.48% for 2019.

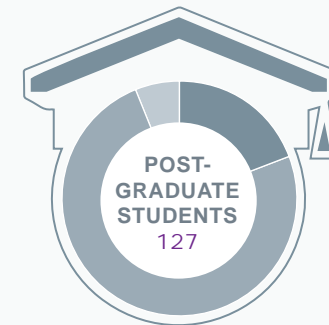
● UNDERGRADUATE ● POSTGRADUATE



9% (22) AFRICAN • 90% (227) WHITE
1% (3) COLOURED • 0% (0) INDIAN/ASIAN
0% (0) UNKNOWN

FEMALE 19% (47) 81% (205) MALE

Graduates of the Faculty of Engineering for 2019.



19% (24) AFRICAN • 74% (94) WHITE
>1% (1) COLOURED • >1% (1) INDIAN/ASIAN
6% (7) UNKNOWN

FEMALE 18% (23) 81% (104) MALE

TRANSFORMATION OF THE CURRICULUM

The first cohort of students not taking professional practice as a subject was enrolled at first-year level. This necessitated a change to all the programmes to incorporate Academic Literacy, Communications, Economics and Management. For Academic Literacy, it was decided that all students would enrol for the English version (ALDE 111) during the first semester of their first year of study. This would enable the students to be proficient in English, which is the general language of communication in the engineering profession.

In addition to the ALDE module, a module in Engineering Communication was developed. The Department of Languages in the Faculty of Humanities was initially approached to help with the development and presentation of this module. However, the needs of the Faculty resulted in the development of the module in conjunction with Dr Jean du Toit, who will present the module from 2020. The aim of this module will be to improve the communication proficiency of engineering students, both in written and verbal communication.

The Faculty of Engineering remains committed to curriculum transformation in order to be more inclusive to all prospective students in South Africa. To address transformation, not only in the content of undergraduate programmes, but also in the mode of delivery, and undergraduate student and staff representation, the Faculty engaged in the following projects during 2019:

- Through the Carpe Diem programme, lecturers are exposed to and assisted in aligning module outcomes with programme requirements, developing and integrating the use of technology to assist in the online presentation of modules for multimodal approaches, and helping with the Africanisation of modules. The first workshop was held on 10 and 11 June and the second on 5 and 6 November. Five staff members of the Faculty participated in the workshops.
- The Faculty's Language Plan was approved on Senate level. The plan was written with the aim of balancing the need for engineers who communicate effectively in a predominantly English professional world, while also growing the diversity of the student corps and accommodating students in a multilingual way, especially in the first two years of study.
- A workshop on decolonising the engineering curriculum was held in August 2019. The aim of this workshop was to define what decolonisation entails for an engineering curriculum and to plan how to implement it. Under the guidance of Dr Willem van Niekerk, speakers from other engineering faculties, as well as from faculties of humanities and theology, were invited to deliver presentations. It was decided to formulate a position paper explaining the Faculty's view on decolonisation upon conclusion of the workshop. This paper will form the basis of a Faculty strategy that will be developed during 2020.
- During the second half of the year, Ms Anneri Meintjies from the University of the Free State presented a workshop on assessment, especially the use of multiple-choice questions for mathematically orientated modules.
- Prof Leenta Grobler actively took the lead in exposing more women to the field of engineering. Two initiatives that are worth mentioning are the Modiragatse Competition and the Femmengineering week, both funded by the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA).

Modiragatse is a problem-solving and manufacturing competition exclusively for high school girls. The challenge was to identify a problem in their community that could be solved using technology. By means of individual mentoring, participants designed an artefact using the latest tools and techniques in manufacturing technology (e.g. additive manufacturing, industrial automation and computer-aided design). The competition was advertised nationally, after which semi-finalists, working in school-based teams, were identified for the team-based mentoring and development of their idea. Infrastructure, equipment and consumables needed for the semi-finalists were sourced and provided during the mentoring visits. The semi-finalist teams were hosted at the NWU and other NWU-linked manufacturing facilities to prepare them for the final presentation. The winning team, accompanied by staff of the NWU, visited Silicon Valley in the USA for broader exposure to the possibilities of manufacturing in the era of Industry 4.0.



A female engineering weekend, Femmengineering, was hosted at the NWU on 3 and 4 August 2019. The NWU has been hosting a similar weekend since 2016 and has had a very high success rate. Grade 11 and 12 girls whose Mathematics and Science marks indicate that they could qualify for admission to an engineering programme were invited for the weekend. They were transported between their respective high schools and Potchefstroom. Here they were hosted by female faculty members and students, along with inspirational women from industry. They were given the opportunity to try their hand at the different disciplines in engineering by completing small hands-on projects, which they took home with them afterwards. Approximately 200 female participants were accommodated in 2019.



The programme in Minerals Processing was included under the top 100 best programmes in the world in this field by the internationally acclaimed Shanghai Rankings. It was the only programme at the University that was ranked within the top 100 in 2019.

INTERNATIONALISATION

All the engineering programmes that are offered at the NWU are accredited by the Engineering Council of South Africa (ECSA), which means that the degrees are internationally recognised. On 18 and 19 July, the Industrial Engineering and Electromechanical programmes went through their first ECSA accreditation visit. The visit was successful in that the Electromechanical programme was accredited for five years, and the Industrial Engineering programme was accredited for one year to correct a minor deficiency in the assessment of an exit-level outcome. A follow-up visit was scheduled for August 2020 to determine if the deficiency had been addressed.

A great honour was bestowed upon the NWU's Faculty of Engineering when the programme in Minerals Processing was included under the top 100 best programmes in the world in this field by the internationally acclaimed Shanghai Rankings. It was the only programme at the University that was ranked within the top 100 in 2019.

Apart from this recognition for the four-year BEng degrees, the School of Industrial Engineering signed a Memorandum of Understanding with the University of Twente in The Netherlands to present joint doctoral degrees and take part in student exchange programmes.

EXCEPTIONAL STAFF AND STUDENT PERFORMANCE

The year under review was a good year for the Faculty in that several students and staff members received awards for their outputs. These included the following.

- Dr Hassan Darwish received the NWU's Teaching Excellence Award.
- Prof Jan de Kock received the Engineering Excellence Award from the South African Institute of Electrical Engineers for his contribution to the society and industry over the duration of his career.
- Melanie Pieterse, a final-year Industrial Engineering student, was the winner of the NWU's Leopard's Lair competition.
- Four staff members were inaugurated as professors within the Faculty: Prof Liezl van Dyk (Executive Dean), Prof Johan Rens, Prof Marelle Davel and Prof Willie Venter.
- Lucas van Wyk was the winner of the 2019 Greenovate competition for his final-year project on a grey water management system that he did under the guidance of Dr Henri Marais.
- Jean-Pierre van Niekerk received the coveted Theodor Stewart Medal at the annual conference of the Operations Research Society of South Africa (ORSSA) in Cape Town in September 2019. He won the award in the master's category of

the students' competition for his dissertation on ways to minimise the cost of power generation. His study leader was Prof Fanie Terblanche from the Department of Industrial Engineering.

COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING INITIATIVES

During 2019, Mr Hannes du Toit was tasked to develop a new community engagement strategy for the Faculty. One of the requirements of the new strategy was the inclusion of community engagement in the undergraduate curriculum. He developed a model to show the utilisation of undergraduate modules in addressing challenges experienced during community outreaches.

The emphasis was changed to integrate community engagement into various modules to develop projects of a better quality for the greater benefit of communities.

The greater goal of this new approach was to accomplish the transfer of skills to communities. The projects are seen as only a starting point, after which communities must be stimulated to take them further and address more needs with the skills they have been taught.

EXCEPTIONAL ACADEMIC OFFERINGS IN THE FACULTY

All seven of the Faculty's established undergraduate programmes are accredited by ECSA. This accreditation gives the programmes international standing in all the countries that signed the Washington Accord, including Australia, Germany, Hong Kong, Ireland, South Africa, the UK and the USA. The next full accreditation visit will be in 2021, apart from the follow-up visit for Industrial Engineering scheduled for 2020. These accredited programmes are as follows:

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

At NQF Level 5, the Faculty has created the Xcel Programme that offers a second opportunity for learners who passed Grade 12 with Mathematics and Science marks that do not allow admission to their university programme of choice. During 2019, 33 students participated in the programme under the guidance of Ms Elza Hattingh. The average increase in the class's final Grade 12 marks was 21% in Mathematics and 25% in Physical Science, compared to the matric exam of 2018.



CONCLUDING REMARKS

The year 2019 proved to be an exciting year in the continuous development of teaching and learning within the Faculty. The establishment of the CEE showed the importance of having a coordinated effort in ensuring that quality outputs are established. This is evident from the successful accreditation visit for the two new programmes, the growth in undergraduate student numbers and the numerous awards received by both staff and students. It is evident that teaching and learning has evolved to include community engagement and to address previous inequalities like language gaps and exclusive curricula.

FACULTY OF HEALTH SCIENCES

Countrywide, there is an increasing trend in applications to obtain professional qualifications in health sciences. The Faculty of Health Sciences at the NWU has also experienced a tremendous increase in applications for several of its professional qualifications. Taking the high admission criteria for these qualifications into consideration, the Faculty has performed well in attracting qualifying students, to the extent that there are usually waiting lists for almost all its programmes to fill up spaces left vacant by students who do not register.



7 064

STUDENTS

5 607

UNDERGRADUATE

1 457

POSTGRADUATE

ENROLMENT PLAN

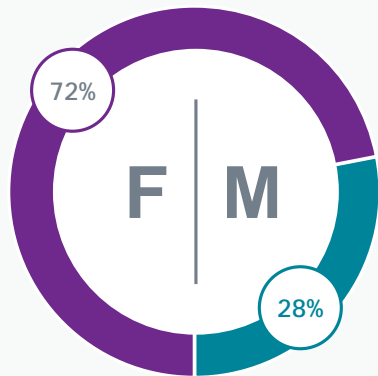
The Faculty's planned intake of first-time entering undergraduate students in its contact programme for 2019 was 276 students on the Mafikeng Campus, 1 221 students on the Potchefstroom Campus and 22 students on the Vaal Triangle Campus, giving a total of 1 519 students. Due to the good planning system in place and maximum utilisation of infrastructure and resources, the Faculty achieved its enrolment targets in 2019. To make provision for intakes into new qualifications, its target will increase year-on-year until it reaches 1 546 students in 2025.

The Faculty's aim is always to improve student equity by recruiting and registering students who form part of a targeted demographic mix. When the enrolment numbers are compared to those of previous years, the Faculty is starting to see the fruits of its aggressive marketing campaigns. Open days and mini-open days are some of the most successful events to reach the target groups. A multilingual environment, which is aimed at the promotion of equity of access, academic performance, student growth and employability, accommodates this demographic mix.

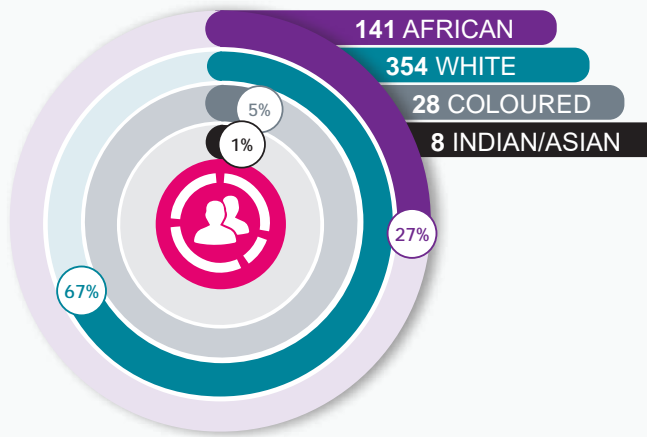
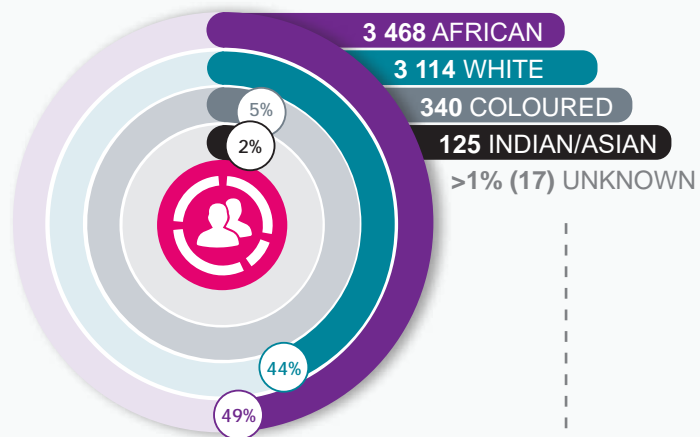
The popularity of programmes in Pharmacy and Nursing has meant that there is high competition for places in these programmes. Applications for the programmes in Nutrition/Dietetics and Consumer Sciences, as well as Human Movement Sciences, are usually triple the number of students that can be accommodated. The limitation on the number of students that can be admitted will always remain the prescription of the statutory council regarding the ratio of lecturers to students, and the availability of placements at practical training facilities for work-integrated and service learning.

STUDENT PROFILE

The Faculty had an enrolment of 7 064 students in 2019, comprising 5 607 undergraduate students and 1 457 postgraduate students. Its student population was mostly female (5 105 students), made up of 1 031 African, 766 white, 114 Coloured and 37 Indian/Asian students. Its total male population comprised 1 957 students, made up of 2 437 African, 2 348 white, 226 Coloured and 88 Indian/Asian students. The race of seven male students and nine female students, as well as the gender of one student was unknown.



5 105 FEMALE • 1 957 MALE



Most of the Faculty's students followed the programme on the Potchefstroom Campus (5 708 students), followed by 1 129 students on the Mafikeng Campus and 227 on the Vaal Triangle Campus.

STAFF PROFILE

In 2019, the Faculty had a total staff complement of 531 (295 academic and 236 support staff). The largest staff complement was located on the Potchefstroom Campus (458 staff members), followed by the Mafikeng Campus (56 staff members) and the Vaal Triangle Campus (17 staff members).



531

295 ACADEMIC STAFF MEMBERS
236 SUPPORT STAFF MEMBERS

STAFF MEMBERS

56

MAFIKENG

458

POTCHEFSTROOM

17

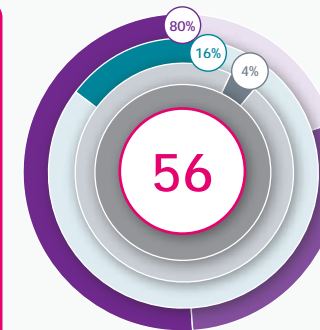
VAAL TRIANGLE

FEMALE

MALE

73% 388

143 27%

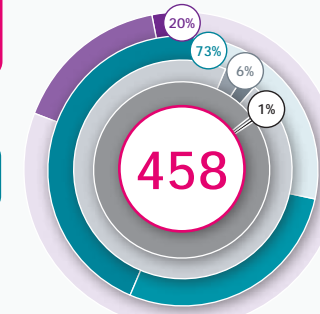


MAFIKENG CAMPUS

FEMALE MALE
59% (33) 41% (23)

AFRICAN

64% (29) ACADEMIC 36% (16) SUPPORT
WHITE
100% (9) ACADEMIC 0% (0) SUPPORT
COLOURED
100% (2) ACADEMIC 0% (0) SUPPORT
INDIAN/ASIAN
0% (0) ACADEMIC 0% (0) SUPPORT

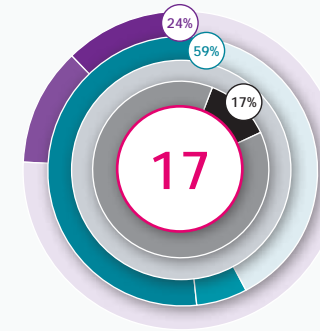


POTCHEFSTROOM CAMPUS

FEMALE MALE
74% (340) 26% (118)

AFRICAN

23% (21) ACADEMIC 77% (71) SUPPORT
WHITE
61% (206) ACADEMIC 39% (129) SUPPORT
COLOURED
46% (12) ACADEMIC 54% (14) SUPPORT
INDIAN/ASIAN
40% (2) ACADEMIC 60% (3) SUPPORT



VAAL TRIANGLE CAMPUS

FEMALE MALE
88% (15) 12% (2)

AFRICAN

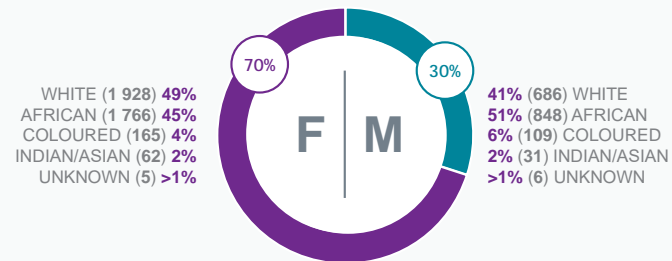
50% (2) ACADEMIC 50% (2) SUPPORT
WHITE
90% (9) ACADEMIC 10% (1) SUPPORT
COLOURED
0% (0) ACADEMIC 0% (0) SUPPORT
INDIAN/ASIAN
100% (3) ACADEMIC 0% (0) SUPPORT

TOTAL STUDENTS: 7 064

STUDENT PROFILE BREAKDOWN: FACULTY OF HEALTH SCIENCES

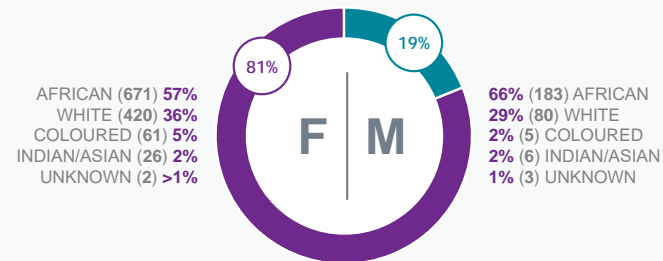
LEVEL OF STUDY

UNDERGRADUATE (5 607 STUDENTS)



3 925 FEMALE • 1 680 MALE

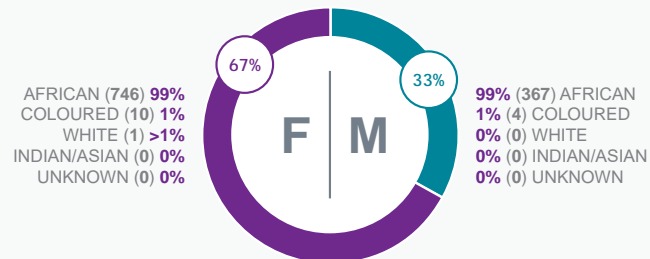
POSTGRADUATE (1 457 STUDENTS)



1 180 FEMALE • 277 MALE

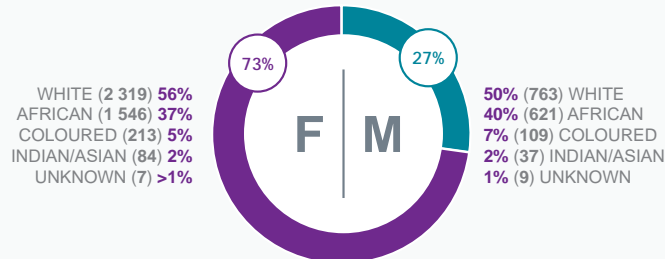
CAMPUS

MAFIKENG CAMPUS (1 129 STUDENTS)



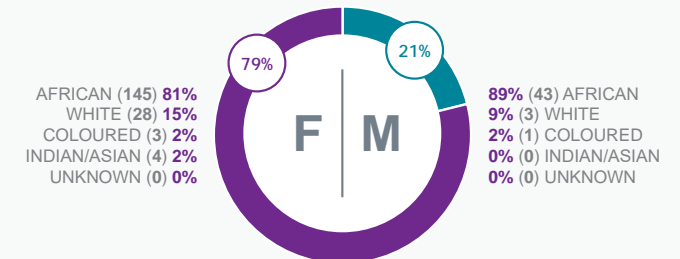
757 FEMALE • 371 MALE

POTCHEFSTROOM CAMPUS (5 708 STUDENTS)

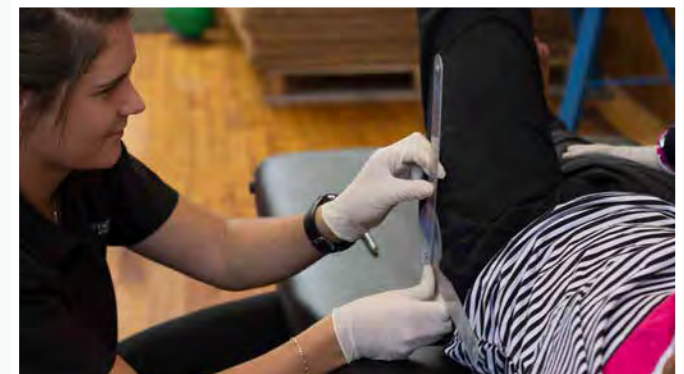
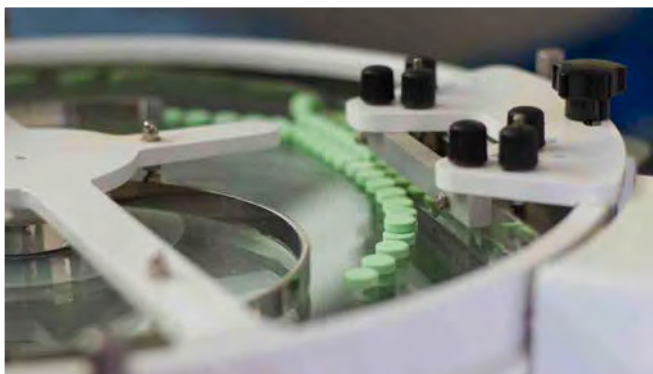


4 169 FEMALE • 1 539 MALE

VAAI TRIANGLE CAMPUS (227 STUDENTS)



180 FEMALE • 47 MALE



ALIGNMENT AND DEVELOPMENT OF ACADEMIC OFFERINGS

The Faculty complied with the external programme evaluations that were recommended by the statutory councils. It also paid attention to the findings of the internal programme evaluation according to the predetermined programme funding availability based on the policies of the Health Professions Council of South Africa (HPCSA), the South African Nursing Council (SANC) and the South African Pharmacy Council (SAPC). The School of Pharmacy had a monitoring visit by the SAPC in 2019.

All undergraduate modules in Psychology and Social Work, Physiology and Human Movement Sciences are fully aligned across all three campuses. Competent module teams were established in 2018 and their work proceeded in 2019 to ensure that innovative teaching practices, such as the use of the lessons tool on eFundi, lecture capturing and shared eFundi sites, strengthened alignment and assessments. All formative and summative assessments for these groupings take place on the same day, at the same time, on all three campuses. In 2018, the Faculty appointed a programme leader for each discipline, which further contributed to improved and effective communication and the coordination of programme alignment matters between the three sites in 2019.

The Faculty plans to offer a new qualification, the Bachelor of Health Sciences in Public Health, as the need for such a programme became evident with the current needs of South Africa's populations, and the inadequate understanding of all the contributing factors that lead to poor health in all our populations. A situation analysis was initiated during the last part of 2019, which would be finalised in 2020, after which the new programme would be drafted and subsequently submitted for approval.

The Faculty plans to offer a Bachelor of Health Sciences in Public Health based on the need for such a programme among South Africa's populations, and the inadequate understanding of all the contributing factors that lead to poor health in all population groups.

TRANSFORMATION OF THE CURRICULUM

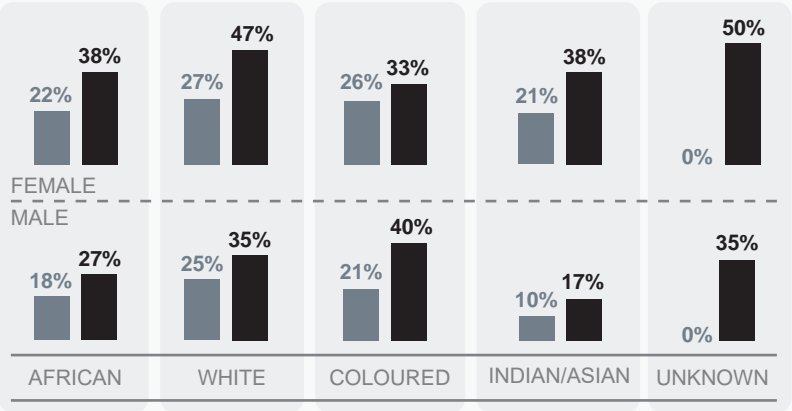
The Faculty compiled and updated the registers for each module in terms of its design and development, as well as its need for transformation, based on the results of questionnaires that were administered in the first semester of 2018. In the second semester of 2018, modules that required transformation were prioritised as part of a development plan and implemented according to the available capacity of the NWU's Centre for Teaching and Learning (CTL) and the requirements of the Centre for Health Professions Education (CHPE) in 2019.

The assistance of the CTL in the redevelopment of several modules was invaluable. In the Understanding the World of Health module (WVGW 221), for example, transformation is realised in terms of the learning environment, student inclusion and alignment across campuses, where the module is presented in a blended, flipped classroom learning approach. This module was also identified in 2019 as the flagship module for implementation of the Faculty's language transformation plan, as it is presented to all students in the Faculty. The Faculty also drafted and implemented action plans in this regard.

At the end of 2018 (for implementation in 2019), it was decided that all the Faculty's modules should have an active eFundi site and all material on the site should be converted to eFundi lessons. By the end of 2019, all module owners successfully communicated with the enrolled students via this learning management system, and work to improve the sites is continuously performed. All postgraduate study guides were also converted to lessons in eFundi during 2019. The aim to have all study guides on eFundi in 2020 was already reached by the end of 2019. All undergraduate study guides (in the lessons format on eFundi) will be evaluated again and revised for updating in 2021. In 2019, the CHPE started with the development of a self-assessment tool for staff members to assist in decisions of needed changes to its eFundi sites and material. This will be implemented in 2021.

In 2019, the formal tutor system for students with challenges, especially first-year students, was implemented at the NWU, and the Faculty used this offering for all students at risk. The application of the tutor system was very successful, and it is hoped that this will continue, side by side with the usual student facilitation services.

The transformation of the BPharm programme received attention during the curriculum revision process that started in 2018 and continued in 2019, with the compilation of the BPharm standard by the Council on Higher Education (CHE). Although the School of Nursing started to develop its postgraduate diplomas in Nursing early in 2019 (five programmes to be offered by the NWU), it had to wait until the end of 2020 for the approved and promulgated programme outcomes.



Graduation rate of the Faculty of Health Sciences for 2019.

Undergraduate success rate of the Faculty of Health Sciences for 2019.

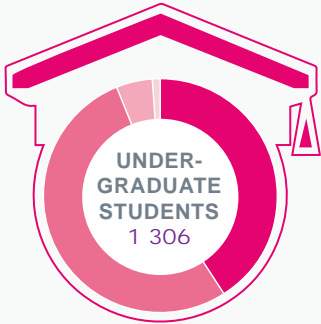
African	White	Coloured	Indian/Asian	Unknown
Female				
88%	94%	81%	92%	100%
Male				
79%	82%	73%	83%	66%
Unknown				
44%	-	-	-	-



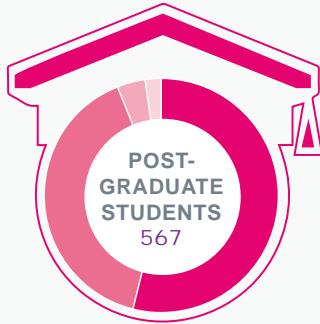
STUDENT SUCCESS

A total of 1 873 students graduated in 2019. Of this number, 1 306 were undergraduate and 567 were postgraduate students. This total was furthermore made up of 1 443 female students and 430 male students. The Faculty recorded an undergraduate success rate of 87.66% for 2019.

● UNDERGRADUATE ● POSTGRADUATE



41% (533) AFRICAN • 53% (691) WHITE
5% (66) COLOURED • 1% (16) INDIAN/ASIAN
0% (0) UNKNOWN



54% (305) AFRICAN • 40% (227) WHITE
4% (22) COLOURED • 2% (11) INDIAN/ASIAN
>1% (2) UNKNOWN



Graduates of the Faculty of Health Sciences for 2019.

INTERNATIONALISATION

The Faculty undertook several initiatives on the international front during the period under review.

Prof Hans de Ridder, Director of Human Movement Sciences at the NWU, who is also the former Secretary-General and one of the founders of the BRICS Council of Exercise and Sports Science (BRICSCESS), was elected as the Council's new President. He replaces Prof Mingkai Chin from Hong Kong/China, who will act as the Council's immediate past president.

Prof Alida Herbst, Director of the School of Psychosocial Health at the NWU, in collaboration with Prof Maurits Wismans of the University College Leuven-Limburg in Belgium, was successful in the application of a VLIR-UOS grant to develop an international training programme in collaboration with academic counterparts in Peru, Sri Lanka and Uganda during 2019. The international training programme – Empowering Vulnerable Children and Young People – will be presented annually for three years, and full scholarships will be granted for three to five academics from each participating country. Three staff members from the NWU were offered scholarships for 2020.

EXCEPTIONAL STAFF AND STUDENT PERFORMANCE

As a result of a research study in the Faculty, the Hypertension in Africa Research Team (HART) and staff from the Physiology subject group presented a puppet show at the Potchefstroom Hospital to communicate information about the human immunodeficiency virus (HIV).

The EndoAfrica study is a collaboration project between Stellenbosch University, the Medical University of Graz in Austria, the Hasselt University in Belgium, HART at the NWU and the Walter Sisulu University in East London.

Among other things, it aims to investigate the interaction between HIV infection, antiretroviral treatment and cardiovascular risk. According to Prof Carla Fourie, principal researcher in this study, the EndoAfrica study also aims to determine how HIV and its treatment affect the interaction between communicable and non-communicable diseases in South Africa, where the incidence of both HIV and cardiovascular diseases is high.

COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING INITIATIVES

With South Africa's ever-increasing population and the increase in lifestyle diseases, all the work-integrated learning and community engagement endeavours of the Faculty need to be planned to be as effective as possible. In the Dietetics programme, for example, two modules were developed and allocated to work-integrated learning. These modules undergo annual updates to improve the content and apply them in as effective a way as possible. In 2019, students delivered a service to certain schools, such as the Amelia School in Potchefstroom, which accommodates live-in students and staff, to evaluate its kitchens (environment) and give training on the safe handling of food, improve cooking skills and provide information on effective food storage. The Dietetics students also trained staff from the Huis Eikelaan food service for the elderly, with very positive feedback and praise from the director of the service centre.

In a similar fashion, students in other subject groups, such as Social Work and Nursing, also delivered services to the elderly, which could not be done by the current graduated staff members alone. The community relies heavily on work-integrated learning programmes and student support for service delivery in terms of health and safety.

In 2019, the first fourth-year group of students in the Bachelor of Health Sciences in Occupational Hygiene, which graduated at the end of 2019, were enrolled for their workplace-integrated learning and delivered invaluable services to surrounding companies in terms of the safety of workers in the workplace.

EXCEPTIONAL ACADEMIC OFFERINGS IN THE FACULTY

A multilingual Social Work dictionary was developed during 2019. It would be officially launched at a CTL webinar to be held on 23 September 2020. Emeritus professor Mike Weyers coordinated this project in collaboration with Johan Blaauw of the NWU's Language Directorate and the Social Work staff in the School of Psychosocial Health.

This publication is a joint initiative of the Language Directorate and the lecturers of the Social Work divisions of the School of Psychosocial Health in the Faculty.

The multilingual Social Work dictionary consists of more than 800 defined social work concepts, and more than 250 emotive words in English, Afrikaans, Setswana and Sesotho that can be used during interviews and counselling.



CONCLUDING REMARKS

The Faculty is in the process of investigating the opening of a medical school, with the aim of training much-needed medical staff for the North West province. These plans have been on the table and steady progress has been made. When a medical school has been established, several other professional qualifications will be investigated for offering at NWU.

FACULTY OF HUMANITIES

Teaching and learning in the Faculty of Humanities are the core functions that are firmly entrenched in the Faculty. The Faculty is committed to providing excellence and to ensure that students with a variety of learning strengths succeed.

The Faculty's focus is on the training and development of students in various areas of specialisation such as the arts, social sciences, philosophy, literature, language, and communication and media studies in South Africa, Africa and the rest of the globe. It offers an extensive range of programmes, some of which lead to careers in specific professions.

As the Faculty is constantly trying to improve the experience of teaching and learning for academic staff and students alike, it aims to produce graduates that not only embody the desirable attributes of critical thinking, and technical and literary competence, but also individuals who are committed to lifelong learning and global citizenship with a social consciousness. Its students should be appropriately prepared for the demands of the 21st century.

 **6 402**

STUDENTS

5 336

UNDERGRADUATE

959

POSTGRADUATE

107

OCCASIONAL

ENROLMENT PLAN

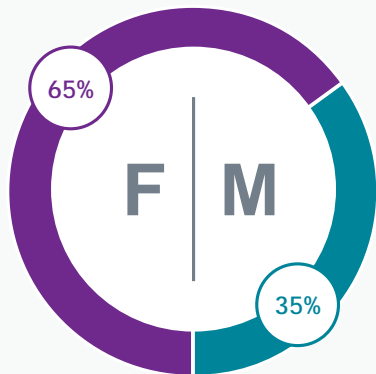
The Faculty's enrolment plan (2019–2022) reflects its plan for programme offerings and anticipated student numbers. Even though the Faculty has an overall ideal size and shape in terms of representation of the country's population across the campuses, a normal enrolment growth pattern is anticipated and maintained. A 5% shift per year for the next five years, i.e. a 25% shift towards representing the demographics of the region on each campus, is emphasised. However, the Faculty will have to be guided by the applications for admission that are received, an aspect that is expected to be influenced by the NWU's Language Policy.

The Faculty's planned intake of first-time entering undergraduate students in its contact programme for 2019 was 451 students on the Mafikeng Campus, 674 students on the Potchefstroom Campus and 383 students on the Vaal Triangle Campus, giving a total of 1 508 students.

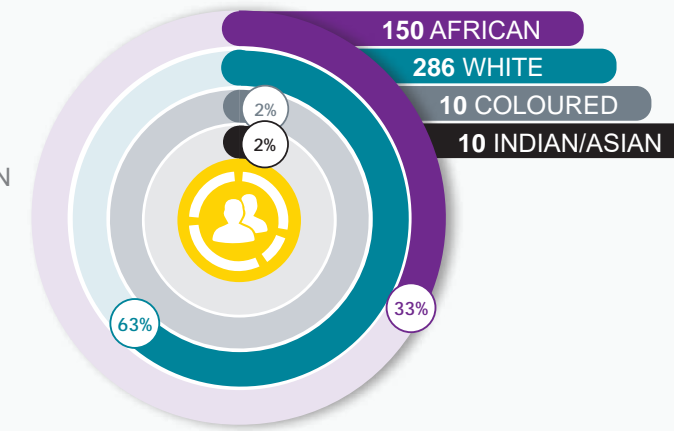
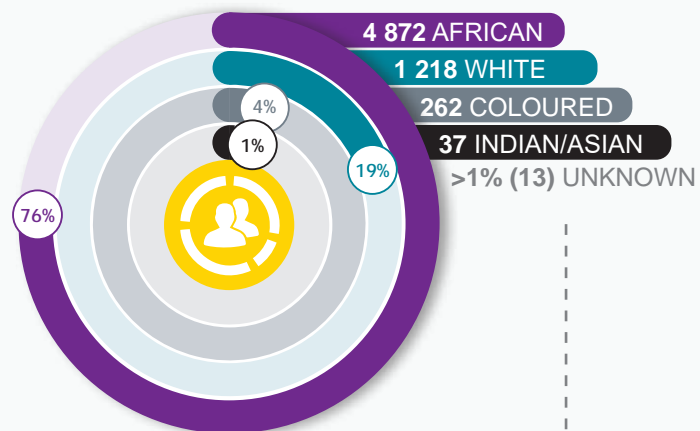


STUDENT PROFILE

The Faculty had an enrolment of 6 402 students in 2019, comprising 6 221 contact students and 181 distance students. The total enrolment was made up of 5 336 undergraduate students, 959 postgraduate students and 107 occasional students. Its total student population was mostly female (4 153 students), made up of 3 089 African, 861 white, 171 Coloured and 23 Indian/Asian students. Its total male population comprised 2 249 students, made up of 1 783 African, 357 white, 91 Coloured and 14 Indian/Asian students. The race of four male students and nine female students was unknown.



4 153 FEMALE • 2 249 MALE



The majority of the Faculty's students followed the programme on the Potchefstroom Campus (2 788 students), followed by 2 172 students on the Mafikeng Campus and 1 442 on the Vaal Triangle Campus.

STAFF PROFILE

In 2019, the Faculty had a total staff complement of 456 (323 academic and 133 support staff). The largest staff complement was located on the Potchefstroom Campus (254 staff members), followed by the Vaal Triangle Campus (114 staff members) and the Mafikeng Campus (88 staff members).



456

323 ACADEMIC STAFF MEMBERS
133 SUPPORT STAFF MEMBERS

STAFF MEMBERS

88

MAFIKENG

254

POTCHEFSTROOM

114

VAAL TRIANGLE

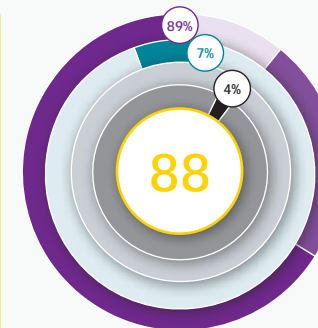
FEMALE

MALE

52% 238

218

48%



MAFIKENG CAMPUS

FEMALE MALE

36% (32) 64% (56)

AFRICAN

74% (58) ACADEMIC 26% (20) SUPPORT

WHITE

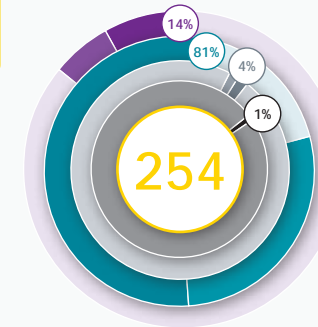
100% (6) ACADEMIC 0% (0) SUPPORT

COLOURED

0% (0) ACADEMIC 0% (0) SUPPORT

INDIAN/ASIAN

100% (4) ACADEMIC 0% (0) SUPPORT



POTCHEFSTROOM CAMPUS

FEMALE MALE

56% (141) 44% (113)

AFRICAN

54% (19) ACADEMIC 46% (16) SUPPORT

WHITE

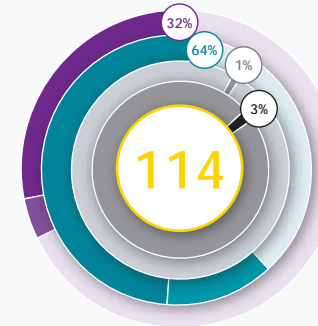
65% (135) ACADEMIC 35% (72) SUPPORT

COLOURED

56% (5) ACADEMIC 44% (4) SUPPORT

INDIAN/ASIAN

100% (3) ACADEMIC 0% (0) SUPPORT



VAAL TRIANGLE CAMPUS

FEMALE MALE

57% (65) 43% (49)

AFRICAN

89% (33) ACADEMIC 11% (4) SUPPORT

WHITE

79% (58) ACADEMIC 21% (15) SUPPORT

COLOURED

0% (0) ACADEMIC 100% (1) SUPPORT

INDIAN/ASIAN

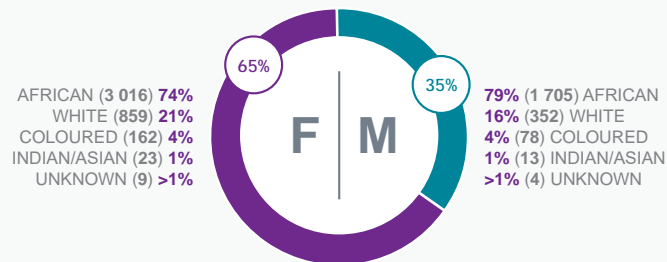
100% (3) ACADEMIC 0% (0) SUPPORT

TOTAL STUDENTS: 6 402

STUDENT PROFILE BREAKDOWN: FACULTY OF HUMANITIES

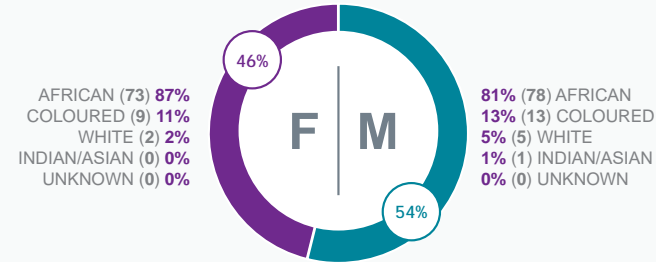
METHOD OF STUDY

CONTACT (6 221 STUDENTS)



4 069 FEMALE • 2 152 MALE

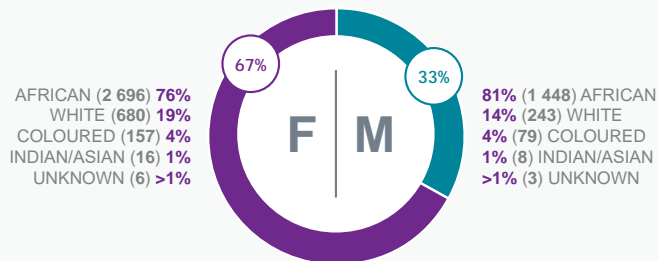
DISTANCE (181 STUDENTS)



84 FEMALE • 97 MALE

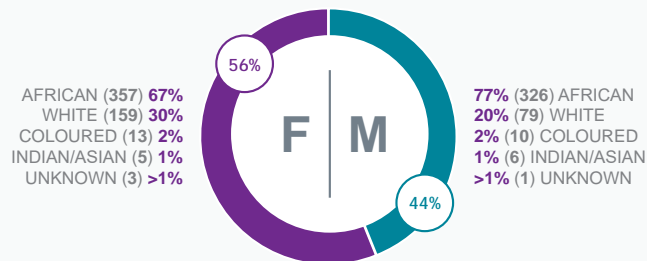
LEVEL OF STUDY

UNDERGRADUATE (5 336 STUDENTS)



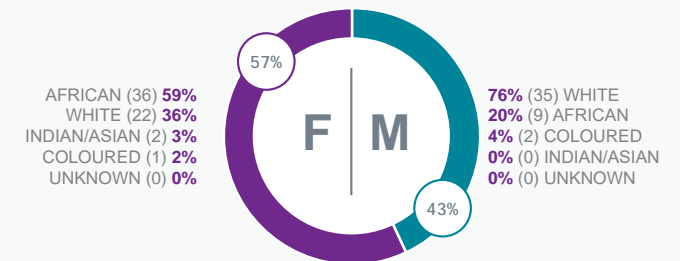
3 555 FEMALE • 1 781 MALE

POSTGRADUATE (959 STUDENTS)



537 FEMALE • 422 MALE

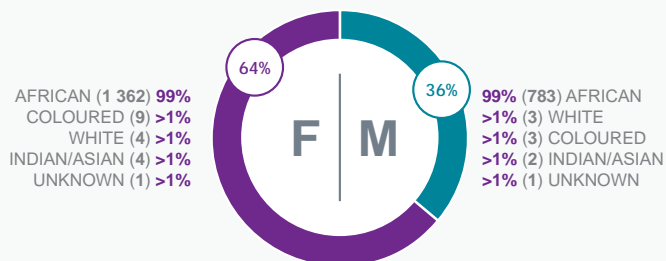
OCCASIONAL (107 STUDENTS)



61 FEMALE • 46 MALE

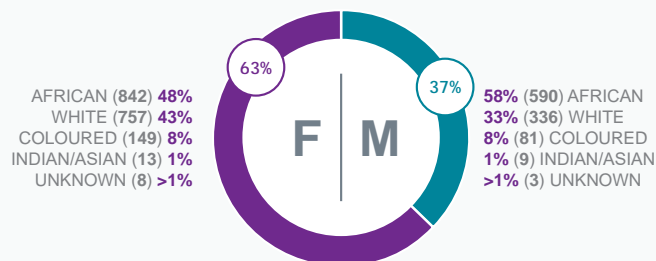
CAMPUS

MAFIKENG CAMPUS (2 172 STUDENTS)



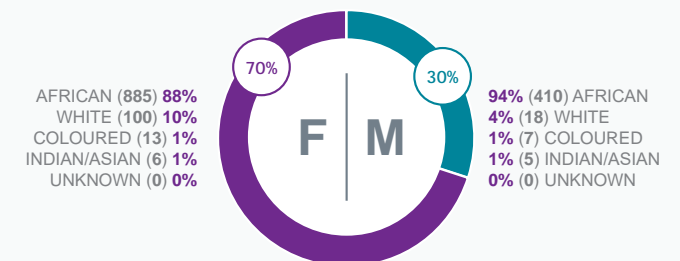
1 380 FEMALE • 792 MALE

POTCHEFSTROOM CAMPUS (2 788 STUDENTS)



1 769 FEMALE • 1 019 MALE

VAAL TRIANGLE CAMPUS (1 442 STUDENTS)



1 004 FEMALE • 438 MALE

ALIGNMENT AND DEVELOPMENT OF ACADEMIC OFFERINGS

Highlights related to the alignment and development of the Faculty's academic offerings include the following:

- The School of Languages completed the full alignment of outcomes and study guides for the first three years of study. It also completed the partial alignment of its course material. The module content was aligned as far as possible. Exceptions include prescribed texts for literature modules and different discipline-specific variations of workbooks. Finally, it completed the partial alignment of assessment practices. Summative assessments (semester tests and exams) were aligned, as well as some variation in terms of different formative assessments (assignments and practical work). Subject groups are working towards aligned assessment plans, such as aligned weighting for assessments and linking varying assessments to shared outcomes.
- The BA Communication programme phased in its second year with newly designed and developed second-year modules. All the modules are aligned except for the Broadcasting modules, which are only presented on the Mafikeng Campus. Multimedia subjects are only presented on the Vaal Triangle Campus. Graphic Design does not have an aligned programme on the Mafikeng or the Vaal Triangle campuses, but includes modules from the Communication subject group, which have been successfully aligned cross-campus.
- The five subject groups in the School of Social Sciences are aligned across multiple campuses, with History and Sociology being available on all three campuses, and Social Anthropology being available on both the Potchefstroom and the Vaal Triangle campuses. In the aligned subject groups, assessment and content are completely aligned and academic staff lecture across campuses to achieve a uniform student value proposition. This has laid the foundation for an enduring use of the available online platforms to extend this. Finally, a full aligned tutorial programme was initiated in two modules per subject group, in keeping with the commitment of the Faculty's strategic plan to build greater small-group learning opportunities to develop better critical, reading and writing skills.



TRANSFORMATION OF THE CURRICULUM

The Faculty remains committed to the transformation of teaching, learning and the curriculum as part of its commitment to social justice and ensuring an equivalent quality student experience, irrespective of the campus on which students choose to complete their studies. It also continues to assure a process of optimum and seamless alignment across campuses where some fundamental differences have existed in the past. As the Faculty comprises six academic schools, some have embarked on a number of initiatives to drive curriculum transformation and the alignment of the student experience agenda.

The Faculty continues to add to the discourse and the demand for decolonising the curricula and practical approaches highlighted during the curriculum lekgotla hosted in 2019. There is commitment to include voices and experiences into module content that serve to challenge disciplinary expectations with regard to the canon and the basics of knowledge production. Different programmes have a responsibility to review their content to ensure that they add the much-needed African content and material to the modules in order to shape and promote an understanding of the module content from an African perspective. Highlights related to the transformation of the Faculty's curriculum include the following:

- The strategic planning of the School of Social Sciences emphasises the decolonisation and Africanisation of its module offerings. This is achieved through three principles: the problematisation of disciplinary canons by foregrounding how canons are contextual; the increase in literature drawn from scholars in the Global South and Africa in particular; and an increased effort to link learning activities, assessment and learning resources to students' own immediate contextual experience. The most significant step in this direction was the two recurricularisation workshops in History, in which the undergraduate offering has been reshaped

and will be presented to the NWU's Senate Committee for Academic Standards. The School's strategic programme was accelerated to ground learning in diverse student experiences with the shift to remote learning and the challenge of transforming the module curricula to make use of student context and a central learning resource.

- The three subject groups in the School of Communication made progress in transforming their curricula:

Communication: Development Communication 123 was identified to address the issue of language and transformation. This module aimed to present a multilingual glossary, translate PowerPoint presentations, themes, subject-specific terminologies and, where possible, pedagogies to transform teaching and learning. At the end of 2019, a reflective Imbizo was held on the Vaal Triangle Campus, where opportunity was given to reflect on each module presented thus far to determine the level of transformation that has taken place. Certain modules were identified as being modules where additional revision should take place to ensure that decolonisation, transformation and Africanisation are being addressed.

Graphic Design: In reviewing the curricula within the BA Graphic Design programme, project content was supplemented and will form part of continued mid-term and long-term goals to find ways to effectively transform project matter towards a better understanding of indigenous knowledge and relevant African contexts. Specific modules are starting to review and implement projects to train students within a more relevant environment of decolonisation.

History of Art: The critical and philosophical nature of History of Art acts as a mode of questioning and reevaluating students' perspectives on society, specifically through art and visual culture. This continued effort has been taken further within the undergraduate course by recurricularisation: The previous approach of linear historical inquiry has been replaced by thematic inquiry, considering issues such as power, embodiment, capitalism, race and gender across the visual and artistic products of eras, cultures and peoples. Some aspects of this newly conceptualised curriculum have been applied within current modules, where outcomes allow for its application. Furthermore, because of the subject's importance in the new Graphic Design curriculum, certain aspects that are central to Graphic Design's methodological and theoretical needs were also considered, while adapting current curricula. The updated study guides, which incorporate the new thematic approach and other needs, are currently in development.

- The different subject groups in the School of Music made progress in transforming their curricula:

Community Music: The inclusion of Ensemble Studies and Community Music in the academic curriculum has proven to be successful. Students' participation in ensembles, as well as in community music engagement projects, have not only enriched the communities' experience of music, but also the students' experiences as performing artists who contribute to society.

Introduction to Music Research: This module, which replaced the English module in the new curriculum, has made a noticeable difference in students' reading and writing proficiency. The essays that students submitted for summative assessment at the end of 2019 showed that the majority of the students had successfully achieved the module outcomes.

Applied Vocal Studies (Singing): Repertoire composed by African and South African composers continues to be included in the curriculum, as well as repertoire from Scandinavian countries with whom the School of Music currently collaborates. The repertoire includes works to be sung in vernacular languages.

African Music: Modules in African and World Music have been at the centre of a decolonised curriculum since 1995. Their teaching has involved staff transformation.

Social Musicology: Modules in Social Musicology have been part of a decolonised curriculum for the past two decades. These modules approach music-making as an innate human capacity. No musical hierarchies are constructed, and no distinction is made between music of the world. Music from Africa and the West are treated as varying expressions of universal human experience.

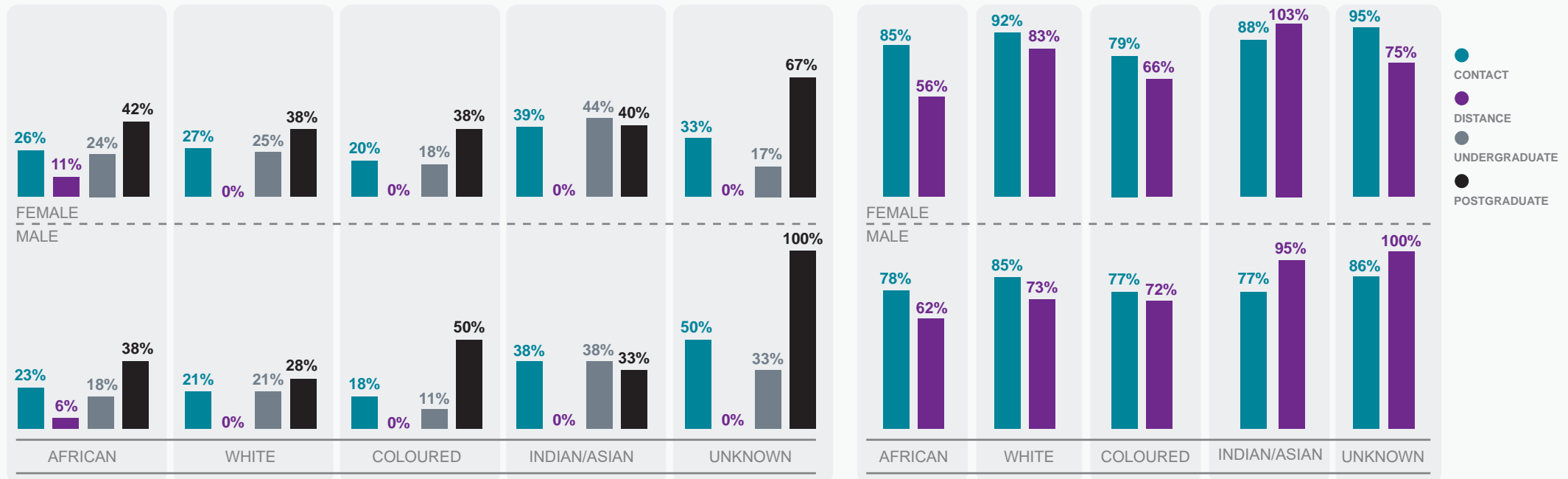
Historical Musicology: Common practice requires the fundamental modules to continue to focus on Western classical music traditions, although applications are regularly made within a local context.

- In the School of Philosophy, African Philosophy modules have been offered since 2018. The School has revised other modules to be more inclusive and representative of the South African context. The Understanding the World modules will be redeveloped in 2020 to be more decolonised and more focused on social justice.
- The School of Government Studies launched its flagship *Hleketa* teaching and learning project on the Vaal Triangle Campus in August 2019. Two events were held in 2019: a public lecture and a book launch. The events were streamlined with the teaching outcome of selected modules in the discipline of politics and international relations.



STUDENT SUCCESS

A total of 1 554 students graduated in 2019 (1 541 contact students and 13 distance students). Of this number, 1 179 were undergraduate and 375 were postgraduate students. This total was furthermore made up of 1 071 female students and 483 male students. The Faculty recorded an undergraduate success rate of 83.15% for 2019.

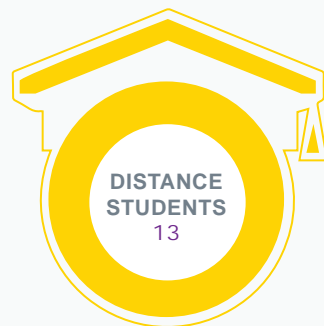


Graduation rate of the Faculty of Humanities for 2019.

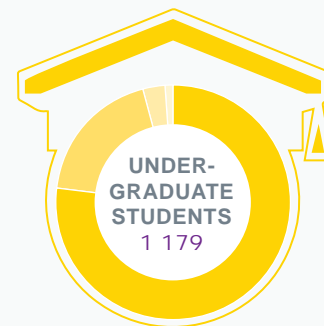
Undergraduate success rate of the Faculty of Humanities for 2019.



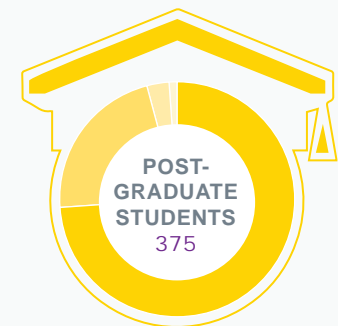
76% (1 172) AFRICAN • 20% (303) WHITE
3% (47) COLOURED • 1% (14) INDIAN/ASIAN
>1% (5) UNKNOWN



100% (13) AFRICAN • 0% (0) WHITE
0% (0) COLOURED • 0% (0) INDIAN/ASIAN
0% (0) UNKNOWN



77% (910) AFRICAN • 19% (220) WHITE
3% (37) COLOURED • 1% (10) INDIAN/ASIAN
>1% (2) UNKNOWN



74% (275) AFRICAN • 22% (83) WHITE
3% (10) COLOURED • 1% (4) INDIAN/ASIAN
>1% (3) UNKNOWN



Graduates of the Faculty of Humanities for 2019.

INTERNATIONALISATION

Highlights related to the internationalisation initiatives of the Faculty include the following:

- The School of Social Sciences has a partnership with the Justus-Liebig University (JLU) in Giessen, Germany. This forms part of a long-standing exchange programme with JLU. Four students were funded by the German Academic Exchange Service (DAAD) as part of an International Study and Training Partnerships (ISAP) programme, and two were funded by the Erasmus Plus European Union scholarships. The School also signed an agreement for a joint PhD with JLU. The School considers the JLU partnership of strategic importance and has been working with colleagues at JLU to extend this relationship. The School has also included the Universidad de Los Andes (Colombia) in a funded project to develop a taught masters' programme on Environmental Justice and one on Memory and Reconciliation.
- In the School of Government Studies, the Political Studies and International Relations study groups continued their relationship with the Department of Political Science at the Linnaeus University in Växjö, Sweden, as part of a Linnaeus Palme project. During 2019, two lecturers presented guest lectures in Sweden, while Swedish lecturers presented lectures at the NWU. A successful exchange of NWU and Swedish undergraduate and postgraduate students also took place. The project is expected to continue with further exchanges and research collaboration.



EXCEPTIONAL STAFF AND STUDENT PERFORMANCE

The Faculty prides itself in recognising and acknowledging the outstanding achievements of its extraordinary staff members. It is important to ensure that staff members who make an outstanding contribution to the mission of the Faculty, and to the University's mission and objectives through innovation or the improvement of services and/or sustained exceptional performance in areas beneficial to the University and its strategic imperatives are recognised.

Exceptional staff and student performance in the Faculty during 2019 includes the following:

- **School of Music:**
 - Dr Janelize van der Merwe graduated with a PhD from New York University in May 2019. She was also nominated for a **Convocation Award**.
 - Dr Mignon van Vreden, Prof Albi Odendaal and Prof Tinus Botha received **Research and Innovation Excellence Awards**.
 - Prof Liesl van der Merwe received a **C2 rating** from the National Research Foundation (NRF), while Dr Albi Odendaal, Dr Mignon van Vreden and Dr Chris van Thyn received a **Y2 rating** and Prof Tinus Botha received a **Creative Output Award**.
 - Staff and students performed at the **Aardklop National Arts Festival** in September 2019.
 - As President of the South African chapter of the World Piano Teachers' Association (WPTA), Prof Tinus Botha attended and performed at the **11th World Piano Conference** in Novi Sad, Serbia. He also adjudicated the National Youth Music Competition in Cape Town.
 - Lebogang Polori won the **Mimi Coertse Singing Competition** and was invited to attend an artistic exchange programme at the Washington National Opera in the USA in March 2020. She will also attend master classes with other young artists of the Washington Opera.
 - Two alumni, Thembinkosi Magaula and Palesa Malieloa, were the only two finalists in the **Southern African Music Rights Organisation (SAMRO)'s Overseas Scholarship Competition**. Palesa was announced the winner.
- **School of Communication:**
 - Graphic Design students were recognised at the annual **Loerie Awards**, which acknowledges creativity and innovation in Africa and the Middle East. They received two gold, one silver and one bronze award, as well as two craft certificates. Graphic Design students were also recognised at the annual **Pendoring Awards**, which celebrates advertising and visual communication in South African indigenous languages.
 - The NWU was ranked third out of all academic institutions competing, and received the **Gold Overall Student Winner** for the first time, as well as two gold and two silver awards, and a gold and a silver craft certificate.
 - A History of Art honours student received a prize at the **Student Symposium of the Suid-Afrikaanse Akademie vir Wetenskap en Kuns** in the visual arts category.
- **School of Social Sciences:**
 - Prof Jacques Rothmann received a **Y2 rating** from the NRF.

COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING INITIATIVES

The Faculty regards community engagement as an essential component of its ongoing commitment to foster active engagement with individuals, groups and communities. As part of its perceived mandate, it is committed to producing graduates who are able to play a leading role in a country that continues to face many social and other challenges. The Faculty is committed to embedding community engagement into teaching and learning, and research.

Highlights related to community engagement and work-integrated learning initiatives in the Faculty for 2019 include the following:

- The School of Philosophy, in partnership with Transformation in Higher Education, hosted the 2019 NWU Forum: "The ethics of transformation in higher education: human rights perspectives and beyond" as part of the Faculty's Curriculum Conversations Seminar Series. Keynote speakers included Prof Christi van der Westhuizen from the Nelson Mandela University, Prof Bernard Matolino from the University of KwaZulu-Natal and Prof Dirk Postma from the University of South Africa. The School also presented the 2019 Undergraduate Colloquium and Essay Competition. The top three essays were presented at the colloquium. Staff members on the Potchefstroom Campus made voluntary contributions to old age homes and an orphanage in Ikageng in the form of meals, clothes and support. Staff members on the Mafikeng Campus were involved in career exhibitions and career planning in the rural areas of the North West province, which are organised by various non-governmental organisations (NGOs).
- In the School of Social Sciences, a project led by Prof Elize van Eeden aimed to produce a regional history of Taung in collaboration with local community initiatives. The project team undertook the fieldwork phase to meet with community organisations, and the researchers are in the process of producing chapters for an edited volume that will result from this research.
- The School of Government Studies hosted a very successful Women's Day event on 8 August 2019. Dr John Molepo and Ms Christa de Wet were responsible for organising the event, with the theme "Women shaping the discourse in a post-apartheid South Africa". The armchair discussants included Dr Geraldine Fraser-Moleketi, Advocate Magdalene Moonsamy and Malaika Mahlatsi (Wa Azania). Ms Carol Motjuwadi was the programme director. This event was largely attended by undergraduate students who needed motivation to realise their potential role and influences within their communities upon completing their qualifications.
- Students in the School of Communication were involved in service-learning activities. In the Journalism Practice (KCMK 624) and Advanced Corporate Communication: Contextual Channel Application (CSCC 621) modules, students worked with the organisation Loving thy Neighbour, and in the Marketing Management (KCOM 328) and Advanced Corporate Communication: Marketing Management (KCMK 615) modules, students developed marketing communication plans for various profit and non-profit stakeholders. Feedback from both the organisations and the students was very positive. The Journalism lecturers formed part of the 2019 panel of the Forum for Community Journalists, which evaluated community newspapers. Some of the lecturers are also involved in the school newspapers of various high schools in Potchefstroom. This involvement consists of training teachers and pupils, as well as the editing of the school newspapers. The NWU-Bookathon or NWU-Book Bolt is a long-term collaborative project across the Interactive and Print-based Design (GRFO 323) and Illustration: Advanced Application (GRFI 321) modules. This project aims to integrate academic teaching, research and community engagement through the iterative adaptation of the industry-based, community-driven project, Bookdash, in the teaching and learning context. Through this project, the NWU's students illustrate and design books, which are then published and distributed to disadvantaged pre-schools. In addition to this project, a variety of projects in the curriculum are being reviewed, implemented and planned for the future to accommodate service to the community, including client projects and government initiative-related projects such as design support by students for the Bokone Bophirima Craft and Design Institute. In 2019, clients such as the Centre for Space Research of the NWU's Faculty of Natural Sciences and Dome Distilleries, a local business in Potchefstroom, have been engaging with Graphic Design students to produce meaningful work in the community to function as part of their business plans and marketing strategies. History of Art staff members are active in art practices within the community. This participation includes activities such as speaking as knowledgeable experts on national radio and acting as judges at national level, curating art exhibitions in the community, delivering public lectures, acting as guest speakers at art exhibition openings and acting as external examiners for other tertiary institutions.

EXCEPTIONAL ACADEMIC OFFERINGS IN THE FACULTY

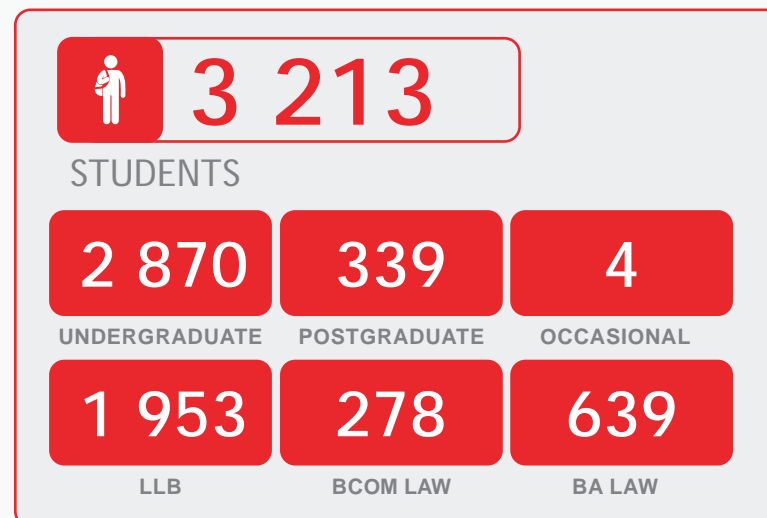
The Faculty has several exceptional offerings, including the BA in Graphic Design, BA in Philosophy, BA in Language and Literary Studies and BA in Music, and the BSocSci in Population and Demography, BSocSci in Development Studies and BSocSci in International Relations.

The School of Music continues to cultivate a teaching and learning culture that is characterised by quality teaching and learning experiences. This culture will continuously be enhanced through the expert contributions of members of staff. The School has been a flagship for transformation on many levels for the NWU and strives to let the curricular and extracurricular activities articulate this transformation.



FACULTY OF LAW

The Faculty of Law has developed an Improvement Plan in reaction to the report of the Council on Higher Education (CHE) relating to the national review of the LLB in terms of which the Faculty's Bachelor of Law programme was placed on notice of withdrawal. A progress report, indicating how the Improvement Plan was implemented, was submitted by the end of 2018. During April 2019, the Faculty was informed that the Higher Education Quality Council (HEQC) had reviewed the progress report to determine progress made towards meeting the conditions specified in the HEQC's accreditation report. Based on the evidence provided, the HEQC revised its initial accreditation decision to full accreditation for the Bachelor of Law programme offered at the NWU. The Faculty is proud of the quality of all its lecturers, its programmes and its graduates, who are properly prepared to enter the world of work.



ENROLMENT PLAN

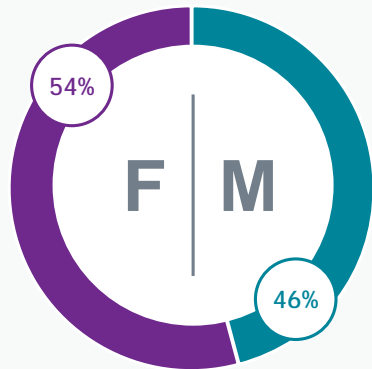
The Faculty of Law determines the number of students admitted to its teaching and learning programmes taking cognisance of the targets set by the NWU's Performance and Strategic Plan for the access of first-time entering undergraduates, which includes targets aimed at attaining an equitable staff and student profile. It also considers the availability of the staff and facilities needed to manage such programmes, and financial targets, infrastructure development and campus-specific capacities. The Faculty's Management Committee has decided not to increase the number of first-time entering undergraduates at this stage, but to rather focus on the quality of its offerings.

The Faculty's planned intake of first-time entering undergraduate students in its contact programme for 2019 was 276 students on the Mafikeng Campus, 303 students on the Potchefstroom Campus and 109 students on the Vaal Triangle Campus, giving a total of 688 students. The actual enrolment was slightly less on the Mafikeng Campus (247 students), which impacted on the overall figure of first-year students enrolled in the Faculty, which was 671.

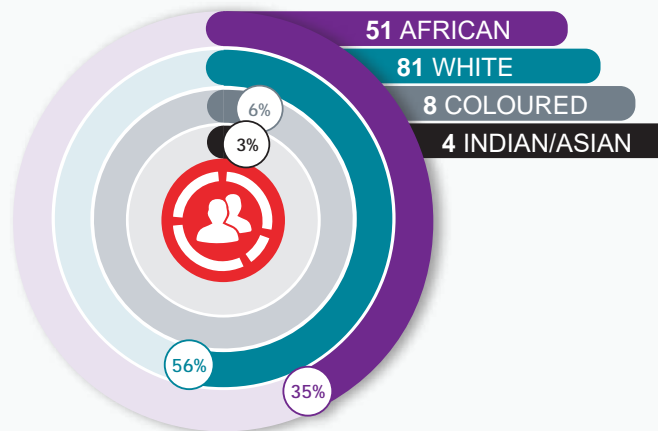
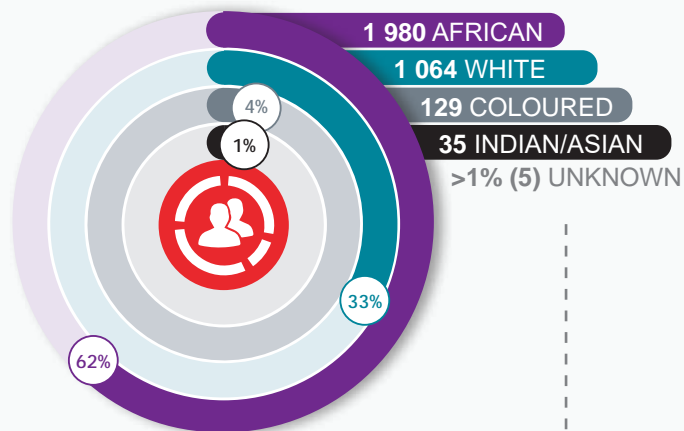
From the breakdown of the Faculty's equity statistics, it is clear that the Faculty of Law has become a destination of choice for prospective students from diverse backgrounds. Furthermore, it indicates that the demographic profile of law students has changed considerably over the past few years. There was a significant increase in African students, and a decrease in the number of white students, while gender equity has been achieved (although females outnumber males). This bears testimony to the effective implementation of the NWU's equity plans and enrolment targets.

STUDENT PROFILE

The Faculty had an enrolment of 3 213 students in 2019, comprising 3 157 contact students and 56 distance students. The total enrolment was made up of 2 870 undergraduate students, 339 postgraduate students and four occasional students. Its total student population was mostly female (1 749 students), made up of 1 055 African, 602 white, 73 Coloured and 15 Indian/Asian students. Its total male population comprised 1 464 students, made up of 925 African, 462 white, 56 Coloured and 20 Indian/Asian students. The race of one male student and four female students was unknown.



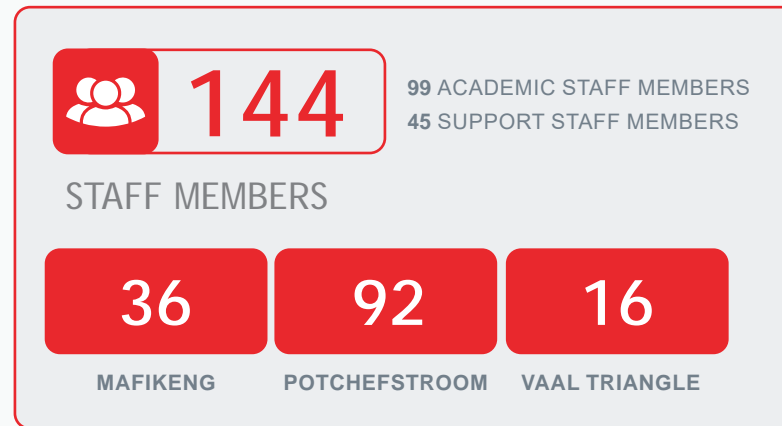
1 749 FEMALE • 1 464 MALE



The majority of the Faculty's students followed the programme on the Potchefstroom Campus (1 758 students), followed by 1 108 students on the Mafikeng Campus and 347 on the Vaal Triangle Campus.

STAFF PROFILE

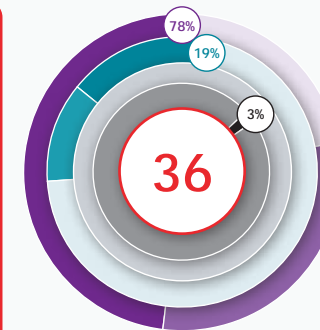
In 2019, the Faculty had a total staff complement of 144 (99 academic and 45 support staff). The largest staff complement was located on the Potchefstroom Campus (92 staff members), followed by the Mafikeng Campus (36 staff members) and the Vaal Triangle Campus (16 staff members).



FEMALE



MALE



MAFIKENG CAMPUS

FEMALE MALE

33% (12) 67% (24)

AFRICAN

64% (18) ACADEMIC 36% (10) SUPPORT

WHITE

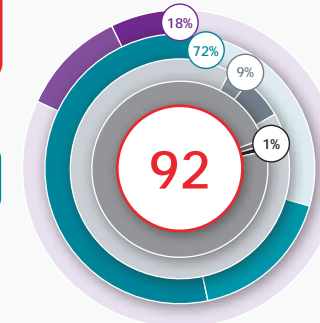
86% (6) ACADEMIC 14% (1) SUPPORT

COLOURED

0% (0) ACADEMIC 0% (0) SUPPORT

INDIAN/ASIAN

100% (1) ACADEMIC 0% (0) SUPPORT



POTCHEFSTROOM CAMPUS

FEMALE MALE

54% (50) 46% (42)

AFRICAN

38% (6) ACADEMIC 63% (10) SUPPORT

WHITE

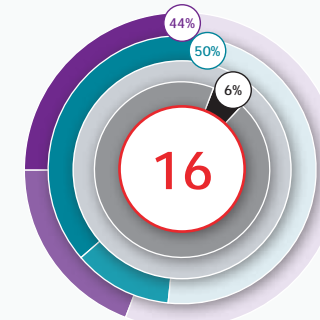
76% (50) ACADEMIC 24% (16) SUPPORT

COLOURED

63% (5) ACADEMIC 38% (3) SUPPORT

INDIAN/ASIAN

100% (1) ACADEMIC 0% (0) SUPPORT



VAAL TRIANGLE CAMPUS

FEMALE MALE

44% (7) 56% (9)

AFRICAN

57% (4) ACADEMIC 43% (3) SUPPORT

WHITE

75% (6) ACADEMIC 25% (2) SUPPORT

COLOURED

0% (0) ACADEMIC 0% (0) SUPPORT

INDIAN/ASIAN

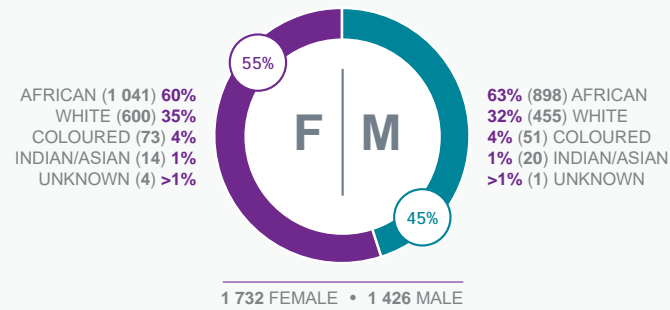
100% (1) ACADEMIC 0% (0) SUPPORT

TOTAL STUDENTS: 2 870

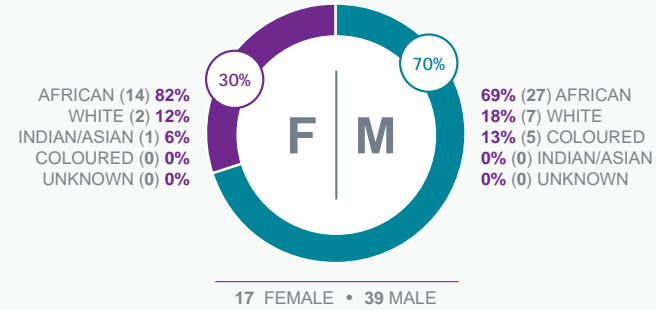
STUDENT PROFILE BREAKDOWN: FACULTY OF LAW

METHOD OF STUDY

CONTACT (3 157 STUDENTS)

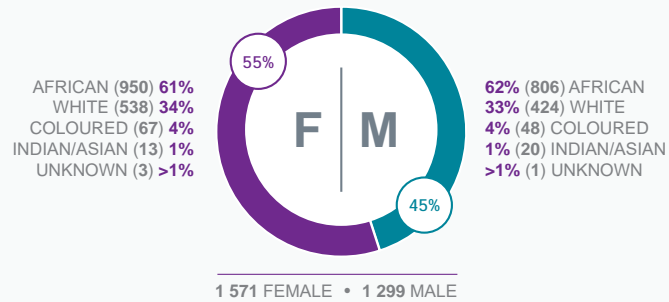


DISTANCE (56 STUDENTS)

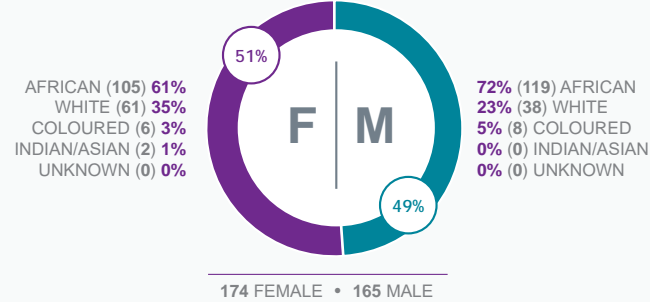


LEVEL OF STUDY

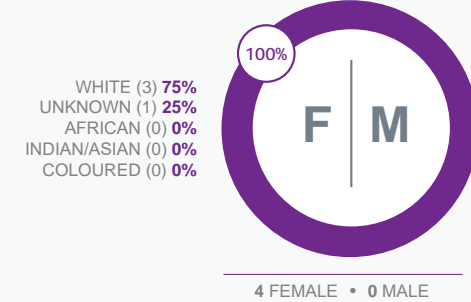
UNDERGRADUATE (2 870 STUDENTS)



POSTGRADUATE (339 STUDENTS)

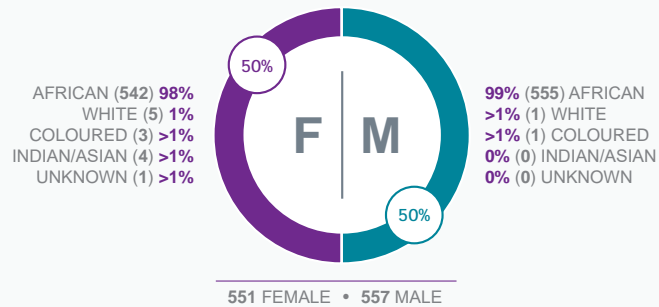


OCCASIONAL (4 STUDENTS)

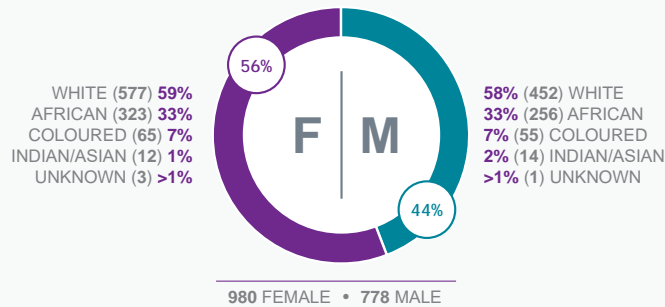


CAMPUS

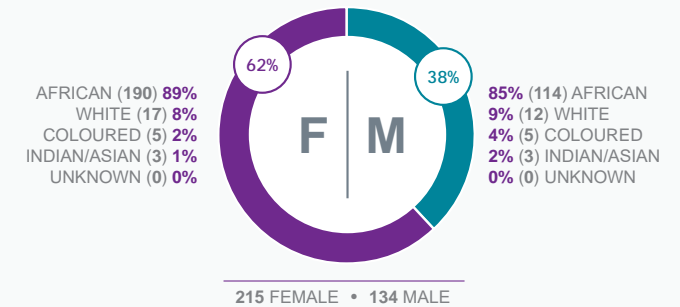
MAFIKENG CAMPUS (1 108 STUDENTS)



POTCHEFSTROOM CAMPUS (1 758 STUDENTS)



VAAL TRIANGLE CAMPUS (347 STUDENTS)



STAFF COMPLEMENT

With a few exceptions, the majority of lecturers hold at least one master's degree as their highest qualification, while a significant percentage hold an LLD as their highest qualification. Many academic staff members also have practical experience since they have practiced as attorneys or advocates.

The Faculty follows the NWU's Employment Equity Plan for 2018–2022 and strives to fill vacant positions with people from the designated groups. In order to ensure that competent academics are available in future that also address the requirement to build a diverse academic staff, the Faculty is participating in the NWU's Grow Our Own Timber scheme (three positions are filled accordingly), as well as government's New Generation of Academics (n-GAP) programme, which involves the recruitment of highly capable scholars as new academics (one such position was allocated to the Faculty).

ALIGNMENT AND DEVELOPMENT OF ACADEMIC OFFERINGS

The revised curricula of all programmes and modules offered in the Faculty, including service modules offered to non-law students, are fully aligned across the campuses. The only exception is that, for various reasons, not exactly the same electives are offered on the different campuses.

The Faculty's alignment of programmes is furthermore characterised by the following:

- The same learning material (with a few exceptions) is prescribed in all modules across campuses.
- Equal contact time is allocated on the timetable across all campuses for all aligned modules.
- A team-based approach is followed, which ensures that students share more or less the same experience as far as the delivery of modules is concerned. Team teaching is a means of attaining quality of education on the NWU's three campuses. Furthermore, it enables cross-campus collaboration between academics teaching the same modules, with the resultant alignment of approaches in terms of content and assessment.
- Formative assessment and identical summative assessments are partially aligned. Assessment plans and practices are also aligned across campuses.



The majority of lecturers hold at least one master's degree as their highest qualification, while a significant percentage hold an LLD. Many academic staff members also have practical experience since they have practiced as attorneys or advocates.

TRANSFORMATION OF THE CURRICULUM

Based on the CHE report on the review of the LLB programme, the Faculty embarked on a review process of all its programmes. New curricula were implemented at first-year level for the first time in 2018 and were rolled out to second-year level in 2019. Although not without its challenges, the implementation at first- and second-year levels ran smoothly.

Some of the main characteristics relating to the new programmes include the following:

- The total credits for the different curricula have been reduced and non-law modules were included as electives in the LLB programme.
- Some elective modules that were previously only offered on one campus were extended to other campuses, while new electives were developed due to developments in specific subject fields.
- A separate curriculum was devised for the LLB, which is preceded by the BCom and BA Law programmes and has been approved as a second qualification.
- An extended LLB programme, spanning five years, has been implemented for first-year students on the Mafikeng Campus (126 students were enrolled in 2019).
- In terms of the Carpe Diem Project, law modules are renewed to respond to the demands of the 21st century, and to ensure vertical and horizontal alignment, the incorporation of decolonisation, Africanisation, transformative constitutionalism and improved team teaching through blended learning.



A Carpe Diem Project work session.

The Faculty continued to engage in student initiatives to improve substantive integration, social justice and transformative constitutionalism:

- A three-day excursion was offered to 200 first-year students to provide students with a better understanding of the profession, diversity, social justice, transformative constitutionalism and the role of the lawyer as an agent of change.
- First-year cross-campus student seminars were held to bring students from the three campuses together to interact and reflect on different themes. Student seminars and public lectures were held on Mandela Day and on Women's Day.
- A community outreach to the Tshwaraganang Day Care Centre for children with disabilities was held on Mandela Day.
- Students across the campuses participated in a public speaking contest, as well as Moot Court and mock trial competitions. The finals of the Juta Mock Trials competition focused on the rights of the child.
- Students and staff were involved in initiatives on social justice and transformative constitutionalism, for example, the conversion of an old storage room at the Botoka High School in Ikageng into a private and safe space for learners to consult with a guidance counsellor on a daily basis.
- Female students were mentored by members of the International Association of Women Judges.
- The Ubuntu Ambassadors Project (a cross-campus public speaking contest), which was launched in 2018, continued.



Tshwaraganang Day Care Centre project (left); and Botoka High School project (right).

In 2019, it was 30 years since the Convention on the Rights of the Child had come into operation, and 25 years since constitutional democracy had taken root in the country. Both these instruments impact on legal development in South Africa in a fundamentally significant fashion, and the Faculty of Law hosted several events throughout the course of 2019 to commemorate them, including the following:

- A march took place on the Potchefstroom Campus with the aim of spreading awareness on children's rights and human rights in general.
- The *Juris Diversitas* International Conference was hosted on the Potchefstroom Campus with the overarching theme "Law, roots and space". One day of this conference was dedicated to the Convention on the Rights of the Child.

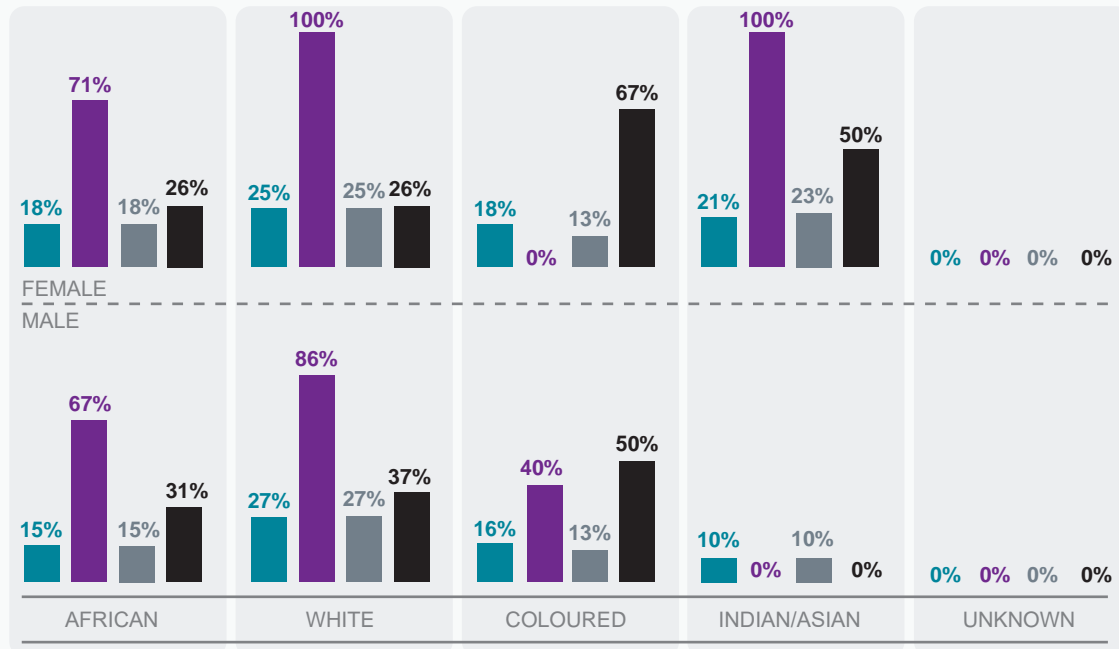


Staff interaction with children during the awareness march.



STUDENT SUCCESS

A total of 664 students graduated from the Faculty in 2019 (625 contact students and 39 distance students). Of this number, 561 were undergraduate and 103 were postgraduate students. This total was furthermore made up of 368 female students and 296 male students. The Faculty recorded an undergraduate success rate of 77.49% for 2019.



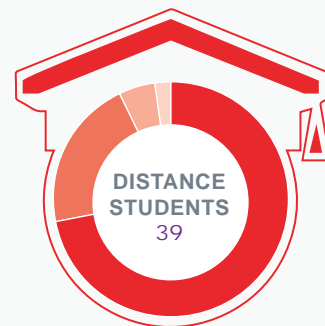
Graduation rate of the Faculty of Law for 2019.



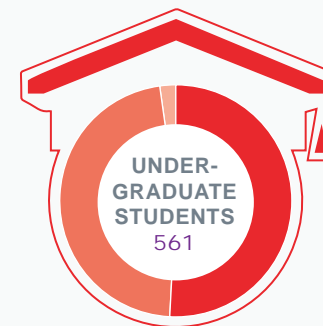
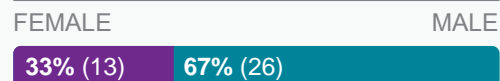
Undergraduate success rate of the Faculty of Law for 2019.



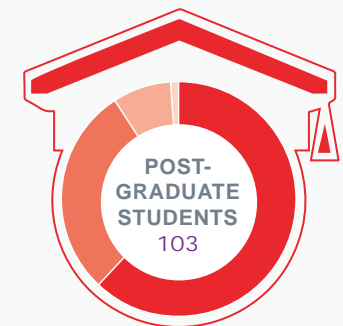
52% (326) AFRICAN • 44% (273) WHITE
3% (21) COLOURED • 1% (5) INDIAN/ASIAN
0% (0) UNKNOWN



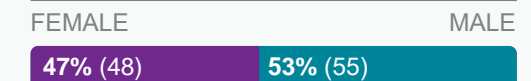
72% (28) AFRICAN • 21% (8) WHITE
5% (2) COLOURED • 2% (1) INDIAN/ASIAN
0% (0) UNKNOWN



51% (290) AFRICAN • 47% (251) WHITE
2% (15) COLOURED • >1% (5) INDIAN/ASIAN
0% (0) UNKNOWN



62% (64) AFRICAN • 29% (30) WHITE
8% (8) COLOURED • 1% (1) INDIAN/ASIAN
0% (0) UNKNOWN



Graduates of the Faculty of Law for 2019.

The Faculty has taken various steps to support students and to improve the academic success rate. These include the following:

- The implementation of an integrated and accessible student support network on all three campuses, such as peer mentoring, tutoring and supplemental instruction facilitation.
- The appointment of a Manager: Student Support and Performance from January 2019 to address the academic and socio-psychological needs of students holistically.
- The participation in a University Capacity Development Plan (UCDP) project, which focused on a well-structured first-years' experience programme, and an early warning, identification and intervention system of at-risk students.
- A workshop for academic staff members to establish what contributes to throughput percentage, to identify obstacles that may hinder students' success and to discuss possible interventions.
- A faculty assessment workshop conducted by Prof Jackie Kew of the University of Cape Town.

INTERNATIONALISATION

The Faculty hosts international students on an annual and semester basis, and gives the NWU's law students the opportunity to complete the last six months of their LLB studies at one of these international institutions. During 2019, two final-year LLB students undertook a six-month exchange programme at Leiden University, The Netherlands. Their experience was invaluable and their academic transcripts on return outstanding. The Faculty was proud to see that its law students did not stand back on any platform or academic challenge. Four students from Lincoln University, United Kingdom,

and Erasmus University and Leiden University, The Netherlands, visited the Faculty during 2019. They participated in strategic sessions with the Student Law Council of Potchefstroom (SLCP), exchanging general ideas on how to motivate students of their age, and attending classes and social faculty events. One of these students did her master's degree in Child Law, and presented a creative mini-presentation to young children who attended the activities in celebration of the Convention on the Rights of the Child, based on their understanding.

Incoming exchange students.



EXCEPTIONAL STAFF AND STUDENT PERFORMANCE

The Faculty is proud of the achievements of its students and staff members in 2019:

- Dr Braam Klaasen, Mr Michael Laubscher, Prof Klaus Beiter and Prof Howard Chitimira received **Teaching Excellence Awards**.
- Ms Tineke van Rooyen received an award for the **best LLB student over four years** (78.94%).
- Mr Ukarionisofien Ezekiel Dikio received a special award for showing excellent litigation skills during the **in-house mock trial competition**.
- Ms Biandri Joubert, a PhD student, has been granted a scholarship to participate in a conference titled **"Revisiting forms and forces in doctoral education worldwide"**. It is organised by the Volkswagen Foundation, the University of Bremen, Germany, and the Centre for Innovation and Research in Graduate Education, Washington, USA.
- Ms Angela van der Berg, PhD research fellow and programme coordinator at the South African Research Chair: Cities, Law and Environmental Sustainability in the Faculty, was selected to participate in a **European-based summer school for postgraduate researchers** at Hasselt University, Belgium.
- Prof Christa Rautenbach and two of her doctorate students received the prestigious **Alexander von Humboldt Scholarship** to do research at the Max-Planck Institute for Comparative and International Private Law in Hamburg, Germany.
- Prof Christa Rautenbach received a **Humboldt Alumni Award** from Dr Angela Merkel, Chancellor of the Federal Republic of Germany. The Humboldt Foundation grants up to four such awards annually to promote innovative networking initiatives by its alumni.
- Alumnus Adv. Jeanette Neveling was appointed as the **Acting Director of Public Prosecutions** for the North West Division of the High Court.

COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING INITIATIVES

The Faculty places great emphasis on practical legal training. It believes that it is important for students to have a good understanding of legal practice, and to get a true feeling of practice in the real world of work. Therefore, all final-year LLB students are obliged to register for two modules: Legal Practice 414 and 422. Apart from a theoretical component, students have to attend practical sessions at the Law Clinic, amounting to approximately 20 hours per student per module. Legal practitioners at the Law Clinic, as well as external legal professionals, are responsible for the practical training sessions.

Students are exposed to a variety of (simulated) practical activities, which include consultation and taking instructions, interviewing, taking statements, file management, drafting legal documents (such as correspondence, pleadings and a legal opinion), court etiquette and solving problems.

The Faculty believes that students should be involved in community engagement as part of their preparation for the legal profession. Students are therefore required to do 12 hours of community service in the field of law each year. Students conduct their community service hours by taking part in one or more of the following activities:

- Interaction with walk-in clients at the Potchefstroom Law Clinic
- Community service at private law firms
- Assistance in the training and supervision of pupils who take part in the Schools Moot Court competition.
- Presentation of workshops at community-based paralegal advice offices.
- Presentation of workshops at various schools situated in the Potchefstroom area in cooperation with Stop Trafficking of People (STOP).
- Participation in the National Prosecuting Shadow Project.
- Participation in the Prison Alert project.

Students conducted a combined total of 2 423 hours of community service in 2019.

COMMUNITY SERVICE WORK IN THE FIELD OF LAW

12

HOURS PER STUDENT
ANNUALLY

2 423

COMBINED HOURS
FOR 2019

EXCEPTIONAL ACADEMIC OFFERINGS IN THE FACULTY

The Faculty's academic offerings include the following:

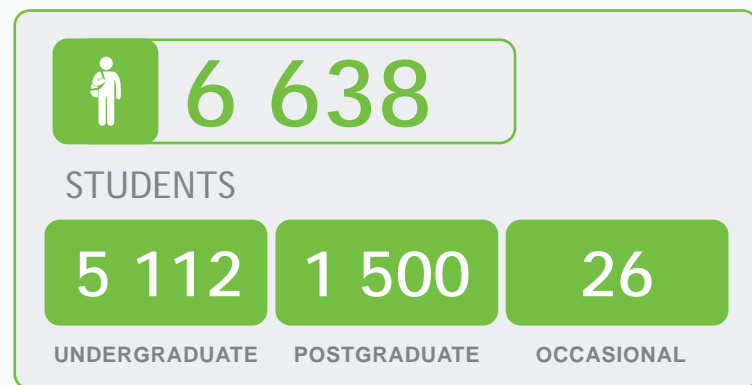
- BA Law with specialisation fields such as Industrial Psychology, Philosophy, Political Studies, English and Psychology, followed by an LLB
- BCom Law, followed by an LLB
- LLB

Street Law is an elective module for fourth-year LLB students. It focuses on various aspects of law that affect a person's everyday life, such as the operation of the South African legal system, criminal law and child justice, consumer law, family law, socio-economic rights and labour law. The aim of the modules is to equip students with an understanding of their social and civic responsibility as future legal practitioners, and their commitment to social justice, democracy and human rights. Students who elect to do this module are expected to visit local high schools to present six workshops throughout the semester to learners on the abovementioned topics.



FACULTY OF NATURAL AND AGRICULTURAL SCIENCES

The Faculty of Natural and Agricultural Sciences was established in July 2017, with Prof Eno Ebenso as Executive Dean. The deputy deans were Prof David Modise (Research and Innovation), Prof Helen Drummond (Teaching and Learning) and Prof Thebe Medupe (Community Engagement and Stakeholder Relations). The Faculty presents programmes in both the contact and distance modes of tuition.



The Faculty's academic programmes are presented through the following six schools on the Mafikeng, Potchefstroom and Vaal Triangle campuses:

- **The School of Agricultural Sciences:** Agricultural Economics and Extension, Animal Health, Animal Sciences and Crop Sciences on the Mafikeng Campus

- **The School of Biological Sciences:** Botany, Microbiology and Zoology on the Mafikeng and Potchefstroom campuses
- **The School of Computer Science and Information Systems:** Computer Science and Information Systems on the Mafikeng, Potchefstroom and Vaal Triangle campuses
- **The School of Geo- and Spatial Sciences:** Geography and Environmental Management, Geology, and Urban and Regional Planning on the Mafikeng, Potchefstroom and Vaal Triangle campuses
- **The School of Mathematical and Statistical Sciences:** Mathematics and Applied Mathematics, and Statistics on the Mafikeng, Potchefstroom and Vaal Triangle campuses
- **The School of Physical and Chemical Sciences:** Biochemistry, Chemistry and Physics on the Mafikeng and Potchefstroom campuses

Teaching and learning also takes place in the following six centres, which are funded from external sources:

- Centre for Applied Radiation Science and Technology on the Mafikeng Campus
- Centre for Business Mathematics and Informatics on the Potchefstroom and Vaal Triangle campuses
- Centre for Environmental Management on the Potchefstroom Campus
- Centre for Human Metabolomics on the Potchefstroom Campus
- Centre for Indigenous Knowledge Systems on the Mafikeng Campus
- Centre for Water Sciences and Management on the Potchefstroom Campus

ENROLMENT PLAN

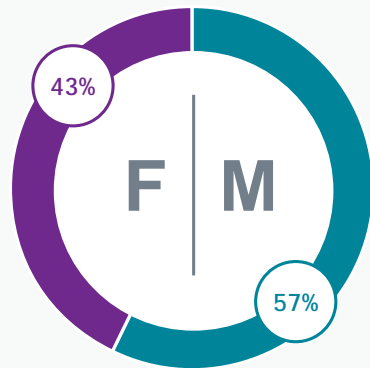
The Faculty's planned intake of first-time entering undergraduate students in its contact programme for 2019 was 613 students on the Mafikeng Campus, 569 students on the Potchefstroom Campus and 176 students on the Vaal Triangle Campus, giving a total of 1 358 students.

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

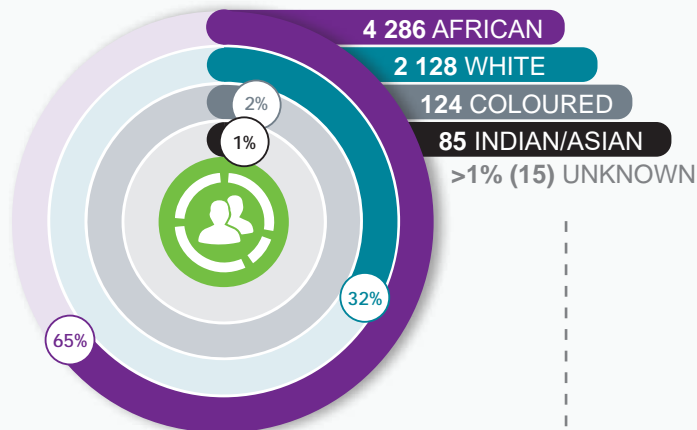
If this trend continues, the Faculty will be able to be more discerning about the students who are accepted. This should have a positive influence on the Faculty's dropout, throughput and graduation figures. The number of students who can be admitted is limited by factors such as the capacity of the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

STUDENT PROFILE

The Faculty had an enrolment of 6 638 students in 2019, comprising 6 563 contact students and 75 distance students. The total enrolment was made up of 5 112 undergraduate students, 1 500 postgraduate students and 26 occasional students. Its total student population was mostly male (3 759 students), made up of 2 276 African, 1 348 white, 70 Coloured and 57 Indian/Asian students. Its total female population comprised 2 879 students, made up of 2 010 African, 780 white, 54 Coloured and 28 Indian/Asian students. The race of eight male students and seven female students was unknown.



2 879 FEMALE • 3 759 MALE



The majority of the Faculty's students followed the programme on the Potchefstroom Campus (3 111 students), followed by 2 880 students on the Mafikeng Campus and 647 on the Vaal Triangle Campus.

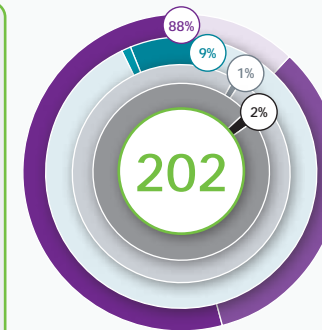
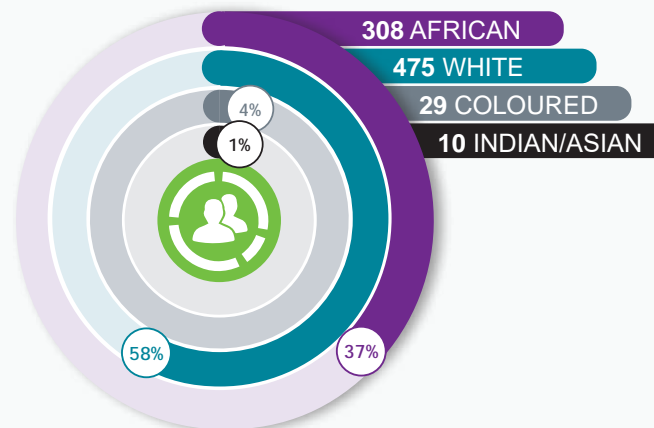
STAFF PROFILE

In 2019, the Faculty had a total staff complement of 822 (429 academic and 393 support staff). The largest staff complement was located on the Potchefstroom Campus (538 staff members), followed by the Mafikeng Campus (202 staff members) and the Vaal Triangle Campus (82 staff members). It also had one member of staff on NWU's institutional management.



FEMALE

MALE



MAFIKENG CAMPUS

FEMALE MALE
34% (68) 66% (134)

AFRICAN

61% (108) ACADEMIC 39% (69) SUPPORT

WHITE

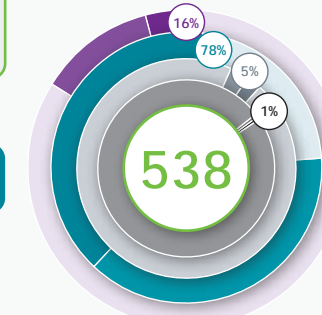
89% (16) ACADEMIC 11% (2) SUPPORT

COLOURED

0% (0) ACADEMIC 100% (2) SUPPORT

INDIAN/ASIAN

100% (5) ACADEMIC 0% (0) SUPPORT



POTCHEFSTROOM CAMPUS

FEMALE MALE
42% (225) 58% (313)

AFRICAN

24% (21) ACADEMIC 76% (67) SUPPORT

WHITE

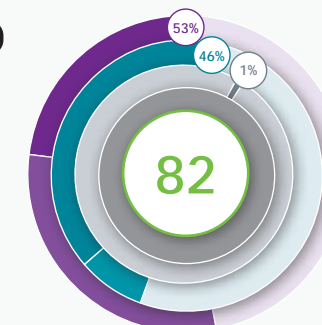
52% (216) ACADEMIC 49% (203) SUPPORT

COLOURED

31% (8) ACADEMIC 69% (18) SUPPORT

INDIAN/ASIAN

80% (4) ACADEMIC 20% (1) SUPPORT



VAAL TRIANGLE CAMPUS

FEMALE MALE
41% (34) 59% (48)

AFRICAN

44% (19) ACADEMIC 56% (24) SUPPORT

WHITE

82% (31) ACADEMIC 18% (7) SUPPORT

COLOURED

100% (1) ACADEMIC 0% (0) SUPPORT

INDIAN/ASIAN

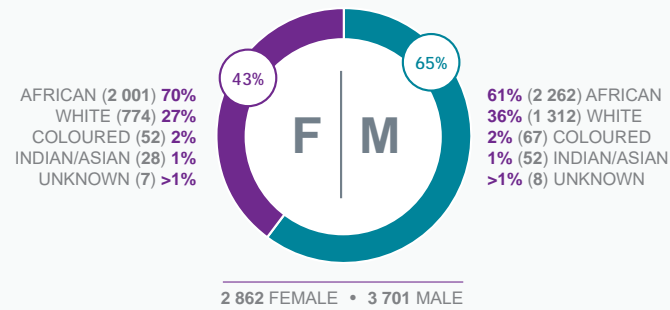
0% (0) ACADEMIC 0% (0) SUPPORT

TOTAL STUDENTS: 6 638

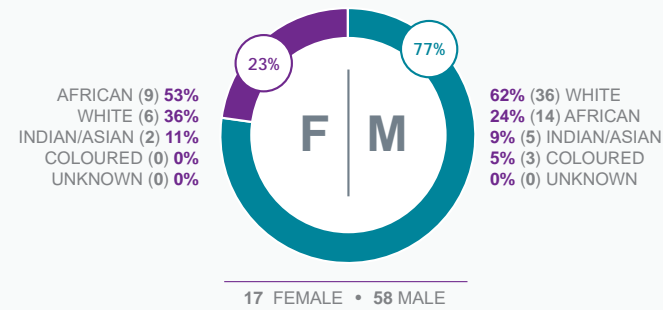
STUDENT PROFILE BREAKDOWN: FACULTY OF NATURAL AND AGRICULTURAL SCIENCES

METHOD OF STUDY

CONTACT (6 563 STUDENTS)

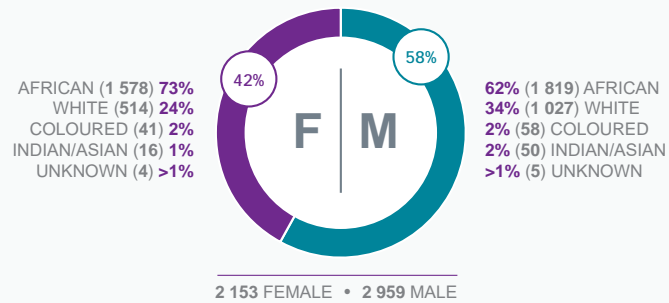


DISTANCE (75 STUDENTS)

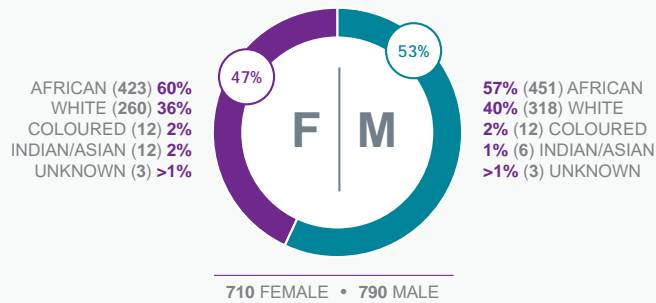


LEVEL OF STUDY

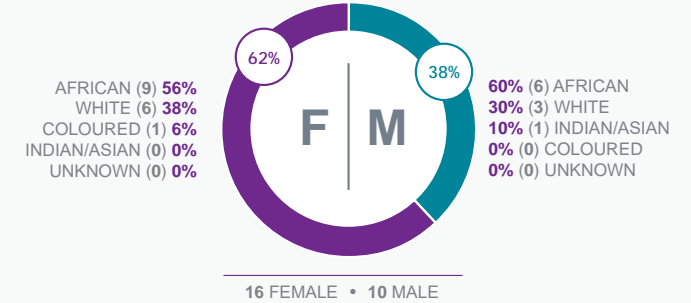
UNDERGRADUATE (5 112 STUDENTS)



POSTGRADUATE (1 500 STUDENTS)

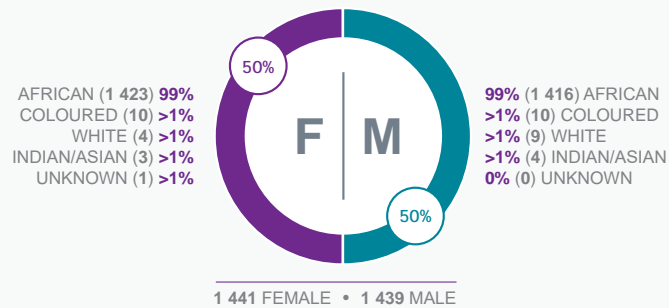


OCCASIONAL (26 STUDENTS)

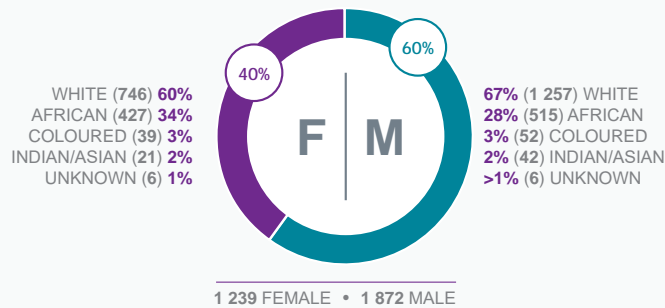


CAMPUS

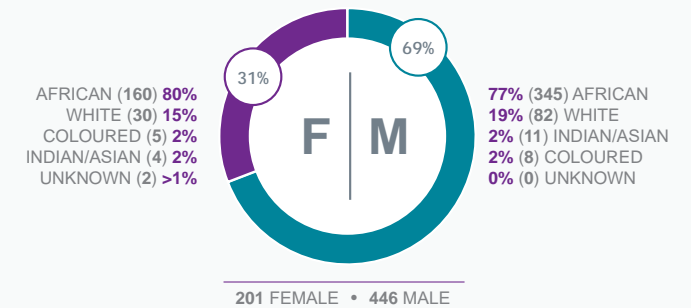
MAFIKENG CAMPUS (2 880 STUDENTS)



POTCHEFSTROOM CAMPUS (3 111 STUDENTS)



VAAL TRIANGLE CAMPUS (647 STUDENTS)



ALIGNMENT AND DEVELOPMENT OF ACADEMIC OFFERINGS

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

The Faculty's first distance education programme – BSc Information Technology – was introduced in 2018, and more distance programmes are being developed. Two new BSc Agriculture degrees were launched on the Potchefstroom Campus in 2019: BSc Agriculture with Economics and Agronomy, and BSc Agriculture with Soil Sciences and Agronomy.



TRANSFORMATION OF THE CURRICULUM

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

It developed the following strategic goals for teaching and learning innovation in 2019:

- Continuously renew the curriculum to achieve relevance, impact, transformation, internationalisation, market responsiveness, Africanisation and decolonisation
- Use technology to optimise the student learning experience, including blended learning and the flipped classroom, as appropriate
- Encourage active learning, student engagement and self-directed learning
- Encourage the Scholarship of Teaching and Learning and establish communities of practice

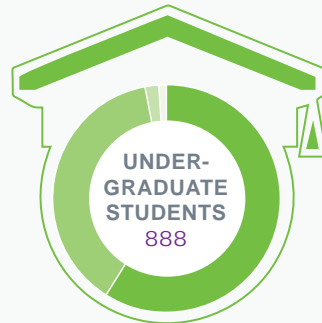
Each of these strategic goals was linked to initiatives, programmes and projects, as well as targets and objectives for 2019.

The Faculty worked closely with the Centre for Teaching and Learning (CTL) in 2019. The Faculty Induction Day for new lecturers was held on 11 June 2019, and colleagues were able to attend by video conference from venues on the Mafikeng and Potchefstroom campuses, thus reducing travel requirements.

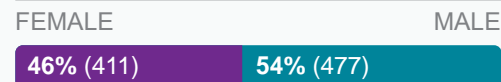
The Faculty participated in the second Annual Teaching and Learning Conference held on the Potchefstroom Campus from 28 to 30 May 2019. Papers were delivered by Dr Mzuyanda Christian, Dr Esther Fayemi, and Prof Lynette Drevin.

**STUDENT SUCCESS**

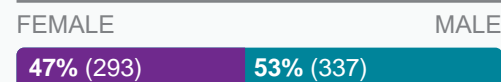
A total of 1 518 students graduated from the Faculty in 2019, of which 888 were undergraduate and 630 were postgraduate students. This total was furthermore made up of 704 female students and 814 male students. The Faculty recorded an undergraduate success rate of 80.28% for 2019.



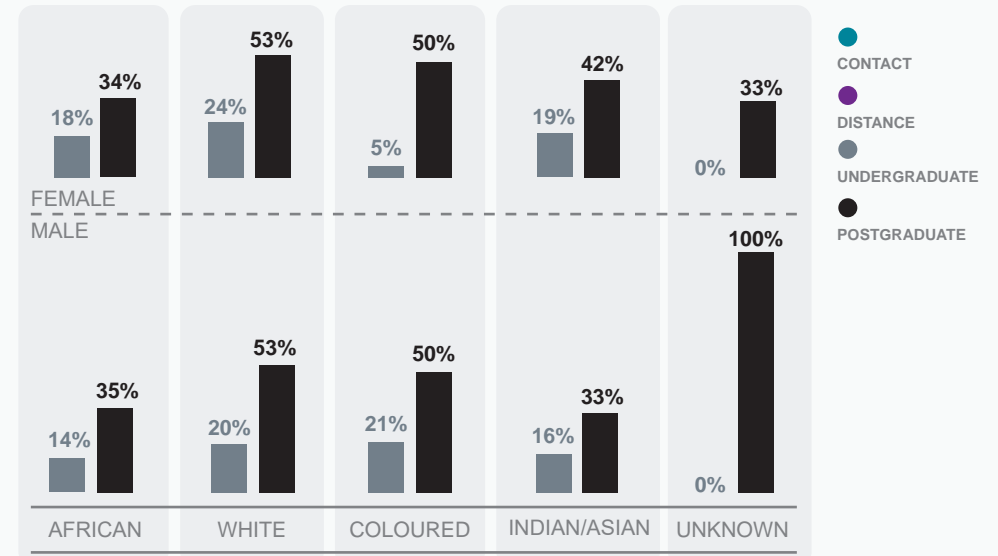
59% (528) AFRICAN • 38% (335) WHITE
2% (14) COLOURED • 1% (11) INDIAN/ASIAN
0% (0) UNKNOWN



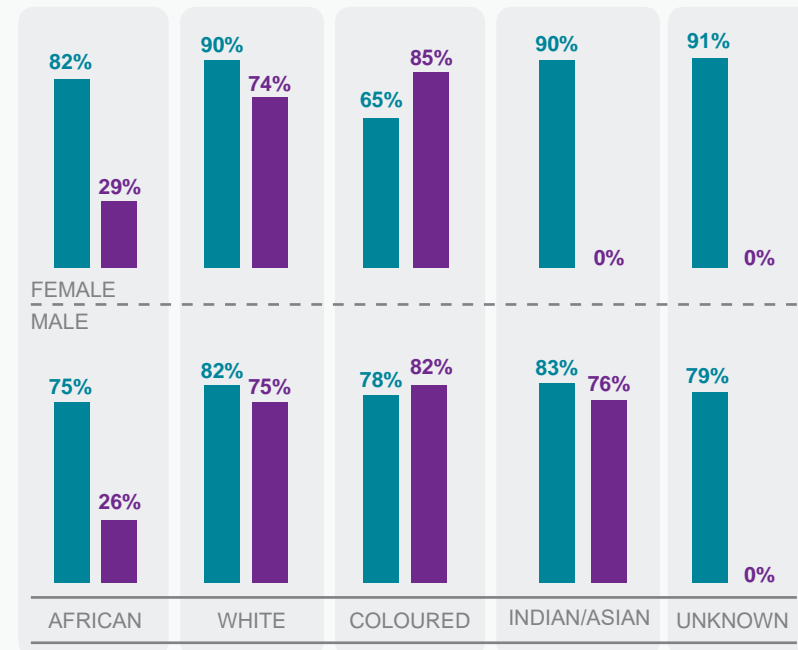
47% (299) AFRICAN • 48% (308) WHITE
2% (12) COLOURED • 2% (7) INDIAN/ASIAN
1% (4) UNKNOWN



Graduates of the Faculty of Natural and Agricultural Sciences for 2019.



Graduation rate of the Faculty of Natural and Agricultural Sciences for 2019.



Undergraduate success rate of the Faculty of Natural and Agricultural Sciences for 2019.

INTERNATIONALISATION

The Faculty has a vibrant international student community. Most of the international students on the Mafikeng Campus during the period under review were postgraduate students, while there were more international undergraduate students on the Potchefstroom Campus. The vast majority of international students are from the African continent. In addition, the Faculty has collaboration agreements with universities in many other countries, including Japan, South Korea, the United Kingdom and the USA.

EXCEPTIONAL STAFF AND STUDENT PERFORMANCE

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

- Three of the Faculty's academics received Institutional Teaching Excellence Awards: Dr Omolola Fayemi received an Emerging Teaching Excellence Award, while Prof Pieter van Zyl and Prof Ché Weldon received Teaching Excellence Awards. Prof Juanee Cilliers, who received a Distinguished Teaching Excellence Award in 2018, went on to receive one of four national Higher Education Learning and Teaching Association of Southern Africa (HELTASA) awards at a gala event held at Rhodes University.
- The Centre for Business Mathematics and Informatics (BMI) and Absa celebrated their successful collaboration of more than 21 years at a function held at the Equinox Leadership and Innovation Centre in Sandton. It was attended by high-level delegates from both the NWU and industry.



Prof Riaan de Jongh, Director of the Centre for Business Mathematics and Informatics (front left) with industry partners at the event held to celebrate 21 years of successful collaboration.

- In the School of Biological Sciences, the best third-year Zoology student, Chané Kleynhans, and the best honours student with a Zoology research project, Geraldine Oosthuizen, received certificates from the Zoological Society of South Africa.



COMMUNITY ENGAGEMENT AND WORK-INTEGRATED-LEARNING INITIATIVES

Highlights related to community engagement and work-integrated learning initiatives in the Faculty for 2019 include the following:

- In collaboration with the NWU's Science Centre, the Faculty hosted 25 schools and approximately 1 500 learners for the National Science Week of the National Research Foundation (NRF) on the Potchefstroom Campus between 29 July and 2 August 2019. The theme was: "The harsh realities of climate change". Topics presented included rainfall and temperature trends over the North West province, air pollution and climate change, disaster risk reduction, geospatial information systems (GIS), waste management, environmental law, frogs and aquatic ecosystems.
- The School of Geo- and Spatial Sciences hosted learners on the Mafikeng Campus for a school visit on 13 August 2019. The purpose of the event was to educate the learners on the application of GIS, as well as the practical use of this software.
- Third-year GIS students assisted the learners to collect GPS coordinates around the campus and map the coordinates on the GIS software. This gave the learners an experience of physically collecting data and using the software to create their own maps.
- In collaboration with the Department of Forestry, Fisheries and the Environment, and the South African Youth Climate Change Coalition, the School of Geo- and Spatial Sciences hosted Grade 10 and Grade 11 learners for the Biodiversity Consultative Meeting on 18 October 2019. This saw the learners interacting robustly on how to conserve nature, learning about various protected areas in the country and interacting with undergraduate Geography students.
- The School of Geo- and Spatial Sciences also presented a nature conservation programme and environmental careers workshop at Mafikeng High School on 9 August 2019.
- In the School of Biological Sciences, the Microbiology subject group hosted the Worldwide Antibiotic Awareness Week event as a public engagement activity at Moorivier Mall.
- In the School of Computer Science and Information Systems, honours students developed a mobile application (app) for the Emfuleni for Change project. Third-year students in Information Technology also participated in the annual GeeXpo. It focused on information technology, mathematics and statistical sciences, and attracted hundreds of learners from across central South Africa to the Vaal Triangle Campus. Three winners in grades 10, 11 and 12 were awarded prizes, including bursaries.



School learners coming to grips with GIS software.



Ncobile Nkosi and learners at the environmental careers workshop.



The Faculty's Antibiotic Awareness Week.

EXCEPTIONAL ACADEMIC OFFERINGS IN THE FACULTY

The Faculty presents several exceptional academic offerings.

- The School of Geo- and Spatial Sciences launched a working weather radar just outside the Potchefstroom Campus in 2018. The NWU Lekwena radar and atmospheric infrastructure was put to good use in 2019. It can observe rainfall in real-time for a 150 km radius around Potchefstroom. It is a very complex and expensive piece of equipment that is used in the Geography programme. Students are provided with hands-on training on real-world equipment. At honours level, students visit some of the Faculty's ongoing government and industry research projects. This is aligned with the policy drive of "higher modes of knowledge production".

150 km

RAINFALL OBSERVATION RADIUS



The NWU Lekwena radar and atmospheric infrastructure.

- As part of the Department of Science and Innovation's mandate to attract and train marine scientists, the SEAmester programme acts as South Africa's class afloat. Carina Verster, an MSc student in Zoology, was one of the young scientists chosen to attend a 10-day trip on the SA Agulhas II, South Africa's modern research vessel. Carina received theoretical and practical training from academics and operators in an intense curriculum that covered oceanography, marine biology and the handling of complex sampling and data recording equipment.



Carina Verster on the SA Agulhas II.

- The School of Biological Sciences once again presented the field course module on estuarine and nearshore marine ecology at the Garden Route National Park in Tsitsikamma in the Western Cape. The course is presented in the form of a living laboratory where students undertake and complete different aspects of intertidal and estuarine ecology each day. In addition to the NWU students, other participants include postgraduate students from the University of Johannesburg, undergraduate students from the University of Hong Kong and undergraduate students from Arkansas State University, USA.



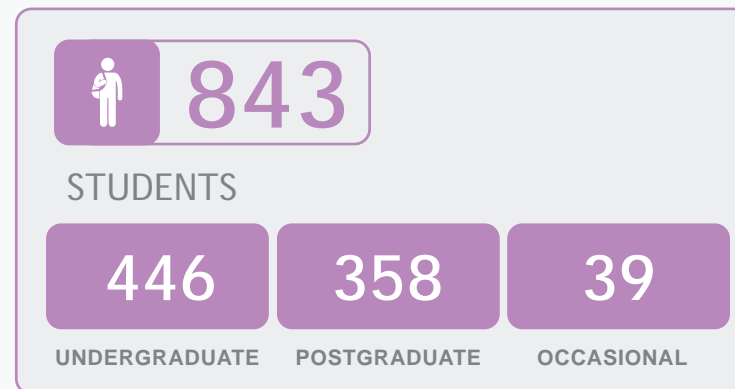
The field course at the Garden Route National Park.

FACULTY OF THEOLOGY

The Faculty of Theology views the teaching and learning of theology as a vehicle for active involvement in communities locally, nationally and internationally through the advancement and dissemination of knowledge and understanding between people and disciplines. The study of texts in academic or spiritual isolation is no longer appropriate in theology as a discipline. Indeed, theological academic endeavour must form part of the transformative theological discourse, and must extend to other disciplines such as philosophy, sociology, history, health sciences and economics.

Consequently, the Faculty is committed to being an agent of change in terms of the transformation of the curriculum. As part of this process, it is introducing several certificates, postgraduate diplomas and short courses to complement its existing degree offering. These qualifications will serve two strategic objectives of the Faculty: to reach students who do not qualify for degree studies with a view to possible future admission, and to provide theological training to a sector in which many lay people work with great passion and commitment. At the core of these qualifications lies values such as social justice and inclusivity, attributes such as lifelong learning, as well as skills development in the context of practical ministry. The Faculty also aims to address the sharply divided theological society in South Africa by providing wider access in support of the NWU's T-L Strategy.

The Faculty presents programmes in both the contact and distance modes of tuition. The Faculty presents its undergraduate programmes in two schools: the School for Christian Ministry and Leadership (which offers Dogmatology, Missiology, Practical Theology, Old Testament and New Testament as subject fields) and the School for Ancient Languages and Text Studies (which offers Ancient Languages and Ancient Cultures, among others). The Faculty also houses two research entities: the Unit for Reformational Theology and the Development of the South African Society, as well as the focus area for ancient texts: Text, Context and Reception.



ENROLMENT PLAN

According to its enrolment plan, the Faculty's planned intake of first-time entering students in its contact programme for 2019 was nine students on the Mafikeng Campus, 26 students on the Potchefstroom Campus and 25 students on the Vaal Triangle Campus, giving a total of 60 students.

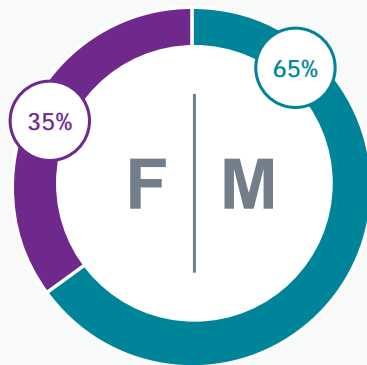
The Faculty's growth is in line with the Faculty Integrated Teaching and Learning Plan (FITLP). A historical needs-based approach was used to determine the enrolment targets for the respective campuses for the next six years.

It thus aims to achieve the following increases in first-time enrolments by 2023:

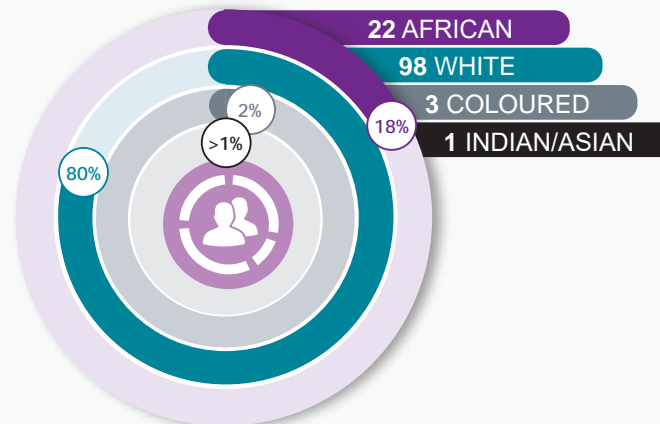
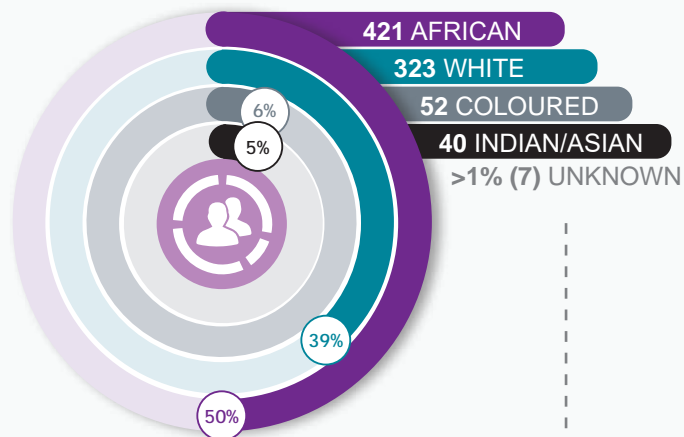
- Mafikeng Campus: 54 students
- Potchefstroom Campus: 279 students
- Vaal Triangle Campus: 45 students
- Open distance learning: 247 students

STUDENT PROFILE

The Faculty had an enrolment of 843 students in 2019, comprising 512 contact students and 331 distance students. The total enrolment was made up of 446 undergraduate students, 358 postgraduate students and 39 occasional students. Its total student population was mostly male (551 students), made up of 269 African, 210 white, 33 Coloured and 32 Indian/Asian students (the race of seven students was unknown). Its total female population comprised 292 students, made up of 152 African, 113 white, 19 Coloured and eight Indian/Asian students.



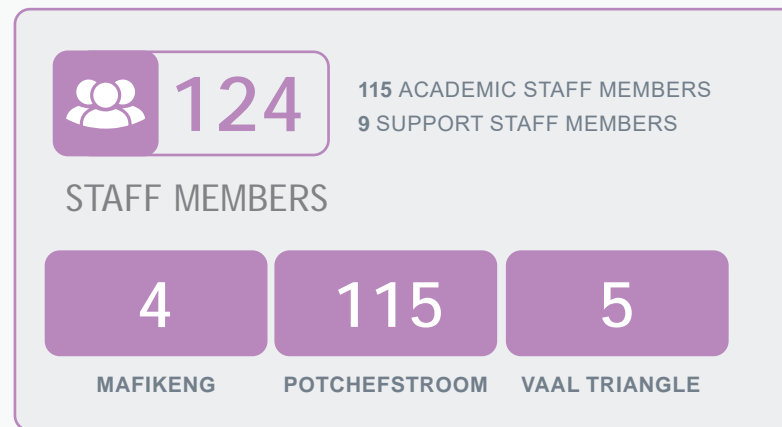
292 FEMALE • 551 MALE



The majority of the Faculty's students followed the programme on the Potchefstroom Campus (682 students), followed by 109 students on the Vaal Triangle Campus and 52 on the Mafikeng Campus.

STAFF PROFILE

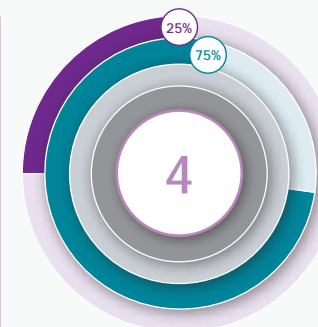
In 2019, the Faculty had a total staff complement of 124 (115 academic and nine support staff). The largest staff complement was located on the Potchefstroom Campus (115 staff members), followed in by the Vaal Triangle Campus (five staff members) and the Mafikeng Campus (four staff members).



FEMALE



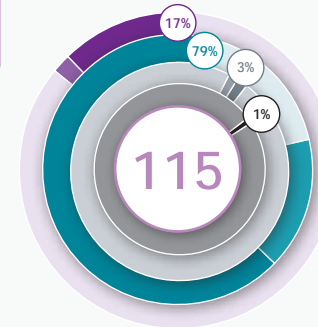
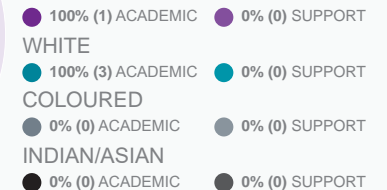
MALE



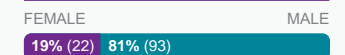
MAFIKENG CAMPUS



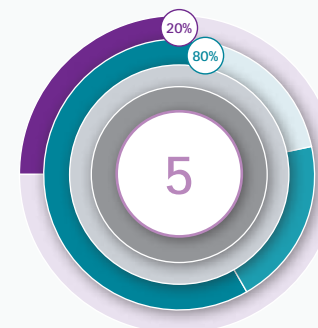
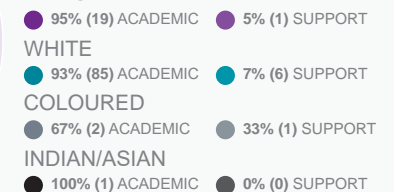
AFRICAN



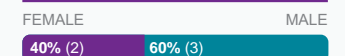
POTCHEFSTROOM CAMPUS



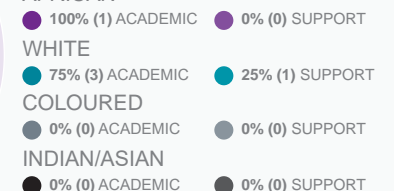
AFRICAN



VAAL TRIANGLE CAMPUS



AFRICAN

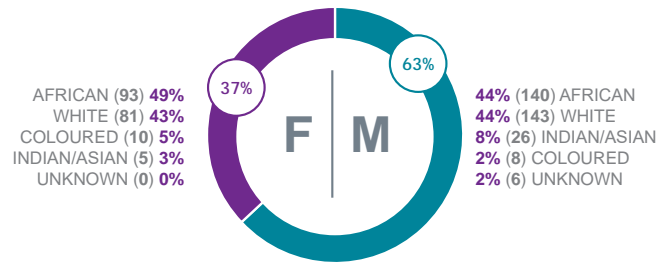


TOTAL STUDENTS: 843

STUDENT PROFILE BREAKDOWN: FACULTY OF THEOLOGY

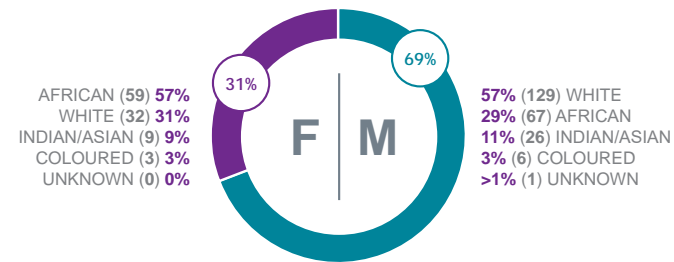
METHOD OF STUDY

CONTACT (512 STUDENTS)



189 FEMALE • 323 MALE

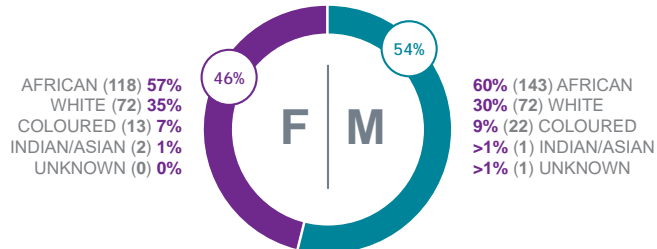
DISTANCE (331 STUDENTS)



103 FEMALE • 228 MALE

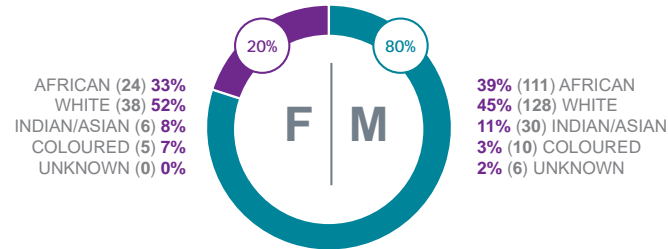
LEVEL OF STUDY

UNDERGRADUATE (446 STUDENTS)



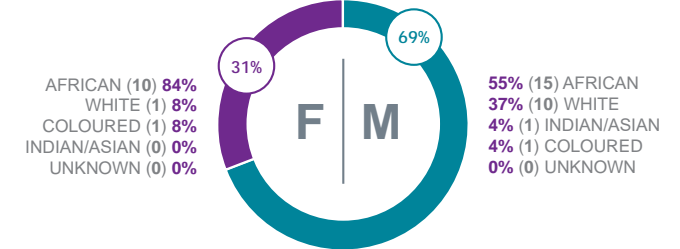
207 FEMALE • 239 MALE

POSTGRADUATE (358 STUDENTS)



73 FEMALE • 285 MALE

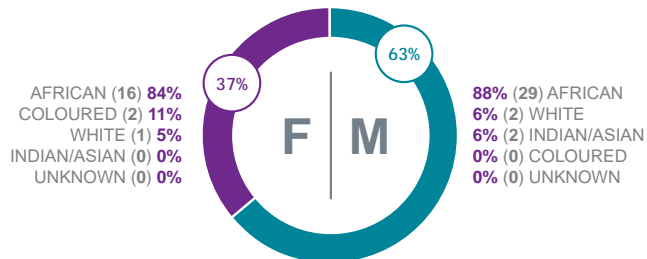
OCCASIONAL (39 STUDENTS)



12 FEMALE • 27 MALE

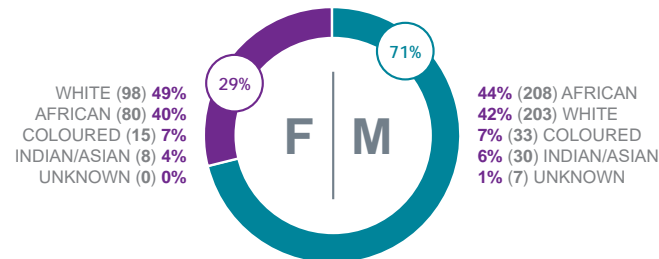
CAMPUS

MAFIKENG CAMPUS (52 STUDENTS)



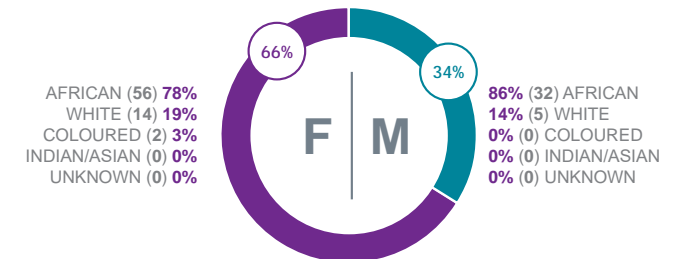
19 FEMALE • 33 MALE

POTCHEFSTROOM CAMPUS (682 STUDENTS)



201 FEMALE • 481 MALE

VAAL TRIANGLE CAMPUS (109 STUDENTS)



72 FEMALE • 37 MALE

ALIGNMENT AND DEVELOPMENT OF ACADEMIC OFFERINGS

In terms of equity in academic offerings, the Faculty is in the process of rolling out multi-functional, technology-enhanced formal and informal learning spaces to enhance blended learning programme designs. Contact and distance students make use of the NWU's learning management system (eFundi) to access study material, submit assessments and receive feedback from a lecturer. Most qualifications are presented on all three campuses.

TRANSFORMATION OF THE CURRICULUM

Theological education at universities builds on centuries of intellectual and experiential knowledge in a complex and interconnected world. The Faculty is embedded as a role-player in the NWU's academic offering on a decolonised continent. As a Faculty serving students from different denominations and theological traditions, as well as language and cultural contexts, the Faculty is cognisant of the need to expand its offering in terms of stakeholder interests, but also to facilitate critical engagement between lecturers and students, as well as students among themselves.

The Faculty supports the NWU's decolonisation discourse in terms of the FITLP, focusing on the co-creation of knowledge rather than replacing one body of knowledge with another. The Faculty's target is that at least one study unit per module should show clear decolonised outcomes.

The Faculty has adopted a language plan that is aimed at a deepening engagement with multilingualism within the Faculty. During 2019, implementation started with small steps in the hope of making greater strides in the years to come. The Faculty is also investigating the possibility of developing a programme delivered by way of sign language, since the deaf are the most unreached population group in the world. The Faculty envisages an inter-faculty project in this regard.

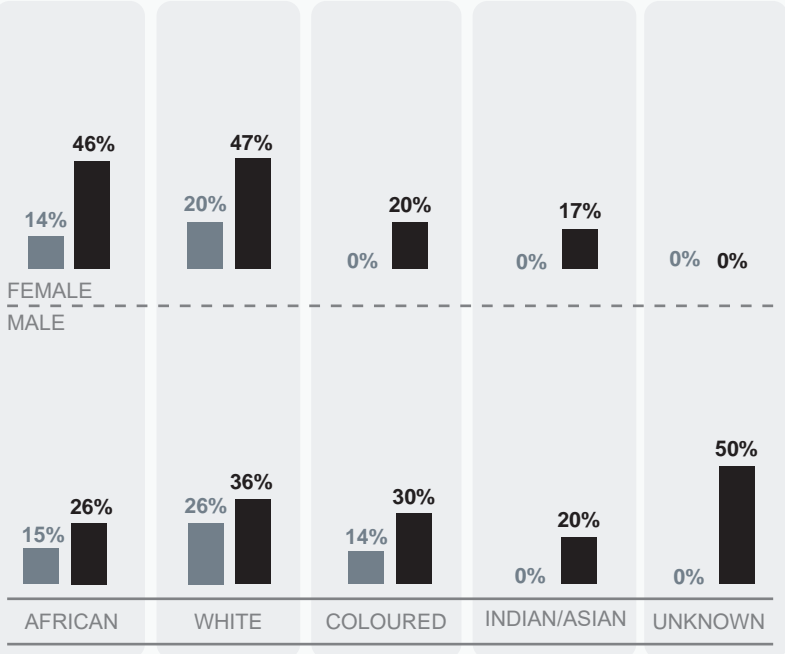
According to the Higher Education Qualifications Sub-framework (HEQSF), theological qualifications could include modules from cognate qualifications and qualifications in the humanities, health sciences, education, law and agriculture. The Faculty is thus introducing a multidisciplinary higher certificate in collaboration with health sciences, focusing on pastoral and palliative care through its dynamic blended teaching and learning approach.



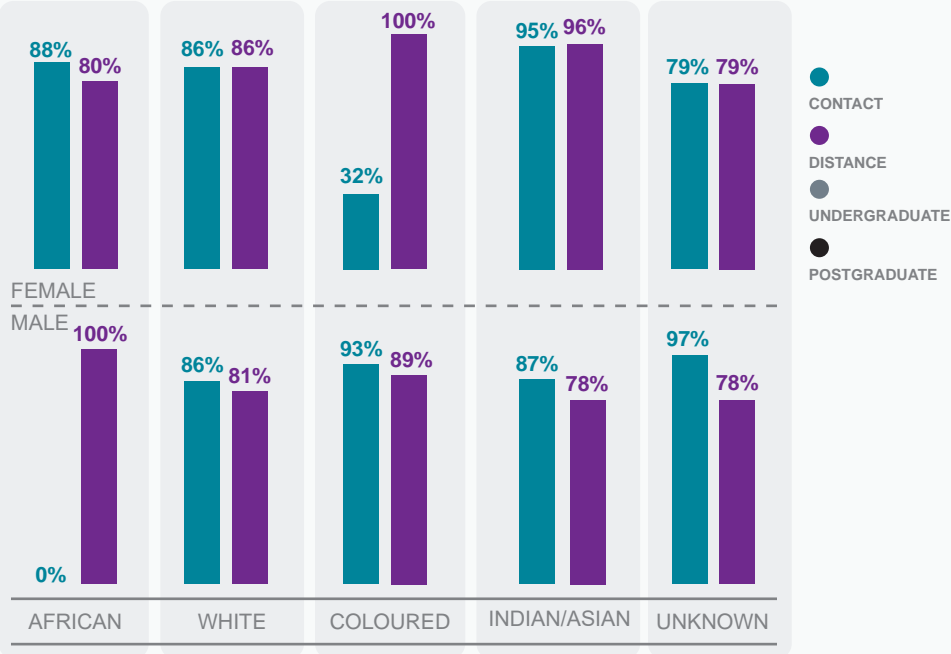


STUDENT SUCCESS

A total of 193 students graduated from the Faculty in 2019, of which 75 were undergraduate and 118 were postgraduate students. This total was furthermore made up of 62 female students and 131 male students. The Faculty recorded an undergraduate success rate of 83.32% for 2019.



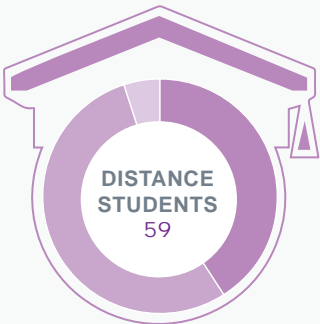
Graduation rate of the Faculty of Theology for 2019.



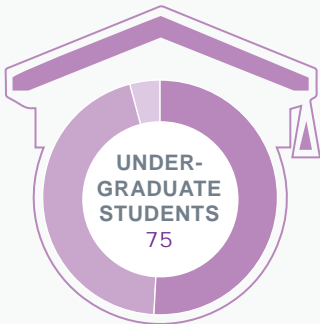
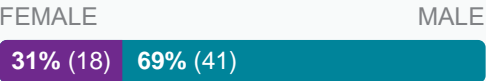
Undergraduate success rate of the Faculty of Theology for 2019.



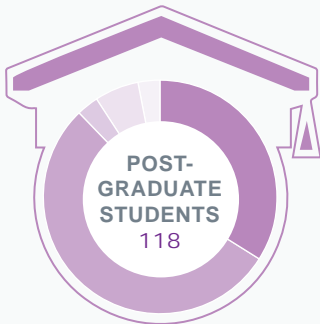
40% (54) AFRICAN • 50% (66) WHITE
3% (4) COLOURED • 5% (7) INDIAN/ASIAN
2% (3) UNKNOWN



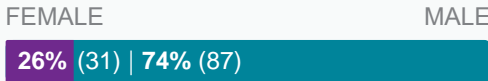
41% (24) AFRICAN • 54% (32) WHITE
5% (3) COLOURED • 0% (0) INDIAN/ASIAN
0% (0) UNKNOWN



51% (38) AFRICAN • 45% (34) WHITE
4% (3) COLOURED • 0% (0) INDIAN/ASIAN
0% (0) UNKNOWN



34% (40) AFRICAN • 54% (64) WHITE
3% (4) COLOURED • 6% (7) INDIAN/ASIAN
3% (3) UNKNOWN



Graduates of the Faculty of Theology for 2019.

INTERNATIONALISATION

In 2019, the Faculty's open distance learning programmes attracted students from 29 countries, including Australia, the Bahamas, Finland, India, Mexico and many African countries. The Faculty also enrolled 242 South African students.

It increased its international profile, while aspiring to maintain a balance between retaining its underlying South African foundation and continuing to strive for international recognition and impact. Such recognition contributes to the employability of graduates, but also opens doors for students already in ministerial employment to spread their wings. The Faculty continuously searches for opportunities to collaborate with top universities internationally, leading to memoranda of understanding and the concrete taking of hands.

EXCEPTIONAL STAFF AND STUDENT PERFORMANCE

In 2019, the Faculty implemented a programme to teach first- to third-year students studying to become ministers to speak Setswana in everyday settings. This initiative links to the Faculty's language plan and the promotion of multilingualism among its staff and student body, and prepares students for the multicultural reality of South Africa and the world.

A feature of the Faculty has been the number of books published by its researchers. These publications, across a range of theological disciplines and the ancient languages, have increased the profile of the Faculty nationally and internationally through collaboration with local and overseas colleagues. These books also provide study material to students in the teaching and learning environment as they address pressing issues in South African society.

COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING INITIATIVES

All the Faculty's students in ministers' training perform practical work, which forms part of their curriculum either formally or informally. The first-year students undergo a course focused on identifying personal blind spots, such as addiction or unhealthy relationships, and dealing with the same in a manner that leads to personal growth and equips them to assist others with similar issues. The second-year students perform practical work in cross-cultural settings, engaging with cultures other than their own, with a few involved in multicultural ministry. The third-year students are exposed to groupings on the periphery of being churches, learning critical thinking in respect of others, but also themselves. The fourth-year students are exposed to people and situations where they have an opportunity to proclaim the gospel outside their comfort zones, e.g. among prostitutes, the poor and the destitute. This "urban classroom" often occurs in cooperation with the local branch of the South African Police Service. The fifth-year students do two weeks of practical work with the youth in a congregation under the supervision of the local minister. Final-year students do four weeks of practical work in general ministry in a congregation under the supervision of the local minister.

The Faculty's Pastoral Counselling students visit Potchefstroom Correctional Services each year as part of their learning experience. Under the guidance of Prof Fazel Freeks, they engage with female inmates and focus on topics such as motivation, encouragement and building resilience. The experience leaves the students with a sense of purpose in their training and opens them up to the possibilities of applying their skills and knowledge in practice.

EXCEPTIONAL ACADEMIC OFFERINGS IN THE FACULTY

The School of Ancient Languages and Text Studies continues to be the largest of its kind in the northern parts of South Africa, and is one of only a few still offering these subject fields in the country. It also offers the largest number of ancient languages on the African continent. In addition to its BA Ancient Languages programme, the School serves a variety of programmes from the faculties of Theology, Humanities and Law. It continued to offer the Botanical Latin short course to second-year Botany students during the period under review.



CONCLUDING REMARKS

The Faculty looks back on its teaching and learning in 2019 with satisfaction. While it continues to strive towards its strategic goals, it celebrates every staff member and student who gave their all in achieving the results that they have. The Faculty looks forward to an exciting 2020 with new challenges, but also new opportunities.

CHAPTER SIX

Last word

In 2019, the NWU took further strides with the implementation of its five-year T-L Strategy (2016–2020). This report has featured the development of new programmes, the addition of further cross-curricular awareness-raising weeks to the university calendar and the deepening of engagement with blended learning, which featured the integration of technology in both its contact and distance learning programmes.

It was a year of phenomenal growth for the University in terms of staff development, with additional appointments being made in the Department of Higher Education and Training's New Generation of Academics Programme, and another year of clean audits in terms of the monitoring of spending against the University's teaching and learning-related earmarked grants, such as the University Capacity Development Grant, the Foundation Grant, the Clinical Training Grant and the Grant for Animal Health.

Achievements such as new programmes, new appointees and a proven capacity to spend effectively where it matters most at the NWU (in terms of teaching and learning as part of the core business) demonstrate a commitment to align activities with the institution's strategy and to realise the many aspirations of the T-L Strategy. This work seldom approaches completion and is always poised at the moment of renewal. So, in 2019, the NWU commenced the extensive work involved in the redrafting of a new T-L Strategy, and engaged in the associated consultation processes.

The T-L portfolio also grew in 2019 with the addition of the Unit for Open Distance Learning and the Language Directorate. Under the portfolio's leadership, vigorous attempts were made to enhance and render swifter support and services to the University's contact and distance education students – even when contact with distance students entails a different experience to that encountered by students seen on the NWU's campuses on a day-to-day basis.

I am delighted that the NWU's targets with regard to pass rates and enrolments have remained stable and were achieved in 2019. This effort speaks to the ever-needed synergy between student administration, the academics in the faculties, and the support staff in the units and centres (the Unit for Open Distance Learning, the Career Centre, Academic Grants Administration, the Library and Information Service, the Unit for Continuing Education, the Centre for Teaching and Learning, the Qualification and Academic Programme Planning Unit, the Language Directorate and the Office of the Deputy Vice-Chancellor: Teaching-Learning), which – together with the eight faculties – are committed to supporting learning within the intellectual community that is the NWU.

This entails the further professionalisation of the NWU's academic and support services staff, and the success and future employment of its students as bright NWU ambassadors entering a nation and a world where the challenges associated with technological integration and advancement (sometimes referred to as the Fourth Industrial Revolution)

are set amid growing gaps between rich and poor, and developed and developing economies around the world.

Our students and staff are ambassadors of the NWU, and it is this context of need that makes our commitment to social justice as a university not merely an appropriate, but also a critically necessary basis for the development of graduates as effective contributors to the economy, as well as critical reflectors on the structures that define poverty, and create the extremes of wealth in the advancement of early 21st-century capitalism.

These are difficult times for the sector, as well as society, as access to resources becomes more difficult, competition more intense, and the challenge to share and work together in ways that are equitable, caring and mindful become more urgent.

Higher education, in general, and the NWU, in particular, have a critical role to play by attending to the need to develop a deeply intellectual engagement in its staff and students, through the sciences and the humanities, which is responsive, committed and ethical.

I am confident of the directions pursued by the NWU in teaching and learning, as narrated in this report, and we look forward to further years of innovation, even when spurred on by pressing social and environmental challenges.

Prof Robert J Balfour
Deputy Vice-Chancellor: Teaching-Learning

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INTEGRATED TEACHING AND LEARNING REPORT TASK TEAM
Prof Robert Balfour, Dr Franciska Bothma, Prof Willie van Vollenhoven

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