

**UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT**



**TEACHING-LEARNING POLICY
ONDERRIGLEERBELEID**

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ONDERRIGLEERBELEID VAN DIE UNIVERSITEIT VAN DIE VRystaat TEACHING-LEARNING POLICY OF THE UNIVERSITY OF THE FREE STATE

ONDERRIGLEERBELEID

1. Aanhef

Die doel van die onderrigleerbeleid van die Universiteit van die Vrystaat (UV) is om die Universiteit se onderrigleerretos te definieer en om uiteen te sit hoe dit uitgevoer word. Die beleid neem die eksterne konteks, insluitend nasionale hoëronderrigbeleid en gehaltesdoelstellings, in ag.

In die interne konteks dien die visie, missie en waardes van die UV, die strategiese prioriteite van die UV, soos vergestalt in die instelling se Strategiese Plan, die Transformasieplan 2007-2010, en die basisdokument "Akademiese werk aan die UV ooreenkomstig sy intrinsieke aard as universiteit" as rigtinggewende raamwerke vir hierdie beleid.

Die onderrigleerbeleid komplementeer en moet saamgelees word met ander UV-beleidsinisiatiewe, byvoorbeeld die Assesseringsbeleid, Gehalteversekeringsbeleid, beleid vir Magister- en Doktorale Studie, Taalbeleid, Samelewingsdiensbeleid en die Konsep Institusionele Manifest. Daarbenewens sal aangeleenthede rakende erkenning van voorafleer, personeelontwikkeling, studente-ontwikkeling en -sukses, en studentetoelating en -toeganklikheid ook deur die onderrigleerbeleid in berekening gebring word.

2. Omvang

Die UV se onderrigleerbeleid is op alle personeel en studente in voorgraadse en nagraadse akademiese programme van toepassing.

3. Waardes

Die onderrigleerbeleid word deur die uitgangspunt dat die wese van die universiteit die generering, ontsluiting en toepassing van analities-wetenskaplike kennis, metodes en bevoegdhede behels, onderskryf. Die beleid het betrekking op algemeen vormende, loopbaangeënteerde (of professioneel geënteerde) onderrigleer, en basiese sowel as toegepaste navorsing. Die universiteit word gekenmerk deur die term 'wetenskap' of 'wetenskaplike ondersoek', wat die universiteit se funksie, take en werk onomwonde bepaal en vorm, sy dit navorsing, onderrig en leer (in welke vorm van aanbidding ook al) of samelewingsdiens. Dit impliseer dat die UV se onderrigleer op wetenskaplikheid en wetenskaplike kundigheid gegrond is wat kritiese-analitiese denke by studente vestig.

Die waardes van die UV sluit akademiese vryheid en outonomie, uitnemendheid, billikheid, 'n diensgesteldheid en integriteit in. Om dié waardes te verwesenlik, streef die onderrigleerbeleid daarna om 'n etos van gesteldheid op, instandhouding en versterking van hoë akademiese standaarde, etiek en billikheid in onderrig en leer te skep. Die nastrewing van hierdie waardes behels die volgende:

- Die bevordering van 'n ryk intellektuele, sosiale, kulturele en etiese leeromgewing. Dit impliseer dat onderrig en leer aan die UV tot die bevordering van alle vorme van kennis en wetenskaplikheid bydra, kreatiwiteit eerbiedig, en navorsing bevorder.
- Die erkenning van hoë akademiese en professionele standaarde, waardes en integriteit.
- Die uitbouing van sleutelprioriteite vir gehalteverbetering ten opsigte van onderrig en leer.
- Waardering vir diversiteit.
- Die onderskrywing van die onderliggende beginsels van 'n regverdige samelewing, gebaseer op menswaardigheid, vryheid, gelykheid, respek vir godsdiensvryheid, vryheid van spraak en uitdrukking en verdraagsaamheid jeens die idees van ander.
- Om aan studente die geleentheid te bied om die relevante probleme en brandpunte binne Afrika op 'n gevorderde, multidissiplinêre vlak te bestudeer.

TEACHING-LEARNING POLICY

1. Preamble

The purpose of the teaching-learning policy of the University of the Free State (UFS) is to define the University's teaching-learning ethos and clarify how this is enacted. The policy takes the external context, including national higher education policy and quality goals, into account.

In the internal context, the vision, mission and values of the UFS, the strategic priorities of the UFS as embodied in the institution's Strategic Plan, the Transformation Plan 2007-2010 and the founding document "Academic work at the UFS in terms of its intrinsic nature as a university" serve as directives for this policy.

The teaching-learning policy complements and is to be read in conjunction with other UFS policy initiatives such as the Assessment Policy, Quality Assurance Policy, the Master's and Doctoral Studies policy, the Language Policy, Community Service Policy and the Draft Institutional Charter. In addition, matters in respect of recognition of prior learning, staff development, student development and success, and student admission and accessibility will also be taken account of in this policy.

2. Scope

The UFS teaching-learning policy applies to all staff and students in undergraduate and postgraduate academic programmes.

3. Values

The teaching-learning policy is underpinned by the premise that the essence of the university lies in the generation, unlocking and application of analytical-scientific knowledge, methods and competencies. This encompasses general formative, career-oriented (or professionally oriented) teaching-learning, and basic as well as applied research. The university is distinguished by the term 'science' or 'scientific inquiry', which decisively determines and shapes university functions, tasks and work, be it research, teaching and learning (in whichever mode of delivery) or community service. This implies that the UFS's teaching-learning is founded on scholarship and scientific know-how instilling critical-analytical thinking in students.

The values of the UFS include academic freedom and autonomy, excellence, fairness, a service disposition and integrity. To attain these values, the teaching-learning policy strives to create an ethos of placing a high premium on, maintaining and enhancing high academic standards, ethics and equitability in teaching and learning activities. In striving to attain these values, the following are pursued:

- Promotion of a rich intellectual, social, cultural and ethical learning environment. This implies that teaching and learning at the UFS contribute to the promotion of all forms of knowledge and scholarship, respect creativity, and promote research.
- Recognition of high academic and professional standards, values and integrity.
- Enhancement of key quality improvement priorities with regard to teaching and learning.
- Appreciation of diversity.
- Endorsement of the underlying principles of a just society, founded on human dignity, freedom, equity, respect for religious freedom, freedom of speech and expression, and tolerance for the ideas of others.
- To give students the opportunity to study the relevant problems and issues within Africa at an advanced, multidisciplinary level.

4. Doel van die beleid

Die oorkoepelende doel van die beleid is om uitnemendheid in die praktyk van onderrigleer na te streef en om daardeur studenteleer te optimaliseer. Die stellings vervat in die beleid vorm die grondslag en raamwerk vir optrede en beste praktyk ten opsigte van onderrigleer, wat sal verseker dat:

- Studente die vaardighede ontwikkel om te kontekstualiseer, te argumenteer, te redeneer en navorsing te doen.
- Programmaanbiedings die begeerte om te leer by studente inskerp en die aktiewe ontwikkeling van kritiese denkvaardighede, besluit-nemingsvaardighede en weetgierigheid, d.w.s. leer gedrewe deur die behoefte om meer te weet, bevorder.
- Studente in hul leer gerig en ondersteun word om akademiese voortrefflikheid te bereik.
- Onderrigleer plaasvind deur middel van akademiese programme van hoë gehalte, en dat programme en modules effektief en doeltreffend saamgestel en aangebied word.
- Akademici in hul onderrigleerpraktyk ondersteun word.
- Daar voldoen word aan HOGK-kriteria vir onderrig en leer (beide programakkreditering en institusionele audit).
- Standaarde en vereistes van tersaaklike professionele/bedryfsrade nagestreef word.
- Die kritiese lees- en skryfvaardighede van studente as 'n grondliggende deel van akademiese aktiwiteite ontwikkel, ondersteun en bevorder word.

5. Die onderrigleerbenadering

Die UV strewende daarna om 'n leergesentreerde en kennisgebaseerde onderrigleeromgewing te bevorder. Onderrigleeraktiwiteite vind primêr binne akademiese programme plaas en rig studente om spesifieke uitkomst te bereik.

- 'n Leergesentreerde benadering behels dat nie net dosente en studente nie, maar al die afdelings en aktiwiteite van die instelling meewerk om 'n leergemeenskap te vestig wat insig-verdiepende en perspektief-verbreedende leer en die toepassing daarvan bevorder.
- 'n Uitkomstgerigte benadering beteken dat die volgende kategorieë van uitkomst in akademiese programme vergestalt word:
 - Kulminerende uitkomst wat generies van aard is met spesifieke verwysing na die kritieke kruisterreinuitkomst soos in die SAKO-Wet vervat, insluitend probleem-identifisering en -oplossing, samewerking, selforganisasie en -bestuur, navorsingsvaardighede, kommunikasievaardighede, ondernemerskap, en die aanwending van wetenskap en tegnologie.
 - Bemagtigende uitkomst wat spesifiek van aard is, met ander woorde, die konteks-spesifieke bekwaamhede en vaardighede wat studente binne spesifieke leerareas en op bepaalde vlakke moet bemeester voordat hulle uittree of na 'n volgende vlak beweeg.
 - Diskrete uitkomst van samelewingsdiensleer wat dissipline-verwante bevoegdhede, vaardighede en kennis ontwikkel.

As een van die kernfunksies van 'n universiteit behoort onderrigleer deur beide vakwetenskaplike en toepaslike onderwyskundige navorsing onderlê en bevorder te word. Die UV ondersteun die uitgangspunt dat navorsing deur kundiges die grondslag vir onderrig en leer vorm, en dat die betrokkenheid van akademiese personeel by navorsing tot gehalte in onderrig bydra. Daarbenewens streef die UV aktief daarna om 'n navorsingskultuur te bevorder waarbinne 'n krities-analistiese benadering en bevoegdheid op beide voor- en nagraadse vlak by studente ontwikkel kan word.

Onderrigleer moet ook deur samelewingsdiensleer aan samelewingsdiens gestalte gee (vergelyk Samelewingsdiensbeleid) en 'n Afrika-gerigtheid in berekening bring.

4. Aim of the policy

The overarching aim of this policy is to strive for excellence in teaching-learning practices at the UFS in order to optimise student learning. The statements included in the policy establish the basis and framework for conduct and best practice related to teaching-learning, which will ensure that:

- Students develop the skills to contextualise, argue and reason, and to conduct research.
- Programme delivery inculcates in students the desire to learn, and promotes active development of critical thinking skills, decision-making skills and an enquiring mind, i.e. curiosity-driven learning.
- Students are guided and supported in their learning to achieve academic excellence.
- Teaching-learning takes place through academic programmes of high quality, and programmes and modules are effectively and efficiently designed and delivered.
- Academics are supported in their teaching-learning practice.
- HEQC criteria for teaching and learning (both programme accreditation and institutional audit) are adhered to.
- Standards and requirements of relevant professional/industrial councils are pursued.
- The critical reading and writing skills of students are developed, supported and advanced as a fundamental part of academic activities.

5. The teaching-learning approach

The UFS strives to promote a learning-centred and knowledge-based teaching-learning environment. Teaching-learning activities primarily take place within academic programmes and guide students to attain specific outcomes.

- A learning-centred approach is one in which not only lecturers and students, but all sections and activities of the institution work together in establishing a learning community that promotes a deepening of insight and a broadening of perspective with regard to learning and the application thereof.
- An outcomes-oriented approach implies that the following categories of outcomes are embodied in the academic programmes:
 - Culminating outcomes that are generic with specific reference to the critical cross-field outcomes contained in the SAQA Act, including problem identification and problem-solving, co-operation, self-organisation and self-management, research skills, communication skills, entrepreneurship and the application of science and technology.
 - Empowering outcomes that are specific, i.e. the context-specific competencies and skills students must master within specific learning areas and at specific levels before they exit or move to a next level.
 - Discrete outcomes of community service learning to cultivate discipline-appropriate competencies, skills and knowledge.

As one of the core functions of a university, teaching-learning should be underpinned and enhanced by both disciplinary and appropriate educational research. The UFS supports the notion that scholarly research forms the foundation of teaching and learning, and that the involvement of academic staff in research contributes to the quality of teaching. In addition, the UFS actively strives to promote a research culture within which a critical-analytical approach and competencies can be developed in students at both undergraduate and postgraduate level.

Teaching-learning should also give effect to community service in the form of community service learning (see Community Service Policy) and take account of an Africa orientation.

6. Fundamentele beginsels wat onderrigleer ten grondslag lê

Die UV erken dat studente se leer deur 'n aantal faktore, insluitend hulle vorige onderwysondervinding, hul kulturele agtergrond, hul begrip van bepaalde leertake en -assessering, asook vakwetenskaplike verbande, beïnvloed word.

Studente leer beter wanneer hulle aktief by leer betrokke is as wanneer hulle passiewe ontvangers van oorgedraagde inligting en/of kennis is. 'n Leergeoriënteerde kultuur wat individuele studente se leerstyle en diversiteit erken en op aktiewe leer en studentebetrokkenheid fokus, wat daarop gerig is om diepteleeruitkomst te bereik en studente vir lewenslange leer voor te berei, word as die ideaal beskou. Effektiewe leer behels die betrokkenheid van studente as aktiewe deelnemers aan die leerproses, met erkenning daarvan dat alle leer 'n komplekse interaksie van aktiewe prosesse en ontvanklikheid, die konstruering van betekenis deur die student, en leer saam met en van ander behels. Hierdie beginsels word ondersteun deur die gebruik van 'n betrokkeleerbenadering wat interaktiewe, reflektiewe, koöperatiewe, ervarings-, skeppende of konstruktiewe en konseptuele leer behels.

6.1 Effektiewe onderrigleeromgewing

'n Effektiewe onderrigleeromgewing word geskep deur:

- Studente bloot te stel aan hoëvlakuitdagings wat die standaard van verwagte prestasie sal verhoog.
- Studente aan te moedig om aktief betrokke te wees by en deel te neem aan die leerproses deur weg te beweeg van eenrigting-inhoudsoordrag na toenemende interaksie.
- 'n Duidelike fokus te verseker d.m.v. goed geformuleerde uitkomst en kort- en langtermyn oogmerke vir elke fase van die onderrigleerproses.
- Studente se onafhanklikheid en interafhanklikheid, selfbestuur en selfregulering te bevorder.
- Aan alle studente buigsame en uitgebreide geleenthede te bied om sukses te behaal.
- Die leeromgewing deur diversiteit te verryk.

6.2 Effektiewe onderrigleerbenaderings

Effektiewe onderrigleerbenaderings word ondersteun deur:

- Goed ontwerpte en aktiewe leertake of -geleenthede om 'n diepteleerbenadering eerder as 'n oppervlakkige benadering tot leer aan te moedig.
- Inhoudsintegrasie wat die opbou, kontekstualisering en toepassing van kennis, beginsels en teorieë eerder as die memorisering en weergee van inligting behels.
- Leer waarin studente kennis bou deur self betekenis te konstrueer.
- Die vermoë om wat in een konteks geleer is, in 'n ander konteks op 'n probleem toe te pas.
- Kennisverwerwing op 'n hoër vlak wat self-insig, -regulering, en -evaluerende tydens die leerproses vereis.
- Kollaboratiewe leer waartydens studente saamwerk om 'n gedeelde doelwit te bereik en tot mekaar se leer by te dra.
- Samelewingsdiensleer wat lei tot samewerking en die wedersydse verwerwing van bevoegdhede ten einde kruiskulturele interaksie en sosiale ontwikkeling te verseker.
- Beskikbaarstelling van hulpbronne soos inligtingstegnologie- en biblioteekfasiliteite van 'n hoë gehalte om 'n betrokke en gemengde onderrigleerbenadering te ondersteun.
- 'n Verbintenis om op innoverende wyses parallelmedium-onderrigleer te bevorder.
- Vestiging van 'n kultuur van leer as oorkoepelende en samebindende faktor binne institusionele diversiteit.
- Onderrig en leer wat die realiteit van diversiteit weerspieël.
- Verrekening van multikulturaliteit op 'n verantwoordelike wyse wat poog om 'n waardering vir diversiteit te kweek, die bou van wedersydse respek en die bevordering van kruiskulturele leerervarings wat studente aangemoedig om insig in en waardering vir verskille te toon.

6. Fundamental principles underpinning teaching/learning

The UFS accepts that students' learning is influenced by a number of factors, including their previous educational experience, their cultural background, their perceptions of particular learning tasks and assessments, as well as discipline contexts.

Students learn better when they are actively engaged in their learning rather than when they are passive recipients of transmitted information and/or knowledge. A learning-oriented culture that acknowledges individual student learning styles and diversity and focuses on active learning and student engagement, with the objective of achieving deep learning outcomes and preparing students for lifelong learning, is seen as the ideal. Effective learning entails the engagement of students as active participants in the learning process, while acknowledging that all learning must involve a complex interplay of active and receptive processes, the constructing of meaning by the student, and learning with and from others. These principles are supported through the use of an engaged learning approach that involves interactive, reflective, co-operative, experiential, creative or constructive learning, as well as conceptual learning.

6.1 Effective teaching-learning environment

An effective teaching-learning environment is created by:

- Exposure of students to high-level challenges that will raise the standard of expected performance.
- Encouraging students' active involvement and engagement in the learning process by moving away from one-way content delivery to increasing interaction.
- Ensuring clarity of focus through clearly articulated outcomes as well as short-term and long-term aims at every stage of the teaching-learning process.
- Nurturing students' independence and interdependence, self-direction and self-regulation.
- Providing flexible and expanded opportunities for all students to achieve success.
- Enriching the learning environment through diversity.

6.2 Effective teaching-learning approaches

Effective teaching-learning approaches are supported by:

- Well-designed and active learning tasks or opportunities to encourage a deep rather than a surface approach to learning.
- Content integration that entails the construction, contextualisation and application of knowledge, principles and theories rather than the memorisation and reproduction of information.
- Learning that involves students building knowledge by constructing meaning for themselves.
- The ability to apply what has been learnt in one context to another context or problem.
- Knowledge acquisition at a higher level that requires self-insight, self-regulation and self-evaluation during the learning process.
- Collaborative learning in which students work together to reach a shared goal and contribute to one another's learning.
- Community service learning that leads to collaborative and mutual acquisition of competencies in order to ensure cross-cultural interaction and societal development.
- Provision of resources such as information technology and library facilities of a high quality to support an engaged and blended teaching-learning approach.
- A commitment to give effect to parallel-medium teaching-learning in innovative ways.
- Establishing a culture of learning as an overarching and cohesive factor within institutional diversity.
- Teaching and learning that reflect the reality of diversity.
- Taking multiculturality into account in a responsible manner that seeks to foster an appreciation of diversity, build mutual respect and promote cross-cultural learning experiences that encourage students to display insight into and appreciation of differences.

7. Vertrekpunte vir die implementering van effektiewe onderrigleer

Gehalte-onderrig om effektiewe leer teweeg te bring, word nie slegs deur aktiewe betrokkenheid gekenmerk nie, maar ook deur 'n selfgerigte en selfregulerende benadering tot leer. Effektiewe leer veronderstel 'n leerproses wat studente toelaat om aktiewe deelnemers te word wat hul eie leer rig. Pogings om sodanige aktiewe deelname teweeg te bring moet binne konteks op program-, kurrikulum- en modulevlak plaasvind.

Onderrigleer omsluit die totale stelsel wat kurrikulumontwikkeling, programaanbieding, gestelde uitkomst, die leeromgewing, en assessering van leer insluit.

7.1 Onderrigleerbehoefes van studente

Die UV moet studente bemagtig om hul volle potensiaal te bereik deur:

- 'n Effektiewe, ondersteunende en volhoubare leeromgewing vir alle studente daar te stel.
- Kontekstueel voort te bou op studente se bestaande verwysings-raamwerke om die leerervaring te versterk.
- Lewenslange leerders te ontwikkel wat ondersoekende, kreatiewe, ingeligte en verantwoordelike lede van die samelewing sal wees.
- Studente voor te berei om tot die arbeidsmark toe te tree en sinvol in 'n regverdige samelewing te funksioneer.
- 'n Ryk kulturele, sosiale, en etiese omgewing te bevorder, wat voorsiening maak vir studente vanuit verskillende taal-, kulturele, sosio-ekonomiese en onderwysagtergronde, asook studente met gestremdhede.

7.2 Kurrikulumontwikkeling

Kurrikula moet 'n gefokusde raamwerk skep vir kennisproduksie, -toepassing en -ontwikkeling. Kurrikula behoort dus:

- Die belangrikheid van 'n sistematiese benadering tot die gehalte van programme te erken en te verseker dat programme geskik is vir die doel.
- By te dra tot die verkryging, konstruksie en toepassing van kennis, begroot in 'n strewe na relevansie, wetenskaplikheid en intellektuele ondersoek op verskillende vlakke van menslike begrip en insig.
- Kennis te neem van diversiteit en differensiasie met die oog daarop om aan plaaslike en nasionale behoeftes ten opsigte van sosiale en ekonomiese ontwikkeling te voldoen.

Dit veronderstel dat studente fundamentele bevoegdheid (d.w.s. teoretiese kennis), praktiese bevoegdheid (d.w.s. praktiese toepassing van kennis) en reflektierings bevoegdheid (d.w.s. die vermoë om te besin oor die verwantskap tussen fundamentele en praktiese bevoegdheid) binne 'n integrerende raamwerk moet ontwikkel.

7.3 Uitkomste

Standaarde hou verband met uitkomste (d.w.s. generiese, spesifieke en beroepsrelevante uitkomste), asook met assesseringsprosedures wat gerig is op die verband tussen vaardighede en gesindhede. Uitkomste dui op 'n duidelike en gefokusde regverdiging van die insigte en vaardighede waaroor 'n student behoort te beskik op grond van die suksesvolle deurloping van 'n leerproses. In die besonder verwys dit na:

- Die ontsluiting en verdieping van logies-analistiese (d.i. wetenskaplike) insigte – 'n proses waarin identifisering en die tref van onderskeiding aangewend word vir begripvorming, beredenering en die evaluering van alle fasette van die mens en die wêreld van die mens.
- Die vestiging van wetenskaplike insigte behoort ingebed te wees in en te lei tot omvattende bewuswording van lewensnorme en die feit dat elke persoon wat binne samelewingsverband funksioneer met verantwoordelikheid en rekenpligtigheid moet optree, met inagneming daarvan dat hoewel die mens 'n verskeidenheid rolle in die samelewing kan vervul, sy/haar lewe nooit totaal deur enige van die rolle oorgeneem kan word nie.
- Die verwerping van die vermoë om vaardig op te tree in diens van die verskeidenheid geleidinge van die samelewing.

7. Points of departure for implementing effective teaching-learning

Quality teaching to induce effective learning is characterised not only by an active involvement, but also by a self-directed and self-regulated approach to learning. Effective learning presupposes a learning process that allows students to become active participants, directing their own learning. Efforts to attain such active involvement should be contextualised and included at programme, curriculum and module level.

Teaching-learning encompasses the broader system, comprising curriculum development, programme delivery, stated outcomes, the learning environment, and assessment of learning.

7.1 Teaching-learning needs of students

The UFS should empower students to reach their full potential, by:

- Providing an effective, supportive and sustainable learning environment for all students.
- Building contextually on students' existing frames of reference to optimise the learning experience.
- Developing lifelong learners who will be enquiring, creative, informed and responsible members of society.
- Preparing students to enter the labour market and to function meaningfully in a just society.
- Encouraging a rich cultural, social and ethical environment that provides for students from different language, cultural, socio-economic and educational backgrounds, as well as students with disabilities.

7.2 Curriculum development

Curricula should provide a focused framework for knowledge production, application and innovation. Curricula should therefore:

- Acknowledge the significance of a systematic approach to the quality of programmes and ensure their 'fitness for purpose'.
- Contribute to the acquisition, construction and application of knowledge, based on the pursuit of relevance, scholarship and intellectual investigation at different levels of human comprehension and insight.
- Take cognisance of diversity and differentiation with a view to addressing local and national needs regarding social and economic development.

This implies that the students have to develop foundational competence (i.e. theoretical knowledge), practical competence (i.e. the practical application of knowledge), and reflexive competence (i.e. reflecting on the relationship between foundational and practical competence) within an integrative framework.

7.3 Outcomes

Standards are connected with outcomes (i.e. generic, specific and career-relevant outcomes), as well as assessment procedures aimed at the relationship between skills and attitudes. Outcomes indicate a clear and focused justification of those insights and skills a student ought to possess on the basis of the successful completion of a learning process. In particular, this refers to:

- The unlocking and deepening of logical-analytical (i.e. scholarly) insights – a process in which identification and distinguishing serve conceptualisation, argumentation and the evaluation of all facets of the human being and his world.
- Establishing scholarly insights ought to be embedded in, and ought to lead to, a broad awareness of norms of life and the fact that everyone functioning within society has to be responsible and accountable, keeping in mind that, although a person can assume various roles in society, his/her life can never be taken over totally by any one of them.
- The acquisition of the capacity to act skilfully in the service of the diverse walks of life within society.

7.4 Programmaanbieding

Vir programme om opvoedkundig verantwoordbaar te wees, moet interne institusionele prosesse om die gehalte van programme te verseker, nagevolg word soos uiteengesit in die dokument: *Riglyne vir die goedkeuring van formele en nie-formele akademiese programme*. Leeraktiwiteite en -geleenthede moet leer- en studentgesentreerd wees, en behoort:

- Leergesentreerde leerervarings te skep deur studente self en die breër kampusgemeenskap by studenteleer betrokke te kry.
- Die middele te voorsien om studente toe te rus om op lewenslange basis te beskik oor bevoegdhede, potensiaal en intellektuele onafhanklikheid en interafhanklikheid.
- Gebruik te maak van 'n verskeidenheid innoverende programmaanbiedingsmetodes en -strategieë, soos betrokke/deelnemende leer, kollaboratiewe leer, ervaringsgebaseerde leer, probleemgebaseerde leer, reflektiewe leer, samelewingsdiensleer, brongebaseerde leer, E-leer, groepwerk en gerigte selfstudie wat lewenslange diepteleer bevorder.
- Vennootskappe met ander instellings/kundiges/gemeenskappe vir die aanbieding van formele en informele programme tot voordeel van die studente te benut.

Hierdie riglyne erken internasionale neigings in programbeplanning en neem dit in ag, asook die ontwikkeling van nasionale beleidsimperatiewe met betrekking tot programmaanbieding.

7.5 Leeromgewing

Die infrastruktuur en fisiese fasiliteite moet innoverende onderrigmetodes en -tegnieke bevorder en beskikbare kundigheid optimaal benut, ook oor fakulteits- en institusionele grense heen. Die UV streef daarna om 'n leeromgewing te skep wat intellektuele stimulering, kreatiwiteit en innovering aanwakker. Om dit te bewerkstellig, moet die leeromgewing:

- Teorie en praktyk integreer om responsief en relevant te wees ten opsigte van bestaande sosiale, ekonomiese, politieke en omgewingskwessies.
- Vir onderrig- en leerinisiatiewe, wat optimale gunstige geleenthede vir leer en die bou van kennis, voorsiening maak.
- Kritiese intellektuele, ondersoekende en ontdekkende ingesteldhede ontwikkel.
- Studente op voortgesette leer in 'n wêreld van vinnig ontwikkelende tegnologie en uitbreiding van inligting voorberei.
- 'n Internasionale perspektief om studente in staat te stel om effektief in 'n toenemend globale samelewing te leef en werk, verskerp.

7.6 Leerassessering

Assessering van leer moet konstruktief in lyn wees met gestelde uitkomstes en moet deurlopend, en op 'n gekontekstualiseerde en geïntegreerde wyse plaasvind. Leerassessering is noodsaaklik vir vormings-, diagnostiese en summatiewe doeleindes (vergelyk Assesseringsbeleid van die UV).

7.7 Onderrigleerbehoeftes van akademici

Dit word van akademici verwag om aktief betrokke te wees by beide die generering van nuwe kennis (navorsing) en die ontsluiting van kennis (onderrig). Die wisselwerking tussen die twee is 'n noodsaaklike deel van die gehalteversekering en wetenskaplikheid van onderrig en leer aan die UV.

- Die UV erken dat akademiese aktiwiteite van hoë gehalte ingeligte en paslik opgeleide personeel, toepaslike ondersteuning en dienste en voldoende hulpbronne dwarsoor die hele universiteit verg.
- Uitnemendheid in onderrig moet toepaslik erken word.
- Personeellede word aangemoedig om hul onderrig- en opleidingsvaardighede voortdurend te slyp deur aktiewe deelname aan hoërondewysontwikkelings- en ondersteuningsaktiwiteite. 'n Verskeidenheid ontwikkelingsaktiwiteite is vir die professionele ontwikkeling van akademiese personeel via die Sentrum vir Hoërondewysstudies en -Ontwikkeling, sowel as fakulteits- en departementele opleidingsgeleenthede beskikbaar.
- Akademiese personeel moet nie net in hul vakgebied kundig wees nie, maar ook oor 'n vereiste vlak van hoërondewyskundigheid beskik. Personeel moet ingelig bly oor hoërondewysbeleid en -vereistes, asook die jongste ontwikkelings ten opsigte van opvoedkundige benaderings, metodes en tegnieke.

7.4 Programme delivery

For programmes to be educationally accountable, internal institutional processes should be followed to ensure the quality of programmes as stipulated in the document *Guidelines for the approval of formal and non-formal academic programmes*. Learning activities and opportunities must be learning- and student-centred, and should:

- Create learning-centred learning experiences by engaging students themselves and the broader campus community in students' learning.
- Provide the means to equip students, on a lifelong basis, with competencies, potential and intellectual independence and interdependence.
- Utilise a variety of innovative programme delivery methods and strategies, such as engaged learning, collaborative learning, experience-based learning, problem-based learning, reflective learning, community service learning, resource-based learning, E-learning, group work and directed self-study, which serve to advance lifelong deep learning.
- Exploit partnerships with other institutions/experts/communities for the delivery of formal and non-formal programmes to the students' advantage.

These guidelines respect and take into account the international trends in programme planning, as well as the development of national policy imperatives in respect of programme offerings.

7.5 Learning environment

The infrastructure and physical facilities should promote innovative teaching methods and techniques and optimally utilise available expertise, also across faculty and institutional boundaries. The UFS seeks to provide a learning environment that fosters intellectual stimulation, creativeness and innovation. In order to achieve this, the learning environment should:

- Integrate theory and practice to be responsive and relevant with regard to existing social, economic, political and environmental issues.
- Make provision for teaching and learning initiatives that create optimal favourable opportunities for learning and the construction of knowledge.
- Develop attitudes of critical intellectual enquiry and discovery.
- Prepare students for continued learning in a world of rapidly developing technology and information expansion.
- Intensify an international perspective to enable students to live and work effectively in an increasingly global society.

7.6 Learning assessment

Assessment of learning should be constructively aligned with stated outcomes and must occur continuously, and in a contextualised and integrated manner. Learning assessment is essential for formative, diagnostic and summative purposes (see Assessment Policy of the UFS).

7.7 Teaching-learning needs of academics

Academics are expected to be actively involved in both the generation of new knowledge (research) and the unlocking of knowledge (teaching). The interplay between the two is a necessary part of ensuring quality and scholarship with regard to teaching and learning at the UFS.

- The UFS acknowledges that high-quality academic activities require informed and appropriately trained staff, suitable support and services, and sufficient resources across the entire university.
- Excellence in teaching must be recognised appropriately.
- Staff members are encouraged to continually hone their teaching and training skills through active participation in higher education development and support activities. A range of developmental activities is available for the professional development of academic staff through the Centre for Higher Education Studies and Development, as well as faculty and departmental training opportunities.
- Academic staff should not only be experts in their discipline, but should also possess a required level of higher education expertise. Staff should stay informed about higher education

- Akademici word aangemoedig om:
 - Hul eie ontwikkelingsbehoefes ten opsigte van onderrig en leer te identifiseer.
 - By die verbetering van onderrig- en leerpraktyk, met inbegrip van program-, kurrikulum- en module-ontwerp, betrokke te raak.
 - 'n Reeks self-, studente- en eweknie-assesseringspraktyke vir besinning oor effektiewe onderrig en leer en gehalteversekering toe te pas.
 - Hul taalvaardigheid in beide onderrigtaale tot op die gepaste vlak te ontwikkel.

8. Studentetoegang en -sukses

Terwyl uitvoering aan die doel van verbreding van toegang gegee word, is die UV ook van voorneme om 'n hoër deurvloei koers van gegradueerde studente teweeg te bring. Studente wat nie aan die hoofstroomtoelatingsvereistes voldoen nie, word deur middel van 'n oorbruggingsprogram die geleentheid gebied om die daaropvolgende jaar toelating te verkry. Studente wat nie op skool goed presteer het nie, maar met 'n laer toelatingspunt toelating tot die universiteit verkry het, word in 'n verlengde graadprogram geregistreer en gedurende die eerste akademiese jaar deur middel van ontwikkelingsmodules in taal- en syfervaardigheid en algemeen vormende lewensvaardighede ondersteun en bemagtig. Alternatiewe toegang kan ook verkry word deur middel van meganismes vir die erkenning van vorige leer en hertoelating van studente wat nie tevore hul graadstudies suksesvol kon voltooi nie.

9. Hantering, implementering en monitering van hierdie beleid

Indien enige dispuut oor die interpretasie van enige klousule van hierdie beleid sou ontstaan, is die Engelse weergawe daarvan beslissend.

policy and requirements, as well as the latest developments with regard to educational approaches, methods and techniques.

- Academic staff are encouraged to:
 - Identify their own developmental needs in terms of teaching and learning.
 - Engage in the enhancement of teaching and learning practices, including programme, curriculum and module design.
 - Employ a range of self-, student- and peer-evaluation practices to reflect on teaching and learning effectiveness, and to assure quality.
 - Improve their language proficiency in both languages of instruction to an appropriate level.

8. Student access and success

While giving effect to the goal of widening access, the UFS also intends to bring about a higher throughput rate of graduated students. Students who do not meet the mainstream admission requirements are afforded the opportunity to obtain admission to the university in the subsequent year by means of a bridging programme. Students who did not perform well at school, but were admitted to the university with a lower admission point, are registered in an extended degree programme where they are supported and empowered during the first academic year by means of development modules in language proficiency, numeracy, and general formative life skills. Alternative access can also be attained through mechanisms for the recognition of prior learning and readmission of students previously unsuccessful in completing their degrees.

9. Management, implementation and monitoring of this policy

The English version of this policy is conclusive should any dispute arise with regard to the interpretation of any clause of this policy.