

Writing Rules for Plain Language
in
Stellenbosch University
Calendar Parts

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1. Purpose of these writing rules

Both the English and Afrikaans versions of the Faculties' Calendar Parts are in the process of being rewritten into understandable language. The purpose of these rules are to ensure that all future additions made to the Calendar Parts are in line with the rewritten versions.

These rules offer clear writing guidelines and examples that you can use when updating or working on your Faculty's Calendar Part to ensure that all information presented to students are as understandable and user-friendly as possible.

2. Plain language definition

Plain language is clear and concise writing that meets the needs of the target audience. When information is presented in a clear and concise manner, the target audience will be able to find what they need, understand the information and use it correctly.

Information that is in plain or understandable language, is not written in simple language but rather written to be understood and used by the target audience. This means that different levels of communication can be used for different target audiences.

3. The benefits of plain language

Information that is written in plain language offers various benefits. The most important benefits are:

- Information in Faculties' Calendar Parts is clear and understandable.
- Students can find the information they need from a particular Calendar Part without having to consult the Faculty or faculty secretary concerned.
- Students know exactly what is expected of them after reading a particular Calendar Part.
- Students can easily read, understand and use the information in the Calendar Part.
- Faculties have to deal with less queries from students; thus cutting down on time and money spend on queries.
- Students can use the information to make informed decisions about their studies.

4. Planning the writing process

To ensure that Faculties' Calendar Parts are clear and understandable there are several questions we must keep in mind:

- Who is our target audience?
- What is the purpose of our writing?
- On whose behalf are our writing?

4.1. The target audience for Faculties' Calendar Parts

The Executive Committee of Senate has decided that the primary target audience of Faculties' Calendar Parts are mainly prospective and registered undergraduate and postgraduate students, and the secondary target audience is staff.

When working on the Calendar Part, it is important to keep the following in mind:

- Prospective and registered students have very specific and differing needs when it comes to information on their studies.
- Undergraduate students most probably know less than postgraduate students and this is reflected in the information found in the chapters “Undergraduate Programmes” and “Postgraduate Programmes”.
- Prospective and registered students have different abilities and knowledge –
 - Prospective students who are unfamiliar with the University context or who do not understand academic jargon/language must receive the necessary information and must be informed clearly where to find additional information so they can make informed decisions.
 - Information intended for undergraduate students should be less academic than information intended for postgraduate students (chapter on “Postgraduate Programmes” will necessarily contain more jargon than the chapter on “Undergraduate Programmes”).
 - Postgraduate students must be informed clearly how and by when they need to apply, what the various programmes entail as well as how programmes will be assessed or evaluated. (See section 8 of this guide for the template for postgraduate programmes.)

4.2. The purpose of Faculties’ Calendar Parts

The main purpose of Faculties’ Calendar Parts is to **inform** students of Faculties’ admission requirements, undergraduate and postgraduate programmes as well as subjects, modules and module contents for all programmes including research and service bodies. Calendar Parts also give students **instructions** such as how to communicate with a particular Faculty and the University, choosing subjects and modules within a particular programme and what to do if their credits are in arrears.

Also consider the following questions when updating your Faculty’s Calendar Part:

- What is the most important information that needs to be conveyed?
- When will students use the Calendar Part?
- What must students do with the information?

By answering the abovementioned questions, it should be clear which information is necessary for students and this information must be presented clearly in the Calendar Part.

4.3. Writing on behalf of a particular Faculty

All information in Faculties’ Calendar Parts must be written and presented in the same tone and style. This will ensure that Faculties’ presentation of the information remains consistent.

The writing style that is used in the Calendar Parts include the following aspects:

- The reader/target audience must be addressed directly in the first person by making use of pronouns such as “you” and “your” instead of “the student”.
- Use active voice whenever possible to ensure that sentences are clear and concise.

- Avoid jargon if it is unknown to the target audience because what is known to postgraduate students might be unfamiliar to undergraduate students.

5. Structure and style

This section offers various writing rules that can be used to ensure that Faculties' Calendar Parts remain understandable and user-friendly to students.

5.1. Organising information in a logical manner

One of the basic techniques to ensure that information is understandable and user-friendly, is to organise the information in the Calendar Parts in a logical manner. Some of the guidelines that will help organise information logically, are as follows:

- Ask yourself what students want to know first and offer that at the beginning.
- Present general information first before moving on to more specific information in the Calendar Part.
- Use descriptive headings and subheadings.
- Use numbering and bullets to organise information – use bullets especially when wanting to highlight important information.

5.2. Writing tools to ensure understandable language

Other writing tools that will guarantee that information in Calendar Parts is clear and concise, can be summed up into the following four aspects:

Keep paragraphs short and manageable → Only use one idea per paragraph

Keep sentences short → Not more than 15-20 words

Keep word order simple → Use active voice as much as possible

Use commands when writing instructions → Inform readers **what** they **must** do and **how** they **must** do it – “You must apply in writing by 30 October of the previous year.”

5.3. Writing Style

The writing style used in the Calendar Parts is professional but not impersonal because the reader is addressed directly as much as possible. All writing style aspects that are used in the Calendar Parts must be used consistently.

The rules in the rest of this section will help you to achieve this desired style.

5.3.1. Use familiar everyday words

Rather use the following familiar everyday words instead of formal words and terms that might be unfamiliar to students.

Use this	Not that
Start	Commence
Try	Endeavour
About	Regarding
Despite	Notwithstanding
Because	Due to the fact that
According (to)	In accordance with
Obtain or get	Acquire
If	In the event of
Before	Prior (to)

5.3.2. Use first person pronouns

Where appropriate use “you”, “your” and “we” to make the writing in the Calendar Part less abstract and to engage the reader directly in the text.

Use this	Not that
The Faculty will only award a qualification if you have passed all the relevant prerequisite and corequisite modules of the specific degree programme.	No qualification shall be awarded unless the candidate has passed all the relevant prerequisite and corequisite modules.
The PhD degree can be awarded to you if you have submitted a satisfactory dissertation.	The PhD degree may be conferred upon a student who has submitted a satisfactory dissertation.
The student number is your unique identification to simplify future communication with the University.	This student number serves as the unique identification of the person concerned and has the purpose of making future communication easier.

5.3.3. Use active and passive voice effectively

By using the active voice it is clear to the reader **who** needs to do **what** because the actor is present in the sentence. In a passive sentence the person doing something is moved to a secondary position or completely left out of the sentence. Using active voice can also ensure that sentences are formulated in a shorter and unambiguous way. Thus it is useful to use the active voice as much as possible.

Active voice	Passive voice
The Faculty advocates for a multidisciplinary	A multidisciplinary approach on national and

approach on national and international levels and across subject, faculty and other boundaries.	international levels and across subject, faculty and other boundaries is advocated.
You must apply in writing by 30 September of the previous year.	Written applications must be submitted by 30 September of the previous year.
You must gain at least two weeks' practical experience in the textile industry during the holidays in your second year.	It is expected that you gain at least two weeks' practical experience in the textile industry during the holidays in your second year.

Although information presented in the active voice is normally clearly and easily understandable, the passive voice can be more useful in instances where a particular element needs to be emphasised in a sentence. The element that needs to be emphasised is thus placed in the first position within the sentence concerned.

Compare the examples below where the passive voice is a better technique to use than the active voice because the focus of the sentence is placed in the first position within the sentence. Although the person or entity that has to do something has been completely removed from the sentences below, it is very obvious who that person or entity is or could be, namely the Faculty or the University.

Passive voice (strong emphasis)	Active voice (weak emphasis)
Only a limited number of students are admitted annually to the first year of this programme.	The Faculty only admits a limited number of students annually to the first year of this programme.
No qualification will be awarded unless you have passed all the relevant prerequisite and corequisite modules.	The Faculty/University will not award a qualification unless you have passed all the relevant prerequisite or corequisite modules.
Research is supported with modern equipment and highly trained and experienced staff.	The Faculty supports research with modern equipment and highly trained and experienced staff.

5.3.4. Write concisely

When a concise writing style is used, students do not have to struggle to find the information that they need.

Use this	Not that
The following possible reasons for the interruption of master's or doctoral studies serve as acceptable guidelines when dealing with these requests.	Where an application for consent to an interruption of master's or doctoral studies is being considered, the indications below of possible reasons shall serve as the guidelines in judging the acceptability of the reasons given in support of such application.
The abovementioned conditions also apply to students who want to register for a BSc	The abovementioned stipulations are also applicable to students who want to take a BSc

programme and already have another degree at this University.	programme and are already in possession of another degree of this University.
<p>Since 2000 we compile the Faculty's study programmes in line with the Higher Education Criteria and Guidelines, and we structure them so that a student may obtain one or more of the following degrees:</p> <ul style="list-style-type: none"> • A BSc degree; • An honours degree (BScHons); • A master's degree (MSc); or • A doctoral degree (PhD or DSc). 	<p>Since 2000 our study programmes are compiled in line with the Higher Education Criteria and Guidelines and structured in such a way that a student may obtain a BSc degree, an honours degree (BScHons), a master's degree (MSc) or a doctoral degree (PhD or DSc).</p>

5.3.5. Avoid wordy phrases

By avoiding wordy phrases, writing is clear and concise.

An example would be:

- The abovementioned stipulations **are** also **applicable to** students who want to take a BSc programme.

VS

- The abovementioned stipulations also **apply to** students who want to take a BSc programme.

See the list below of words to use instead of wordy phrases.

Use this	Not that
By, with	By means of
Despite	Despite the fact that
Because, due to	Due to the fact that
For	For a period of
To	In an effort to
(No replacement needed)	In the process of
Applies to	Is applicable to
[you] must	It is essential that [you]
Please do	It is requested that you
About	With reference to
Except	With the exception of
Consult	Take council with

5.3.6. Use verbs instead of nouns

Using noun phrases instead of verbs is known as nominalisation. Although some nominalisations are useful, most of them make writing unnecessarily wordy. A good way to ensure that writing is clear and concise is to substitute noun phrases for verbs as much as possible.

An example is:

- If you are already **in possession of** another degree of this University...
- VS
- If you already **possess** another degree of this University...

Use this	Not that
Contribute	Make a contribution
Consider	Take into consideration
Caused	Was the cause of
Possess	In possession of
Interrupting (your) studies	An interruption of your studies
Developing a new programme	The development of a new programme
We decided /the Faculty decided	A decision was made
The Faculty is expanding its programmes	The expansion of the Faculty's programmes

5.3.7. Use 'must' when indicating requirements

By using the verb 'must' when a requirement is indicated, the reader immediately understands that an instruction is being given or that the action to be taken is compulsory.

Use this	Not that
You must possess a National Senior Certificate.	A Prospective student is required to be in possession of a National Senior Certificate.
You must meet the subject-admission requirements, as set for the specific programme or stream.	It is required that prospective students meet the subject-admission requirements, as set for the specific programme or stream.
You must successfully complete an oral examination.	The student is required to take an oral examination to the satisfaction of the University.

5.3.8. Avoid using 'shall' – use 'must' or 'will' instead

By using 'must' or 'will' the reader clearly knows what is expected of him/her and does not have to guess. 'Shall' is often used in legal documents but not in everyday language which means that the reader might not be clear on what is expected when confronted with a sentence that contains 'shall'.

Use this	Not that
The application for consent to interrupt your studies must reach the Faculty Secretary on or before 30 April of the year concerned.	Any application for consent to an interruption of studies shall reach the Faculty Secretary on or before 30 April of the year concerned.
Applications that are approved must be entered in the next report of communication of the Faculty Board to Senate.	Where any such application has been granted, it shall be entered in the next report of communication of the Faculty Board to Senate.
Your tuition fees will not be adjusted retrospectively after the conversion.	The student's tuition fees shall not be retrospectively adjusted after the conversion.
The committee will consider your oral presentation, progress report and submitted PhD proposal.	The committee shall consider the student's presentation, progress report and the submitted PhD proposal.

5.3.9. Choose specific over general

Choose a specific and concrete word or phrase over a general and abstract one. The more specific and concrete a word or phrase is, the easier it is for the reader to know immediately what the writer is referring to without needing any additional information.

A more general example is:

- To register for a particular programme, you must meet certain admission requirements.
 - Because the reader does not know the admission requirements, certain questions might arise after reading the abovementioned sentence: What are these certain admission requirements? Where do I find these admission requirements?
 - To ensure that all the reader's questions are answered, the sentence can be formulated more specifically.

More specific examples are:

- To register for the programme BSc in Sport Science, you must meet certain admission requirements. See the table on pages 16-17 of this Calendar Part for the admission requirements of all undergraduate programmes.

Or even more specific:

- To register for the programme BSc in Sport Science, you must meet the admission requirements below:
 - Afrikaans or English (Home Language or First Additional Language) – 4
 - Physical Sciences – 4
 - Mathematics – 5

By offering more specific information, especially the first time, the reader will know exactly what is expected.

Use this	Not that
Find more information about the language options of modules in the chapter Subjects, Modules and Module Contents for Undergraduate Programmes. Each module’s language option is indicated in the table of the module concerned.	Information about the language options of modules is available in the chapter Subjects, Modules and Module Contents.
You can apply electronically at www.maties.com and click on the link “APPLY ONLINE”.	Students can apply electronically at www.maties.com .

5.3.10. Use gender-neutral language

Using gender-neutral language in plain language ensures that both male and female students feel directly addressed in a Calendar Part. In the rewritten versions of the Faculties’ Calendar Parts the reader is directly addressed as “you”. By addressing the reader directly, the use of male and female pronouns are eliminated. If the reader cannot be addressed directly, it is advisable to reformulate the sentence into the plural form.

Use this	Not that
If you have followed the first year of your degree programme in the Faculty, you will only be readmitted to the rest of your degree programme if you have obtained at least a 0,50 HEMIS credit for this year in terms of the required modules of your first year.	A student who, for one year, followed the first year of any programme in the Faculty shall be readmitted as a student to the programme only if he obtained at least a 0,50 HEMIS credit for this year in terms of the required modules of the first year.
If you are planning to take Mathematics 114 and/or 144, or Physics 114 and/or 144, you must meet the Mathematics admission requirement as set for the programme in the Mathematical Sciences.	Any student who wishes to take Mathematics 114 and/or 144, or Physics 114 and/or 144 have to comply with the Mathematics admission requirement as set for the programme in the Mathematical Sciences.
BScHons students are not allowed to take any additional third-year subject that includes practical work in the first year of the BScHons.	A BScHons student shall not be allowed to take any third-year subject that includes practical work as additional subject in his first year.

5.3.11. Avoid using acronyms or abbreviations

Rather use complete English words instead of using acronyms or abbreviations. By using English words, students will understand the meaning of a particular word without having to search for the meaning. Acronyms can only be used if, when used for the first time, the complete word is used followed by the acronym in brackets.

Use this	Not that
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Dean's Concession Examination	DCE
National Senior Certificate	NSC
Extended Degree Programme	EDP

5.3.12. Explain University specific terms

Always explain University specific terms because that guarantees that students, especially prospective undergraduate students, understand the meaning and context right away.

University specific term	Explanation
BSc (Extended Degree Programmes)	These programmes offer an alternative route to the programmes in the Biological, Physical and Mathematical Sciences.
Prerequisite pass module	A prerequisite pass module is a module that you must pass before you can take the module(s) for which it is a prerequisite pass module.
A- & E-specification	The module is presented completely in both Afrikaans and in English in parallel classes.

5.3.13. Use positive sentence constructions instead of negative constructions

By using positive sentence constructions writing remains unambiguous and easily understandable.

Use this	Not that
The degree BScHons can be awarded to you if you have been registered as a student of the University for at least one year.	The degree BScHons can be awarded to you if you have been registered as a student of the University for not less than one year.
The Faculty will only award a qualification if you have passed all the relevant prerequisite and corequisite modules of the specific degree programme.	No qualification shall be awarded unless the candidate has passed all the relevant prerequisite and corequisite modules.
You must have passed the exam.	You must not have failed the exam.
At least	No fewer than
Unable	Not able
Not the same as	Different from

5.3.14. Keep terminology consistent

Whatever terms the Faculty decides to use in the Calendar Part, it is important that the same terms are used when discussing the same object, degree, subject or module. Although using different terms to

discuss the same thing can make writing interesting, using terms inconsistently may confuse a student unfamiliar with the Faculty or what it offers.

6. Layout and design

Most of the layout and design of the Calendar Parts will be handled by the Language Centre. There are several aspects, however, that can help to present information in a clear and understandable manner.

6.1. Use descriptive headings and subheadings

Descriptive headings and subheadings will not only help to orientate the reader but will also inform the reader immediately what information will be presented. Descriptive headings and subheadings also help the reader to find the necessary information without having to read an entire chapter or perhaps even an entire Calendar Part. Furthermore descriptive headings and subheadings later become the table of contents which effectively communicates the necessary information to the reader even before reading the Calendar Part in more detail.

Use the following criteria to ensure that headings and subheadings are more descriptive:

- Headings and subheadings must be informative and motivational. Firstly they must give the reader a very clear idea of what can be expected in the rest of the section under a particular heading or subheading. Secondly it must motivate the reader to read the information in the rest of the section.
- Readers find headings and subheadings that are formulated in a question format the most descriptive and useful, for example “How must I use this Calendar Part?” The rest of the information following the heading or subheading should then answer this particular question.
- The next headings or subheadings that are descriptive are those formulated as statements such as “How to communicate with the University”.
- Headings and subheadings that are the least descriptive normally consist of only one or two words such as “The Faculty of Medicine and Health Sciences” instead of the more descriptive heading “History and functions of the Faculty of Medicine and Health Sciences”.

Use this	Not that
Definitions and explanations of important terms	Abbreviation and numbering system
Explanation of the various language specifications	The following language specifications are used
Degree programmes offered in the Faculty of Economic and Management Sciences	The Faculty’s degree programmes
The principles whereby the BSc degree programme is structured	Three-year BSc degrees

6.2. Use numbering and bullets where possible

Using numbering and bullets simplify any references that need to be made in Calendar Parts. Numbering also plays an important role in ensuring that the table of contents is an effective navigation tool that the reader can use to find the information they need.

Only four levels of numbering must be used in the Calendar Parts. If further levels are needed, rather use Roman numerals or alphabetical letters.

Below are examples of how numbering and bullets must be used in the Calendar Parts.

Use of numbering

1.1. Procedure to apply for permission to interrupt studies

- 1.1.1. Any applications for permission to interrupt masters or doctoral studies must reach the faculty secretary on or before 30 April of the year concerned. No applications will be considered after 30 April of the academic year concerned.
- 1.1.2. Permission to interrupt studies will be considered on the recommendation of the supervisor and the chairperson of the department concerned.
- 1.1.3. Applications that are approved according to the internal procedure of each faculty must be entered in the next report of communication of the Faculty Board to Senate.
- 1.1.4. Permission to interrupt studies will be approved for a period of at least one year.
- 1.1.5. Approval to interrupt master's studies is normally given only once and for a period of only one year.
- 1.1.6. Approval to interrupt doctoral studies is normally given only twice for a period of one year each or given only once for a period of two years during the duration of the studies.

Use of bullets

To qualify for the extended degree programmes, you must meet the following minimum admission requirements:

- An average final mark of 55% in the National Senior Certificate, excluding Life Orientation;
- Physical Sciences as school subject;¹
- For programmes in the Physical and Mathematical Sciences, a final mark of either 60% (5) for Mathematics or 40% (3) for Physical Sciences; OR
- For programmes in the Biological Sciences, a final mark of 50% (4) for Mathematics and 40% (3) for Physical Sciences; and
- A final mark of 50% (4) for Afrikaans or English (Home Language or First Additional Language).

Use of numbering and Roman numerals or alphabetical letters

1.
 - 1.1
 - 1.1.1
 - 1.1.1.1
 - 1.1.1.1 (i) OR 1.1.1.1 (a)

¹ For more information on punctuation refer to the Language Centre's Style Guide at <http://www0.sun.ac.za/taalsentrum/assets/files/Style%20Guide%202014%20final%20for%20web.pdf>.

7. Guidelines for undergraduate degree programmes

If a programme offers more than one stream, mention that before the different streams are presented in subsections.

This programme consists of two streams, namely Biology and Biology with Psychology.

Below is a breakdown of the order of how information is presented within an undergraduate programme's content with applicable examples.

- **Specific Admission Requirements** – use a bulleted list to present the requirements

Specific Admission Requirements

- Afrikaans or English (Home Language or First Additional Language) – 4
 - Physical Sciences – 4
 - Mathematics – 6 (If you will be taking Mathematics 114, 144 and Physics 114, 144)
- OR
- Mathematics – 5 (If you will be taking Mathematics (Bio) 124 and Physics (Bio) 134, 154)

- **Continued Study Possibilities** - use a bulleted list if more than one postgraduate degree is offered

Continued Study Possibilities

- This stream leads to an honours programme in Physiological Sciences.
- If you take applicable elective modules, this stream also leads to an honours programme in Anatomy, Biochemistry and Genetics.

For more information on admission to the honours programme you are considering, please consult the relevant honours programme's details in the chapter "Postgraduate Programmes" of this Calendar part.

- **Modules within the various years of study**

1st year (140 credits)

Compulsory Modules

Choose one of the curricula below.

Curriculum 1

Biology	124(16), 144(16), 154(16)
Chemistry	124(16), 144(16)
Computer Skills	171(4)
Mathematics (Bio)	124(16)
Physics (Bio)	134(16), 154(16)

Scientific Communication Skills	172(8)
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- **Present subjects and modules in alphabetical order**

Biology	124(16), 154(16)
Chemistry	124(16), 144(16)
Computer Skills	171(4)
Mathematics (Bio)	124(16)
Physics (Bio)	134(16), 154(16)
Psychology	114(12), 144(12)
Scientific Communication Skills	172(8)

- **Use clear and concise instructions** if students have to choose between various subjects or modules within a particular year of study

Elective Modules

Choose one of the following subjects. You must take all four modules of your chosen subject.

(credits = 64)

Anatomy	314(16), 324(16), 344(16), 364(16)
Biochemistry	315(16), 324(16), 345(16), 364(16)
Genetics	314(16), 324(16), 344(16), 354(16)

8. Templates: Academic programmes

8.1. Template: Undergraduate, honours and master's programmes – type and order of information

- *Programme code (non-compulsory field)*
 - Programme's specific code
- *Indication of interdepartmental and faculty presentation (where applicable)*
 - For interdisciplinary programmes offered
- *Admission requirements (compulsory field)*
 - Use bullet points to set out the programme's admission requirements
- *Selection criteria (where applicable)*
 - Use bullet points to set out the programme's selection criteria

- *Requirements for obtaining the qualification (only where applicable in case of special requirements that deviate from the normal requirements)*
 - Use bullet points to set out the programme's special requirements that deviate from the normal requirements for obtaining the qualification
- *Application procedure and closing date (compulsory field for postgraduate programmes with unique closing dates)*
 - Includes how the student must apply and the date by which the application must be submitted
- *Duration of programme (where applicable)*
 - Includes the duration of the programme and when classes start
- *Assessment (where applicable)*
 - Use bullet points to indicate how the programme will be assessed
- *Provisions relating to promotion (where applicable)*
 - Use bullet points to indicate special provisions to promotion
- *Further study possibilities (where applicable)*
 - Use bullet points to indicate how the programme articulates to further study at a higher level, especially if this is not immediately apparent
- *Enquiries (where applicable)*
 - Programme coordinator or contact person/-persons, telephone and e-mail details
- *Programme structure (where applicable)*
 - Give information on the structure of the specific programme (only where really needed due to a unique structure)
- *Programme contents (compulsory field)*
 - Give an explanation of the specific programme's modules (compulsory)

8.2. Template: PhD and D programmes – type and order of information

- *Programme code (non-compulsory field)*
 - Programme's specific code
- *Admission requirements (compulsory field)*
 - Use bullet points to set out the programme's admission requirements
- *Application procedure and closing date (where applicable)*

- Includes how the student must apply and the date by which the application must be submitted
- *Duration of programme (where applicable)*
 - Includes the duration of the programme and when classes start
- *Interdepartmental and faculty presentation (where applicable)*
 - Is only used by FMHS and depends on what the faculty may want to enter here
- *Programme outcomes (where applicable)*
 - Depends on what a department may want to enter here
- *Programme description (non- compulsory field)*
 - A short description of what is expected of the student
 - Includes where the student can find general information about the faculty's postgraduate programmes
 - A short description of the specific programme's structure
- *Programme contents (if a faculty wishes to place this information)*
 - Give an explanation of the specific programme's anchor module
- *Assessment (if a faculty wishes to place this information)*
 - Use bullet points to indicate how the programme will be assessed and examined
- *Examination (if a faculty wishes to place this information)*
 - Use bullet points to set out how the programme will be assessed and examined
- *Enquiries (where applicable)*
 - Programme coordinator or contact person/-persons, telephone and e-mail details

References and list of helpful resources

1. <http://clarity-international.net/journals/64.pdf>
2. <http://www.dailywritingtips.com/20-strategies-for-writing-in-plain-language/>
3. http://homepages.inf.ed.ac.uk/sgwater/writing_advice.html
4. <http://plainlanguage.com/newintro.html>
5. http://www.lbcc.edu/WRSC/documents/WritingClearSentences_AvoidNegative.pdf
6. <http://www.plainenglish.co.uk/files/howto.pdf>
7. Language Centre Style Guide -
<http://www0.sun.ac.za/taalsentrum/assets/files/Style%20Guide%202014%20final%20for%20web.pdf>