



**Multilingual Language Services Office**  
School of Languages  
Faculty of Humanities

# English Style Guide



The Future  
Reimagined

**ENGLISH STYLE GUIDE**  
**MULTILINGUAL LANGUAGE SERVICES OFFICE**  
**SCHOOL OF LANGUAGES**  
**FACULTY OF HUMANITIES**

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# ENGLISH STYLE GUIDE

This style guide, which is intended mainly for administrative usage within the University of Johannesburg, provides the 'house style' for the University's documents. For general spelling and grammar rules, the following resources are recommended:

- ***New Oxford Style Manual*** (2016)
- ***The Concise Oxford Dictionary*** (for academic use)
- ***The Oxford Dictionary of English***
- ***The Oxford Advanced Learner's Dictionary*** (for everyday use)
- ***Fowler's Modern English Usage***
- ***Collins COBUILD English Grammar***
- ***Collins English Dictionary*** [Online]

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## QUICK REFERENCE TO UJ HOUSE STYLE

These general guidelines are an extract from the English Style Guide.

1. **Language** – UK English
2. **UJ initialism** – **Please note**, that **initialisms** that refer to **tertiary institutions**, **DO NOT** take a definite article, e.g.  UJ and not  **the** UJ; all references to UJ as the University take upper case.
3. **Campuses** – When referring to the various UJ campuses by name, **Campus** is spelt with a capital letter; the abbreviations are as indicated; the preposition is **on**, e.g. on the Soweto Campus:
  - Auckland Park Bunting Road Campus (APB)
  - Auckland Park Kingsway Campus (APK)
  - Doornfontein Campus (DFC)
  - Soweto Campus (SWC)
4. **Full stops** – NO full stops in:
  - **Titles** (Prof, Dr, Mr, Mrs, Ms, Miss, Rev, Profs, Revs)
  - **Initials of names** (IP Beggs, TWR Roux, etc.)
  - **Qualifications** (BA, BSc, MEd, PhD, DLitt et Phil, DPhil, etc.)
5. **Dates** – either write 2024-08-07 or 7 August 2024 (not  07 August or 7th of August or August 7, 2024).
6. **Time** – According to the International Standards Organisation's directive ISO 8 601 (2004), which was accepted by South Africa some years ago, time must be represented numerically as follows, according to the **24-hour clock**:
  - 09:00 (nine hours)
  - 13:30 (thirteen hours thirty)Not  09:00 a.m. or  13:30 p.m. (the a.m. and p.m. are superfluous). Further note that any time earlier than 10:00 should have a 0- preceding the number, e.g. 02:45, 07:39, 09:00, 09:59.
7. **Telephone numbers**: 011 489 5555 (without brackets or hyphens; insert non-breaking spaces **Ctrl+Shift+Spacebar**).

# 1. SPELLING RULES

The University of Johannesburg, like the rest of South Africa, follows the United Kingdom's spelling system. Computers should be set to "English (UK)". Instances of such spelling include:

- the use of **-ise** instead of *-ize*, e.g. *realise*
- the use of **-yse** instead of *-yze*, e.g. *analyse*
- the use of the **double -l** and not the singular, e.g.  *travelling*, not  *traveling*; *enrol*, but *enrolling/enrolled*; *instil*, but *instilling/instilled*:  
**Please note** that in IT programming language, -z- is used instead of -s-, and it is therefore not advised to change it in the body text as it can lead to confusion and/or wrong programming.
- the use of **-ou** and not **-o**, e.g.  *behaviour*, *colour*, not  *color*, *behavior*;
- the use of **-mme** in *programme*. *Program*  is incorrect in relation to a *schedule* and is only used within the computer domain, e.g. the IT student wrote a new  *program*
- the use of **-re** instead of *-er*, e.g. *centre*, *metre*, especially for measurements. However, when referring to an instrument, such as a *meter reader*, *-er* is used;
- the use of **towards**, instead of the American *toward*.

## 2. CAPITAL LETTERS

Please note that this entry (like many others in this guide) is not intended as a full treatment of a difficult topic.

### 2.1 Proper names and the first letters of sentences

A special note on surnames consisting of separate parts: Where initials or first names are omitted, the first separate section starts with a capital, e.g. Vincent **v**an Gogh but **V**an Gogh; Dr Lesley **l**e Grange but Dr **L**e Grange; Ms E **d**u Preez but Ms **D**u Preez; Prof Nic **v**an **d**er **W**alt but Prof **V**an **d**er **W**alt (if surnames consist of three separate parts, the first and last part should start with a capital letter, unless an initial or first name precedes the surname. Please note: the title is not an initial).

However, it becomes more difficult to decide on upper case (capital letters) or lower case (small letters) when a common word functions in the place of a proper name. Authoritative sources recommend using an initial capital letter for specific reference, but a small letter for general reference. It is sometimes difficult to be consistent, but in UJ documentation we should try keep to the guidelines below.

A general rule for capitalisation is: **USE LOWER CASE IF YOU CAN AND UPPER CASE IF YOU MUST.**

#### 2.1.1 Capitalise the following:

- All **short references** to the University of Johannesburg as *the **U**niversity* (but not the word *institution*).
- All **titles with specific reference** (no matter at what organisational level): *Chancellor, Vice-Chancellor, Deputy Vice-Chancellor, Executive Dean, Professor of Geology, Senior Lecturer, Lecturer and Secretary*. (This also holds for references to titles of persons outside the University: *Mr Black, Corporate Development Director of Xyz; Mr Tshabalala, Special Adviser on Tourism to the Premier of Gauteng; In his capacity as Special Adviser, Mr Tshabalala has promoted the cause of tourism in the province.*) (See 2.1.2 for general usage).
- All **names of organisational units** and shorter forms referring to them: *the Council, the Senate, the Faculty of Science (or the Faculty), the Sports Bureau (or the Bureau)*, as well as the organisational units of other external bodies (*the letter from your Credit Department*).
- **Names of plans, committees, groups or teams**: *the Strategic Plan, the Audit and Corporate Governance Committee of Council, the Employment Equity Work Group, the Master Plan Task Team*. (Once a committee or work group has been named in a document, and if there

are no other committees or work groups with which it can be confused, it can simply be referred to as *the Committee*, or *the Work Group* or *Group*.)

- **Words followed by a number** indicating a sequence: **Chapter 14, Figure 3.1, Form 6C, Grade 12, Post Level 49, Question 7, Regulation No. 7, Room 4156, Rule 5.2, Section 2, Table 6.**
- **Names of fields of study, subjects or disciplines:** *African Languages, Business Management, Geography, History, Optometry, Zoology.*

2.1.2 Try to avoid capitalising words that have a clear general meaning: *several faculties, a faculty matter, a departmental issue, other universities, a number of committees and subcommittees of Senate, all the executive deans, a dean, heads of departments.* (See 2.1.1 second bullet for specific usage).

The following rather long lists of examples may help illustrate 'house style'. Note how the indefinite article (*a* or *an*) or plural forms may help to indicate **general reference** and therefore the preference for **lower case**.

- *The **Vice-Chancellor** (meaning UJ's vice-chancellor) attended the function, where he met the **Vice-Chancellor** of the **University of Pretoria**.* (It would seem discourteous to use capital letters for our Vice-Chancellor, but not for the University of Pretoria's.)
- *The **Ministry of Education** invited all principals of higher education institutions. Several **vice-chancellors** attended the **Ministry's** function.* (Specific reference to the *Ministry*, but general reference to *vice-chancellors*.)
- *The **Vice-Chancellor** paid a courtesy visit to the **Faculty of Humanities**. The **Faculty's** staff welcomed the opportunity to speak to the **Vice-Chancellor** in person* (specific reference to a particular faculty).
- *The **Vice-Chancellor** paid courtesy visits to several **faculties** and administrative **departments*** (general reference).
- *Our guests, Gino Olivetti and Julia Padresca, are **professors** from overseas **universities*** (general reference).
- *Our guest, **Professor Olivetti**, from a **university** abroad...* (first a specific reference – a title with a name – and then a general reference).
- *Our guest, **Professor Olivetti**, from the **University of Milan**...* (specific references throughout).
- *The **Executive Dean** of the **Faculty of Science**...*
- *The **Executive Dean** (after an earlier reference to a specific dean, e.g. of the **Faculty of Science**) officiated at the graduation ceremony.*
- *All the **executive deans** were present at the ceremony* (general reference, as indicated by the plural forms).
- *An **executive dean** must chair the meeting* (general, for example in academic rules applicable to all faculties. Note that the word *chairs* functions as a verb here).  
*The **Dean**, as **Chair of the meeting**...* (specific, for example written by a faculty officer in a particular faculty).



- *The dean, as chair of the meeting...* (general, as in a set of rules, for example).
- *Prof Jones was appointed as Chair of the Audit Committee. The Chair of the Committee referred the matter to the Senate* (specific references throughout, since *Chair of the Committee* here refers specifically to the *Chair of the Audit Committee*. The word *Senate* always takes a capital). *The chairs of the audit committees of several higher education institutions attended a conference on* (general reference). *We must elect a chair for the Audit Committee* (*Chair* with general reference, but *Audit Committee* with specific reference, which the name *Audit Committee* makes clear).
- *There were several faculty and departmental representatives who submitted reports to the Chair of the Audit Committee. The Chair complimented them on the quality of their work* (with general reference to the representatives, but with specific reference to the *Chair*).
- *We must elect a chair for the Committee* (meaning the *Audit Committee*, on the assumption that this *Committee* was referred to earlier in the text).
- *If we establish a new audit committee, we must find a chair for it* (general reference).
- *If we establish new committees, we must elect chairs for them* (general reference).
- *The Xyz Committee is a subcommittee of the Senate* (specific, general, specific).
- *The policy document for academic ethics* (general) but the *Academic Ethics Policy* (specific).

2.1.3 In most of the following cases, news media and other institutions, for example, are likely to use lower case for **academic titles and subjects**, but in UJ documents we use **upper case**:

- *Ms R Msimang, a Lecturer in Business Economics ... Dr A Maslow, a Senior Lecturer in Psychology ... As a Professor in Industrial Psychology, John Dubois is the ideal person to consult about this problem.* (All of these cases are admittedly anomalous, considering that a lecturer should take lower case. However, a lecturer in **Business Economics** would look peculiar to many – hence the upper case throughout.)
- *Ms S Brown, Secretary of the Department of Labour Law ... The Secretary of the Department has already sent out the guides to all students* (specific reference to the Department of Labour Law).
- *But: All departmental secretaries were invited to the presentation* (general reference).
- *Prof Markham, whose field is Civil Engineering, was involved in several of the city's civil engineering projects.* (*Civil Engineering* is first mentioned in the specific context of being an academic discipline and afterwards in a general sense.)
- *Ms Q Zwane and Mr J Paderewski, students in Jewellery Design and Manufacture, were both winners in the Jewellex competition* (specific reference to a field of study).
- From an advertisement for the press: **Requirements:** • A Master's degree in **Banking or Monetary Economics** (specific subject names) or any related **master's degree with extensive and proven experience in the banking industry** (general reference).
- *She holds a BA degree in Business Science.*
- *She holds a BA in Business Science.*
- *She holds a bachelor's degree.*

- She holds an **honours degree**.
- She holds an **Honours degree in English**.
- She holds a **National Higher Diploma in Business Administration**.
- She holds a **higher certificate** or a **national diploma** or a **national higher diploma** or a **bachelor's degree** or an **honours degree** or a **master's degree** or a **doctoral degree** or a **doctorate**.
- What kind of support does your **Department** offer to students? (Here a “courtesy capital”, similar to the one that we would use in external correspondence: *Thank you for the letter from your **Credit Department**.*)

## 2.2 UJ campuses

When referring to the various **UJ campuses** by name, **Campus** is spelt in uppercase:

- Auckland Park Bunting Road **Campus** (APB)
- Auckland Park Kingsway **Campus** (APK)
- Doornfontein **Campus** (DFC)
- Soweto **Campus** (SWC)

Once a campus has been named and it is the only campus referred to, it maintains the uppercase. If more than one campus is referred to, then either the name should be used in full before campus, or the abbreviation should be used.

Incidentally, the **preposition** to use when referring to the campuses is ‘**on**’, e.g. *The MEC meeting will be held **on** the Soweto Campus*.

On rare occasions, ‘at’ can be used, normally when campus is followed by a location, e.g. *We will meet **at** the campus library*.

Please note,  **in the campus**, is never used.

## 2.3 Designated groups

The **designated groups** are spelt as follows:

- **black person** (lower case) ( not blacks or Blacks) (Note: **African** is **not** used to denote black, as African may refer to people from Africa, who may be either black or white)
- **white person** (lower case) ( not whites or Whites)
- **coloured person/coloured** (lower case)
- **Chinese** (upper case)
- **Indian** (upper case)

## 2.4 South Africa's nine provinces

According to section 103 of the Constitution of the Republic of South Africa, the official names of the provinces do not contain the word ‘province’. The provinces are:

- **Eastern Cape**
- **Free State**

- **Gauteng**
- **KwaZulu-Natal**
- **Limpopo**
- **Mpumalanga**
- **Northern Cape**
- **North West**
- **Western Cape**

If the word 'province' is used after the name, it takes lower case, e.g. *Auckland Park is situated in the Gauteng province.*

## 3. PUNCTUATION

### 3.1 Ampersand (&)

Avoid using the “and sign” as shorthand for *and* in formal writing (e.g.  *Art, Design & Architecture*). Restrict it to the names of companies (e.g.  *Lox, Stox & Barrel*), tables in which space may be limited or references (e.g.  *Blatherskite & Bletherskate, 1990: 81*).

### 3.2 And

In administrative writing, we do not use a comma before *and* in lists with three items or more: *peaches, bananas, pears and grapes*. In numbered or bulleted lists, we omit *and* before the last item:

- *peaches*
- *bananas*
- *pears*
- *grapes*

### 3.3 And/or

Use *and/or* only when it is essential to indicate three possibilities (*A or B or both*). In a sentence such as *All staff and/or students must produce their identity cards when entering the building*, the *or* is clearly unnecessary.

### 3.4 Brackets and full stops

If bracketed matter forms an integral part of a sentence, place the full stop after the closing bracket. If a full sentence is bracketed, place the full stop inside the closing bracket. For example:

- *Use and/or only when it is imperative to indicate three possibilities (A or B or both).*
- *Note the single t in benefited and benefiting. (American spelling uses a double t.)*

### 3.5 Full stops

- Use full stops at end of sentences and end of paragraphs. Otherwise use them as little as possible.
- Full stops are not used at the end of headings.
- After full stops, only make one space before the start of a new sentence.
- Do not use full stops in abbreviations for qualifications, e.g. BA, BCom, BEd, LLB, BAHons, BComHons, MA, MCom, DPhil, PhD. (Do not use capitals only when using qualification abbreviations in HEADINGS, e.g. BED should remain BEd.)
- **No full stops after titles**, e.g. Prof, Dr, Mr, Mrs, Ms, Rev
- No full stops (or spaces) after initials, e.g. Prof LG Mpedi, JM Coetzee, Mrs A White.

### 3.6 Hyphenation

Because of variability in usage, all one can do is consult a recent dictionary to determine whether a compound word must be written as  *life cycle*,  *life-cycle* or  *lifecycle*.

Although it is customary to omit hyphens after prefixes in modern English (e.g. **antenatal**, **antivivisectionism**, **bioethics**, **cooperation**, **counterirritant**, **hyperphysical**, **interracial**, **minicomputer**, **postgraduate**, **pseudopodium**, **subcommittee subheading**, **superinduce**, **ultracentrifuge**), it is impossible to lay down hard-and-fast rules. **Consult a dictionary when in doubt.**

A hyphen is sometimes essential to prevent misreading in phrases. There is a difference between *20 odd students* (20 students who appear strange) and *20-odd students* (approximately 20 students). Be on your guard when coming across compound constructions containing the words *high*, *low*, *long*, *short*, *well*, *best*, *little*, *half*, etc. Note the following patterns:

- *Long-term objectives*, but *objectives in the long term*
- *A well-considered opinion*, but *an opinion that is well considered*.
- *First-year students*, but *students in their first year*.
- *Half-hour breaks*, but *phone me every half hour*.
- *A well-built site*, but *the site was well built*.

Other examples that follow this pattern are where **adjectival** use is often hyphenated and **noun** use is not:

- *The decision-making process involves decision making*.
- *The built-in cupboards*, but *the cupboards are built in*.
- *Entry-level requirement*, but *his job is at entry level*.
- *Problem-solving strategies lead to problem solving*.
- *A clear-cut decision*, but *the decision was clear cut*.

Another instance that follows this pattern is where **adjectival or noun** use is often hyphenated (or one word) and **verbal** use is not:

- *Top-up fuel*, but *they top up the fuel*.
- *Make a backup*, but *they back up the files*.
- *The setup was well done*, but *they set up the stage well*.

An **adverb ending in -ly** and preceding an adjective or participle is **never** hyphenated: a *superbly written study*, a *formal, carefully planned programme review*.

It can be difficult to decide where to insert a hyphen to indicate a wordbreak at the end of a line. The tendency these days is to follow American usage and to break according to syllables, e.g. *stu-dent*, *in-flu-ence*, *let-ter*, *coop-er-ation*. The safest procedure is to consult a dictionary that indicates wordbreaks. (The *COD* (2006) unfortunately does not, but the *Oxford Advanced Learner's Dictionary (OALD)* (2005) does.)

There is also something called the “suspensive hyphen” that is used as follows:

- *a five- to ten-minute break;*
- *full- and part-time staff;*
- *second- and third-year students.*

But note the form of *sportsmen and women* (no hyphen before *women*).

### 3.7 Quotations

Note the difference between **smart quotation marks** ('...' or "..."), which are in the shape of the numerals '6' and '9', and **straight quotation marks** ('...'). Select an option, and use it consistently.

A useful rule of thumb for positioning the full stop in quotations is to place the full stop *after* the closing quotation marks if the quoted matter is not a full sentence and *before* the closing quotation marks if the quoted matter is a full sentence. For example:

- *Edison (n.d.) defined genius as “one per cent inspiration and ninety-nine per cent perspiration”.*
- *Newton (n.d.) once wrote, “I do not know what I may appear to the world, but to myself I seem to have been only like a boy playing on the seashore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me.”*

Other quotation marks (e.g. commas) are placed outside the quotation marks. For example:

- “I’m going to the lecture”, says Mark.

For long quotations (more than 30 words, such as the preceding one), the following layout is better:

Out of the common activities in which groups participate, there develops the means of communication which we call language. The fundamental object is to enable men to apply themselves to a common purpose. Thus, the basic notion here is agreement. Likewise, this might well be taken as the starting point of logic. It arises from the fact that in communicating, men eventually come to agree, even if they do no more than agree to differ. When such an impasse was reached our ancestors, no doubt settled the matter by trial of strength. Once you dispatch your interlocutor, he no longer contradicts you. The alternative sometimes adopted is to pursue the matter by discussion, if it is pursued at all. This is the way of science and philosophy. The reader may judge for himself how far we have progressed in this since prehistoric times (Russell, 1989: 14).

Note the following:

- Quotation marks are omitted.
- The font size of the quoted material is reduced by one to two points (if this is possible).
- Double indentation is used (left and right) to differentiate the quotation from the body of the text.
- Spacing of one line is inserted before and after the quotation.

If the first lines of paragraphs are indented throughout the text as in most published books, the first line of text after the quotation begins flush left. (Also note that a paragraph immediately following a heading, table, figure or list is never indented.)

## 4. LAYOUT AND TYPOGRAPHY

Typography (i.e. “the style and appearance of printed matter” (COD, 2006)) is an essential device in making a text more accessible to the reader. As a guide to the eye, it becomes a guide to the mind, particularly in learning material.

PCs and word-processing packages have made the old typewriter practice of double spaces after full stops or colons superfluous. **Use only single spacing.**

### 4.1 Emphasis

The following may be used for emphasis or distinction in ordinary text:

**CAPITALS:**  AVOID CAPITALS FOR EMPHASIS. CAPITAL LETTERS STRAIN THE EYE IF THEY ARE USED TO EMPHASISE LONG LINES OR CHUNKS OF TEXT. (IN NOTICES, FOR EXAMPLE,  **rather use upper- and lower-case boldface.**) Remember, too, that capitals in an email can be regarded as impolite  SHOUTING if overused.

**Underlining:** Use underlining only if *italics* are unavailable, or if there is a special reason for doing so.

**Italics:** Ideal for emphasis in ordinary text. However, never use for large chunks of text because, like capitals, the eyes tire.

**Boldface:** Preferably to be retained for headings.

**Special effects:**  Never use any of these in ordinary official documentation.

- AVOID **using a MIXTURE of methods FOR emphasis**, unless you have a good reason for doing so. Emphasis should be functional and not merely decorative.
- Do not underline  **CAPITALS**, **boldface** or *italics* without good reason. This amounts to double emphasis. Triple emphasis occurs when bold capitals are underlined in subject headings of letters and memoranda, e.g. **SUBJECT:  POLICY PROPOSALS.** (Most typographers regard this as an outright error.)



## 4.2 Lists

It is important to maintain consistency in lists, with regard to structure, grammar and punctuation. Avoid mixing full sentences with phrases or single items in the same list.

Note the lack of consistency (parallelism) in the following:

*The successful applicant will have to:*

- *manage a large department;*
- *He/she will be expected to possess outstanding interpersonal skills and get along with people.*
- *to be able to give guidance to staff in the use of word-processing packages;*
- *working under pressure.*

Improved:

*The successful applicant must:*

- *manage a large department;*
- *have outstanding interpersonal skills;*
- *guide staff in word-processing;*
- *be able to work under pressure.*

An example of a list with single items (note the small letters and omission of any punctuation):

*A short list consists of:*

- *item*
- *item*
- *item*

An example of a list with partial sentences as items (note the small letters and punctuation):

*A list may also contain longer items that run on:*

- *from the introductory part of the sentence;*
- *from the introductory part of the sentence;*
- *from the introductory part of the sentence.*

**(In lists of this type, you may sometimes find that you are compelled to add a full-sentence comment after a particular item. Then use capital letters and full stops for all items as shown below.)**

An example of a list with full sentences (note the capital letters and punctuation):

*A list with full sentences is presented as follows:*

- ***T**his is a full sentence. And it is followed by another sentence.*
- ***T**his is a full sentence.*
- ***T**his is a full sentence.*

Note in particular that the word *and* is omitted at the end of the penultimate item in all of these examples.

Other guides may recommend other approaches, but for the sake of consistency we keep to the above examples in administrative writing at UJ. Faculties should use their own discretion.

## 5. LETTER WRITING

The following points are a summary of the simple rules for letter writing given in Dear *et al.* (1989: 182-183):

- Because a letter has a specific function, it should be written in a way appropriate to that function. (In other words, you would **not** use an informal/colloquial register when writing to the Vice-Chancellor or the Minister of Education.)
- Start a letter by indicating its main point and purpose. Explanation can be given in the body. End by indicating what you expect to happen next (“I look forward to seeing you next Wednesday”).
- The following paragraph from Dear *et al.* (1989: 182) is extremely important:

Letters, like all other forms of writing, should avoid jargon, repetition, stilted language and pomposity. Do not use long words where short ones would be just as good. Do not write over-long sentences. Say what you mean, simply and straight-forwardly but courteously. Letter writing has developed a curiously pompous language of its own, used particularly by professional people. “We beg to acknowledge receipt of your letter of the 7<sup>th</sup> inst.” for example, is an abomination which should be replaced by “Thank you for your letter of 7 June”. “I await the pleasure of a reply” is often unnecessary. If a letter needs a reply, it should be self-evident. But, if you want to end in this way, “I look forward to your reply” or “I look forward to hearing from you” is preferable.

- Check your letter for mistakes. Make sure that you have enclosed any accompanying documents and that the letter goes into the right envelope.

Suppose you have to write a reply to somebody who has declined a job offer at UJ but has praised the way in which his or her application and interview had been handled. Compare the following two replies:

1.	2.
We herewith gratefully acknowledge receipt of your letter dated 14 November 2001.	Thank you for your letter of 14 November 2001.
It affords us great pleasure to take note of your satisfaction with your negotiations with UJ, and we profoundly regret your inability to accept the proffered position.	We appreciate your kind remarks, and we are sorry that you were unable to accept the position at UJ.

Version 1 sounds pompous and stilted, whereas Version 2 has a far friendlier tone.

Keep these points in mind:

- If you do not know the recipient's name, use one of the following forms of address: *Dear Sir*, *Dear Madam*, *Dear Sir or Madam*. Close with *Yours faithfully*.
- If you know the recipient's name, use *Dear Mr Black*, *Dear Mrs Green*, *Dear Miss White* or *Dear Ms White*, and close with *Yours sincerely*.
- Titles in English always take capital letters: *Prof*, *Dr*, *Mr*, *Mrs*, *Miss*, *Ms*, *Rev* (note the omission of the full stop).
- If a letter addressed to a company or an institution has been marked for somebody's attention (FOR ATTENTION: MR J JOHNSON), the salutation should be  *Dear Sir or Madam*, not  *Dear Mr Johnson*.
- In English, the number comes before the name of the street: *473 Jenkins Road*. Note the plural form of *streets* in *cnr Protea and Disa streets*, as well as the fact that the word *streets* then takes a lowercase -s – whereas *street* takes a capital letter in *Protea Street*. (Incidentally, also note that *cnr* stands for “corner” and *c/o* for “care of”.)  
The words *street*, *avenue* and *boulevard* can be abbreviated, but only when preceded by a street name and number, e.g.  *52 Maple St*  *The office is located in Maple St*.
- Postal codes must precede place names if typed on the same line:  
  
0001 PRETORIA  
2000 JOHANNESBURG
- Never use *Re:* (“regarding, with regard to”) in a heading to a letter, e.g.  *Re: Postponement of meeting*. A centred heading is sufficient by itself. (Never use “re” for “regarding” in the body of the letter.)
- Try to avoid the hackneyed phrase *attached please find*. Simply say *I am attaching* or *I enclose*. In a covering letter for a fax, it is perhaps best to say something like *The document follows on this page* – if this should be considered necessary.

**Please note:**

If you have access to the Internet, go to <http://www.plainenglish.co.uk>. Under the “Free guides” section, you will find “How to write letters in plain English”. This is an excellent, easy guide that can be downloaded.

## 6. NUMBER STYLE

### 6.1 Numbers and figures

It is often not possible to maintain consistency in a number style. Note the following, however:

- In ordinary writing (i.e. non-technical texts), spell out numbers from one to nine: *Of the seven lecturers who applied for the position, only two were suitable.*
- Use numerals for numbers above 10: *Of the 15 students who enrolled, 11 passed.*
- If there is a clash between related numbers in the same sentence, try to follow the example given by Kahn (ed.) in *The Right Word at the Right Time* (1985: 395):

Put all the related numbers in figures: *We need only 8 to 13 volunteers to keep the three day-care centres operating during the summer months.* The number 8 is in figures, since it is paired with 13, but *three* remains spelt out, since it is not related to the number of volunteers.

- Do not forget that numbers between *twenty-one* and *ninety-nine* take hyphens when they are written out.
- Use numerals in the following cases:
  - *Chapter 6*
  - *Question 2.1*
  - *Table 8*
  - *Figure 4*
  - *Post Level 6*
  - *9%*
  - *a ratio of 10:3*
  - *3 x 7 m*
  - *2 km*
  - *3 °C*
- Note the spaces and commas in the following: *3 000; 3 500; 2 354 701; R5,87*. The so-called Continental System (also used in South Africa) requires that the decimal point be replaced by a comma. However, it is not always possible to do this, since many computer programs require a decimal point for calculations.  
**Note:** To avoid numerals breaking over lines, insert a non-breaking space: Ctrl+Shift+Spacebar.

- Write  *R5 million to R10 million*, not  *R5 to R10 million* or  *R5 – R10 million* or  *R5 million – R10 million*.
- Write telephone numbers in the following way: *011 489 5555* (without brackets or hyphens).

Bear in mind that the above points are guidelines *for administrative writing*: faculties, for example, may have their own preferences and rules in academic writing (learning guides, conference papers, etc.).

Amounts are sometimes spelled out in very formal financial or legal documents to ensure that no errors or misunderstandings can arise, e.g. *R365 512 (three hundred and sixty-five thousand five hundred and twelve rand)*. Note that the amount in figures comes *before* the spelled-out form. This approach is not necessary in ordinary documents: writing *Three (3)  deans were present at the meeting* is an insult to any reader.

### 6.1.1 Dates

When writing dates in numbers in internal correspondence, use the international dating system sequence as determined by the International Standards Organisation directive ISO 8 601 (2004), which was accepted by South Africa some years ago:

*year, month, day*  
(e.g. *2024-03-02*: 2 March 2024).

Because confusion can easily arise between month and day in the number style, we must write out dates in full in external correspondence.

We write a date as  *3 March 2024*, not  *the 3rd of March 2024*, but we say *the third of March 2024* when reading it aloud.

In modern style, it is acceptable to omit a comma after the names of days before dates – *Saturday 3 March 2018*. However, if a comma is inserted after the day, a comma must also follow the year in a sentence such as *It was on Saturday, 3 March 2017, that it dawned on me that the following day would be Sunday, 4 March 2017*.

### 6.1.2 Fractions

Use a **singular verb** with fractions if the **noun** is **singular** (e.g. *Two thirds of the **crop** was destroyed by hail*) and a **plural verb** if the **noun** is **plural** (e.g. *Two thirds of the **apples** were rotten*).

Fractions used to be written with hyphens (see the *Grammar of Contemporary English (GCE)* (1980) by Quirk *et al.* and the editions of the *COD* until the tenth), but the hyphens in the most recent edition of the *COD* (2006) have been dropped: *three quarters, two fifths*.

### 6.1.3 Time

According to the International Standards Organisation's directive ISO 8 601 (2004), which was accepted by South Africa some years ago, time must be represented numerically as follows, according to the **24-hour clock**:

- 09:00 (nine hours)
- 13:30 (thirteen hours thirty)

In terms of the 24-hour clock, it is a mistake to write  09:00 **a.m.** or  13:30 **p.m.** (the *a.m.* and *p.m.* are superfluous). Further note that any time earlier than 10:00 should have a 0- preceding the number, e.g. 02:45, 07:39, 09:00, 09:59. It is recommended that the **24-clock** is used.

However, if the **12-hour clock** is used, it should be written as follows:

- 9 am/AM (no zero before 9)
- 11:55 am/AM
- 4 pm/PM (no zero before 4)

**Note:** Select one way of writing time and apply consistently.

### 6.1.4 Percentages

In administrative documents, we write percentages in figures, e.g. 4%, with no space between the figure and the percentage sign. Also write  9%-16% and not  9-16%.

If it should be necessary to write a percentage out, such as at the beginning of a sentence in non-technical writing, *per cent* must be written as two words: *Four per cent of the company's income is spent on advertising* (American usage has *percent*).

Use a **singular verb** with percentages when the **noun is singular** (as in the previous sentence: *Four per cent of the company's income ... is ...*) and a **plural verb** when the **noun is plural** (e.g. *Four per cent of the students were absent*).

## 7. FREQUENTLY CONFUSED WORDS

Definitions of words come from or are paraphrased from the *Oxford Dictionary Online* (<https://www.oed.com/?tl=true>).

A	
<b>accept, except</b>	<i>Accept</i> means “to agree to receive something that is offered”, whereas <i>except</i> usually occurs in the sense of “not including”: <b>Except</b> for Peter, everybody <b>accepted</b> the invitation.
<b>access, assess</b>	<i>Access</i> means “a way of approaching or reaching or entering”. <i>Assess</i> means to “estimate the size or quality of”.
<b>accessary, accessory</b>	<i>Accessary</i> is used in criminal law and describes someone who helps another person commit a crime.  <i>Accessory</i> describes something that can be added to a machine or to clothing, which has a useful or decorative purpose.
<b>advice, advise</b>	<i>Advice</i> is a noun: <i>I asked the committee for advice.</i> <i>Advise</i> is a verb: <i>The committee advised me to reapply next year.</i>  Avoid using the commercialese <i>advise</i> in the sense of “notify, inform”: Please <input checked="" type="checkbox"/> <i>notify</i> or <input checked="" type="checkbox"/> <i>inform</i> (not <input checked="" type="checkbox"/> <i>advise</i> ) us of any change in your address.  Also avoid the stilted phrase <input checked="" type="checkbox"/> <i>Please be advised that...</i> Preferable: <input checked="" type="checkbox"/> <i>Please note that...</i>
<b>affect, effect</b>	<i>Affect</i> , a verb, means “cause a change in, has an influence on”: <i>Some plants are easily affected by cold.</i> More often than not, <i>effect</i> occurs as a noun, meaning “result, outcome”: <i>the disastrous effect of acid rain on the environment.</i>  In formal English, <i>effect</i> can also be used as a verb meaning “to bring about” or “to accomplish”: <i>The new monetary policy has effected great improvements in the economy.</i>  Beware of using <i>affect</i> loosely: <input checked="" type="checkbox"/> <i>The new subsidy formula has affected the university’s finances.</i> Is this for the better or the worse?



<b>a lot, allot</b>	<p>A <i>lot</i>, meaning a large amount or number of people or things, can be used to modify a noun (e.g. <i>I need <b>a lot</b> of time to develop this website</i>).</p> <p>Used as an adverb, it means very much or very often (e.g. <i>I look <b>a lot</b> like my sister</i>).</p> <p><i>Allot</i> is a verb, which means to give, especially a share of something for a particular purpose (e.g. <i>We were allotted a desk each</i>).</p>
<b>all ready, already</b>	<p><i>All ready</i> means everyone is ready (e.g. <i>Are you all ready for the test?</i>).</p> <p><i>Already</i> is an adverb that means before the present time or earlier than the time expected (e.g. <i>Are you buying Christmas cards already? It's only September!</i>).</p>
<b>allude, elude</b>	<p><i>To allude to something</i> (verb) means to refer to something indirectly.</p> <p><i>To elude something</i> (verb) means to escape or evade capture in a clever way, or one can use it to express a lack of understanding of something (e.g. <i>He eluded the police for 25 years</i> or <i>The rules of English spelling continually elude me</i>).</p>
<b>alternate, alternative</b>	<p>As an adjective, <i>alternate</i> (pronounced <i>all-tĕr-nĕt</i>) should be used in the following senses: "every other (<i>comes on alternate days</i>); (of things of two kinds) each following and succeeded by one of the other kind (<i>alternate joy and misery</i>)".</p> <p><i>Alternative</i> means "(of one or more things) available or usable instead of another (<i>an alternative route</i>)".</p>
<b>altogether, all together</b>	<p><i>All together</i> (adverb) means "together in a single group" (e.g. <i>The waiter asked if we were <b>all together</b></i>).</p> <p><i>Altogether</i> (adverb) means "completely" or "in total" (e.g. <i>She wrote less and less often and eventually she stopped <b>altogether</b></i>).</p>
<b>anticipate, expect</b>	<p>Avoid using <i>anticipate</i> as a synonym for <i>expect</i>. If you anticipate something, you notice or expect that it is going to happen, and you do something to forestall it or to prepare for it: <i>The Department should have anticipated the increase in enrolments for the programme by appointing more lecturing staff</i>.</p>
<b>any one, anyone</b>	<p><i>Any one</i> means any single person or thing out of a group of people or things (e.g. <i>I can recommend any one of the books on this site</i>).</p> <p><i>Anyone</i> means any person. It is always written as one word (e.g. <i>Did anyone see that UFO?</i>).</p>
<b>apart, a part</b>	<p><i>Apart</i> (adverb) separated by distance or time (e.g. <i>I always feel lonely when we are apart</i>).</p>

	<p>A <i>part</i> (noun) means a piece of something that forms the whole of something (e.g. <i>They made me feel like I was a part of the group</i>).</p>
<b>appraise, apprise</b>	<p>Remember that <i>appraise</i> means to “estimate the value or quality of (<i>appraised her skills</i>).”</p> <p><i>Apprise</i> is a very formal word meaning to “inform” (<i>The Council was apprised of the new policy</i>).</p>
<b>B</b>	
<b>bald, bold</b>	<p><i>Bald</i> (adjective) is used to describe someone with no hair on their head.</p> <p><i>Bold</i> (adjective) is used to describe someone who is fearless and courageous.</p>
<b>beside, besides</b>	<p><i>Beside</i> is a preposition of place that means at the side of or next to (e.g. <i>The house was beside the Jukskei River</i>).</p> <p><i>Besides</i> (an adverb or preposition) means in addition to or also (e.g. <i>I have no other family besides my parents</i>).</p>
<b>borrow, lend</b>	<p>You <i>borrow</i> something <i>from</i> somebody. Somebody <i>lends</i> you something.</p> <p>“<i>May I borrow your book, please?</i>”</p> <p>“<i>Sorry, but I don’t lend my books out.</i>”</p>
<b>bored, boring</b>	<p><i>Bored</i> (adjective) means “feeling weary and impatient because one is unoccupied or lacks interest in one’s current activity (e.g. <i>She got bored with staring out of the window</i>).</p> <p>The normal construction for <i>bored</i> is <i>bored by</i> or <i>bored with</i>.</p> <p><i>Boring</i> (adjective) means something or someone is not interesting or exciting (e.g. <i>The meeting was so boring that I fell asleep</i>).</p>
<b>C</b>	
<b>captivate, capture</b>	<p><i>Captivate</i> (verb) means to attract and hold the interest and attention of (e.g. <i>He was captivated by her smile</i>).</p> <p><i>Capture</i> (verb) describes the action of taking by force or stratagem, to take control of or to record in a lasting form (e.g. <i>The photograph captured the joy of the graduates</i>).</p>
<b>complement, compliment</b>	<p><i>Complement</i> means “something that completes or makes perfect” (e.g. <i>The architectural grace of the building was complemented by a well-designed garden</i>).</p> <p>The <i>full complement</i> is the full number of persons required to carry out a task.</p> <p><i>Complementary medicine</i> is “a wide range of treatments for medical conditions and mental problems which people use as an alternative to ordinary medicine. <i>Acupuncture, reflexology and homoeopathy are all</i></p>

	<p><i>forms of complementary medicine</i> (Cambridge International Dictionary of English (<i>CIDE</i>), 1996)."</p> <p><i>Compliment</i> means "to praise" (e.g. <i>The Dean complimented the students on their designs</i>). <i>Complimentary</i> copies of books or <i>complimentary</i> tickets are given away free. Also "Compliments of the season!"</p>
<b>continual, continuous</b>	<p>Broadly, <i>continual</i> means "going on at regular intervals", and <i>continuously</i> means "going on without a pause or break". For example, a telephone that rings <i>continually</i>, rings now and then over an extended time. A telephone that rings <i>continuously</i>, rings uninterruptedly.</p> <p><i>Continuous education</i> is idiomatically correct.</p>
<b>council, counsel</b>	<p>A <i>council</i> is "an advisory, deliberative, or administrative body of people", such as UJ's Council. The members of a council are called <i>councillors</i> or <i>council members</i> (as we call them at UJ, but avoid the American spelling ☒ <i>councilmembers</i>).</p> <p>At UJ we also have <i>counsellors</i> who offer <i>counsel</i> (advice and guidance) to students or the <i>UJ General Counsel</i> who advises the University about legal matters.</p>
<b>D</b>	
<b>dependant, dependent</b>	<p>A <i>dependant</i> is "a person who relies on another especially for financial support"; e. g. <i>I have no dependants</i>. Yet note: <i>I am dependent on my parents for financial support; I am a dependent child</i>.</p>
<b>decent, descent</b>	<p><i>Decent</i> (adjective) means socially acceptable or good (e.g. <i>Everyone should be entitled to a decent standard of living</i>).</p> <p><i>Descent</i> (noun) means a movement downwards, or your ancestry (e.g. <i>The plane began its final descent prior to landing. / She found out that she was of French descent</i>).</p>
<b>desperate, disparate</b>	<p><i>Desperate</i> (adjective) means "a sense of hopelessness that something is very bad or impossible", or "having a great need for" (e.g. <i>The survivors were desperate for food</i>).</p> <p><i>Disparate</i> (adjective) means different in every way (e.g. <i>They came from two disparate cultures</i>).</p>
<b>discreet, discrete</b>	<p><i>Discreet</i> means to be careful or modest, not to cause embarrassment or attract too much attention, especially by keeping something secret (e.g. <i>We made some discreet enquiries</i>).</p> <p><i>Discrete</i> (adjective) means something is distinct and separate or has a clear independent shape or form (e.g. <i>Speech sounds are produced as a continuous sound signal rather than discrete units</i>).</p>

<b>E</b>	
<b>e.g., i.e.</b>	<p><i>e.g.</i> stands for <i>exempli gratia</i> = for example (e.g. <i>I like fast cars, e.g. Ferrari and Porsche</i>). In the sentence one gives an example of the kinds of cars one likes – Ferraris and Porsches.</p> <p><i>i.e.</i> stands for <i>id est</i> = that is (in explanation) (e.g. <i>I like fast cars, i.e. any car that can go over 150km/h</i>). In this sentence one gives an explanation of what one considers to be fast.</p>
<b>enquiry, inquiry, query</b>	<p>An <i>enquiry</i> is a request for information (e.g. <i>She enquired about the degrees that technikons offer.</i>)</p> <p>An <i>inquiry</i> is an investigation into something (e.g. <i>The Dean ordered an inquiry into the causes of the accident.</i>)</p> <p>A <i>query</i> is a questioning of something or an expression of doubt about it (e.g. <i>She queried the validity of the statement.</i>)</p>
<b>every day, everyday</b>	<p><i>Every day</i> means each day without exception (e.g. <i>You have been late for class every day this week.</i>)</p> <p><i>Everyday</i> (adjective) means ordinary, unremarkable (e.g. <i>everyday chores like shopping and housework.</i>)</p>
<b>expand, expend</b>	<p><i>Expand</i> (verb) means to increase in size, number or importance, or to make something increase (e.g. <i>Their business expanded into other hotels.</i>)</p> <p><i>Expend</i> (verb) means to spend or use up something, especially time, effort or money (e.g. <i>She expends a lot of effort to help her students.</i>)</p>
<b>H</b>	
<b>heroin, heroine</b>	<p><i>Heroin</i> (noun) is a powerful illegal drug, obtained from morphine and is extremely addictive.</p> <p><i>Heroine</i> is a female person who is admired for having done something very brave or having achieved something great. The male equivalent is hero.</p>
<b>I</b>	
<b>I, me</b>	<p>People often make mistakes with these two pronouns. <i>I/me</i> is difficult when it is coupled with another pronoun or with a noun. It is then necessary to consider the subject/object in a sentence.</p> <p><i>"I"</i> is used as the subject of the sentence (e.g. <i>I did the homework</i> and <i>It was I who did the homework</i>), but the object of the sentence is <i>"me"</i> (e.g. <i>He gave me the book</i>).</p> <p>The teacher gave the homework <b>to my friend and me</b>. (Not <i>"I"</i>). It becomes easier if one deals with the two people separately: <i>The</i></p>

	<p><i>lecturer gave the homework to my friend + The lecturer gave the homework to <b>me</b> = The lecturer gave the homework to my friend and <b>me</b>.</i></p> <p>A further way of testing is to replace 'My friend and I/me' with <b>we</b> or <b>us</b> (e.g. <i>My friend and I (<b>we</b>) will study; He gave the book to my friend and me (<b>us</b>).</i></p>
<b>incidence, incidents</b>	<p>Because these words sound similar if pronounced fast and carelessly, they are sometimes confused in writing. <i>Incidence</i> means "the fact, manner, or rate, of occurrence or action": <i>A high incidence of asbestosis was found among workers in the mine.</i></p> <p><i>Incidents</i> is the plural form of <i>incident</i>, which means "an event or occurrence": <i>Several people died in shooting incidents during the year.</i></p>
<b>L</b>	
<b>later, latter</b>	<p><i>Later</i> (adverb) is used to express time in the near future, soon or afterwards (e.g. <i>I'll see you later</i>).</p> <p><i>Latter</i> (adjective) means near or towards the end of something (e.g. <i>I got tired during the latter part of the walk</i>).</p> <p><i>Latter</i> can also describe the second thing of two things mentioned (e.g. <i>He could either study or go to the movies; he chose the latter</i>).</p>
<b>lay, lie / lay down, lie down</b>	<p><i>Lay</i> (irregular transitive verb – lay / laid / laying) needs a direct object. It means to put something or someone down (e.g. <i>Lay your head on the pillow</i>).</p> <p><i>Lie</i> (irregular intransitive verb – lie / lay / lain – lying) does not take a direct object. It means to rest in a horizontal position or to be located somewhere (e.g. <i>If you are tired lie here and have a rest OR Durban lies towards the east</i>).</p>
<b>licence, license</b>	<p><i>Licence</i> is a noun (e.g. <i>a driving licence, a dog licence or poetic licence, artistic licence</i>) and <i>license</i> a verb (e.g. <i>to license a vehicle</i>). Note also <i>a licensed restaurant and licensing laws</i>.</p>
<b>M</b>	
<b>moral, morale</b>	<p><i>Moral</i> (noun or adjective) is used to describe standards of good or bad character and behaviour (e.g. <i>They have a moral obligation to pay the money back</i>).</p> <p><i>Morale</i> (noun) describes the amount of confidence felt by a person or group of people; especially when in a dangerous or difficult situation (e.g. <i>The morale of the UJ rugby team was high</i>).</p>

P	
<b>personal, personnel</b>	<p><i>Personal</i> (adjective) means relating to or belonging to someone (e.g. <i>Your personal belongings are the things that belong to you</i>) or designed for or used by one person (e.g. <i>personal computer or stereo</i>).</p> <p><i>Personnel</i> (noun) means the people who work for an organisation, i.e. the staff.</p>
<b>practise, practice</b>	<p><i>Practise</i> is a verb; <i>practice</i> a noun. James <b>practises</b> law. His <b>practice</b> is in Cape Town. Or, adjectivally: James, who lives in Cape Town, is a <b>practising</b> lawyer. Also note:</p> <ul style="list-style-type: none"> <li>➤ James has had a great deal of <i>practice</i> in law (experience).</li> <li>➤ The cabaret group has four <i>practices</i> a week (repeated exercises).</li> <li>➤ The team had a <i>practice</i> match yesterday.</li> <li>➤ John is a well-<i>practised</i> guitar player.</li> <li>➤ You must <i>practise</i> care when handling acid.</li> </ul> <p>Note: <i>Good management practice</i> (singular).</p>
<b>precede, proceed</b>	<p><i>Precede</i> means to be or to go before something or someone in time or space (e.g. <i>The chemist should take the time to read the chapters that precede the experiments</i>).</p> <p><i>Proceed</i> means to continue as planned (e.g. <i>The government has decided not to proceed with the legislation</i>).</p>
Q	
<b>quiet, quite</b>	<p><i>Quiet</i> (adjective) is used to describe something or someone that makes very little noise (e.g. <i>During the examination the classroom was very quiet</i>).</p> <p><i>Quite</i> (adverb) is used to describe when something is a little or a lot but not completely (e.g. <i>It is quite warm outside</i>).</p>
R	
<b>rise, raise</b>	<p>When used as a verb they both have the same general meaning of "to move upwards", the main difference is that <i>rise</i> is an intransitive verb (it does not take an object), while <i>raise</i> is a transitive verb (it requires an object):</p> <p><i>Rise</i> (verb – rose/risen) means something rises by itself (e.g. <i>The sun rises in the east; I rise early to walk the dog</i>).</p>

	<p><i>Raise</i> (verb) means something else is needed to raise something (e.g. <i>Lynne raised her hand</i>).</p> <p><i>Rise</i> (noun) describes an upward movement (e.g. <i>There was a steep rise in drug-related crimes</i>).</p> <p><i>Raise</i> (noun) describes an increase in salary (e.g. <i>The staff demanded a 20% raise</i>).</p>
<b>S</b>	
<b>some time, sometime, sometimes</b>	<p><i>Some time</i> means a period of time (e.g. <i>It took me some time to notice the mistake</i>).</p> <p><i>Sometime</i> indicates a time in the future or the past which is not known or not stated (e.g. <i>They will meet up sometime</i>).</p> <p><i>Sometimes</i> means on some occasions but not always or often (e.g. <i>Sometimes she phones too early</i>).</p>
<b>W</b>	
<b>what, which</b>	<p><i>What</i> is used to ask a question when there are an unknown number or infinite possibilities for an answer (e.g. <i>What is your name?</i>).</p> <p><i>Which</i> is used when choosing between two or more items, already defined (e.g. <i>Which one of the following is the correct answer?</i>).</p>

## 8. TERMINOLOGY AND SPELLING WITHIN THE UNIVERSITY

Unless otherwise specified, definitions of words come from, or are paraphrased from, the *Oxford English Dictionary Online* (<https://www.oed.com/?t=true>).

A	
<b>a, an</b>	<p>Whether to use <i>a</i> or <i>an</i> before a word depends on <b>pronunciation</b>.</p> <ul style="list-style-type: none"> <li>➤ <b>A</b> is used before consonant sounds (speech sounds made with obstruction) such as <i>b, d, t</i>.</li> <li>➤ <b>An</b> is used before vowel sounds (speech sounds made without obstruction) such as <i>a, e, i</i>.</li> </ul> <p>Because we pronounce <i>MA</i> as “em ay”, we say and write <b>an</b> <i>MA degree</i>. Because we pronounce the <i>m</i> in <i>master’s</i> as “mm”, we say and write <b>a</b> <i>master’s degree</i>.</p> <p>The <i>h</i> is silent in <i>honorarium</i>, and therefore we write <b>an</b> <i>honorarium</i>. In words such as <i>university</i> and <i>union</i>, the <i>u</i> is a consonant sound (“yoo”) and we write <b>a</b> <i>university</i> or <i>union</i>. The same goes for the abbreviation “UJ”: <b>a</b> <i>UJ student</i>.</p> <p>In words such as <i>hotel</i> and <i>historic</i>, the <i>h</i> occurs in an unstressed first syllable but it is not entirely silent: we therefore say and write <b>a</b> <i>hotel</i> and <b>a</b> <i>historic event</i>. (In the distant past, <i>an</i> was used in such cases.)</p>
<b>act, bill</b>	A <i>bill</i> is a draft that has to be approved before it becomes an <i>act</i> (and thus the law).
<b>Accommodation</b>	Note the spelling.
<b>ad hoc</b>	Written with neither a hyphen nor italics.
<b>adviser</b>	Not <input checked="" type="checkbox"/> <i>advisor</i> . However, note the adjective <input checked="" type="checkbox"/> <i>advisory</i> .
<b>aids</b>	Written with small letters in phrases such as <i>educational aids</i> . The acronym for <i>acquired immune deficiency syndrome</i> (AIDS) takes capitals.
<b>affidavit</b>	Note the spelling.
<b>amongst</b>	Amongst is old-fashioned; prefer among.
<b>apparatus</b>	Plural form is <i>apparatus</i> or <i>apparatuses</i> . The <i>Oxford Style Manual (OSM)</i> (2003) prefers the latter and recommends using <i>appliances</i> where possible.
<b>appendix</b>	Plural is <i>appendices</i> for matter added to books or documents.



<b>artefact</b>	Note the spelling.
<b>artificial intelligence (AI)</b>	Lower case when used within a sentence.
<b>award</b>	<p>The Higher Education Act (No. 101 of 1997) states: “A public higher education institution may, subject to its institutional statute and this Act, <b>award</b> diplomas and certificates and <b>confer</b> degrees” [emphasis added]. It is a distinction that we could try to adhere to at UJ.</p> <p>However, assessors (examiners) consider <i>awarding</i> a degree to a candidate, which is <i>conferred</i> at a graduation ceremony.</p>
<b>B</b>	
<b>bachelor’s degree</b>	<p>Remember the apostrophe -s, even if <i>degree</i> is left off e.g. <i>She obtained her bachelor’s from UJ.</i></p> <p>Abbreviated as BA, BEd, BCom, BSc, etc.</p>
<b>bacteria</b>	This is the plural of <i>bacterium</i> and therefore takes the plural form e.g. <i>The bacteria are...</i>
<b>basis</b>	Cut this tag from sentences. <i>The course is offered on a part-time basis</i> becomes <i>The course is offered part-time.</i>
<b>biannually, biennially; bimonthly, biweekly</b>	<p><i>Biannually</i> means “occurring or appearing twice a year”, whereas <i>biennially</i> means “lasting two years” or “recurring or taking place every two years”.</p> <p>Since students can easily be confused by these two words, use “twice a year”, “twice-yearly” or “every six months” for <i>biannually</i>, or “every two years” for <i>biennially</i> in administrative documents.</p> <p>Because <i>bimonthly</i> can be taken to mean either “occurring twice a month” or “occurring every two months”, it is safer to use “twice-monthly, twice a month” or “two-monthly, every two months”.</p> <p><i>Biweekly</i> poses the same problem; rather use “twice-weekly, twice a week” or “two-weekly, every two weeks”.</p> <p><i>Fortnightly</i> is also a useful word for “every two weeks”.</p>
<b>big data</b>	Lower case when used in a sentence.
<b>billion</b>	In both the US and the UK, <i>billion</i> now means “a thousand million” (10 <sup>9</sup> ). A <i>trillion</i> means “a million million” (10 <sup>12</sup> ) (OSM: 170).
<b>blockchain</b>	Lower case when used in a sentence.
<b>C</b>	
<b>calendar</b>	Note the spelling.
<b>campus</b>	Plural form is <i>campuses</i> .
<b>cellphone</b>	Use this form instead of longer variants. Written as one word.

<b>chairperson, chair</b>	<input type="checkbox"/> <i>Chairman</i> has been replaced by <input checked="" type="checkbox"/> <i>chairperson</i> , or simply <input checked="" type="checkbox"/> <i>chair</i> , to avoid gender bias.
<b>Christian name</b>	Rather use <input checked="" type="checkbox"/> <i>first name</i> or <input checked="" type="checkbox"/> <i>forename</i> to avoid religious implications.
<b>clawback</b>	No hyphen.
<b>The cloud</b>	Lower case when used in sentence; used together with 'the' if a noun; when used as an adjective, then no 'the', e.g. cloud computing.
<b>commence</b>	Restrict this word to very formal contexts. Most often <i>begin</i> or <i>start</i> is fine.
<b>committee</b>	Note the spelling.
<b>compare/comparison with</b>	Always <i>compare/in comparison</i> <input checked="" type="checkbox"/> <i>with</i> (similarities and differences), e.g. <i>Compared with last year, more learners have visited UJ's mini-Open Days ...</i> <i>Compare to = to liken to</i> , e.g. <i>Ostriches are descendants of dinosaurs, and the researchers compare (liken) ostrich movements to those of bipedal dinosaurs.</i>
<b>consist of/comprise</b>	<input checked="" type="checkbox"/> <i>The committee <b>comprises</b> three sections.</i> Not <input type="checkbox"/> <i>comprises of.</i> OR <i>The committee <b>consists of</b> three sections.</i>
<b>consensus</b>	The <i>South African Labour Glossary</i> (1996) defines the word as "a general agreement on a matter" (a meaning that the <i>COD</i> (2006) underscores: "general agreement"). Be careful not to use the word in the sense of unanimous agreement.
<b>convener</b>	Preferable to <i>convenor</i> . See <i>COD</i> (2006).
<b>Council, the</b>	In internal correspondence it is quite appropriate to write <i>Council</i> without <i>the</i> when referring to the UJ Council – we have "our" Council in mind.  In external correspondence, however, it is preferable to use <i>the Council of the University of Johannesburg</i> when it is first mentioned and <i>the Council, the University Council</i> or <i>the UJ Council</i> after that. The same principle applies to <i>Senate</i> (with or without <i>the</i> ).
<b>course-goers</b>	Often preferable to <i>participants</i> or <i>attendees</i> .
<b>coursework</b>	One word.
<b>creditors' clerk</b>	Note the position of the apostrophe.
<b>criteria</b>	<i>Criteria</i> is the plural form ( <i>the criteria are...</i> ). The singular form is <i>criterion</i> .
<b>curriculum</b>	Plural form is <i>curricula</i> .

D	
<b>data</b>	<p>Strictly speaking, the word <i>datum</i> is a singular noun that takes a singular verb (<b>this datum is</b>) and <i>data</i> is a plural noun taking a plural verb (<b>these data are</b>).</p> <p>However, in computing it has become standard to treat <i>data</i> as singular: <i>the data is transferred across the network...</i> This is quite acceptable in administrative documentation at UJ, but we must bear in mind that many technical style guides or professional journals insist on treating <i>data</i> as a plural form (<i>The experimental data were unreliable</i>). So, if you are writing for any academic publication, use the plural form.</p>
<b>day house</b>	Two words, not hyphenated.
<b>decision maker (n), decision making (n) and decision-making (adj.)</b>	<p>When used as a noun, no hyphen, e.g. <i>His decision making was stressful</i>.</p> <p>When used as an adjective, hyphenated, e.g. <i>His decision-making ability was poor</i>.</p>
<b>Department</b>	Note that <i>Department</i> must take <i>of</i> in <input checked="" type="checkbox"/> <i>the Department of Chemistry</i> (not <input type="checkbox"/> <i>the Department Chemistry</i> ). Although less formal <input checked="" type="checkbox"/> <i>the Chemistry Department</i> is also acceptable.
<b>diagram</b>	<i>Diagram</i> does not take an extra <i>-me</i> , but the <i>m</i> is doubled in <i>diagrammed</i> , <i>diagramming</i> and <i>diagrammatic</i> .
<b>different</b>	Always <input checked="" type="checkbox"/> <i>different from</i> ; never <input type="checkbox"/> <i>different to</i> .
<b>diplomate, diploma candidate</b>	Students who have passed their final diploma examinations and are about to receive their diplomas, are called <i>diploma candidates</i> . After receiving their diplomas at a diploma or graduation ceremony, they become <i>diplomates</i> (not <input type="checkbox"/> <i>diplomats</i> ).
<b>disc, disk</b>	<p>A troublesome spelling like <i>program/programme</i> because of the influence of computer language.</p> <p><i>Disc</i> is the normal spelling for “a flat thin circular object” – <i>the sun disc symbol in Egyptian art</i> – or “a layer of cartilage between vertebrae” – <i>he injured a disc</i>.</p> <p>In computer context the spelling is very often <i>disk</i> – <i>magnetic disk</i>. Although the Oxford English Dictionary Online (2006) notes that “<i>disk</i> is commoner [in computing] as a result of US influence”, it uses the <i>disc</i> spelling in all of its examples: <i>compact disc</i>, <i>floppy disc</i>, <i>hard disc</i>, <i>optical disc</i>, etc.</p> <p>It seems best to disregard the <i>disk</i> spelling and to use <input checked="" type="checkbox"/> <i>disc</i> for all occurrences of the word in whatever context.</p>
<b>doctoral doctorate</b>	<p>Note that either a <input checked="" type="checkbox"/> <i>doctorate</i> or a <input checked="" type="checkbox"/> <i>doctoral degree</i> is used, but not a <input type="checkbox"/> <i>doctorate degree</i>.</p> <p>Abbreviated as DLitt et Phil, PhD, DEd, LLD, etc.</p>

E	
<b>“e-” words (like e-commerce, e-business)</b>	Hyphenated; the “E-” is capitalised, when necessary, not the letter after the hyphen, i.e. <input checked="" type="checkbox"/> E-commerce but not <input type="checkbox"/> e-Commerce; <input checked="" type="checkbox"/> e-books but not <input type="checkbox"/> eBooks or e-Books.
<b>economic, economical</b>	<i>Economic</i> has to do with the “wealth and resources of a community”, e.g. the “government’s economic policy”. <i>Economical</i> has to do with “avoiding waste, using resources sparingly”, e.g. <i>An economical recipe uses inexpensive ingredients</i> , or it has to do with “giving good value or return on money spent”.
<b>education, educational</b>	Drop the “-al” affix when the word <i>higher</i> appears in an adjectival phrase: <ul style="list-style-type: none"> <li>➤ <i>higher education institutions</i>;</li> <li>➤ <i>national higher education plan</i>;</li> <li>➤ <i>higher education campuses</i>.</li> </ul> <p>In other cases, use <b>educational</b>:</p> <ul style="list-style-type: none"> <li>➤ <i>educational institutions</i>;</li> <li>➤ <i>educational plans</i>;</li> <li>➤ <i>educational standards</i>.</li> </ul>
<b>educator</b>	Rather than <i>educationalist</i> or <i>educationist</i> .
<b>Ellen Kuzwayo (Council, Awards etc.)</b>	Not <input type="checkbox"/> Khuzwayo.
<b>email</b>	Written as one word and only takes a capital if used at the beginning of a sentence.
<b>England</b>	<i>England</i> should not be used to refer to the <i>United Kingdom</i> (UK) as a whole, since England forms only one part of the UK. The other parts are Scotland, Wales, Northern Ireland, and the Orkney and Shetland Islands. <i>Britain</i> or <i>Great Britain</i> does not include Northern Ireland.
<b>enrol/enrolment</b>	A singular <i>-l</i> , but <i>enrolled</i> and <i>enrolling</i>
<b>exam</b>	This “clipped” form should be written out – <i>examination</i> – in formal contexts.
<b>exemption</b>	<i>Exemption</i> is followed by <input checked="" type="checkbox"/> <i>from</i> , not <input type="checkbox"/> <i>for</i> . <i>The student was granted exemption from several subjects</i> .
<b>extension</b>	Often misspelled as <input type="checkbox"/> <i>exten<del>t</del>ion</i> .
<b>extracurricular</b>	One word.
<b>extramural</b>	One word.

F	
<b>few, a few</b>	As a statement about number, <i>Few members of staff are able to give first aid</i> has a negative feel about it (the implication is that there should be more of them). <i>A few members of staff can give first aid</i> is a more neutral statement (the implication is that there are enough of them, although there should be more).
<b>First year/ second year/ third year etc.</b>	<i>He is in his first year (or second year/third year, etc.) of studies.</i> (two words) However, when first year takes on an adjectival position, it is hyphenated, e.g. <i>First-year (second-year/third-year) students must report ...</i> ☒ 1 <sup>st</sup> -year/2 <sup>nd</sup> -year/3 <sup>rd</sup> -year students, following the rule of writing out numerals from one to nine.
<b>First Year Experience (FYE)</b>	Universities all over the world use this programme. Some hyphenate it and others not. At UJ this term is not hyphenated.
<b>focus</b>	Note the single <i>s</i> in <i>focuses</i> , <i>focused</i> and <i>focusing</i> . (American spelling prefers a double -s.)
<b>foreign plurals</b>	<p>“Foreign plurals” refer to plural forms of words from languages such as Latin, Greek and French. For instance, must we use <i>memoranda</i> or <i>memorandums</i>? Such plurals are problematic, as the <i>GCE</i> (1980: 181) points out, suggesting that a dictionary must be consulted for plural formation. “One rule of thumb,” it remarks, “is that foreign plurals often occur in technical usage, whereas the -s plural is the most natural in everyday language; cf.: <i>formulas</i> (general) – <i>formulae</i> (in mathematics), <i>antennas</i> (general and in electronics) – <i>antennae</i> (in biology).”</p> <p>The following forms are recommended (only or preferable form as given by the <i>COD</i> (2006)):</p> <ul style="list-style-type: none"> <li>➤ <i>addenda, memoranda, curricula, symposia, alumni, atria;</i></li> <li>➤ but <i>campuses, prospectuses, forums, stadiums, arenas.</i></li> </ul> <p>Although the <i>COD</i> (2006) gives <i>syllabuses</i> as a first choice, we must use <i>syllabi</i>. (It is highly likely that <i>curricula</i> and <i>syllabi</i> will occur together in the same context, and <i>curricula</i> in close proximity to <i>syllabuses</i> would look odd.)</p>
<b>foreword, preface</b>	A <i>foreword</i> to a book is an introduction written by a person other than the author. A <i>preface</i> is an introduction written by the author.
<b>fulfil</b>	Ends on a singular – <i>l</i> , but <i>fulfilled</i> and <i>fulfilling</i> .
<b>full-time, part-time</b>	Note the use of the hyphen, when used as an adjective.
<b>fund-raising</b>	Hyphenated.

G	
<b>gas</b>	The -s is not doubled in the plural <i>gases</i> . The -s also remains single in <i>gasify</i> , <i>gasification</i> and <i>gaseous</i> , but <i>gassy</i> takes a double -s.
<b>government</b>	Use a capital letter for <i>Government</i> when referring to the South African Government.
<b>graduand, graduate</b>	Whereas a <i>graduand</i> is “a person about to receive an academic degree”, a <i>graduate</i> is “a person upon whom an academic degree has been conferred”.
H	
<b>handbook, textbook</b>	A <i>handbook</i> is “a short manual or guidebook”, and a <i>textbook</i> is “a book for use in studying, esp[ecially] a standard account of a subject”. In other words, a handbook is less comprehensive than a textbook.
<b>hard copy</b>	Two words.
<b>he/she</b>	<p>It can be difficult to avoid <i>he/him/his</i> as pronouns of common gender (in other words, when referring both to males and to females). The following solutions can be considered:</p> <ul style="list-style-type: none"> <li>➤ Use <i>he/she, him/her, etc.</i> (<i>The candidate must prepare himself/herself for a selection test, after which he/she will be interviewed. He/she must remember to bring his/her own drawing instruments along.</i>)</li> <li>➤ Use <i>you/your/yours</i> (<i>You must prepare yourself for...</i>).</li> <li>➤ Use plural forms throughout (<i>Candidates must prepare themselves...</i>).</li> <li>➤ Rewrite the text to avoid pronouns (<i>Preparation for a selection test is necessary, after which an interview will follow...</i>).</li> </ul> <p>The first option is awkward in even a short paragraph. The second may be too informal in some contexts. The third and fourth options are the most practical.</p> <p>In formal, older English, pronouns such as <i>someone, somebody, no one, nobody, etc.</i>, were considered strictly singular and were usually followed by “male” pronouns: <i>Someone <b>has</b> left <b>his</b> bag behind.</i> However, note the following from the <i>OALD</i> (2005): <i>Someone's [someone <b>has</b>] left <b>their</b> bag behind.</i> The <i>OALD</i> (2005) also defines “charlatan” as follows: <b>A person who <i>claims</i> to have knowledge or skills that <b>they do not</b> really have.</b> The <i>CIDE</i> (1996)</p>

	<p>follows the same approach: <b>charlatan</b>: .... <b>a person who pretends to have skills or knowledge that they do not have...</b></p> <p>The OSM (2003: 105) remarks that this usage is common in speech, but still considers it substandard in formal writing.</p>
<b>Holland</b>	<i>Holland</i> is only part of <i>the Netherlands</i> , which must be used for referring to the country.
<b>home page</b>	Two words.
<b>homoeopathy</b>	<p>Earlier editions of the <i>COD</i> marked <i>homeopathy</i> as American English, but the most recent <i>COD</i> (2006) gives this form as first choice and <i>homoeopathy</i> as an alternative spelling.</p> <p>At UJ we should retain the <b>-oeo-</b> spelling, as it is the one used by the Homoeopathic Association of South Africa.</p>
<b>honours degree</b>	<p><i>Honours</i> with a capital is for the actual name of a degree, e.g. <i>Honours degree in Mathematics</i>. It is used with no capital when referring to the type of degree or students in general, e.g. <i>UJ has a number of honours students</i>.</p> <p>Abbreviated as BAHons, BScHons, BComHons, etc.</p>
<b>human resource/resources</b>	At UJ, we refer to <i>Human Resource Management</i> for the course offered, but our Department is called the <i>Human Resources Division</i> (no apostrophe) or simply <i>Human Resources</i> .
<b>I</b>	
<b>institution</b>	An alternative for referring to UJ. Note the spelling – initial lower case. We can also use <i>University</i> (note the capital letter if we mean “our” University) – the form that is officially preferred in policy documents.
<b>Internet</b>	The word is capitalised.
<b>L</b>	
<b>led</b>	<i>Led</i> , the past and past perfect form of the verb “to lead” (e.g. <i>He was <input checked="" type="checkbox"/> led by the nose</i> ), is often misspelled as <input checked="" type="checkbox"/> <i>lead</i> because the name of the metal sounds the same.
<b>life cycle</b>	Two words
<b>lifestyle</b>	One word
<b>loan</b>	An NSFAS <i>loan</i> is an amount <input checked="" type="checkbox"/> <i>lent</i> (not <input checked="" type="checkbox"/> <i>loaned</i> ) to a student.
<b>lot, lots of</b>	Preferably to be avoided in formal style. Use a <i>great or good deal of, many or much</i> .
<b>M</b>	
<b>maintenance</b>	Often misspelled as <input checked="" type="checkbox"/> <i>maintainance</i> .
<b>master’s</b>	<i>Master’s</i> with a capital is for the actual name of a degree, e.g. <i>Master’s degree in Philosophy</i> . It is used with no capital when referring to the type of degree or students in general, e.g. <i>UJ has too few master’s students</i> . It always has an apostrophe.

<b>media</b>	<i>Media</i> is the plural form of <i>medium</i> and must take a plural verb: <i>The media were present at the event</i> . Accordingly, the singular noun <i>medium</i> must agree with the singular verb <i>is</i> : <i>Television is a powerful communication</i> <input checked="" type="checkbox"/> <i>medium</i> (not <input type="checkbox"/> <i>media</i> ).
<b>Miss, Ms</b>	The form of address <i>Ms</i> (pronounced <i>miz</i> ) is used to refer to a woman irrespective of her marital status: in other words, whether she is married or not. Although we use <i>Ms</i> at UJ, we must remain sensitive to the fact that some women prefer <i>Mrs</i> or <i>Miss</i> .
<b>Mx</b>	<i>Mx</i> (pronounced 'mux' or 'mix') is a gender-neutral title used for people who do not identify with the traditional titles <i>Ms</i> , <i>Miss</i> , <i>Mrs</i> or <i>Mr</i> .
<b>N</b>	
<b>National Plan</b>	Not the <i>National Plan</i> <input type="checkbox"/> <i>on Higher Education</i> but the <i>National Plan</i> <input checked="" type="checkbox"/> <i>for Higher Education</i> (NPHE).
<b>nature</b>	This word is often unnecessary. <i>Problems of a serious nature</i> are simply <i>serious problems</i> .
<b>O</b>	
<b>ongoing</b>	One word, no hyphen.
<b>online</b>	One word, no hyphen.
<b>orientated, oriented</b>	Both forms are correct, but <i>oriented</i> is preferable ( <i>career-oriented education</i> ).
<b>outcomes-based education</b>	Note the -s in <i>outcomes</i> .
<b>P</b>	
<b>Pan-African/ pan-African</b>	Always hyphenated and capital A for African. Pan can be either upper case (Pan-) or lower case (pan-) – however, choose one and be consistent.
<b>population groups</b>	Statistics sometimes require that population (not <input type="checkbox"/> <i>racial</i> ) groups be specified. Statistics South Africa (Stats SA) use the following: <ul style="list-style-type: none"> <li>➤ Black</li> <li>➤ Coloured</li> <li>➤ Indian</li> <li>➤ White</li> </ul> If it is essential to use <i>black</i> , <i>white</i> and <i>coloured</i> in relation to population groups, do not use capital letters.
<b>postdoctoral</b>	One word, not hyphenated.
<b>postgraduate</b>	One word, not hyphenated.
<b>professor</b>	Note the spelling.
<b>Pro Vice-Chancellor</b>	Note the use of only one hyphen.
<b>provinces</b>	South Africa's provinces are: <ul style="list-style-type: none"> <li>➤ Eastern Cape</li> <li>➤ Free State</li> <li>➤ Gauteng</li> </ul>



	<ul style="list-style-type: none"> <li>➤ KwaZulu-Natal (note the spelling)</li> <li>➤ Limpopo</li> <li>➤ Mpumalanga</li> <li>➤ Northern Cape</li> <li>➤ North West</li> <li>➤ Western Cape</li> </ul>
<b>Q</b>	
<b>qualitative</b>	Note the spelling.
<b>quantitative</b>	Note the spelling.
<b>questionnaire</b>	Note the spelling.
<b>R</b>	
<b>remuneration</b>	The letters are often transposed, and the word is misspelled as <input type="checkbox"/> <i>renumeration</i> .
<b>S</b>	
<b>SMS</b>	Plural SMSs, but SMSed, SMSing
<b>staff, personnel</b>	At UJ, we have been using <i>staff</i> in general correspondence because of the more personal touch. We have also used it with a plural pronoun (“they”), a plural possessive (“their”) and a plural verb (e.g. “are”). For example: <i>Staff <b>are</b> satisfied with <b>their</b> new offices, which <b>they</b> find a great improvement on the previous ones.</i> The reason for using plural forms is that careless writers may start off with “staff”/“it”, but invariably slip into using “they”/“their” after a sentence or two. Note the spelling of <i>personnel</i> .
<b>Student Representative Council</b>	Not <input type="checkbox"/> <i>Students’ Representative Council</i> .
<b>study guide</b>	Use <i>learning guide</i> .
<b>study leader</b>	Rather use <i>supervisor</i> .
<b>T</b>	
<b>tertiary institutions</b>	In the past, this term served as a kind of shorthand for <i>tertiary educational institutions</i> . However, the current term is <i>higher education institutions</i> – abbreviated as HEIs. Note that no apostrophe is used in the <i>plural form</i> of the abbreviation.
<b>thesis</b>	Plural form is <i>theses</i> , pertaining to doctoral qualifications.
<b>time frame</b>	Two words.
<b>timetable</b>	One word.
<b>U</b>	
<b>undergraduate</b>	One word.
<b>University</b>	Always use a capital letter when the word <i>university</i> refers to the University of Johannesburg.
<b>V</b>	
<b>Vice-Chancellor</b>	Note the hyphen.
<b>W</b>	
<b>whilst</b>	<i>Whilst</i> is old-fashioned; prefer <i>while</i> .

<b>web page</b>	Two words and not capitalised in a sentence.
<b>website</b>	One word and not capitalised in a sentence.
<b>Western</b>	Capitalised when referring to “Western countries” or “Western culture”; not capitalised when referring to the geographical direction.
<b>whistle-blower; whistle-blowing</b>	Hyphenated.
<b>Windows</b>	Only capitalised when referring to the operating system.
<b>World Wide Web</b>	The Web is capitalised in a sentence in the sense of the World Wide Web.

## 9. ABBREVIATIONS, ACRONYMS AND INITIALISMS

Initialisms and acronyms are special kinds of abbreviations:

- An initialism (or alphabetism) is an abbreviation put together from the first letters of words and these letters are pronounced separately, e.g. “S-A-B-C” or “R-S-A”. Initialisms are written in capitals without spaces or full stops.

Initialisms usually take the definite article, the, if they take it in the full form and if they refer to institutions or organisation, e.g. the SABC, the BBC.

**Please note**, however, that **initialisms** that refer to **tertiary institutions**, **do not** take a definite article, e.g.  UJ and **not**  the UJ;  UFS and **not**  the UFS.

- An acronym is also put together from the first letters of words, but these letters are pronounced as a word, e.g. *laser* (*light amplification by stimulated emission of radiation*) or *Cosatu* (*Congress of South African Trade Unions*). These acronyms can be written using solely capital letters (*UNISA*) or using a capital letter only for the first letter of the acronym (*Unisa*); the latter is the preferred usage at UJ.
- The plural forms of initialisms and all-capital acronyms do not take an apostrophe -s, e.g. CDs, NGOs, SMSs (**not** SMSes, SMS’s, but SMSing and SMSed).

### 9.1 Full stops and spaces

- Use full stops in ordinary small-letter abbreviations such as e.g., i.e., etc., et al., p. and p.a. as recommended by the OSM (2003).
- Do not use full stops in **titles**, **between initials**, or in the **names of qualifications**, e.g.:
  - **Titles:**

Singular	Plural
Rev	Revs
Prof	Profs
Dr	Drs
Mr	Messrs (Messieurs – French)
Mrs	Mmes (Mesdames – French)
Ms	Mss
Miss	Misses
  - **Initials:** Mr TD Stokes; Prof IP Small
  - **Qualifications:** NDip, NHDip, BTech, MTech, HDipEd, BEd, BAHons, BScHons, BComHons, MA, MSc, MCom, MEd, PhD, DPhil, but note the spaces in DLitt et Phil, MB ChB. (Also note the use of capitals).
- Do not use full stops if the abbreviation ends on the same letter with which the word ends, e.g. *Proprietary Limited* ends on -y and -d, so no full stops are used in *Pty Ltd*; *Monday* ends on a -y and *Mon.* does not, so it takes a full stop.

- Do not use full stops or spaces between letters in **acronyms** and **initialisms** such as *NATO, RSA, UK and USA*.
- Abbreviations of **metric symbols (weights and measures)** are an exception, since they never take full stops: *kg, g (gram), km, m (metre)*. Also note, insert a space between the numeral and the symbol: *36 kg, 50 km*. Do not use the plural -s as in  *kgs* or  *kms*.
- If *m* is used as an abbreviation for **million** in financial amounts, the space must be omitted: *R5m*. Because this may be confusing in general correspondence, *R5 million* should preferably be written out.
- Do not use full stops in **headings**.

## 9.2 Campus abbreviations

We use the following abbreviations for the names of UJ's campuses:

- Auckland Park Kingsway Campus – APK
- Auckland Park Bunting Road Campus – APB
- Doornfontein Campus – DFC
- Soweto Campus – SWC

Please restrict campus abbreviations to *internal* correspondence, because people outside the University may find these “shorthand” forms confusing.

## 9.3 Full form first, then abbreviation

It is not necessary to write out the full form of a common abbreviation such as *USA* or *UK* when it occurs the first time. However, less familiar abbreviations must be preceded by the full form on first appearance in a text: *South African Society for Cooperative Education (SASCE)*. After that, the abbreviation only is sufficient.

Avoid putting the abbreviation first and the full form second (unless you have good reason for doing so):

- SASCE (South African Society for Cooperative Education)*
- South African Society for Cooperative Education (SASCE)*

Try not to drown the reader in “alphabet soup” as in this tongue-in-cheek example by Breier (1994: 7):

If more people receive FECs and GCEs drawn up by the NICD, they could boost GNP. However, the RDP should channel more funds to NGOs. The role of the IDT is less certain...

It is, for example, all too easy to overload a document with *HEIs* and *HE*. *HEIs* as an abbreviation for *higher education institutions* is very useful, but it is better to write out *HE* as *higher education*.

#### 9.4 Plural forms

Plural forms of capital-letter abbreviations (or years, for that matter) must **not** be written with an “apostrophe -s” (-’s):

NGO’s, 1990’s;

NGOs, 1990s.

Only use the –’s to avoid confusion, e.g. *Mind your p’s and q’s and cross your t’s and dot your i’s.*

#### 9.5 Avoiding tautology

We may easily fall into the trap of adding an unnecessary word to an abbreviation that already contains the word in question:

- ATM  *machine* (ATM = automated teller *machine*);
- APS  *score* (APS = Admission Point *Score*)
- CD-ROM  *disc* (CD-ROM = compact *disc* read-only memory);
- HIV  *virus* (HIV = human immunodeficiency *virus*);
- ISBN  *number* (ISBN = international standard book *number*);
- PIN  *number* (PIN = personal identification *number*).

#### 9.6 Commonly used acronyms and initialisms

See Addendum A for latest acronyms used in the 2023 UJ Annual Report.

## 10. SOURCES

**Please note: At UJ, many referencing methods are used – some being department-specific. A very good guide to the commonly used Harvard and APA methods can be found on the UJ Library portal on the UJ website ([www.uj.ac.za](http://www.uj.ac.za)).**

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## ADDENDUM A

### 2023 UJ ANNUAL REPORT

#### LIST OF ACRONYMS AND INITIALISMS

2FA	Two-factor authentication
4IR	Fourth Industrial Revolution
AAMP	Accelerated Academic Mentorship Programme
ABASA	Association for the Advancement of Black Accountants of Southern Africa
ABLU	Annual Banking Law Update
Absa	Absa Group Limited, originally Amalgamated Banks of South Africa
ACDB	African Centre for DNA Barcoding
ACE	Africa Centre for Evidence
ACED	Academic Citizenship and Economic Development Centre
ACSSE	Academy of Computer Science and Software Engineering
ACU	Association of Commonwealth Universities
ADC	Academic Development Centre
ADI	Academic Development and Innovation
ADS	Academic Development and Support
AfCFTA	African Continental Free Trade Area
AGA(SA)	Associate General Accountant
AHPCSA	Allied Health Professionals Council of South Africa
AI	artificial intelligence
AICPA	American Institute of Certified Public Accountants
AIDS	Acquired Immune Deficiency Syndrome
AL	assistant lecturer
ALC	African Laser Centre
ALU	Academic Literacies Unit
AMCHES	Ali Mazrui Centre for Higher Education Studies
AP	Academic Partnerships
APB	Auckland Park Bunting Road Campus
APK	Auckland Park Kingsway Campus



APP	Annual Performance Plan
APS	Admission Point Score
APTS	Academic Programme Tracking System
ARCC	Audit and Risk Committee of Council
ARO	African Recycling Organisation
ARPL	Artisan Recognised Prior Learning
ART	antiretroviral treatment
ARWU	Academic Ranking of World Universities
ASJC	All Science Journal Classification
ASSAf	Academy of Science of South Africa
AU	African Union
AUP	agreed-upon procedures
AVE	advertising value equivalent
BA	Bachelor of Arts
BA Ed	Bachelor of Arts in Education
BASA	Business and Arts South Africa
Bb	Blackboard
B-BBEE	broad-based black economic empowerment
BEd	Bachelor of Education
BGUR	Best Global Universities Rankings
BHS	Bachelor of Health Sciences
BRICS	Brazil, Russia, India, China and South Africa
BSc	Bachelor of Science
BTech	Bachelor of Technology
c*change	Centre of Excellence in Catalysis
CA	Chartered Accountant
CAA	Central Academic Administration
CACS	Centre for Africa/China Studies
CADS	Centre for Data Science

CAGR	compound annual growth rate
CAGR	compound annual growth rate
CALS	Centre for Applied Legal Studies
CALT	Centre for African Languages Teaching
CAMPROSA	Campus Protection Society of Southern Africa
CANSA	Cancer Association of South Africa
CAPQP	Centre for Academic Planning and Quality Promotion
CASD	Centre for Academic Staff Development
CAT	Centre for Academic Technologies
CATHSSETA	The Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority
CAVARS	Culturally anchored virtual and augmented reality simulations
CAWE	Community, Adult and Worker Education
CBE	College of Business and Economics
CBL	Centre for Banking Law
CBO	community-based organisation
CBR	community-based research
CCC	COVID-19 Coordinating Committee
CCRED	Centre for Competition Regulation and Economic Development
CE	Community Engagement
CEAB	Community Engagement Advisory Board
CEI	Centre of Ecological Intelligence
CEP	Continuing Education Programme
CERT	Centre for Education Rights and Transformation
CESEA	Community Engagement Service Excellence Awards
CESM	Classification of Educational Subject Matter
CET	community education and training
CEU	Community Engagement Unit
CFA	Chartered Financial Analyst
CfAR	Centre for Anthropological Research

CfE	Centre for Entrepreneurship
CFMS	Computerised Facilities Management System
CGMA	Chartered Global Management Accountant
CGS	Critical University Studies
CHE	Council on Higher Education
CHET	Centre for Higher Education Transformation
CHIETA	Chemical Industries Education and Training Authority
CHP	combined heat and power
CI	Confucius Institute
CIC	Commercial Investment Committee
CICLASS	Centre for International Comparative Labour and Social Security Law
CID	City Improvement District
CIMA	Chartered Institute of Management Accountants
CIMERA	Centre of Excellence for Integrated Mineral and Energy Resource Analysis
CIS	Council of International Schools
CIS-EARCOS	Council of International Schools – East Asia Regional Council of Schools
CNSR	Centre for Nanomaterials Science
CO <sub>2</sub>	carbon dioxide
COC	certificate of compliance
CoP	Community of Practice
COVID	Coronavirus disease
CPASD	Centre for Professional Academic Staff Development
CPD	continuous professional development
CPEMPH	Centre for Philosophy of Epidemiology, Medicine, and Public Health
CPIU	Qatar-South Africa Centre for Peace and Intercultural Understanding
CPUT	Cape Peninsula University of Technology
CPWD	Committee for People with Disabilities
CR	community research
CRE	Compliance, Risk and Enforcement

CRLA	College Reading and Learning Association
CSC	Centre for Social Change
CSDA	Centre for Social Development in Africa
CSHW	Centre for Student Health and Wellness
CSIR	Council for Scientific and Industrial Research
CSRC	Central Student Representative Council
CSRP	Centre for Sociological Research and Practice
CSRP	Centre for Sociological Research and Practice
CTS	Central Technical Services
CUT	Central University of Technology
CWTT	child wellbeing tracking tool
CWUR	Center for World University Rankings
DAPQPASD	Division of Academic Planning, Quality Promotion and Academic Staff Development
DBE	Department of Basic Education
DCE	Department of Childhood Education
DCES	Developmental, Capable and Ethical State
DELM	Department of Education Leadership and Management
DESIS	Design for Social Innovation and Sustainability
DFC	Doornfontein Campus
DHET	Department of Higher Education and Training
DHIS	District Health Information System
DIPEM	Division for Institutional Planning, Evaluation and Monitoring
DIRCO	Department of International Relations and Cooperation
DOE	Department of Education
DOH	Department of Health
DST	Department of Science and Technology
DST	Department of Science and Technology
DSW	Deutsches Studentenwerk
DTE	Division for Teaching Excellence

DTI	Department of Trade and Industry
DU	Disability Unit
DUT	Durban University of Technology
DVC	Deputy Vice-Chancellor
EAC	Enterprise Architecture Committee
EAF	Enterprise Architecture Forum
EAO	Economic Activation Office
EAP	economically active population
ECSA	Engineering Council of South Africa
ED	Executive Director
EDAF	Deans across Frontiers
EDHE	Entrepreneurship Development in Higher Education
EDRMS	Electronic Document and Records Management System
EDTP SETA	Education, Training and Development SETA
EFL	English for Law
EFMD	European Foundation for Management Development
EFMS	Electronic File Management System
ELG	Executive Leadership Group
EMC	Emergency Medical Care
EMS	emergency medical services
ER	Employment Relations
ESPC	Engineering Science Programme Committee
ETDP SETA	Education Training and Development SETA
EU	European Union
EWP	Employee Wellness Programme
Exco	Executive Committee
FADA	Faculty of Art, Design and Architecture
FASSET	Finance and Accounting Services Sector Education and Training Authority
FASU	Federation of Africa University Sport

FCC	Finance Committee of Council
FDI	Foreign Direct Investment
FEBE	Faculty of Engineering and the Built Environment
FELMC	Faculty of Education Leadership and Management Committee
FERL	Food Evolution Research Laboratory
FES	First Year Seminar
FET	Further Education and Training
FHDC	Faculty Higher Degrees Committee
FINEX	Financial Expenditure
FISU	International University Sports Federation
FLOAT	Faculty of Law Online Academic Tutor
FLP	Finance Leadership Program™
fNIRS	functional Near-Infrared Spectroscopy
FP	family planning
FPP	Future Professors Programme
FRC	Faculty Research Committee
FRR	Fraud Risk Register
FSC	Faculty Strategy Committee
FSCC	Financial Sustainability Committee of Council
FSM	Financial Sustainability Model
FTE	full-time equivalent
FTLC	Faculty Teaching and Learning Committee
FUJS	Funda UJabule School
FwCI	field-weighted citation impact
FYE	First Year Experience
FYO	First-year Orientation
GBV	gender-based violence
GDOH	Gauteng Department of Health
GEMES	Geography, Environmental Management and Energy Studies

GES	Global Excellence and Stature
GII	Global Innovation Index
GRAS	Global Ranking of Academic Subjects
GRC	Governance, Risk and Compliance
GRT-INSPIRED	Gauteng Research Triangle Initiative for the Study of Population, Infrastructure and Regional Economic Development
GSA	Graduate School of Architecture
GTEA	Global Teaching Excellence Award
HASS	humanities, arts and social sciences
HCM	Human Capital Management
HCMBP	Human Capital Management Business Partnering
HCMIS	Human Capital Management Information Systems
HCP	Healthcare professional
HCT	HIV counselling and testing
HEAD	Health Environment and Development
HEAIDS	Higher Education HIV and AIDS Programme
HEDA	Higher Education Data Analyser
HEDSA	Higher Education Disability Services Association
HEFMA	Higher Education Facilities Management Association
HEI	higher education institution
HELM	Higher Education Leadership Management Programme
HELTASA	Higher Education Learning and Teaching Association of Southern Africa
HEMIS	Higher Education Management Information System
HEPSA	Higher Education Partners South Africa
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualification Sub-Framework
HESA	Higher Education South Africa
HFA	Head of Faculty Administration
HIV	Human Immunodeficiency Virus
HOD	Head of Department

Hons	Honours
HPCSA	Health Professions Council of South Africa
HPV	Human Papilloma Virus
HR	human resources
HR&T	Human Resources and Transformation
HRA	health risk assessment
HRBP	Human Resources Business Partner
HRIS	Human Resources Information System
HRSEC	Human Resources and Social Ethics Committee of Council
HSRC	Human Sciences Research Council
HTC	Health Training Centre
HUMARE	Human-Material Relations
HVAC	heating, ventilation, and air conditioning system
HWSETA	Health and Welfare Sector Education and Training Authority
IABC	International Association for Business Communicators
IALS	International Association of Law Schools
IAS	Institute for Advanced Study
ICAS	Independent Counselling and Advisory Services
ICC	International Chamber of Commerce
ICCC	Investment and Commercialisation Committee of Council
ICPs	Intellectual Capital Platforms
ICS	Information Communication Systems
ICT	Information and Communication Technology
IDEP	Institute for Economic Development and Planning
IDP	Independent Development Plan
IDTT	Industrial Development Think Tank
IEASA	International Education Association of South Africa
IEDC	International Economic Development Council
IEE	Institute of Education



IEEE	Institute of Electrical and Electronics Engineers
IEG	Infrastructure Efficiency Grant
IF	Institutional Forum
IFK	Institute for the Future of Knowledge
IFRS	International Financial Reporting Standard
IGAA	Institute for Global African Affairs
IIS	Institute for Intelligent Systems
IMS	Information Management System
IOHA	Institutional Office for HIV and AIDS
IoT	Internet of Things
IP	intellectual property
IPATC	Institute for Pan-African Thought and Conversation
IPD	Initiative for Policy Dialogue
IRBA	Independent Regulatory Board for Auditors
IRMSA	Institute of Risk Management South Africa
ISEP	International Student Exchange Programme
ISEP	International Student Exchange Programme
ISO	International Organisation for Standardisation
ISSI	Integrated Student Success Initiative
IT	Information Technology
ITE	Initial teacher education
ITP	Institutional Transformation Plan
IWF	International Women's Forum
JBS	Johannesburg Business School
JBSCE	JBS Centre for Entrepreneurship
JCCI	Johannesburg Chamber of Commerce and Industry
JDA	Johannesburg Development Agency
JIAS	Johannesburg Institute for Advanced Study
JKU	Jomo Kenyatta University of Agriculture and Technology

JOC	Joint Operations Committee
JRA	Johannesburg Roads Agency
JSE	Johannesburg Stock Exchange
KJB	Karlsruher Juristische Bibliographie
KMCPE	Karl Mittermaier Centre for the Study of Philosophy of Economics
KPA	key performance area
KPI	key performance indicator
LDU	Learning Development Unit
LES	Language for the Economic Sciences
LGBTI	lesbian, gay, bisexual, transsexual and intersex
LIC	Library and Information Centre
LLM	Master of Law
LMS	Learning Management System
LRC	Laser Research Centre
LSS	Language and Skills for Science
MACE	Marketing, Advancement and Communication in Education
MAMS	Management of Assessment of Marks System
MANCO	Management Committee
MAPS	Mastering Academic and Professional Skills
MEC	Management Executive Committee
MECA	Management Executive Committee: Academic
MECCC	Management Executive Committee: Commercialisation Committee
MECO	Management Executive Committee: Operations
MECPWD	Management Executive Committee: People with Disabilities
MECRMC	Management Executive Committee: Risk Management Committee
MECTC	Management Executive Committee: Transformation Committee
MerSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
MFA	Multi-factor authentication
mHealth	mobile health

MIRS	Medical Imaging and Radiation Sciences
MIT	Massachusetts Institute of Technology
MMLT	Meerkat Mathematics Language Tees
MOA	memorandum of agreement
MOOC	massive online open courses
MOP	Medical operational plan
MOU	memorandum of understanding
MTEF	Medium-term Expenditure Framework
MVP	Mandatory Vaccination Policy
NATED	National Accredited Technical Education Diploma
NBV	net book value
NCD	non-communicable disease
NCPD	National Council of and for Persons with Disabilities
NDP	National Development Plan
NEHAWU	National Education, Health and Allied Workers' Union
NEPAD	New Partnership for Africa's Development
NESP	Nurturing Emerging Scholars Programme
NESP	Nurturing Emerging Scholars Programme
nGAP	New Generation of Academics Programme
NGO	non-governmental organisation
NICD	National Institute of Communicable Diseases
NIHSS	National Institute for the Humanities and Social Sciences
NIOH	National Institute for Occupational Health
NITheCS	National Institute for Theoretical and Computational Sciences
NMU	Nelson Mandela University
NPC	National Planning Commission
NPO	non-profit organisation
NRC	National Research Centre
NRF	National Research Foundation

NSC	National Senior Certificate
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
NSP	National Strategic Plan
NSTF	National Science and Technology Programme
NTU	Nanyang Technological University
NUMSA	National Union of Metalworkers in South Africa
NWU	North-West University
OAU	Organisation of African Unity
OECD	Organisation for Economic Cooperation and Development
OGC	Office of the General Counsel
OHNP	Occupational Health Nurse Practitioners
OHP	Occupational Health Practice
OHS	Occupational Health and Safety
OHSA	Occupational Health and Safety Act 85 of 1993
OJS	Open Journal System
OMP	Occupational Medical Practitioner
OO	organised outreach
op-ed	opinions and editorials page
OROSS	Online Research Output Submission System
OSD	Occupational Safety Department
OTACS	Online Temporary Appointment and Claims System
PASD	Professional Academic Staff Development
PDP	Professional Development Plan
PDRF	Postdoctoral Research Fellowship
PEAR	Professional Evaluation and Research
PEERC	Public and Environmental Economics Research Centre
PEETS	Process, Energy and Environment Technology Station
PET	Politics, Economics and Technology

PG	postgraduate
PGC	Postgraduate Centre
PGCE	Postgraduate Certificate in Education
PGDipHE	Postgraduate Diploma in Higher Education
PGS	Postgraduate School
PHC	Primary Healthcare
PHCNP	primary healthcare nurse practitioner
PHS	Primary Healthcare Service
PMI	Priority Module Index
PMS	Performance Management System
POPIA	Protection of Personal Information Act 4 of 2013
POSA	privately owned student accommodation
PPE	personal protective equipment
PQM	programme qualification mix
PRCC	Projects and Resourcing Committee of Council
PrEP	pre-exposure prophylaxis
PSA	prostate cancer screening assay
PSET	post-school education and training
PsyCaD	Centre for Psychological Services and Career Development
PTIP	photovoltaic technology intellectual property
PURCO	Purchasing Consortium Southern Africa
PwC	PricewaterhouseCoopers
PWD	People with Disabilities
PWG	Programme Working Group
PYES	Presidential Youth Employment Stimulus
QA	Quality assurance
QAP	Quality Assurance Framework
QCTO	Quality Council for Trades and Occupations
QK	Qoboza/Klaaste Building

QS WUR	Quacquarelli Symonds World University Rankings
QVS	Qualification Verification System
QVU	Qualification Verification Unit
RAU	Rand Afrikaans University
RC	Resolution Circle
RCD	Research Capacity Development
RCPILEC	Research Centre for Private International Law in Emerging Economies
REMCO	Remuneration Committee of Council
RFI	Request for information
RID	Reading in the Discipline
RMA	Risk Management and Assurance
RMC	Risk Management Committee
RMU	Records Management Unit
ROI	Return on investment
ROU	research output unit
RSB	risky student behaviour
SA	South Africa
SAASTA	South African Agency for Science and Technology
SABRIC	South African Banking Risk Information Centre
SABS	South African Bureau of Standards
SAC	Student Advisory Council
SACPCMP	South African Council for Project and Construction Management Professions
SACPLAN	South African Council for Planners
SACQSP	South African Council for the Quantity Surveying Profession
SADC	Southern African Development Communities
SAERA	South African Education Research Association
SAFC	Senate Academic Freedom Committee
SAGC	South African Geomatics Council
SAGEA	South African Graduate Employers Association

SAHECEF	South African Higher Education Community Engagement Forum
SAHPRA	South African Health Products Regulatory Authority
SAHRC	South African Human Rights Commission
SAICA	South African Institute of Chartered Accountants
SAIFAC	South African Institute for Advanced Constitutional, Public, Human Rights and International Law
SAJCE	South African Journal of Childhood Education
SAMT	Student Affairs Management Team
SANBS	South African National Blood Service
SANC	South African Nursing Council
SANCA	South African National Council on Alcoholism and Drug Dependence
SANLiC	South African National Libraries and Information Consortium
SANRC	South African National Resource Centre
SAPS	South African Police Services
SAPSS	Submission of Assessment Papers Secured System
SAPTU	South African Parastatal and Tertiary Institutions Union
SAQA	South African Qualifications Authority
SAQAN	South African Quality Assurance Network
SARChI	South African Research Chairs Initiative
SARL	Student Accommodation and Residence Life
SARS	South African Revenue Services
SASOHN	SA Society for Occupational Health Nursing Practitioners
SASOM	SA Society for Occupational Medicine
SASPEN	Southern African Social Protection Experts Network
SASSETA	Safety and Security Sector Education and Training Authority
SATLAB	Simulation Assessment Tool to Limit Assessor Bias
SAULT	Southern African Universities Learning and Teaching
SAWiL	South African Women in Leadership
SAWiSA	South African Woman in Science Awards
SAYAS	South African Young Academy of Science

SCiS	School of Consumer Intelligence and Information Systems
SDC	Student Disciplinary Committee
SDF	Strategic Development Framework
SDG	sustainable development goal
SED	Student Ethics and Discipline
SEIFSA	Steel and Industries Federation
SEJS	Student Ethics and Judicial Services
Senex	Senate Executive Committee
SER	Self-Evaluation Report
SET	Science, Engineering and Technology
SETAs	Sector Education and Training Authorities
SFP	Special Financial Projects
SHDC	Senate Higher Degrees Committee
SHIP	Student Housing Implementation Plan
SIU	Special Investigating Unit
SL	service learning
SLA	service-level agreement
SLG	Student Life and Governance
SLP	short learning programme
SLPS	service-level performance score
SMME	small, medium and micro enterprises
SNGGT	SNGGrantThornton
SNIP	Source-normalised impact per paper
SOP	standard operating procedure
SoTL	Scholarship of Teaching and Learning
SRC	Student Representative Council
SREC	Senate Research Ethics Committee
SRH	sexual reproductive health
SSC	Student Services Council



SSCI	Social Sciences Citation Index
SSD	Sport for Students with Disabilities
SSE	Senior Student Experience
SSGBV	social, sexual and gender-based violence
Statkon	Statistical Consultation Service
STH	School of Tourism and Hospitality
STI	sexually transmitted infection
STLC	Senate Teaching and Learning Committee
SU	Stellenbosch University
SUNY	State University of New York
SWC	Soweto Campus
SWD	Students with Disabilities
SYE	Senior Year Experience
T&R	Treasury and Reporting
TAU	Teaching Advancement at Universities
TDG	Teaching Development Grant
TETA	Transport Education Training Authority
THE	Times Higher Education
THE EEUR	Times Higher Education Emerging Economies University Rankings
THE WUR	Times Higher Education World University Rankings
THE YUR	Times Higher Education Young University Rankings
TIA	Technology Innovation Agency
TICZA	Teacher Internship Collaboration South Africa
TIF	Teaching Innovation Fund
TMS	Time Management System
TOP	termination of pregnancy
TPAC	Teaching Portfolio Assessment Committee
TPC	Technology Programme Committee
TSAR	Tydskrif vir die Suid-Afrikaanse Reg

TTO	Technology Transfer Office
TUT	Tshwane University of Technology
TVET	Technical and Vocational Education and Training
TWAS	The World Academy of Science
TWR	Technikon Witwatersrand
U21	Universitas 21
UCDG	University Capacity Development Grant
UCDP	University Capacity Development Programme
UCT	University of Cape Town
UFS	University of the Free State
UFS	University of the Free State
UG	undergraduate
UI	User interface
UJ	University of Johannesburg
UJCI	UJ Confucius Institute
UJELP	University of Johannesburg English Learning Programme
UJICE	UJ Institute for Childhood Education
UJMA	University of Johannesburg Metropolitan Academy
UJPS	University of Johannesburg Postgraduate School
UJSRC	University of Johannesburg Student Representative Council
UJ-SSC	UJ Soweto Science Centre
UJWiCEEP	UJ Women in Community Engagement Empowerment Programme
UJWLDP	UJ Women Leadership Development Programme
UJYLDP	UJ Young Leaders Development Programme
UKZN	University of KwaZulu-Natal
UL	University of Limpopo
UMP	University of Mpumalanga
UN	United Nations
UNAM	University of Namibia

UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNIDROIT	International Institute for the Unification of Private Law
Unisa	University of South Africa
UP	University of Pretoria
UPS	uninterruptible power supply
URAP	University Ranking by Academic Performance
URC	University Research Committee
US	University of Stellenbosch
USAf	Universities South Africa
USC	University of South Carolina
USSA	University Sport South Africa
UWC	University of the Western Cape
UWI	University of the West Indies
UX	user experience
VARSTEME	Virtual and Augmented Reality in Science, Technology, Engineering, and Mathematics Education
VARTEL	Virtual and Augmented Reality Technology-enhanced Learning
VAs	Visiting Academics
VERT	Virtual Environment for Radiotherapy Training
VIAD	Visual Identities in Art and Design
VR	virtual reality
VSE	very small enterprises
W&RLC	Wholesale and Retail Leadership Chair
W&RSETA	Wholesale & Retail Sector Education and Training Authority
WAF	Web Application Firewall
WHO	World Health Organization
WHRC	Water and Health Research Centre
WID	writing in the discipline
WIE	work-integrated education
WiEBE	Women in Engineering and the Built Environment
WIL	work-integrated learning

WISA	Women in Science Award
Wits	University of the Witwatersrand
WOMAD	World of Music, Arts and Dance
WOZA	Women in Law South Africa
WRC	Water Research Commission
WRHI	Wits Reproductive Health Institute
YDISA	Youth Development Institute of South Africa
YWSA	Young Women for STEM in Africa