

Policy Reference	PP Teaching and Learning	Year	2012
Version	Version 7	Replaces	Version 6
Type of policy	Academic policy		
Last update	November 2011		
This policy replaces	PP Teaching and Learning strategy and PP Teaching and learning are conflated into one policy PP Modules and short courses absorbed in this policy update		
Name change from	Not applicable		
Name change to	Not applicable		
Linked Strategy/Plan	Academic Strategies (Teaching and learning strategy)		
Documentation linked to this policy	PP Assessment		
Database	DB Students		
Responsibility for policy implementation	Centre for Academic Development and Quality Assurance (CADQA)		

FOREWORD

This teaching and learning policy for 2012-2015 replaces the **eta** Teaching and learning strategy 2009-2012. In the **eta** 2011 academic meeting (September 2011), it was agreed to conflate the teaching, learning and assessment strategies with the teaching and learning and assessment policies. The strategic plan indicates **eta**'s role and purpose in terms of teaching and learning but teaching and learning principles, guidelines policies and procedures are articulated in the **eta** policy documents.

- For **eta** programme development see policy for programme development, reviews and evaluations.
- For **eta** academic material development see policy for academic material development.

PURPOSE

The purpose of the **eta** Teaching and learning policy is to ensure that the direction, ethos and values articulated in the **eta** Strategic Plan are translated into a valid quality of teaching on **eta** programmes in all sites of delivery. The **eta** Teaching and Learning policy is underpinned by current and relevant theory and the work of Ramsden (2010) has been referenced to guide **eta**'s teaching, learning and assessment as well as Biggs & Collins (1982) and Bloom (1956). The curriculum model of Biggs (2002) has been used to guide **eta**'s curriculum development and to ensure constructive alignment of the **eta** curriculum.

eta's success as a provider is measured by the achievements of our students, and an indication of achievement is evidenced by a high percentage of successful students. To be viewed as a college with good teaching and assessment, we have to understand our students' experience of learning (Ramsden, 2010). We wish to develop students who not only achieve academically but who are also competent in practice and who are first-choice

recruits by employers. Thus, competent graduates should translate into high levels of employer satisfaction.

Staff training workshops commenced in 2011 to encourage reflection on our teaching practice. To follow on from this, an evaluation of our curriculum will occur in 2012. Monitoring and evaluation of our teaching will take place across regions to analyse our teaching practices and our students' perception of learning. The evaluation should provide us with insights that will help to improve the quality of our teaching.

In meeting the needs of the **eta** strategy for teaching and learning, the teaching & Learning policy guides the principles, rules and responsibilities relating to teaching and facilitating learning. Assessment is dealt with separately in the **eta Assessment policy**; rules relating to assessment are in the **policy on assessment rules**.

This policy ensure compliance to the **eta** Quality Management system is and the requirements of the Department of Higher Education and Training, the Council for Higher Education (CHE) and with the requirements of CATHSSETA (Culture, Arts, Tourism, Hospitality, Sport, Sector end Education Authority)

Any statement in this policy relating to teaching and facilitating learning also applies to distance learning. In most instances, all rules apply to distance learning except in the context of class room *contact*. Distance learning is supported by tutors who provide email support and written support to students. The Academic Management will be conducting an evaluation of distance learning with a to evaluate the systems and to also consider the development of an **eta** e-learning model.

This policy defines the controls regarding the following:

- 1. Qualifications and learning programmes**
 - 2. Modules, short courses, specialisations**
 - 3. Success rates**
 - 4. Performance indicators and monitoring mechanisms**
 - 5. Teaching and facilitating learning**
 - 6. Practical learning and total immersion philosophy**
 - 7. Practical learning, experiential learning/workplace learning**
 - 8. Programme roll out and implementation**
 - 9. Student support**
 - 10. Student roles and responsibilities**
 - 11. eta roles and responsibilities**
 - 12. Student targets and ratios**
 - 13. Monitoring mechanisms for performance**
 - 14. Teaching and learning tools**
 - 15. Teaching facilities**
 - 16. Teaching resources and equipment**
 - 17. Library facilities**
 - 18. Related files and policies**
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1. Qualifications and learning programmes

To ensure **eta**'s alignment to the new HEQF and the implementation of the Higher Education Act 2007, the policy revision will result in changes to **eta** programmes and accreditation in the following way:

- Level five two-year diplomas which are accredited with CHE will be de-registered in January 2012 and phased out over the next strategic period.
- Current certificates accredited with CHE will be aligned to the CHE Higher Certificate requirements to ensure that **eta** remains registered with the DHET for level five qualifications.
- National Certificates and diplomas accredited with CATHSSETA will remain. It is envisaged that these qualification, which are quality assured by CATHSSETA will be re-registered on the HEQF for a further three years. These CATHSSETA qualifications can be offered through campuses or special projects. **eta** will continue to offer the National Certificate in Coaching Science, National Certificate in Fitness and National Certificate in Sport Management as options for students who are not eligible for admission to the new level 6 diplomas.
- The level five National Diplomas (Coaching Science and Fitness) approved by CATHSSETA and registered on the HEQF will be retained for RPL purposes or Special Projects.
- Two new qualifications have been developed at Level 6 and should be available for implementation by 2013. The diplomas will be accredited under CHE then registered on the HEQF. We hope to be able to offer a pilot programme in 2012 in the Western Cape (Cape Town and Stellenbosch collaboration) to bridge students from the 2-year diploma to third year of the level 6 diploma.

Refer: Annexure A Qualifications

2. Short courses, specialisations

2.1 **Short courses:** can be run in any region and should be linked to modules that exist in a current qualification. Modules are logged in the **eta** Student Management System (SMS) and have credit values that are linked to a qualification. In many cases, **eta** short courses also align to unit standards. Because short align to unit standards, they can also be registered as skills programmes (which would be administered by CADQA). Short course fees are indicated in the **eta** course price list.

2.2 **Specialisations:** Students who wish to complete **eta** Specialisations, Advanced Specialist Courses or Advanced Specialisations must meet the admission criteria and specialisation assessment criteria (check Specialisation Information sheet for details). Specialisation fees are indicated on the **eta** course price list.

3 Success rates

To achieve competent graduates, we aim for 80% attendance to class and practical learning for contact students. We also aim for quality learning experience and high pass rates. With good teaching and student support, it should be possible to achieve 100% pass rate for

students with an attendance record >80%. However, history shows that we are not achieving high enough pass rates. Based on **eta's** annual reports to the Dept of Higher Education and Training, **eta** achieved an average pass rate of 53% in 2008, 54% in 2009. Records for 2010 were collated and reported incorrectly and this error has been rectified. The policy will be updated with the correct information for 2010 and 2011.

eta's targeted improvement of pass rates to 70% by 2012. Based on the drop in success rates, there is a need to interrogate our TLS, our assessment and also our adherence to the admission and selection policy. An evaluation of the **eta** systems will be conducted in 2012 to identify changes in practices that can bring about improvements in students results. Our aim is to ensure that students' success rates improve across all campuses and our success rates improve over the next three year period.

Refer: Assessment policies; PP Assessment, PP Assessment Rules, PP Conducting Assessment

4 Performance indicators and monitoring mechanisms

The performance indicators and monitoring mechanisms are used at strategic stages of learning delivery. The following requirements should be met:

- Student admission and selection. Students should be admitted and selected according to the **eta** Admission and selection policy (an analysis of **eta's** practice shows poor adherence to this policy. This needs to be improved to ensure better performance in this TLS period).
- 100% attendance for Course Induction and Assessment Preparation, with signed induction and assessment preparation forms as our monitoring mechanisms.
- 80% attendance, monitored with attendance registers.
- 60% score for all essential modules
- 60% overall score
- Students attend weekly mentoring sessions where work is evaluated and feedback given on learning achievements.
- Progress is evaluated through a formative assessment process each term.
- Students' results are captured at the end of each term and progress reports are published each semester.
- A final assessment report is published at the end of the academic year, following the capturing of all assessment results.

Refer: Student policies: PP Admission and selection

Refer Assessment Policies: PP Assessment rules, PP Assessment Results

Refer General policies: PP Record Management and Administration

5 Teaching and facilitating learning

Class room contact for full time and part time students (accelerated learning)

Depending on the requirements of each programme and their modules, full time students spend a *minimum* of 50% of notional hours in the classroom where they are guided through theory learning with a qualified subject matter lecturer. Students on accelerated learning spend an average of 50% of the full time students contact hours.

Classroom time is interactive and sessions are delivered in the context of the programme or the module being taught, together with its application. The details of the learning strategy and the time spent on the components of learning are in the **Implementation plans** for each programme. The implementation plan caters for the philosophy of Total Immersion (TI) which underpins our delivery. This includes hours in classroom, practical learning on the field and in work related facilities, hours for research and study time, assessment and practical learning in the field (practical field work hours). The guidelines in the Implementation Plan are also utilized for timetable planning.

1.2 Syndicate groups

Students work in syndicate groups during class time. This provides an environment for discussion and problem solving and for group work. Syndicate groups also allow for development of communication skills, negotiation skills and conflict management skills. Another benefit of syndicate work is peer assessment and cooperative learning.

1.3 Prescribed content, delivery, methods, media, aids, equipment

Each course has specific requirements which are detailed in the preliminary section of the Teaching Guide. There is an overview of delivery methods, which detail delivery, teaching and facilitation methods, resources required, teaching aids and equipment needed.

6 Practical learning and total immersion philosophy (TI)

Students are assigned to a range of practical projects and learning activities throughout their learning programme. These are designed to provide them with *applied* learning which is relevant to each module and to their entire learning programme. Students have to complete tasks and projects that ensure that they apply their learning in context. They also work on case studies and document their learning as they process through the work. This work provides evidence for formative and summative assessment as well as for Portfolios of Evidence (PoE).

7 Practical learning, experiential learning/workplace learning

There is a strong emphasis on gaining applied knowledge on the course and through workplace experience. Workplace learning represents an average of 30% of notional hours.

See **policy on Attendance and Work integrated learning**

8 Programme roll out and implementation

The programme roll out is indicated in each Implementation Plan. The Implementation Plans indicate the roll out for modules, for assessment preparation, summative assessment, assessment feedback, assessment reports and moderation.

9 Student support

Student support on campus is provided in the following way:

- Required learning tasks, studying and assessment tasks are indicated in the Student Guide.
- Learning occurs at the **eta** facilities where there are lecture facilities, chairs, desks – these are also made available for students who can access the facilities for group projects or syndicate work after classes.
- A dedicated computer set-up for students (1:12).
- A small library for sport, recreation and fitness related topics is available for students.
- Industry journals, magazines, tapes and CDs are available in the library
- Fitness facilities and club membership exist for all sites of delivery.
- Support staff and lecturers are available for questions and assistance before and after classes.
- Mentoring is an important component of learning in the **eta** programmes. 2nd year students are expected to mentor first year students and mentor sessions are planned in the programme timetable.

10 Student roles and responsibilities

Student requirements are clearly indicated in the Study Guide which also contains Assessment Instructions. There is also a student Portfolio of Evidence which contains induction forms and assessment preparation forms that indicate important information that the student should know. These forms should be read and signed by the student. These forms also indicate specific policies that the student should know about such as the health and safety policy and procedures of the eta, the assessment policy and the moderation policy as well as the policy for appeals on assessment. Students are also required to sign their code of conduct which is in their Portfolio of Evidence.

11 eta Roles and responsibilities

The Lecturer guide, Assessment Guide as well as the academic policies and assessment policies indicate the roles and responsibilities of **eta** and the staff. The human resource policies with policies for staff recruitment indicate the levels of qualifications and experience required of academic staff. All staff sign employment contracts and a code of conduct.

12 Student targets and ratios

Targets

eta aims to enrol 120 first year students in each campus and to ensure that at least 80 of the first year student continue to 2nd year and that 4 students continue to 3rd year (when applicable). The ratio of enrolled students achieving assessment criteria and meeting the requirements of their qualification is 80%. The underpinning ethos relating to this target is that if students meet the **eta** admission criteria; achieve more 80% attendance, complete all

learning activities and assessment tasks, then they are likely to meet the course outcomes and assessment criteria. **eta** therefore aims to achieve 100% pass rate for students meeting these criteria.

Ratios

There is a recommended student/teachers ratio and the following guidelines should be followed:-

- a) Lecturing/presenting - 1:40 per class (this can be a bigger group if subject is generic).
- b) Facilitation of learning (facilitation, tutorials, discussions, group work) 1:25
- c) Facilitation of practical learning 1:15
- d) Mentoring 1:7

The ratio of **assessor to students** is determined by the type of assessment:-

- e) Invigilating written papers 1:40
- f) Practical demonstrations 1: 8 per day for demonstrations of 30 to 60 minutes; 1:10 per day for demonstrations of 15 to 25 minutes
- g) Each lecturer is responsible for the marking of tasks for their class or group of students.
- h) Junior faculty can assist senior faculty with continuous assessment, marking tasks, MCQ papers, and scoring demonstrations.

13 Monitoring mechanisms for performance

The following mechanisms are utilised to monitor student performance:

- a) Attendance register
- b) Formative Assessment
- c) Summative Assessment (with performance indicators against assessment criteria).
- d) Results are recorded on the **eta** SMS (from 2010) and the DB Results prior to 2010
- e) Assessment Reports (quarterly or per semester)
- f) Final Assessment reports (for final results)
- g) DoE reports on head counts and success rates
- h) Graduates are contacted with 1-year of graduating to follow up on industry uptake of the qualification or graduate use of the qualification.

14 Teaching and learning tools

Students

- a) Students receive their academic material (**eta** manual, Student Guide, Assessment Instructions, Portfolio of Evidence)
- b) Students follow the course timetable and their Study Guides with learning outcomes. Each Study Guide contains detailed information on the learning needed, the learning outcomes, tasks and assessment activities to be followed.

Faculty

- a) Academic staff receive an **eta** manual, Lecturer Guide and Assessment Guide
- b) Assessment Instruments are provided with Assessment Guides together with the relevant Assessment Feedback Forms
- c) A Policies and procedures file and Training manual is provided for each campus.

- d) Presentation slides can be provided for utilization by faculty but the academic staff are expected to prepare their own presentations.
- e) Lecturer guides, assessment tools and **eta** presentation slides remain on campus unless they are needed for offsite programmes.
- f) A sign in and sign out procedure is adhered to when taking **eta** materials off site.
- g) Faculty follow their Lecturer Guide for all teaching requirements and learning outcomes
- h) Faculty follow the Assessment Guide for all assessment outcomes.
- i) Faculty sign agreement with and commitment to the **eta** policies and procedures at the start of each academic year.
- j) Course registration, induction, assessment preparation, teaching and assessment procedures are followed according to policy.
- k) Policies are referenced in the Lecturer guides and Assessment Guide
- l) Faculty not following policies or guidelines will be considered in breach of their contract with **eta** and will be subject to disciplinary policies and procedures.

15. Teaching facilities, resources and equipment

eta teaching facilities, resources and equipment meet the health and safety requirements of the Department of Higher Education and Training (DHET) as well as the Department of Labour (DoL). To ensure safety standards are upheld, an annual health and safety audit is conducted in each region and a signed report for each audit is sent to CADQA to fulfil the **eta**'s annual reporting requirements to the DHET.

Campus standards including teaching and learning resources, classrooms, exercise and sport facilities, libraries and recreation areas must meet the minimum requirements of this policy and the policy for campus standards and resources. This Teaching and learning policy outlines the general requirements for teaching facilities and resources and the policy for campus standards and resources details the resources and equipment required per campus and per programmes.

eta staff and students are able to access facilities and equipment during campus opening hours. Fitness facilities on campuses that are also open to the public are also open to students during their business hours. The policy for campus standards and resources details the facilities resources and equipment needed in each campus to ensure the fulfilment of **eta**'s teaching and learning strategy.

Facilities

It is the **eta** strategic intent to standardize **eta**'s facilities. The ideal model for an **eta** campus that exemplifies sport and fitness is based on the following:

Campus facilities: Guidelines have been compiled for **eta** sites. It is our strategic intent to form partnerships with organizations such as sports clubs or schools that have existing sports or fitness facilities. Essentially, **eta** provides services to the host venue and the host provides a building which can be used as a campus with offices, lecture facilities, gym and sport facilities. Campuses are required to have written and signed agreements with these partners.

Image of eta campus: The intention is that **eta** campuses have a look and feel that is associated with a vibrant sport and fitness college. To the extent that the **eta** brand; exercise training and sport academy is immediately interpreted as a place of vibrant learning, activity and energy.

Sport Facilities: A sports field is essential. The campus needs to own a variety of sport related equipment to meet the needs of elective training and practical activities.

Gym/fitness facilities: A fitness facility or access to a gym on the premises is essential. The equipment must be sufficient to enable training for employment in the fitness industry.

Transport: A campus that is accessible to the students i.e. transport friendly. Cape Town, Stellenbosch and Durban are all challenged by public transport access.

Student computers and printing: A campus needs sufficient available computers to service the students' needs. The system for access should not be punitive but it is acceptable to have a fee for access to internet and to printing.

Student recreation: Students must have access to an area of relaxation and social interaction. It is recommended that this has DSTV and basic refreshment facilities.

Toilets and showers: Sufficient toilets based on legal requirements. Shower facilities are recommended.

Refer to the eta Policy for campus standards and resources

16. Library facilities

eta has a small library dedicated to books in the fields for which we educate and assess. The library is intended to provide resources' to students who want extra reading for study and research purposes and staff who want extra resources for teaching. Lecturers are provided with additional resources such as anatomy CDs, videos, access to teaching software and this is evaluated and reviewed annually. Students are able to access library facilities during campus opening hours. An open source web based system is being investigated for implementation in 2013.

Refer to the eta Policy for campus standards and resources

Refer: ETA Budgets; line item: Libraries

18 Related files and policies

- a) Student rules (*Study guide and in Teaching guide*)
- b) Course induction (*Study guide and in Teaching guide*)
- c) Timetables and assessment schedules(*PP timetables, see Study guide and Teaching guide*)

- d) Explanation of lessons and types of sessions and how learning occurs (*Student guide & Teaching guide*)
- e) Explanation of assessment and the assessment process (*PP assessment, Teaching guide, Study guide*)
- f) Explanation of assessment marking (*Teaching Guide and Study Guide*)
- g) End of Term **eta** evaluations are carried out (*PP curriculum, course reviews, evaluations*)
- h) Courses are managed and concluded (*PP assessment as well as the Teaching and Study guide*)
- i) Course Administration - for guidelines on the administration of the **eta** courses, see *PP Student Records Management and administration*
- j) Academic staff requirements per campus - *See HR Policy; PP Academic staff*
- k) Evaluations and review mechanisms: there are mechanisms for evaluating teaching and assessment processes and **eta** service delivery (*PP curriculum, course reviews, evaluations*)

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