

<b>Policy Reference</b>	PP Academic Material development	Year	2012
<b>Version</b>	Version 1	Replaces	
<b>Type of policy</b>	Academic policy		
<b>Last update</b>	November 2011		
<b>This policy replaces</b>	This policy was included in the Academic development policy. The Academic Material development policy is now a separate policy.		
<b>Name change from</b>	Not Applicable		
<b>Name change to</b>	Not Applicable		
<b>Linked Strategy/Plan</b>	Strategic plan, academic strategy		
<b>Documentation linked to this policy</b>	PP Evaluations		
<b>Database</b>	Programme development: Learning and assessment spreadsheets per course		
<b>Responsibility for policy implementation</b>	Academic Development Manager (ADM) at CADQA		

## PURPOSE

The purpose of this policy is to provide a framework with principles and guidance for course materials development. The **eta** Academic Development Manager (ADM) recognises that:

- The course material represents a critical interface between **eta** (the college) and its students
- The course material is produced in a manner that ensures educational effectiveness and ease of use
- There is a need to schedule and manage the course production resources in a manner that maintains high standards for design and production
- There is an obligation to provide students with course materials that are consistent in meeting high standards of quality and accuracy
- There is an obligation to obtain copyright clearance for all course materials prior to their delivery and ensure proper referencing

## POLICY

**This policy defines the controls regarding the following:**

1. **Academic material development**
2. **Contributions to eta material**
3. **Development of Guides, Portfolios and log books**
4. **Using material from other sources**
5. **Printing and transport of academic material**
6. **Security and printing of eta material**

## 1. Academic material development

**eta** academic material is designed and developed to ensure that students are provided with relevant theory in the context of their field of studies with **eta**. Manuals, Teaching Guides, Study Guides and additional notes are written and selected to align to intended programme outcomes for each year of study. Assessment instructions and assessment criteria are published for students in their Study Guides.

Assessment Guides are written for faculty use. The Assessment Guides contain marking criteria, quality indicators and model answers for each task intended for formative and summative assessment. Assessment is designed with curriculum alignment in mind to ensure that assessment is integrated, relevant and fit for purpose in the context of the course outcomes and competencies (Luckett & Sutherland, 2000).

The following points detail rules and responsibilities in relation to **eta**'s academic material:

- 1.1 CADQA is responsible for all **eta** academic material for all courses (academic material includes manuals, teaching guides, study guides and assessment guides).
- 1.2 The academic material requirements are determined by the Learning Programme Strategy. Resources are designed to meet programme outcomes and assessment criteria, essential embedded knowledge and critical cross field outcomes of the qualification and associated unit standards (if applicable).
- 1.3 Academic material is reviewed annually. Reviews are based on faculty feedback, student feedback and industry inputs. The reviewed material for the following academic year is developed in collaboration with academic heads.
- 1.4 **eta** Regions are not allowed to design, produce or print their own academic material.

## 2. Contributions to eta material

- 2.1 Manual or study guide contributions are submitted to the ADM for editing and proofing before being published.

### 2.2 Contributions for eta manuals must:

- 2.2.1 Relate to Learning outcomes for context to learning and to the qualification outcomes.
- 2.2.2 Follow the **eta** style sheets; the ADM provides contributors with a style sheet. A style sheet typically contains level heading sizes for titles and sub-headings, line spacing requirements, instructions on how to prepare the text, e.g. there must be a logical flow to the information and each chapter should end with a consolidation of the all the information, chapter purpose etc.
- 2.2.4 Ensure that contributors submit work that is *their own development*. If they are able to provide or have obtained permission to use work that is not their own, they must provide this in writing to the ADM with the original authors permission to use the information/article.
- 2.2.5 Ensure that information that contains tables is provided in word format i.e. no scanned tables of information are acceptable.

2.2.6 Ensure that artwork that has been provided to support text. Enhanced text must either be the original artwork from the contributor, or permission must be obtained from the source to use the artwork. If the contributor is not able to provide permission, they must contact the ADM and a decision will be made as to feasibility of commissioning the artwork to an artist e.g. anatomical drawings.

2.2.8 Be Current (last two years).

### **2.3 Acknowledgement of contributors**

All contributors who submit to the manual contents will be acknowledged. Their names and qualifications will be listed in the **eta** manual in the contributors list.

### **2.4 Checking Academic Content**

All academic material is checked against the qualification or unit standard outcomes for the exercise, fitness and sport science qualifications and the sport and recreation management qualifications.

## **3 Development of Guides, Portfolios and log books**

**eta** manuals, teaching guides, study guides and assessment guides are designed and developed by the academic development team at CADQA. CADQA sends printed guides, portfolios and log books to regions prior to commencement of courses. Regions distribute the academic resources to students at the start of course.

**Refer eta Manuals, Teaching Guides and Assessment Guides for each year of study**

Training Manuals for **eta** courses are provided to each region and updated annually. These manuals provide in-depth information on how to deliver **eta** programmes – academically, administratively and procedurally.

**Refer Operator Manuals**

### **Academic packs for eta faculty:**

Each region is provided with teaching guides and **eta** manuals for each course and each year of delivery.

### **Contact learning and material for faculty**

**Contact students:** Study guides provide detailed information to students on each module they need to achieve. The guides inform students on what to study, what to prepare for assessment, the assessment criteria they need to achieve, details of tasks for formative and summative assessment.

**Distance education:** Distance students are provided with a unique study guide for distance learning which provides them with detailed instructions on how to study at home and how to complete their practical hours in the field.

**All students are provided with the following additional material for study purposes**

- **A Portfolio of Evidence file (PoE).** This file contains relevant forms and documents for the completion of tasks to be submitted for assessment. Students are encouraged to file all their completed work in their PoE.
- **A Student Hand Book** is provided which for each year of study. The hand book provides information on administration required during study and assessment with **eta** as well as relevant forms, policies, rules and regulations.
- **Log books** are provided to log all work based experiential learning hours.

**4 Using material from other providers and other sources**

- 4.1 Material from other providers must be acknowledged and referenced. Wording example: *“We would like to thank XXXXXX for their contribution to the **eta** training manual for sport and recreation and we acknowledge their input on the original resources. The material in these modules has been adapted for use by **eta** for this specific training requirement.”*
- 4.2 Using SRSA material: *“As a licensed service provider for Sport and Recreation South Africa (SRSA) **eta** has permission to use material that has been developed by them. “*
- 4.3 When sourcing other academic work for **eta** purposes, permissions are requested by the Academic Development Manager (ADM) of CADQA.
- 4.4 All academic sources are referenced using Chicago Manual of Style referencing.

**5 Printing and transport of academic material**

- 5.1 All printing of academic material is done at CADQA.
- 5.2 CADQA is responsible for printing and transport of academic material that forms part of the order pack.
- 5.3 Stocks are ordered based on regional estimates, with small buffer stock maintained at CADQA.
- 5.4 Despatching and transport costs are included.
- 5.5 Material for learnerships is printed and distributed as required with a minimum of one month’s notice to CADQA.
- 5.6 Printing is contracted to vendors who are appointed by CADQA, following evaluation of costs and service delivery.
- 5.7 CADQA packages and distributes to the regions.
- 5.8 Printing and despatching costs of academic material to regions is included in the cost therefore it is not charged to the region. However, should regions request for material to be sent by courier, the courier cost is charged to the region.

**6. Security and printing of eta material**

- 6.1 To protect the intellectual property of **eta** and ensure quality of academic material, no region may receive academic material in PDF format with the exception of ad-hoc lecturers who may not have access to an entire **eta** manual. Such a request cannot exceed more than one chapter. Each region
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## **PROCEDURE**

The following procedures are addressed:

- 1. Procedure for academic material reviews and development**
- 2. Procedure for distribution of manuals and guides**

### **1. Procedure for assessment design and academic material reviews and development**

#### **Assessment**

Assessment design is the responsibility of the CADQA academic development team. The assessment development process includes mapping programme outcomes to curriculum and learning so that assessment ensures a range of activities that provide evidence of knowledge and ability. Following the programme development phase, assessment is checked for integration in to the curriculum. Tasks are designed, instructions written and memos developed. All task instructions must be ready for print into the Study Guide. . All memos are ready for use one term prior to delivery.

*Refer: **ETA Manuals & PoE, Assessment Resources, Assessment Guides***

#### **1.1 Stage one:**

Manual and guide material is developed at CADQA and implemented in regions. Regions submit quarterly academic reports and evaluations to ADM. The reports are used to refine/update/correct material according to feedback.

*Refer: **ETA Records, Reports, Academic Reports, Cluster reports.***

#### **1.2 Stage two:**

ADM conducts a synopsis of all regions' feedback and responds to quarterly reports. In some instances ADM telephonically discusses feedback in terms of refining/changing material/tasks. Feedback is then split into the different streams and categories, i.e. manual feedback, assessment feedback and guide/PoE feedback. All feedback on guides to be included in the following year is carried across to the Master Modules.

*Refer: **ETA Courses, Evaluations and reviews, Academic reviews***

The Director and ADM conduct a feasibility analysis in terms of budget.

*Refer: **ETA Manuals & PoE, Master Modules***

#### **1.3 Stage three:**

ADM identifies manual work to be written to meet all assessment and learning outcomes in the Master Modules and commissions contributors. Contributors are generally outside subject matter experts as faculty seldom have time to meet production deadlines. Contributors are provided with a brief, the manual style-sheet, contributor's rate and deadline. All work that is managed and completed by the ADM is reviewed for scientific and technical editing (relevant subject matter experts involved in this process).

### **2. Procedure for distribution of manuals and guides**

- 2.1 CADQA prints and sends all academic material to regions by mid January, in time for full time course commencement.
- 2.2 Regions distribute academic material to students at start of course.
- 2.3 An overview of the use of Study Guides is given at the induction session.
- 2.4 Each facilitator receives a copy of the Teaching guide for the programme they are teaching.

### References

- Light, G., & Cox, R. (2000). Learning and Teaching in Higher Education. In G. Light, & R. Cox, *Evaluating Teaching and Course Evaluation* (pp. 195-217). London: Sage.
- Luckett, K., & Sutherland, L. (2000). Assessment practices that improve teaching and learning. In Makoni, S. (ed) *Improving Teaching and Learning in Higher Education* .
- Ramsden, P. (2010). *Learning to Teach in Higher Education*. New York: RoutledgeFalmer.