

Policy Reference	PP Programme development, reviews, evaluations	Year	2012
Version	Version 7	Replaces	Version 6
Type of policy	Academic policy		
Last update	October 2011		
This policy replaces	PP Academic development		
Name change from	PP Academic development		
Name change to	PP Programme development, reviews, evaluations		
Linked Strategy/Plan	eta strategic plan, teaching and learning strategy		
Documentation linked to this policy	PP Academic material development and PP Evaluations		
Database	Programme development: Learning and assessment spreadsheets per course		
Responsibility for policy implementation	Academic Development Manager		

PURPOSE

This policy provides the guiding principles relating to programme design, curriculum development and programme reviews. The policy aims to achieve a well constructed and aligned curriculum with quality teaching, learning and assessment in all sites of delivery.

eta's curriculum has been reviewed and revised for new programme implementation in 2013 and curriculum changes are anticipated which meet the requirements of the Higher Education Act 2007 and the revised Qualifications Framework, which came into effect in April 2010. Depending on CHE accreditation outcomes, we hope to offer our new level six programmes from February 2013.

POLICY

This policy defines the controls regarding the following:

1. Programme development
2. Curriculum alignment
3. Academic reviews
4. Evaluations
5. Budgets

1 Programme development

1.1 Qualification alignment

eta Learning Programmes align with qualifications that have been designed to meet the needs of the sport, recreation and fitness (SRF) sector. Our intent is to offer programmes that meet industry requirements. To this extent, we consult with employers and practitioners to determine their needs and our learning programmes are designed accordingly. Each Learning Programme has a Learning Programme Strategy.

Annexure A: List of current qualifications (being phased out) and list of intended qualifications to be aligned for re-accreditation and designed for accreditation.

1.2 Exit Level outcomes (ELO)

Each qualification analysed to ensure that the Exit Level Outcomes and Associated Assessment Criteria of the qualifications are met. SAQA Level descriptors are referenced to ensure the learning is pitched at the level required of the qualification. Our qualification analysis indicates the alignment of modules to Exit Level Outcomes and Associated Assessment Criteria.

Annexure B: SAQA level descriptors

1.3 Unit standards

For the current Level 4 and 5 qualifications, each Learning Programme's Implementation Plan indicates where modules *currently* meet unit standards or groups of unit standards. In 2010, with the development of the new qualifications, we will review our current unit standard based qualifications and whether to adapt to modular qualifications in the context of the HEQF.

1.4 Modules

In terms of aligning to the new HEQF, our modules have been developed to align with qualification outcomes, we may have to continue working with unit standards but this will be determined once the academic meeting has taken place early in 2010

1.5 Learning Outcomes

Learning Outcomes are detailed in the Lecturer Guides and the Study Guides. To develop curriculum and learning outcomes for the **eta** learning programmes, each qualification's Exit Level Outcomes and Associated Assessment Criteria are analysed. As well as this, all the fundamental, core and elective elements are factored in to the analysis. This analysis provides the relevant information for curriculum design and highlights *range statements*, *essential embedded knowledge* and the *critical cross field outcomes* that must be met as well.

See Annexure C: Critical cross field outcomes

1.6 Learning Pathways

All learning programmes follow a learning pathway which includes the fundamental, core and elective learning that is required to achieve the qualifications. Learning paths are developed after analysis of the qualification and Blooms Taxonomy is referenced to ensure a logical path from theoretical knowledge through applied learning to reflective ability.

Our aim is to graduate students with the ability to enter the workplace. We want employers to have confidence in our programmes, in the the qualifications that are achieved and in the graduates that we produce.

See Annexure D: Blooms Taxonomy

The following files contain curricula for each learning programme with learning paths and processes:-

- **Learning & Assessment spreadsheets** (for programme design at CADQA)
- **Implementation plans for each learning programme;** with the order of modules, their assessments and recommended learning delivery
- **Assessment Guides** which indicate the assessment process for the year

1.7 Module planning, timetables and class duration

Modules and their duration are indicated in each Implementation plan, from which the course timetables are generated. Each campus develops their timetables from the Implementation plan.

2. Curriculum alignment

2.1 Curriculum design and development occurs at the **eta head office**, Main campus; programme development is the responsibility of the Academic Management Team (AMT). The AMT consists of **eta** Directors, the Academic Development Manager and National Monitor. The AMT works with the Academic Board to ensure quality programme development and curriculum alignment. Learning programme alignment is a critical outcome of the development process.

2.1 Programmes must meet the accreditation requirements of **eta's** quality assurance bodies; Council for Higher Education (CHE) and Culture, Arts, Tourism, Hospitality, Sport Sector Education and Training Authority (CATHSSETA).

2.2 Curriculum development and constructive curriculum alignment ensures that programmes are designed to achieve key learning outcomes and qualifications' assessment criteria. To this end, learning activities, formative and summative assessment are analysed to ensure curriculum alignment and the achievement of key outcomes (Biggs, 2002)

2.3 Programme development considers the following:

2.3.1 Constructive curriculum alignment of learning, activities, formative and summative assessment to qualifications' key exit level outcomes and core competencies.

2.3.2 Critical cross field outcomes embedded in the learning.

2.3.3 Learning is sequenced in terms of a knowledge and skills hierarchy.

2.3.4 Learning activities ensure a cross section of written activities, research, discussion, group work, class task, assignments, role plays, practical projects which ensure preparation/action/consolidation.

2.3.5 Learning Outcomes are intended to achieve foundational knowledge, practical and applied knowledge followed by reflective and adaptive skills which is developed in a hierarchy of learning.

2.3.6 Blooms Taxonomy levels are referenced for learning and assessment activities (Bloom, 1956). The SOLO Taxonomy guides assessment decisions (Biggs & Collis, 1982).

2.3.7 Programme development also indicates the facilities and support structures required for practical field and work experience.

2.3.8 Each learning programme is reviewed through the annual academic review process. See Academic reporting and the report templates for procedure.

2.4 Curriculum alignment tools:

- 2.4.1 A learning and assessment spreadsheet is developed to ensure the alignment of activities, tasks, assessment, academic staff and course timetable.
- 2.4.2 The Learning and Assessment spreadsheet leads to an Implementation Plan which is utilised by each campus to populate the course timetable.

3. Academic reviews

- 3.1 An academic review is conducted annually. This review addresses programme design, academic material, learning delivery, teaching and study guides, assessment guides and assessment design. This review process is managed by the ADB. Faculty members are expected to provide feedback to the ADM on the programmes that they coordinate so that ongoing improvements and refinements can be made each year. Recommendations are provided by faculty regarding learning resources, learning outcomes, tasks and assessment instruments. Feedback is provided to the ADM at the end of each term.
- 3.2 A general review is conducted during the annual managers' conference
- 3.3 A specific academic review is conducted during the annual Academic Conference.
- 3.4 Students' feedback is factored into the academic review through course evaluations.

4. Evaluations

4.1 Faculty evaluations and reviews

Students complete evaluations on their course experience, the learning programmes, lecturers and assessment. Responses provide information on student learning, **eta** teaching and **eta** customer service. This information assists with programme improvement and staff development.

- Students complete lecturer evaluations following each different module at the end of each term.
- Lecturers are also required to complete self-evaluations on their teaching and compare these to the students' evaluations.
- Managers conduct staff appraisals against job description, students' evaluations and lecturers self-evaluations.

4.2 Reviews of training facilities, equipment

The strategic plan indicates the facilities and equipment needed to run a campus. Each programme has specific equipment requirements and these are detailed in the policy for teaching resources. The learning programme analysis identifies specific equipment that is required e.g. fitness testing equipment or sport skills equipment. There is a ratio of equipment to student and this is indicated in the *PP teaching resources*. To support this element of the strategy Regional Managers should consider facility upgrades in their annual campus budgets.

4.3 Teaching and learning reviews

Faculty are asked to evaluate each module after delivery and provide feedback to CADQA. Teaching and learning is evaluated at the annual academic review and again at the managers' meeting at the end of the year. The Academic Board reviews the learning programmes each year. This Academic Board is appointed for each qualification stream.

4.4 Reviews of academic material, learning resources

A budget is allocated for the development of unique **eta** academic material. The Academic Development Manager (ADM) is responsible for the research, development and reviews of **eta's** academic material. Academic material is reviewed annually, using current research and structured feedback from academic staff and students. Feedback is captured by the ADM who works with dedicated authors responsible for writing new material. Academic material aligns to curriculum, outcomes and assessment criteria. Research also focuses on new and innovative development areas.

The annual review requires lecturers to follow a process of delivering according to the Teaching Guide, supported by the **eta** manual. During delivery, challenges or problems are noted and feedback is provided to the ADM. Feedback is provided in an academic report, at the end of each term.

4.5 Learning material updates

All **eta** learning material is reviewed and updated annually. Teaching methods and assessment instruments are reviewed for each strategic period.

4.6 Impact of education on the workplace

Regular meetings are held with the industry employers in each region, the aim being to discuss the uptake of graduates and to also identify industry needs.

*A graduate follow-up system was introduced in 2009 to monitor the uptake of **eta** graduates by the SRF sector. There has been poor compliance to this process and more monitoring will be factored into the new strategic period from 2012.*

4.7 Library facilities review

Budgets are allocated for the development of prescribed learning materials and resources that are paid for by students. It is our strategic intent to ensure an additional adequate cross section of reference books in each campus. In addition, we intend to form structured alliances with comprehensive library facilities to serve the needs of learners wishing to reference or research more widely. In compliance with the CHE report, library facilities are required in each region and budgets are set for this resource. Regions allocate budgets for this purpose and show this is a line item in their regional budgets

4.8 Assessment and Moderation review

Reviews of assessment methods and assessment instruments are carried out at the end of year and input is encouraged from the students, facilitators and the assessors. Assessment design is reviewed annually the Academic Board. The annual academic review addresses the management of assessment and assessment instruments as well as success of candidates. Assessment feedback is included in the review.

5. Academic development fees and budgets

Each region contributes towards an agreed academic development fee. The academic development fee is transferred to CADQA by the finance controller. The academic development fee provides for the development of academic material and the resources required for teaching and assessment of each learning programme. The academic development fee is also utilised for ongoing programme reviews, the development and accreditation costs of new programme

References

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ANNEXURE A: QUALIFICATIONS

Prog ID	Qualification Title / Learning Programme Title	Old NQF Level	New NQF Level	ABET Band	Learning Subfield	Originator	Field	Min Credits	Status	Registering/Recording Provider	Quality Assuring Body	Is this a Learning Prog?	Qualification against which Learning Programme is recorded
67707	FETC: Sport Administration	Level 4	NQF Level 04	Undefined	Sport		Field 002 - Culture and Arts	172	Recorded	Exercise Teachers Academy	THETA	Yes	67697
67703	National Certificate: Coaching Science	Level 5	New Level Assignment Pend.	Undefined	Sport		Field 002 - Culture and Arts	120	Recorded	Exercise Teachers Academy	CHE THETA	Yes	67695
67705 - CHE 23374 - CATHSSETA	National Certificate: Fitness	Level 5	New Level Assignment Pend.	Undefined	Sport		Field 002 - Culture and Arts	137	Recorded	Exercise Teachers Academy	CHE THETA	Yes	67693
67698 CHE 60309 - CATHSSETA	National Certificate: Sport Management	Level 5	New Level Assignment Pend.	Undefined	Generic Management Sport		Field 003 - Bus, Comm and Mngmt Field 002 - Culture and Arts	162 126	Recorded	Exercise Teachers Academy	CHE THETA	Yes	59201
67704 – CHE 21891 - CATHSSETA	National Diploma: Coaching Science	Level 5	New Level Assignment Pend.	Undefined	Sport		Field 002 - Culture and Arts	236	Recorded	Exercise Teachers Academy	CHE THETA	Yes	67692
67706 – CHE 21890 - CATHSSETA	National Diploma: Fitness	Level 5	New Level Assignment Pend.	Undefined	Sport		Field 002 - Culture and Arts	247	Recorded	Exercise Teachers Academy	CHE THETA	Yes	67691
73352	National Diploma: Sport Management	Level 5	NQF Level 05	Undefined	Sport		Field 002 - Culture and Arts	240	Registered	Exercise Teachers Academy	CHE	No	73352

QUALIFICATION	NQF LEVEL	CREDITS	ID NUMBER SAQA	STATUS WITH THETA	END DATE	eta Strategy
FETC: Sport Administrator	4		58009	Approved	2010-08-16	Registered
FETC: Fitness	4	148	63669	To be submitted	26-Nov-11	Phase in 2012
FETC: Sport coach	4	137	64369	To be submitted	2012-03-12	Phase in 2012

ANNEXURE B - SAQA LEVEL DESCRIPTORS (new level descriptors not yet available)

Level	Process	Learning Demand	Responsibility	Application
	Carry out processes that:	Employing:	Applied:	To be qualified for:
4	<ul style="list-style-type: none"> Require a wide range of technical or scholastic skills Offer a considerable choice of procedures Are applied in a variety of familiar and unfamiliar contexts 	<ul style="list-style-type: none"> A broad knowledge base incorporating some theoretical concepts Analytical interpretation of information Informed judgement A range of sometimes innovative responses to concrete but often unfamiliar problems 	<ul style="list-style-type: none"> In self-directed activity Under broad guidance and evaluation With complete responsibility for quantity and quality of output With possible responsibility for the output of others 	<ul style="list-style-type: none"> Entry to undergraduate or equivalent education Training towards certification in advanced trade and technical occupations Certification in basic crafts and trades
5	<ul style="list-style-type: none"> Require a wide range of technical or scholastic skills Offer a considerable choice of procedures Are applied in a variety of familiar and unfamiliar contexts 	<ul style="list-style-type: none"> A broad knowledge based with substantial depth in some areas Analytical interpretation of a wide range of data The determination of appropriate methods and procedures in response to a range of concrete problems with some theoretical elements 	<ul style="list-style-type: none"> In self-directed and sometimes directed activity Within broad, general guidelines or functions With full responsibility for the nature, quantity and quality of outcomes With possible responsibility for the achievement of group outcomes 	<ul style="list-style-type: none"> Continuing undergraduate or equivalent tertiary education Training towards certification in technology or professional occupations Certification in advanced trade or technical occupations

ANNEXURE B - SAQA LEVEL DESCRIPTORS Continued.....

Level	Process	Learning Demand	Responsibility	Application
	Carry out processes that:	Employing:	Applied:	To be qualified for:
6	<ul style="list-style-type: none"> Require a command of wide-ranging specialized technical or scholastic skills Involve a wide choice of standard and non-standard procedures, often in non-standard combinations Are employed in highly variable routine and non-routine contexts 	<ul style="list-style-type: none"> Specialized knowledge with depth in more than one area The analysis, reformatting and evaluation of a wide range of information The formulation of appropriate responses to resolve both concrete and abstract problems 	<ul style="list-style-type: none"> In managing processes Within broad parameters for defined activities With complete accountability for determining and achieving personal and/or group outcomes 	<ul style="list-style-type: none"> Subsequent completion of undergraduate or equivalent tertiary education Subsequent completion of professional certification Certification for professional or paraprofessional occupations

ANNEXURE C

CRITICAL CROSS FIELD OUTCOMES	
1	Problem solving
2	Team work
3	Self-organization and management
4	Information evaluation
5	Communication
6	Use of science and technology
7	Inter-relatedness of systems
8	Professional development

ANNEXURE D: BLOOMS TAXONOMY

LEVEL OF COMPETENCE	LEVEL	DEFINITION	BLOOM levels of learning	LEARNING OUTCOME	TYPE OF TASK
Foundational	1	Knowledge	Learner shows <u>knowledge</u> of the appropriate facts and combination of facts	Learner demonstrates the ability to memorize and recall information	MCQ test, matches, fill in the gaps, describe
	2	Comprehension	Learner shows <u>understanding</u> of the material or the information	Learner can translate and interpret the information	Explain how things work e.g. a movement or an exercise (muscles, bones, levers) Explain motor skills Explain the logistics required for an event.
Practical	3	Application	Learner shows <u>comprehension</u> but goes one step further	Learner shows behaviour associated with using what has been learned	Demonstration, simulation, role play
	4	Analysis	The learner can <u>analyse</u> the problem and reduce it to its component parts	Learner shows understanding of how things fit or work together to develop different conclusions	Problem solving case studies Analyse movement and come up with solutions Research and make conclusions about a question
Reflective	5	Synthesis	Learner can take the component parts of learning and combine this to form a new whole i.e. <u>synthesize</u>	Learner shows the ability to create new ideas or thoughts i.e. something new out of what they already know.	Take an example or a situation and come up with a different solution e.g. adapting an exercise for

			what they know to come up with a different conclusion.		disabled or special populations
	6	Evaluation	Learner can make judgement and <u>evaluate</u> their ideas or judgements	Learner shows the ability to make judgements , to evaluate ideas and information based on internal evidence and external criteria.	Evaluate a training session and come up with an evaluation of the merits. Self reflect and come up with better ways of doing things.

ANNEXURE E – ORGANOGRAM: academic staffing main campus



ANNEXURE F – ORGANOGRAM:

Proposed transition from old NQF Level 5 programmes to new HEQF level 5 and 6 programmes

CURRENT ACCREDITED PROGRAMMES REGISTERED ON NQF

NQF LEVEL	QUALIFICATION	COACHING	FITNESS	MANAGEMENT
5	Certificate	Coaching Science	Fitness	Sport, Recreation & Fitness Management
5	Diploma	Coaching Science	Fitness	Sport, Recreation & Fitness Management

PROPOSED PROGRAMMES AND QUALIFICATIONS FOR ACCREDITATION AND REGISTRATION ON HEQF

NQF LEVEL	QUALIFICATION	COACHING	FITNESS	MANAGEMENT
5	Higher Certificate	Coaching Science	Fitness	Sport, Recreation & Fitness Management
6	Advanced Certificate	To be developed	To be developed	To be developed
6	Diploma	To be developed		To be developed

ANNEXURE G – ORGANOGRAM:

NQF Level 4 programmes to new NQF level 4 programmes (learnerships with eta Special Projects)

CURRENT ACCREDITED PROGRAMMES REGISTERED ON NQF

NQF LEVEL	QUALIFICATION	
4	Certificate	Sport and Fitness Leader

PROPOSED PROGRAMMES FOR ACCREDITATION AND REGISTRATION ON HEQF

NQF LEVEL	QUALIFICATION	COACHING	FITNESS	MANAGEMENT
4	Certificate	Sport Coaching	Fitness	Sport Administrator
