



POLICY: TEACHING AND LEARNING

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Related documents

<p>Da Vinci documents (e.g. Policies, Regulations, Guidelines, Contracts)</p> <ul style="list-style-type: none"> • Policy: Assessment and Moderation • Policy: Curriculum Design and the Development of Learning and Assessment Resources • SOP for Moderation Practices • Policy: Appointment, Management and Development of Faculty • Policy: Programme Management • Policy: Examination • Policy: Quality Management 	<p>Other (e.g. Legislation, DHET and CHE directives and guidelines)</p> <ul style="list-style-type: none"> • Constitution of the Republic of South Africa: 1996 • Higher Education Act (Act 101 of 1997) • CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004 • Labour Relations Act (Act 66 of 1995) as amended • CHE: Distance Higher Education Programmes in a Digital Era: Good Practice Guide, 2014 • SAQA: National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part Qualifications and Professional Designations in South Africa, 2017
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Table of Contents

1	Preamble	1
2	Scope	1
3	Purpose	1
4	Principles	1
4.1	Distance Learning	2
4.2	Student-centredness	2
4.3	Mode 2	3
4.4	Adult Learning	3
5	Responsibilities	4
5.1	Executive Dean: Economic and Management Sciences	4
5.2	Dean: Design	4
5.3	Dean: Research	4
5.4	Dean: Teaching and Learning	4
5.5	Programme Co-ordinator	4
5.6	Lecturers	5
6	References	5
7	Version Control	5

1 Preamble

This policy forms part of the set of general quality management policies of The Da Vinci Institute for Technology Management.

Da Vinci offers outcomes based, distance education opportunities. This policy details the principles and process that will ensure that programme offerings are aligned with the principles of a Mode 2 institution, whilst adhering to the required academic standards and empowering students with the knowledge and skills to contribute to the society and economy of the future.

2 Scope

The policy applies to all activities related to teaching and learning for the accredited qualifications and the short learning programmes of The Da Vinci Institute.

3 Purpose

The main purpose of the policy is to provide a co-ordinated framework for Teaching and Learning principles and practices that seeks to achieve the overall mission of The Da Vinci Institute.

This includes Teaching and Learning practices which enact outcomes based, distance education opportunities through a Mode 2 methodology and contributes to compliance with regulatory and institutional quality management requirements. It aims to offer a remarkable education experience.

The secondary aims include the following:

- Articulating principles of Teaching and Learning at The Da Vinci Institute
- Establishing a common understanding of the process and responsibilities with all role-players
- Aligning with continuous improvement of teaching and learning practice.

4 Principles

The Institute's teaching and learning is informed by the following principles:

- Good practice in distance education as guided by *Distance Higher Education Programmes in a Digital Era: Good Practice Guide* (CHE, 2014)
- Holistic student-centred approach which 'consists of all the component processes that make up distance education, including learning, teaching, communication, design, and management...' (Moore & Kearsley, 1996, in CHE, 2014).

- Mode 2 teaching and learning approaches which include knowledge generation in the context of application, trans-disciplinarity, heterogeneity, social accountability and rigorous quality controls.
- Adult learning principles which includes experiential learning as applied to workplace-based practices.

These principles underpin all activities and deliverables in the teaching and learning environment, as explained below.

4.1 Distance Learning

The Da Vinci Institute applies a blended delivery model that facilitates teaching and learning through synchronous and asynchronous learning, online learning and (workplace-based) experiential learning. Primary tuition delivery is complimented by elective non-compulsory tuition support.

Students are further supported through library and information services, support from subject matter experts and additional tutoring services upon request.

4.1.1 Online Learning Platforms

All Da Vinci students have access to and are actively encouraged to make use of the Online Learning Management System (OLMS).

The OLMS provides access to learning material, additional reading material, the facility to upload assignments and communicate with students regarding assignments, workshops and other matters related to their studies.

4.1.2 Tuition Support

The Institute offers elective non-compulsory tuition support as additional learning support to students. While these sessions are not compulsory, students are encouraged to attend them and they are arranged to accommodate the varying contexts of our students.

4.2 Student-centredness

Student-centredness can be defined as a variety of learning experiences, instructional approaches and academic support strategies that are intended to address the distinct learning needs, interests, aspirations or cultural backgrounds of individual students or groups of students (Education Reform, 2014).

The Institute is increasingly responding to the principles of an 'instructional dialogue' through its approach to curriculum, learning material and assessment design. Da Vinci's programme structure aims to be responsive to student needs to enhance dialogue between 'student – student, and student – educator'.

Finally, in terms of 'student autonomy', The Institute responds to the needs of the working adult student population (CHE, 2014:3).

4.2.1 Student Support

The Institute's student support initiatives will be guided by the following principles:

- Each and every student and their progress is important to The Institute
No student will be 'just a number' to The Institute
- Student support must be sustainable and cost-effective
- Technology will be used to enhance administrative and educational experiences but will never replace human contact
- We will provide accurate, timely and up-to-date information to students
- Students with special needs will be accommodated according to the Disability policy.

Student support at The Institute includes:

- Interaction on the Online Learning management system
- Elective tuition support is available for those students able to attend and where possible electronic footage of tuition will be made available
- Well-designed, fit-for-purpose courseware
- Regular proactive follow-up interventions with students, such as support sessions and early detection of at-risk students (i.e. a student who is disengaged or shows risk of failure).

4.3 Mode 2

Mode 2 principles require knowledge generation in the context of application. This becomes evident in the way in which students are required to demonstrate understanding in relation to the management of technology, innovation, people and systems (TIPS™). These elements are integrated into all learning material and are consistently referred to in all learning activities. Mode 2 incorporates a problem-solving orientation that encourages a more reflexive approach of knowledge creation and a deeper understanding of subject matter.

In keeping with the above, Kolb's (1984) experiential learning model forms the foundation of the teaching and learning methodologies subscribed to by The Institute.

4.4 Adult Learning

Knowles (1970) maintains that there are six characteristics of adult learners. These characteristics overlap with the teaching and learning approach of The Institute.

First, in keeping with the best andragogic principles (Knowles, 1970), adults prefer autonomy in their learning; they are self-directed. Students are therefore encouraged to approach their learning as a personal journey.

Second, an experiential learning approach draws on learners' own knowledge, skills and experience, in keeping with Kolb's (1984) experiential learning cycle.

Third, adults learn best when they understand the reason for learning – Knowles' (1970) 'goal-oriented' characteristic directly relates to the solving of a work-based problem through the research project. This in turn responds to the need to find relevance and appropriateness in what they learn (the fourth characteristic).

The fifth characteristic refers to the real-life application of what was learnt – the Mode 2 knowledge production thus meets students' needs to apply what they have learnt.

Finally, adult learners demand the respect that they deserve – teaching is therefore characterized by facilitation of and as learning, not teaching to learners. Furthermore, this approach is a good match for a distance education institution.

5 Responsibilities

In this section the roles and responsibilities of the main role-players are described.

5.1 Executive Dean: Economic and Management Sciences

The Executive Dean is responsible for the overall execution of this policy and direct line management of the Deans for Design, Research and Teaching and Learning in addition to the management of the institutional quality management system (QMS).

5.2 Dean: Design

The Dean: Design is responsible for the curriculum development, management of all material and assessment design initiatives, and manages the development and design of the online environment.

5.3 Dean: Research

The Dean: Research is responsible for all research related teaching and learning activities and relevant support functions.

5.4 Dean: Teaching and Learning

The Dean: Teaching and Learning is responsible for operationalising and implementing the curriculum in order to enable students to meet learning outcomes. This includes the appointment, management and development of all faculty.

5.5 Programme Co-ordinator

The Programme Coordinator of the Institute is required to amongst others apply quality assurance initiatives to the learning programme/s assigned to him or her with regard to regulatory requirements. This includes oversight of matters relating to academic

planning, resource allocation, assessment, moderation and feedback as well as the recording of any such detail related to the above for quality assurance purposes.

5.6 Lecturers

An academic staff member is responsible for the facilitation of learning, including optional modular workshops as outlined in each programme framework. During this process the lecturer is expected to support the student towards achievement of the learning outcomes.

6 References

Council of Higher Education (CHE). 2013. The Higher Education Qualifications Sub-Framework. CHE, Pretoria.

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7 Version Control

Author	Revision
Academic Head: Ms Jean Grundling	2015/01/26
Registrar: Ms Carin Stoltz-Urban	2015/05/04
Manager: Teaching and Learning: Ms Carin Stoltz-Urban	2017/05/31
Dean: Teaching and Learning: Dr Carin Stoltz-Urban	2017/12/15
Acting Dean: Teaching and Learning: Ms Heather Goode	2018/04/19

Acting Dean: Teaching and Learning: Ms Heather Goode	2018/07/30
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