

# TEACHING AND LEARNING POLICY

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## **1. INTRODUCTION**

The DaVinci Institute is an accredited private higher distance education provider offering qualifications on NQF levels five to ten, which are registered on the Higher Education Qualifications Sub-Framework (HEQSF). This policy forms part of the institutional Integrated Quality Management System and details the principles for ensuring that programme offerings adhere to academic standards and empower students to contribute to the transformation of their communities, society, and the economy of the future. This approach is underpinned by the Business- and Community-based Action Learning discourse on the co-creation and distribution of relevant knowledge.

The teaching and learning approach of The Institute is one of guided, independent, outcomes-based education within an online teaching and learning environment. Teaching and learning excellence is fundamental to the vision and mission of DaVinci, and as an accredited institution DaVinci has a responsibility to ensure that all its students gain the maximum benefit from the teaching and learning environment.

The Teaching and Learning Policy seeks to affect teaching practices within an environment conducive to the promotion of throughput and retention in all academic programmes. Excellence is the underlying value that underscores all learning and teaching initiatives characterised by quality teaching, the constant renewal of teaching and learning programmes, and by the creation of effective opportunities for learning.

The Institute recognises that learning occurs in many settings, both formal and informal. The Institute therefore facilitates learning for academic, professional, social, and personal purposes in a wide range of business industries at all higher education levels. The Institute provides quality learning programmes for students from diverse social and cultural backgrounds in a wide variety of contexts. In all its activities, The Institute aspires to be a learning institution in which all students and staff co-create knowledge to develop managerial leadership competencies. The Institute is committed to the continuous improvement of its programmes of study and services in order to serve its students and its communities effectively. The Institute aspires to ensure that students studying at DaVinci gain relevant knowledge, understanding, skills and values that will lead to the successful completion of their studies and progression onto further studies.

The Institute strives to make a contribution to society at large, through teaching and research and thereby committing itself to an outward-oriented role within South Africa as a respected knowledge partner. It contributes towards the leadership and intellectual capacity of its students by fostering a culture that welcomes and celebrates a diversity of people, and ideas that promote teaching and learning in a dynamic context. The Institute undertakes to provide equal opportunities to support the development of the values embodied in the Constitution of the Republic of South Africa.

## 2. DEFINITIONS

Term	Definition
Academic integrity	Acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching, research, and assessment
Accreditation	The certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfil a particular function in a quality assurance system
Action learning	An approach to learning through problem-probing, which involves taking action and reflecting on the results
Andragogy	The method and practice of teaching adult learners with an emphasis on self-directed learning
Assessment	The process of gathering evidence and making judgments about students' achievements in relation to the stated learning outcomes, and recording and reporting results
Classroom	Where classroom is used, this is applicable to both online and physical spaces where tuition support is provided in a synchronous format
Curriculum	A programme of education of which the purpose is to achieve broad goals and related specific outcomes that are planned in terms of a framework of theory and research appropriate to the level of study; where content, teaching and learning and assessment methods facilitate the achievement of the aims and learning outcomes
Equity of Delivery	Is the principle of implementing education in such a way that all students have the same learning opportunities to reach the required levels of competency
Exit-level Outcome	An outcome that is considered to be the demonstrable and assessable end product of a learning process. An exit level outcome has the same meaning, but is expressed as the overall result of learning for a qualification
Experiential Learning	A process through which students develop knowledge, skills and values from experiences, reflection, and problem-probing
Learning	The transformational process of acquiring new understanding, insight, knowledge, skills, behaviours, attitudes, and values through studying, experience, mentoring, coaching and being taught
Learning Outcome	A statement of what a learner is expected to know, be able to do and understand at the end of a learning process or module
Learning Programme	The sequential learning activities, associated with curriculum implementation, leading to the achievement of a particular qualification or part qualification
Monitoring	Observing and checking the progress or quality of a person, matter or system over a period of time

<b>Term</b>	<b>Definition</b>
Online Learning	The combination of asynchronous and synchronous learning activities that integrates e-learning techniques including online delivery of materials through a learning management system, web pages, discussion forums, webinars and/or e-mail with traditional teaching methods lectures, in-person discussions, seminars, and tutorials
Plagiarism	The act of using the ideas, writings, inventions, or words of another as if they were ones' own without acknowledging and/or referencing the source, or collusion between students to misrepresent submitted work
Programme	A coherent set of modules, leading to a certain qualification
Referral Process	The procedure for the student/mentor/lecturer/convener/ other person to inform the student support specialist that the student requires support, and for the student counsellor to involve other parties such as professional specialists (psychologists, psychiatrists, etc.) if required to support the student
Student Support	To provide guidance to students who seek or require institutional support to succeed in their studies
Teaching	Appropriate lecturing and facilitation practices for the promotion of learning and the attainment of learning and exit level outcomes

### **3. REGULATORY FRAMEWORK**

The Teaching and Learning Policy is benchmarked against, and should be read in the context of, the relevant legislation underpinning the principles against which institutional policies, processes and standard operational procedures are developed, implemented, and maintained. These include:

#### **A. Relevant Legislation:**

- i. A new Academic Policy for Programmes and Qualifications in Higher Education (CHE, 2002)
- ii. Constitution of the Republic of South Africa (No.108 of 1996)
- iii. Copyright Act (No. 98 of 1978)
- iv. Criteria for Institutional Audits (CHE, 2004)
- v. Criteria for Programme Accreditation (CHE, 2004)
- vi. Distance Higher Education Programmes in a Digital Era: Good Practice Guide (CHE, 2014)
- vii. Higher Education Act (No.101 of 1997) as amended Act (No. 39 of 2008)
- viii. Higher Education Policy Framework (HEQF) Government Gazette Vol. 481, July 2005
- ix. Improving Teaching and Learning Resource No. 1 and 2, (CHE, 2004)
- x. Labour Relations Act (Act 66 of 1995) as amended
- xi. Ministry of Education: National Plan for Higher Education in South Africa: February 2001.

- xii. National Education Policy Act (No. 27 of 1996) as amended 2007
- xiii. National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part Qualifications and Professional Designations in South Africa (SAQA, 2017)
- xiv. National Policy Framework for Teacher Education and Development (CHE, 2007)
- xv. National Qualifications Framework Act (No. 67 of 2008)
- xvi. Qualification sub-framework (CHE, 2013)

#### B. Applicable DaVinci documents:

This Policy is informed by the Teaching and Learning Philosophy and Strategy, dream, purpose and principles of The Institute (refer to the Explanatory notes on the DaVinci Conceptual Frameworks available on the Da Vinci website – [www.davinci.ac.za](http://www.davinci.ac.za) and L:02 Teaching and Learning Philosophy and Strategy) and all the relevant teaching and learning policies of The Institute as per the Quality Management System including:

- I. A1 - Quality Management Policy
- II. B14 - Disability Policy
- III. C10 – Information and Communication Policy
- IV. D5 - Curriculum Design and the Development of Learning and Assessment Policy
- V. D6 - Appointment, Management and Development of Faculty Policy
- VI. D7 - Programme Management Policy
- VII. D9 - Da Vinci Research Framework Policy
- VIII. D14 - Library and Learning Resources Centre Policy
- IX. D18 - Invigilated Examination Policy
- X. D19 - Assessment and Moderation Policy
- XI. D28 - General Administration Policy
- XII. E5 - Assessment Appeals Policy
- XIII. E6 - Student Support Policy

## 4. SCOPE

The Teaching and Learning Policy applies to all:

- a) The Institute's teaching and learning processes
- b) Relevant academic and administrative staff involved in implementing and evaluating teaching and learning practices at The Institute.
- c) All registered students
- d) Staff monitoring and responsible for student support.

## 5. PURPOSE

The main purpose of this Policy is to provide a framework for Teaching and Learning principles and practices that seek to achieve the overall mission of The Institute, aligned to DaVinci's vision, Teaching and Learning Philosophy and Strategy, and overall principles.

This includes teaching and learning practices that aim to provide outcomes-based, distance education opportunities through business- and community-based action learning methodology and in compliance with regulatory and institutional quality management requirements. It aims to offer students a remarkable and relevant education experience.

The secondary aims of this Policy include the following:

- a) Articulating the principles of teaching and learning of The Institute
- b) Establishing a shared understanding of processes and responsibilities
- c) Ensuring that the teaching and learning processes are effectively monitored to identify those aspects that work well and those that require improvement in order to continuously raise standards of delivery and improve on the student experience
- d) Ensuring that distance learning students are supported effectively
- e) Ensuring equity of delivery across cohorts.

## **6. PRINCIPLES**

The Institute's Teaching and Learning is informed by the following:

- a) Good practice in distance education as guided by the Distance Higher Education Programmes in a Digital Era: Good Practice Guide (CHE, 2014)
- b) A 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)
- c) Business- and community-based action learning approaches, for adult learners, which includes knowledge generation in the context of application, transdisciplinarity, heterogeneity, social accountability, and diverse quality controls.

### **6.1 Distance Learning**

The Institute applies a distance delivery model that facilitates teaching and learning through synchronous and asynchronous learning, online learning, and business-and community-based experiential learning. Such tuition delivery is complimented by elective non-compulsory tuition and student support sessions.

Students are further supported through library and information services, support from subject matter experts, teaching and learning experts and additional tutoring services upon request as per the DaVinci Student Support Framework.

#### **6.1.1 Online Learning Platforms**

All DaVinci students have access to and should actively make use of the online Learning Management System (LMS), which is also available as a mobile application. The LMS provides access to learning material, additional reading and support material, discussion forums, engagement with the lecturer, and more. All assessments must be submitted through the LMS originality checking software that produces similarity reports. The LMS is also used as the main medium to communicate with students.

### **6.1.2 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, and they are scheduled to accommodate the varying contexts of DaVinci students.

### **6.2 Student-centeredness**

Student-centeredness encompasses a method of the teaching that shifts the focus from the lecturer to the student. Student-centred learning puts students' interests first, acknowledging the student voice as central to the learning experience.

What this means is that the focus is not on the lecturer transmitting information and micro-managing every aspect of the learning process. In a student-centred approach, the responsibility for learning is placed on the student.

Students cooperate in the co-construction of meaningful and relevant knowledge, and they take responsibility for how they learn. Students are therefore seen as active participants in their own learning where their education is shaped by their own interests and active investigations. This is aligned to adult-learning principles and practices.

The Institute's curriculum development aims to be responsive to student needs, and to enhance student-to-student and student-to-educator dialogue.

### **6.3 Student Support**

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

- a) Each student and his/her progress are important to The Institute. No student will ever be 'just a number' to The Institute
- b) Student support initiatives must be sustainable and must be sustained
- c) Technology will be used to enhance administrative and educational experiences but will never replace human contact
- d) Students will be provided with accurate, timely, and up-to-date information
- e) Students with special needs will be accommodated according to the B14 - Disability Policy.
- f) Student support at The Institute is aligned to the following:
  - I. Interaction with multiple support and academic staff on the Learning Management System (LMS)
  - II. Well-designed, fit-for-purpose courseware
  - III. 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 to be at risk of failing)
  - IV. Academic support that is provided by qualified academic staff (refer to E6 – Student Support Policy)

- V. Administrative support that is provided by the Heads of Programmes, Programme Coordinators and Programme Conveners (refer to E6 – Student Support Policy)
- VI. Learning, motivational and psycho-social support from DaVinci's Student Support Specialist (refer to E6 – Student Support Policy)
- VII. Information Technology (IT) Support provided by the IT helpdesk (refer to A7 – Communication Policy)
- VIII. Library and Information services and support provided by DaVinci's Information Officer (refer to D14 – Library and Learning Resources Centre Policy)
- IX. Research support (refer to D9- Research Framework)
- X. Financial Support that is provided by the Accounts Department (refer to E6 – Student Support Policy)
- XI. D28 – General Administration Policy.

The Institute recognises that students are typically both adult learners and distance education students, who normally have competing demands of their time and may progress more slowly in their studies if they do not carry full course workloads. Therefore, The Institute seeks to provide some flexibility in scheduling and supporting students to learn from feedback. Furthermore, the Student Support Services explicitly seek to assist students in addressing these competing demands.

The Student Support Services provide services in response to the recognition that students may need development to attain higher education academic competences, practices, and skills according to the requirements of the programme for which they are registered. The Student Support Services must assist students in the integration to higher education.

It is intended to support and develop student skills in aspects of:

- Academic discourse and practice
- Fundamental learning skills
- Study skills
- Personal and social skills.

The Student Support Services are intended to serve students in all year groups. It is an integral part of the academic programme and is offered as a service to all students.

#### **6.4 Business- and Community-based Action Learning**

Business- and community-based action learning 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 learning activities. Business- and community-based action learning incorporates a problem-solving orientation that encourages a more reflexive approach of knowledge creation and a deeper understanding of subject matter. This Business- and

community-based action learning approach aligns to the five principles of Mode 2 as described by Gibbons (1997:3).

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. Research also forms an integral part of the learning journey of every student registered for any programme offered by The Institute. The Institute seeks to ensure that students conduct quality research that is relevant to them personally, their organisations, and society at large.

### **6.5 Adult Learning (Andragogy)**

The Institute provides learning opportunities for adults in higher education. The principles of adult learning are therefore embedded in The Institute's teaching and learning philosophy and strategy and should be applied by faculty. Knowles, Holten and Swanson (2005:1-3) define andragogy as the art and science of helping adults learn. Knowles (1970, 1980) maintains that there are six characteristics of adult learners. These characteristics overlap with the teaching and learning approach of The Institute.

Firstly, 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. Secondly, an experiential learning approach draws on learners' own knowledge, skills, and experience, in keeping with Kolb's (1984) experiential learning cycle. Thirdly, adults learn best when they understand the reason for learning – Knowles' (1970) 'goal-oriented' characteristic directly relates to the solving of a business or community-based problem through the research process. 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 business- and community-based action learning thus meets students' needs to apply what they have learnt. Finally, adult learners demand the respect that they deserve – teaching is therefore characterised by facilitation of and as learning, not teaching to learners. Furthermore, this approach is a good fit for a distance education institution.

## **7. CRITERIA USED TO EVALUATE QUALITY OF TEACHING AND LEARNING**

- a) The Institute's commitment to teaching and learning excellence requires effective teaching to be research-based, innovative, challenging, responsive to the diverse needs of students, and underpinned by sound disciplinary and andragogical principles
- b) Learning is central to the teaching process and serves as the point of departure for the transfer of knowledge that focuses on the nature, quantity, and quality of learning that takes place
- c) The curriculum should enhance the students' acquisition of a wide range of academic and professional skills, and is aligned in terms of the programme's exit-level outcomes, delivery mode and assessment

- d) Teaching, learning, and assessment are continuously evaluated to ensure ongoing fitness for purpose as informed by research
- e) Research is appropriate to students' level of learning, the NQF level of the modules and accredited qualification
- f) Assessment is administered as a transparent, fair, and reliable process
- g) Collaboration is undertaken with employers and professional organisations to gain an understanding of employer requirements and improve the employability of students
- h) Elective tuition support adds an extra dimension to online delivery
- i) Student support and counselling services facilitate access to programmes and enhance the learning experience contributing towards the creation of a student-centred learning and teaching environment
- j) Online courseware and the provision of library services support the student's knowledge acquisition and research initiatives
- k) The lecturer, as a facilitator and mediator of the learning process, is responsible for the implementation of The Institute's approach to learning and teaching within their teaching activities.

In general, the design of the learning programmes is informed by the following main elements that students and educationalists want to achieve:

- I. A curriculum that is relevant and up to date
- II. Material design that is accessible and facilitates learning
- III. Transformative learning
- IV. High quality of delivery
- V. Student success and high throughput without compromising relevant academic standards.

Monitoring and review of teaching and learning include the following methods:

- VI. Peer monitoring and review
- VII. Internal monitoring and review
- VIII. Student feedback
- IX. Institutional monitoring and review where applicable.

## **8. TEACHING AND LEARNING ELEMENTS**

Teaching and learning are regarded as core to the academic enterprise. This is stated in the strategic plans of The Institute but is also reflected in the way the programmes are structured, the range of programmes offered, the strategic planning practices of The Institute, and the range of services supporting academic staff and students.

The following elements underpin teaching and learning:

- a) Education principles discussed above
- b) Curriculum development and programme design
- c) Student support discussed above
- d) English as the language of teaching and learning

- e) Assessment and moderation policies and practices aligned to the Assessment and Moderation Policy (D19)
- f) Continuous monitoring of student success and associated interventions
- g) Criteria for the appointment, management, and development of faculty (refer to Policy D6)
- h) An appropriate student-lecturer ratio
- i) A range of quality assurance mechanisms.

## **9. RESOURCES**

The Institute undertakes to provide and maintain high-quality resources and material to support emerging teaching and learning requirements ensuring that appropriate communication channels are in place to assist students to have equal, sufficient, and timely access to information.

## **10. LIBRARY**

The Institute provides access to library facilities with an appropriate range of paper and electronic material and other media to support an effective and responsive learning environment. The relevant staff members have the required knowledge, experience, and skills to ensure that the library services achieve its full potential in support of teaching and learning.

## **11. PRINCIPLES OF PROGRAMME DELIVERY**

The Institute embraces education that is underpinned by ethical principles and is committed to quality higher education that supports, promotes, and provides for:

- a) A wide range of disciplines at all levels
- b) A wide range of programmes that both enhance career opportunities and provide articulation pathways to other programmes
- c) Quality programmes for students from diverse social and cultural backgrounds
- d) Continuous improvement of its programmes and services to serve its students and its communities effectively
- e) A learning environment that promotes high-quality teaching and learning with active participation by both students and academic staff in the learning process, and in which the students are placed at the centre
- f) Commitment of staff and students to their own learning and to that of others
- g) Programmes that are designed to encourage students to be independent learners who are self-aware, able to reflect on their learning, and to manage their personal development and career planning
- h) Agile teaching and learning strategies and flexibility of delivery
- i) Teaching approaches that encourage intellectual freedom
- j) Technological provision to engage in teaching and learning
- k) Continuous professional development of academic staff as an integral part of improving the quality of teaching and learning
- l) Academic enquiry and the sharing of best practice and results with others in their areas of practice.

## **12. ADMISSION PRINCIPLES**

The Institute supports the enabling of equal opportunities for admission to education and is therefore committed to upholding non-discriminatory principles of access in terms of individual background, gender, race, creed, religious or political affiliation or any other grounds aligned to the Application, Admission and Registration Policy (D2).

## **13. ADMINISTRATION**

Administration processes are aligned to the policies on Programme Management (D7), Assessment and Moderation (D19) and General Administration (D28).

## **14. CERTIFICATION**

Certification is subject to the applicable institutional policies, regulations, and rules of The Institute and signifies the achievement of the skills and knowledge of the students (refer to D21- Certification Policy).

## **15. ACADEMIC RESPONSIBILITIES**

The Institute seeks to promote a learning culture that focuses on active learning and student engagement with the objective of achieving successful learning and outcomes that prepare its graduates for lifelong learning. To this effect, it is the responsibility of each academic staff member to select teaching and learning methods that are designed to promote and assist student-centred and active learning, is evidence-based, promotes critical analysis and the exercise of reflective and critical judgment as both the means and the outcome of effective learning.

Aligned to the Plagiarism Policy, academic staff have an obligation to inform students as to how material from such sources as books, articles, the Internet, and the work of other students may, and may not be used in preparation of assignments, and provide training in the formal procedures to be followed in the acknowledgement and citation of the source material, alerting students that it constitutes a serious offence that may result in disciplinary procedures.

Academic staff are encouraged to continually enhance their professional and disciplinary expertise through research, performance, consultancy, or professional practice. In particular, academic staff are encouraged to support the development of scholarly activities in teaching and learning to inform curriculum design and delivery.

## **16. MENTORING PROGRAMME**

On certain programmes, through a careful selection process, mentors and mentees are brought into partnership and then assisted in defining their goals and the procedures they will follow for the benefit of the mentee.

## **17. PLAGIARISM**

Plagiarism is the act of using the ideas, writings, works, or inventions of another as if they were ones' own without acknowledging and/or referencing the source and aligns to the Plagiarism Policy (E2).

## **18. ACADEMIC INTEGRITY**

All teaching and learning and related administrative activities should be informed by the principles of academic integrity. Therefore, The Institute seeks to prevent any lack of academic integrity, which includes but is not limited to dishonesty, any deliberate attempt to copy, falsify, fabricate, or otherwise tamper with data, information, records, or any other material that is relevant to the student's participation in any course, research activity, or other academic exercise or function. This aligns to The Institute's Code of Conduct for staff and students (refer to E2 – Code of Conduct Policy).

## **19. STUDENT REQUESTS AND MATTERS**

Student requests and problems are reported to the Programme Convener or lecturer, depending on the nature of the problem. If the request or problem cannot be dealt with at this level, it must be referred to the Programme Coordinator or Head of Programme as aligned to the relevant policies (the specifics will be governed by the relevant policy).

## **20. LECTURER EVALUATION**

Lecturer evaluation is aligned to D6 – Appointment, Management and Development of Faculty Policy, and quality assurance processes. Observation sessions, including joining online student support and tuition sessions, are conducted by qualified staff and peers. An evaluation report is completed and shared with the relevant lecturer.

## **21. STUDENT RETENTION, THROUGHPUT AND GRADUATION RATES**

- a) While maintaining and improving academic standards, The Institute strives towards the improvement of student retention, throughput, and graduation rates through the creation of an environment that enhances the likelihood that students are successful in their studies and are able to graduate
- b) The Institute establishes a baseline and determines a target throughput-rate for each NQF level and a success rate for each qualification type depending on the NQF level of the qualification. These rates are monitored monthly and reported on annually
- c) When The Institute sets targets for throughput rates it is taken into account that throughput rates for distance-learning programmes are generally lower than full-time contact-based throughput rates.

## **22. PROGRAMME AND MODULE EVALUATION**

Teaching, programme, and module evaluations are based on aspects that include academic quality, facilitation of teaching and learning, module content, quality and expertise of lecturers and the implementation of the programmes as aligned to the

Strategic Intent of The Institute. Feedback from these evaluations is used to improve the quality of delivery of programmes and modules.

### **23. MONITORING OF TEACHING AND LEARNING**

The Institute is committed to secure and sustain high attainment and successful progress by students and constantly monitors and evaluates all aspects of teaching and learning as an integral part of self-evaluation and improvement. Monitoring of teaching and learning practices assist to ensure The Institute is effective and encourages professional dialogue about how to achieve shared aims by supporting its students to the best of its ability.

Continuous monitoring, review, and evaluation of learning will promote the achievement of the following endeavours:

- a) Celebrating and maintaining existing successful learning practices
- b) Ensuring agreed policies are implemented consistently and effectively
- c) Ensuring continuity and progression in the planned curriculum
- d) Promoting and developing the process of self-evaluation
- e) Explore possibilities for continuous improvement.

### **24. INTERNAL MONITORING AND REVIEW**

Internal monitoring and review aim to use the outputs of learning to identify the following:

- a) At risk students - Monitored according to the E6 - Student Support Policy
- b) Inactive students:
  - I. Inactive students include those students who do not:
    - Participate in the prescribed learning and assessment processes
    - Submit formative and summative assessments as per the relevant schedules and deadlines
    - Engage, contact or login on the LMS of The Institute for a period longer than two months
  - II. A report is extracted at the end of every month to assist in identifying inactive students
  - III. Inactive students are contacted via e-mail or telephonically to encourage them to engage with their studies
  - IV. Inactive students are deemed inactive until a pattern of study participation is established.
- c) Module Performance:

Each quarter the Assessment Committee conducts a module analysis. This monitoring process ensures that unusual deviations are identified and explained, and remedial measures implemented. Module analysis considers the following:

  - I. Distribution of marks
  - II. Success rates
  - III. Assessor and moderator reports

IV. Student feedback.

## 25. STUDENT FEEDBACK

The Institute requests periodic feedback from students regarding their learning experience. The table below illustrates the feedback schedule:

Intervention	Time/Date	Department	Purpose	Documented System
<b>Module Evaluation Form and Lessons Learned Session with Programme Coordinator</b>	After final formative assessment, before final summative assessment	Teaching & Learning	i. To request feedback on the student's learning experience (e.g. content, lecturers, and assessments) for the module. ii. To request suggestions for improving students' learning experience	MOODLE (LMS)

Intervention	Time/Date	Department	Purpose	Documented System
<b>Qualification Evaluation Form</b>	Before the last final year summative assessment	Quality Assurance	i. To request feedback on the student's learning experience across all modules/years. ii. To request suggestions for improving students' learning experience.	MOODLE
<b>Dissertation and Thesis quarterly reports</b>	Every quarter for the Master's and Doctoral students and supervisors	Research Office	To monitor activity and the learning experience of postgraduate students.	MOODLE or email
<b>Annual Student Satisfaction Survey</b>	Annually	Quality Assurance	i. To request detailed feedback on the students' satisfaction in general across all programmes.	MOODLE

## 26. ACADEMIC GOVERNING COMMITTEES' ROLES AND RESPONSIBILITIES

The academic governing committees fulfil the following roles:

- a) Provide input into the development of appropriate academic programmes

- b) Ensure periodic revision of academic programmes and the implementation of improvement plans
- c) Oversee the communication and implementation of teaching and learning philosophies, principles, policies, and procedures.

## **27. RESPONSIBILITIES OF MAIN ROLE-PLAYERS**

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

### **27.1 Executive Dean: Academic**

The Executive Dean: Academic is responsible for the overall execution of this policy and is the academic leader responsible for the strategic positioning and pursuit of the academic (teaching and learning) strategic goals of The Institute. The exercise of leadership includes, among other things, the quality assurance of academic material and delivery, establishing the necessary structures to ensure that the academic offering of The Institute is relevant and produces meaningful academic outcomes, and to maintain performance standards.

### **27.2 Dean: Design**

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

### **27.3 Executive Dean: Research and Institutional Partnerships**

The Dean: Research and Institutional Partnerships is responsible for all research related teaching and learning activities and relevant support functions. The Dean is further responsible for the effective and appropriate implementation of all research-related policies and strategies and for setting up the necessary structures that will ensure that research at The Institute is relevant, of a high quality and ethically accountable.

### **27.4 Executive Dean: Strategy and Stakeholder Engagement**

The Dean: Strategy and Stakeholder Engagement is responsible for managing service to the community as an integrated part of the teaching and research activities of The Institute and for creating and maintaining the necessary structures by means of which effective and relevant service can be delivered to the community. The Dean is further responsible, inter alia, for the overall planning, development, renewal and changing of academic programmes to ensure meaningful academic outcomes, quality, and relevance.

## **27.5 Head of Programme**

The Head of Programme (HoP) of The Institute is required to, *inter alia*; develop an operational plan for programme offerings in consultation with the Executive Dean and to provide academic leadership. The HoP is responsible for promoting scholarship, ensuring that teaching and quality standards are implemented and maintained, and develops staff to grow into a well-functioning academic unit. The HoP ensures the election of class representatives and consults students in the programme (or their representatives) at regular intervals and identifies and monitors students requiring academic support and suggest suitable interventions and support services. The HoP further advises on and contributes to curriculum development; ensures a flow of information to staff, especially regarding policies and procedures; undertakes staff planning, appraisal and development in consultation with the Executive Dean; works towards continuous programme development and improvement; observes faculty teaching and provides constructive feedback to develop academic staff.

## **27.6 Programme Coordinator**

The Programme Coordinator of The Institute is required to, *inter alia*, apply quality assurance initiatives to the learning programme/s assigned to them regarding 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.

## **27.7 Lecturers/ Faculty/ Associate Faculty**

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

## **27.8 Programme Convener**

Programme Conveners of The Institute are required to, *inter alia*, manage the client interface and determine and analyse client needs and requirements. Programme conveners must ensure high level programme delivery and assist in compiling academic feedback reports to inform the ongoing design, development, and delivery of learning programmes. They further assist in fostering student success, retention, improved throughput, and satisfaction through continuous communication and arranging student support interventions. They brief lecturers on standards and expectations in the delivery of all learning programmes and promote the principles as well as the culture of managerial leadership in both client and student interactions.

## **27.9 Student Coach and Learning Behaviour Specialist**

The Student Coach and Learning Behaviour Specialist of The Institute provides psychosocial support to all the students enrolled at The Institute. This includes an initial discussion of students' habits and behavioural tendencies and preferences and how these have a bearing on their studies and managerial leadership styles. The Student Coach and Learning Behaviour Specialist works closely with at-risk students to identify appropriate interventions to support these students, while at the same time engaging with the rest of the student body to drive excellence.

### **27.10 Information Officer**

The Information Officer of The Institute is required to, *inter alia*, establish a well-balanced and up-to-date collection of various information resources to meet the information needs of The Institute, including the regular acquisition of new library holdings and investigating online learning resources for maximum use as a teaching and learning tool. The Information Officer assists students and academic staff with sourcing literature, provide assessments support to students, and conduct regular workshops/online support sessions and library demonstrations for staff and students. In particular, development support in terms of referencing and paraphrasing is provided to students with high-similarity index reports. The Information Officer further supports the Dean of Design with collecting and collating information to support the development of course material and supports the Research Office by, *inter alia*, maintaining and expanding the research repository.

### **27.11 Cluster Head**

Within the ambit of this online distance learning strategy, the Cluster Head assigned to a particular group of modules is responsible for the management, and implementation of teaching and learning activities and resources in their module-cluster, while also providing academic support and mentorship to other lecturers within the same cluster.

## **28. QUALITY ASSURANCE**

Quality assurance is aligned to the Quality Management Policy (A01).

## **29. REVIEW OF THIS POLICY**

Regular review and amendment of this policy will be done in line with the approved institutional policies and regulatory requirements. This will take place in consultation with the relevant quality assurance structures at departmental and institutional level, under the auspices of the official custodian of this policy, namely the Executive Dean: Academic.

## **30. REFERENCE LIST**

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

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