Policy title	Policy Teaching Learning	Year	2017
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Policy review conducted by	National Academic Manager: Andrew Gray Academic Director: Linda Halliday		
Policy sign-off date	January 2017		
Policy signed off by	Academic Director: Linda Halliday		
Signature			

Policy Index

1. **PURPOSE**

   This teaching and learning policy is guided by the **eta** Academic Strategy which defines our institution's future academic intentions and academic plans for the next 3-5 years. The academic strategy informs our academic plans, programme design and development and programme reviews. Our teaching and learning policy provides the rules relating to the quality of teaching and learning of **eta** programmes. The policy addresses the resources, staffing and student support needed to provide quality teaching and learning as well as the specific requirements for the different modes of delivery.

   Refer to Assessment Policy and Moderation Policy.

2. **TEACHING AND LEARNING**

   2.1 <u>Contact-based programmes</u>

   The vocationally based nature of our qualifications means that learning is designed to ensure the right balance of conceptual knowledge, applied knowledge and procedural knowledge needed for each programme outcome. The exact breakdown of teaching and learning activities is based on specific modules in each programme, which may emphasise theory, practice or procedure, depending on the key outcomes. The recommended hours per module are indicated in each Programme Plan.

   While there is a generic formula for the allocation of these hours, specifics are adjusted at the time of planning to cater for the learning outcomes of each module. This is detailed in the Programme plans and roll out. Contact time is interactive and sessions are delivered in the context of the module being taught, together with its application. It is the responsibility of faculty to ensure that **eta**'s principle of Total Immersion is applied to our teaching and learning environment and that all students experience a blend of theory, applied theory and practical learning as well as work-based learning.

   Our blend of theoretical, applied theory and practical teaching and learning ensures theory is addressed through reading, writing and research in and out of the classroom, the application of theory is taught on site using the **eta** sport and fitness facilities and resources and practical skills - methods and techniques - practical skills are achieved through practical drills, demonstrations and simulations.

Students are encouraged to participate and learn through all their senses and practical learning sessions are designed to provide students with applied learning that is relevant to the outcomes of each module. The aim with this learning is that theory informs practise

Students have to complete long-term projects that ensure they apply their theoretical and applied knowledge in a vocationally based context. Students studying sport and exercise related qualifications are also set long term practical projects where they work through authentic case studies. This requires that they provide a service to and that they train real clients and they document their learning as they process through their work. Sport management students apply their knowledge and skills in sport events that they plan and manage. This type of long-term practical project provides evidence for summative assessment.

Refer to point 5: Programme Plans, roll out and timetables

2.2   Distance Learning (DL) programmes

Our aim with distance learning and using the online platform (**eta**Connect) is to make sure that – as a mode of study – the DL experience provides for an equivalency of teaching and learning. This means that, while ensuring the learning experience and its on line platform caters for the distance learning environment uniquely, students should experience a similar level of support from their tutor. Thus, they should learn with similar resources and take part in similar learning activities. Assessment methods are the same and they carry the same relative values. To ensure as much equivalence as possible, the programme plan for DL allocates similar hours to theory, applied theory and practice to bring about a learning experience that ensures the **eta** Total Immersion philosophy is achievable – even through distance learning.

Refer to point 5: Programme Plans, roll out and timetables

3. WORK-INTEGRATED LEARNING

Refer to WIL and WBL Policy

4. LANGUAGE OF INSTRUCTION

The language of instruction at **eta** is English; this applies to teaching, assessment and moderation as well as text books, study guides and assessment guides. English is spoken in classes and used for assessments. If a student's first language is not English and they

require help from faculty because of language difficulty, they can ask for assistance and support with learning and can make an appointment to address this with their programme manager or senior lecturer at a mutually agreed time.

Second language English students can ask for additional help with assessment preparation to ensure that they understand the requirements of the assessment and the assessment instrument. If translations or explanations are required, it is the responsibility of the student to ask for a translator to assist with orals or written tasks. If a lecturer's first language is, *for* example, Afrikaans and Afrikaans is used in class, it is the responsibility of the lecturer to translate any words used in Afrikaans into English for those who do not understand the Afrikaans language. This same rule applies for any other languages that may be used by faculty in class. Not all students may speak their language thus a translation into English is required. If the example referred to herein, means that a student needs dedicated time with a faculty member and they both speak the same language, it is acceptable for the lecturer to use that language privately with the student in their meeting. If facilitating group work and there is a group of students who speak the same language as the lecturer and, in that setting they are all speaking the same language, it is acceptable to use the mutually spoken language.

5. PROGRAMME PLANS, ROLL OUT AND COURSE TIMETABLES

5.1 Programme plans / roll-outs

With the **eta** Total Immersion philosophy in mind, each programme has a Teaching Plan and Learning Plan. These are set by CAD and are intended to ensure a standardised implementation. These plan provide an outline of programme modules, their allocation of credits, notional hours, contact time for theory and applied learning, practical activity sessions, tutorials and work-place learning hours. Programme Plans are designed for contact programmes and DL programmes. Their roll-outs are intended to ensure that the same teaching, learning and assessment hours are allocated to the course roll out through all **eta** sites of delivery and DL.

5.2 Course timetables

Contact programmes: timetables are set by academic heads or programme managers at each **eta** site, referencing the Programme Plan. It is essential that all sites run their programmes according to the Programme plan and non-compliance to this plan is considered a transgression in terms of the Staff Discipline Policy. Should

there be a breach of this Teaching and Learning Policy; the Staff Discipline Policy will be applied. Once planned, completed timetables are sent to the AM at CAD prior to course commencement each academic year for monitoring purposes. This date is set on the national calendar. Adherence to timetables is monitored as part of the national site monitoring procedure.

DL programmes: timetabling is set by the Course Coordinator for each intake. There are Programme Plans with rollouts for each DL programme and strict adherence to the Programme Plan is expected.

6. STUDENT SUPPORT

6.1 Support staff

The first line of support for students is their Academic Manager (AM) or Course Coordinator. Students are entitled to support in their learning through well delivered classes or online tutorials and well managed and facilitated theory and practical sessions. Students who are struggling will be supported by their lecturer / tutor and his or her support staff (practical tutors or instructors). Should students need special remediation for their academic work, this is organised through their AM. Because attendance is logged (contact and DL), faculty are able to monitor attendance and identify absent students. It is expected that absent students will be followed up and remediated.

6.2 Student counselling

We do not have the resources for in-house counselling although a senior staff member is equipped to manage academic counselling. Should students need special counselling, it is the responsibility of the manager to ensure a comprehensive data base of professionals that students can be referred to. This is at the cost of the student or their co-debtor. Some counselling is often available free of charge through organisations such as Life Line, FAMSA or the local police station. Outside Operators would need to locate local councillors. These institutions provide for post-traumatic stress counselling and **eta** managers are recommended to form relationships with such organisations to enable easy referral.

7. TEACHING AND LEARNING RESOURCES

Our Academic policy is guided by our Total Immersion philosophy which combines theoretical and practical teaching and learning with authentic practise in work-simulated and occupationally-based contexts. This approach to our academics ensures that students are exposed to the knowledge of their discipline as they learn how to be well-practised practitioners, ensuring they are ready for employment or private practise once qualified. To this end, we need to ensure that our teaching resources meet the needs of our students and staff so that optimal teaching and learning can occur in the context of sport and fitness education. Thus, our campuses, DL environment and associated learning environments need to be well resourced to meet our students' learning needs.

This policy for teaching and learning details the requirements for faculty as well as the facilities, resources and equipment needed to ensure the fulfilment of our academic strategy.

As a general rule, all contact students must be able to reasonably access the **eta** resources and or our associated resources (e.g. fitness facilities or sport fields) for continuing study, research and for practice. Such access will depend on local campus opening and closing and their agreements with their associates that provide resources.

DL students are advised to have membership to facilities which enable them to access resources needed for sport and fitness.

7.1 Lecture rooms: facilities required for all courses

Facilities and classroom size determine the number of students each campus can enrol. (refer to the **eta** strategic plan for details on student recruitment and enrolment). Facilities at each campus should ensure the following:

- One lecture room per stream of study (fitness, coaching science, sport management streams).
- One classroom per stream of study.
- Sufficient chairs, desks for each student in each classroom.
- Desks and chairs should be able to be set up in different configurations, depending on the teaching requirements of each session.
- White board or chalk board with markers.

- Digital projector with remote mouse for presentations.
- Notice boards per classroom and in the corridors to the classrooms.

7.2 Resources for exercise related activities

- Assessment and fitness testing equipment. Students buy their own for their personal use but there must be a minimum of 1 testing kit to 3 students.
- Access to equipped fitness facilities.
- Access to fully equipped gym facilities.

7.3 Resources for sport related activities

- Access to a sport facility (indoor or outdoor fields).
- Access to sport specific equipment for practical learning.

7.4 Computers for staff and students

Staff: Each staff member has a work station with a computer, with access to the internet and printing facilities, as well as **eta**Connect to access files and folders, and manage the students learning progress. Computer resources and digital presentation facilities are available in all classrooms.

Students: There are student computers in each campus with a minimum of 1:5 computers to students on campus, on any given day. Student computers are not linked to the **eta** server. Internet facilities for students are separate from campus Internet. In addition, students have access to the campus Wi-Fi where they can log onto Internet services.

7.5 Teaching Resources for Faculty:

- Academic staff receive a Programme Plan, Learning Resources and Assessment Guide.
- Assessment Guides are provided with assessment instruments.
- Policies and procedures and training manuals are provided through **eta**Connect.
- Guides, assessment tools and presentation slides remain on campus unless they are needed for offsite programmes.
- Faculty sign agreements with and commitment to the **eta** policies and procedures at the start of each academic year.

- Course registration, induction, assessment preparation, teaching and assessment procedures are followed according to policy.
- Faculty who are found not using the prescribed guides or text and or not following policies or procedures will be considered in breach of their contract with **eta** and will be subject to disciplinary policies and procedures.

7.6   Resources for students

Students receive their academic material which includes manuals, Study Guide (if relevant), Portfolio of Evidence or Activity Workbook (if relevant) and Log Book. Study Guides and Log books contain detailed information and instructions on the learning needed to achieve the outcomes, tasks and assessment activities, and practical field work hours that need to be completed. Distance Learning students are provided with digital academic packs with the exception of the Log book and **eta** manual.

DL students have full access to the same physical resources plus access to their online learning environment through **eta**Connect

7.7   Contact students

A course timetable is provided, outlining details of classes, practical sessions, tutorials, activity sessions, journal clubs and assessments. All learning resources on campus are made available to students during class and before or after classes, depending on operational hours.

7.8   Distance learning students

A study plan is provided, outlining details of module completion dates, practical learning (what, when and where to practice) and guidelines and deadlines for assessments. As well as online resources, distance learners are provided with CDs for practically-based learning and access to web-based and online recordings for all practical sessions.   Distance Learning utilises **eta**Connect as their learning management programme.

8. LIBRARIES AND ACCESS TO LIBRARIES (contact students)

8.1 Library and study spaces

Each **eta** site has dedicated areas for study, with access to supplementary study materials. The campus administrator is responsible for the oversight of the physical space and for the management of physical learning resources. A system is in place for borrowing / lending of hard-copy books. A central system is envisaged 2017 - with a digital library by mid-2017. This service is available for all registered students whether contact or distance learning students.

8.2 Digital library

The digital library is being consolidated into one system, available for all students and the portal for this will be advised. All digital books and articles from all the sites have been located, sorted and catalogued. Launch of the digital system is March 2017. The Information Systems Manager at **eta** National is responsible for the oversight of the digital system on **eta**Connect.

8.3 Access to digital library

Registered students can access the digital library via **eta**Connect. This allows for 24/7, all year access for all students.

8.4 Online web-based library

An online library system is being researched now and access is envisaged between 2017-2018. Currently, costs of subscriptions for private providers are significantly higher than for public institutions thus we are exploring creative solutions to enable access to low cost online articles.

8.5 Library hours on campus

Contact students have access to physical resources during **eta** operational hours. Facilities are available to students according to regionally published days and times.

8.6 Library budgets

The costing of books (physical or digital) is determined by the programme designers at CAD. When campus budgets are allocated for the library resource, each year's purchasing is based on (1) each Programme Plan with its recommended reading list,

per year of study and (2) assumed upgrades of digital articles, or hard copy books each year.

If digital books are not available or if certain material is considered better in hard-copy (e.g. oversized books or more graphically-dense books), these are ordered by **eta** National and delivered to each site. Refer: **eta** Operations, Libraries for library book lists and library inventory systems

9. BUDGETS FOR UPGRADING FACILITIES AND RESOURCES

It is the responsibility of each site of delivery (whether campus or distance learning) to set annual budgets for upgrading relevant resources for their learning environment each year. Budget templates are set by NAT and provided to the regions. Each region must ensure that they have allocated a reasonable and realistic budget for ongoing renewal of resources, as and when needed. There are specific line items in the budget and each regional manager is accountable for the allocation and the spending of the budget each year to ensure that standards for **eta** resources and libraries are maintained.

Regional budgets per site or per mode: the template for the annual budget is set by NAT and submitted to **eta** regions at the start of each year. Spending is logged and monitored through the monthly finance reports. Purchases are checked at the annual site monitoring.

10. STAFF REQUIREMENTS FOR TEACHING AND LEARNING

To meet the educational and administration needs for each year of study, ideal staffing requirements for each programme is determined by the teaching and learning environment (contact versus distance learning) as well as the specific needs of each programme e.g. coaching versus management.

Each programme has a course co-ordinator to manage the delivery of the programme and its faculty requirements.

All **eta** faculty are subject-matter experts with experience in teaching, facilitation and assessment. Instructors and tutors are experienced practitioners in their field.

For specific modules that require expertise in particular areas outside the scope of the lecturer, ad hoc or part time faculty are employed to deliver these modules (e.g. nutrition, psychology).

Faculty must be qualified at least one NQF level higher than the level they teach.
Refer to Recruitment and Selection Policy

11. STUDENT TO STAFF RATIOS

Our intention is to have a student to staff ratio that is conducive to implementing our programmes plans, with the intention of providing students with a holistic learning experience – whether contact or distance learning. In this regard, our facilities and tour teaching contribute to the manner in which programmes are delivered.

Teaching requirements and facilitation approaches can be adapted, depending on the type of session, and student ratios are adapted to the type of learning anticipated. Programme Plans per programme provide guidelines on the range of teaching and learning environments needed.

- Presentations: this type of session caters for large groups that can be mixed across streams if topics are shared.
- Facilitated learning groups: If numbers exceed 40 in a class, a teaching assistant is needed. Practical tutors or junior facilitators fulfil this role of supporting teaching and learning.
- Practical sessions: the students to teacher ratio depends on the type of session, the time of day, the venue being used and the experience of the session leader. For example, group exercise sessions allow for more students whereas small group work around one piece of equipment calls for smaller groups of students. Practical sessions are an opportunity for formative assessment where instructors may be taking the class but the AM could be assessing students to enable assessment feedback.

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

- Invigilating written papers 1:40 (if a larger room with more students, an assistant may be required).

- Practical demonstrations 1: 8 per day for demonstrations of 30 to 60 minutes; 1:10 per day for demonstrations of 15 to 25 minutes.

- Each teacher is responsible for the marking of tasks for their class or group of students.

- Junior faculty can assist senior faculty with continuous assessment, marking tasks, MCQ papers, and scoring demonstrations.

- For DL, the allocated subject matter expert (SME) per module is responsible for marking students submitted work. This can be an SME tutor or assessor.

12. STUDENT ATTENDANCE

12.1 Attendance

Because contact implies attendance, student attendance is considered an important component for contact learning. In the same way, DL students are expected to participate in all their learning activities.

While attendance is not compulsory nor does it count for marks, it is considered extremely important and is treated as such. If sessions are missed, this will be noted as a concern by faculty.

Attendance for contact students is defined as being on campus, participating in class and practical activities and an attendance register is taken for each class. Attendance for DL students is participating in online forums and QA sessions and participating in all prescribed learning activities.

If a student is unable to attend over a substantial period of time, for a valid reason, and the nature of this absence is due to any of the following reasons, then the following is required:

- Absence due to medical reasons: the student is required to provide a medical certificate.

- Absence due to work or contracts related to fitness or sport related commitments: the student needs to provide an official letter from the club or school that is conducting the clinics. This leave of absence must relate to the nature of the student's studies.

- Absence due to being a professional athlete, competing in a sport: the student must provide an official letter from his / her coach or federation.

12.2 <u>Attendance registers</u>

A class register is maintained by the course lecturer, this is completed at the start and end of all sessions and students sign in and out. If a student provides evidence relating to absence in the form of an affidavit, medical certificate or an official letter, the student is not marked as absent and is not viewed as needing a follow-up for non-attendance.

If the student does not produce an affidavit or medical certificate for non-attendance of classes, they are marked as absent and will be contacted by their faculty member. If the student cannot be contacted, their parent or legal-guardian will be contacted to endeavour to encourage the student to attend.

Attendance of DL students to prescribed forums and online sessions is logged automatically by the system.

13. MONITORING AND EVALUATION OF TEACHING AND LEARNING

13.1 <u>Monitoring</u>

Monitoring is intended to ensure that we have a system in place to evaluate the quality of our educational provision to our students. This includes being able to evaluate our programmes, assessment, academic material, the quality of our academic staff as well as the quality of our students' learning experience. To ensure a system for monitoring and evaluation, site monitoring dates are set in the national calendar and these must be adhered to. The site monitoring visits are governed by the Moderation and Monitoring Policy.

Our monitoring and evaluation is directed and guided by our research policy. The policy outlines specific areas that we evaluate in relating to our academic strategy, our academic and assessment policies.

<u>Monitoring</u>: Site monitoring dates are set in the national calendar

13.2 <u>Student surveys</u>

Students are required to complete surveys on the following:

- Their course experience.
- The learning programme and its academic material.
- Lecturers teaching and student support.

- Assessment management and quality of assessment feedback.
- Student support and customer care from admin staff.

This information assists with programme improvement and staff development. The process of evaluations is as follows:

- Students complete lecturer evaluations online.
- Lecturers must complete self-evaluations on their teaching and compare these to their students' evaluations online.
- Managers are required to review their faculty's evaluations and to conduct appraisals against job description, students' surveys and lecturers' self-evaluations, using the staff appraisal templates. Such appraisals guide decision-making with regard to staff training, promotions and pay.
- Following mid-year and end-year surveys and evaluations, managers are required to report to the ADM at CAD on the outcomes of the faculty evaluations. The aim of this report is to ensure a standard of teaching at all **eta** sites.
  Refer to Procedure for evaluations

13.3 Evaluating our teaching and learning

All courses (full qualifications and short courses) offered by **eta** are evaluated to ensure quality and the improvement or enhancement of our teaching and learning. Currently, the evaluation process is a discursive on: the National Operations Manager conducts site visits to monitor compliance to the evaluation processes and to establish whether academics follow through on feedback from the surveys. Management decisions are also discussed as a result of surveys. This information is gathered nationally to evaluate overall teaching and learning quality and this is done via the CAD meetings. Academic Managers are also expected to monitor teaching on their campus and provide feedback to Regional Managers, by assessing and attending lectures.

Our aim is to establish empirical systems to interrogate our teaching and learning and ensure we measure and evaluate their quality. The Research Policy is being developed.

13.4 Reviews of training facilities, equipment

It is the responsibility of each Regional Manager to ensure that their academic budget is set and spent for the improvement of teaching and learning resources on campus or, in the case of distance learning, for the improvement to distance learning resources. Such budget spending and allocation is reviewed at the annual managers meeting and is also addressed through site monitoring by the CAD National Operations Manager.

The delivery of each contact-based programme requires certain equipment e.g. fitness testing equipment or sport skills equipment. DL students provide their own equipment and are assisted with access to this.

The National Operations Manager is required to check each site for adherence but it is the responsibility of each manager to ensure that their facilities meet the required standards.

To support the strategy, managers must include budgets for upgrades in their annual budgets and submit these budgets to the National Finance Manager. Budget spending is monitored through the monthly finance reports and evidence of upgrades is checked during the annual site monitoring. Failure to adhere to the standards for **eta** facilities and to the resources for teaching and learning is deemed a serious offense.

Refer Annexure A

Annexure A

Recommended resources per site of delivery per contact-based programme

(based on 40 students per class)

The lists on the following pages act as a checklist for managers to ensure that any **eta** site of delivery has a minimum of resources to be able to offer the practical leering for the sport and fitness courses.

General for Campus	Qty	tick
Stopwatch	4	
Metronome	2	
Frisbees	4	
Cones	70	
BP Cuff	15+	
Stethoscope	15+	
Calliper	15+	
Chalk Pack	1	
Masking Tape	2	
20m Measure Tape	2	
Circumference tapes	5	
30cm step box	1	
Sit and reach box	1-2	
Tubing pieces	20-40	
Theraband 30m roll	1	
Volley bal Net	1	
Cricket Stumps	1	
Cricket bat	1-2	
Hammer	1	
Ball Pump	1	
Pump Needles	2	
Speed Ladder	2	
Speed Hurdles Micro	6	
Speed Hurdles Mini	6	
Medicine Ball 1kg	2	

General for Campus	Qty	tick
Medicine Ball 3kg	2	
Medicine Ball 5kg	1	
Stability Balls 65cm	10+	
Hoola Hoops	10	
Bibs	20+	
Bleep Test CD	1	
Porcupines for alternative to Bosu Ball	4	
Broom sticks	10	

Equipment for a small gym		tick
Strength Machines	Chest Press machine	
	Legg Press machine	
	Seated Rowing machine	
	1 Single standing cable pulley	
Cardio Machines	Upright Cycle	
	Treadmill	
	Rowing Machine	
Accessories	Dumb bells from 1 kg to 10 kg	
	Fixed barbells 8, 10, 15, 20 kg	
	Loose barbell	
	Olympic bar	
	Bench Press Bench	
	Adjustable Bench	
	Flat Bench	
	Squat Rack	
	Weight Plates 2kg - 20kg	
	Steps	
	Matts	
	Big silver circuit step	
	Stopwatch	
	Metronome	
	BP Cuff	
	Stethoscope	
	Calliper	
	Chalk Pack	
	Masking Tape	
	Circumference tapes	
	Sit and reach box	
	Tubing pieces	
	Theraband 30m roll	

Equipment for a small gym	tick
Medicine Ball 1kg	
Medicine Ball 3kg	
Medicine Ball 5kg	
Stability Balls 55&65cm	
Hoola Hoops	
Porcupines for balancing alternative to Bosu Ball	

If facilities allow, the following are good to have:	Items that are trends in the market:	tick
tennis racquets and tennis balls	Bosu ball	
squash racquets and balls	Wobble board	
	Foam Roller	
	Ballast ball (a weighted Stability Ball)	
	Glides	
	Power Speed Resistor	
	Body Bars	
	Foam Roller	
Balls for Campus	**Qty**	**tick**
Soccer	10	
Netball	4	
Volley	2	
Rugby	10	
Tennis	9	
Cricket	3-5	

SPORT EQUIPMENT

Resources for sport coaching activities

- 1 x set Slalom poles
- 1 x set 20 cones
- 1 x Fast Foot Ladder (2 x 4m)
- 1 x Multi-coloured ladder (4 x 2m)
- 6 x Mini hurdles
- 6 x Micro hurdles
- 5 x Reactive Balls
- 2 x Power Speed Resistor
- 2 x Evasion belts
- 1 x Mesh bag