

QUALITY MANAGEMENT SYSTEM

D.II

TITLE: POLICY: TEACHING AND LEARNING

COMPILED / REVIEWED BY	AUTHORISED BY
DR A.F. DU TOIT	PROF CJP NIEMANDT

Title: CHAIR PERSON OF ACADEMIC COMMITTEE	Title: RECTOR
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Signatures	

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Index of Contents

Description	Page Nr
1. Policy statement	3
2. Purpose	3
3. Scope	3
4. Principles	3
5. Implementation	6
6. Related documentation	6
7. Management	6

1. POLICY STATEMENT

Hugonote Kollege is committed to providing high quality teaching, learning and assessment to enable all students to achieve their full potential. This will be achieved through high quality teaching and learning opportunities, rigorous assessment and feedback and the sharing of good practice.

2. PURPOSE

The Teaching and Learning Policy and Procedures aims to provide an effective framework for the delivery of high quality teaching and learning.

3. SCOPE

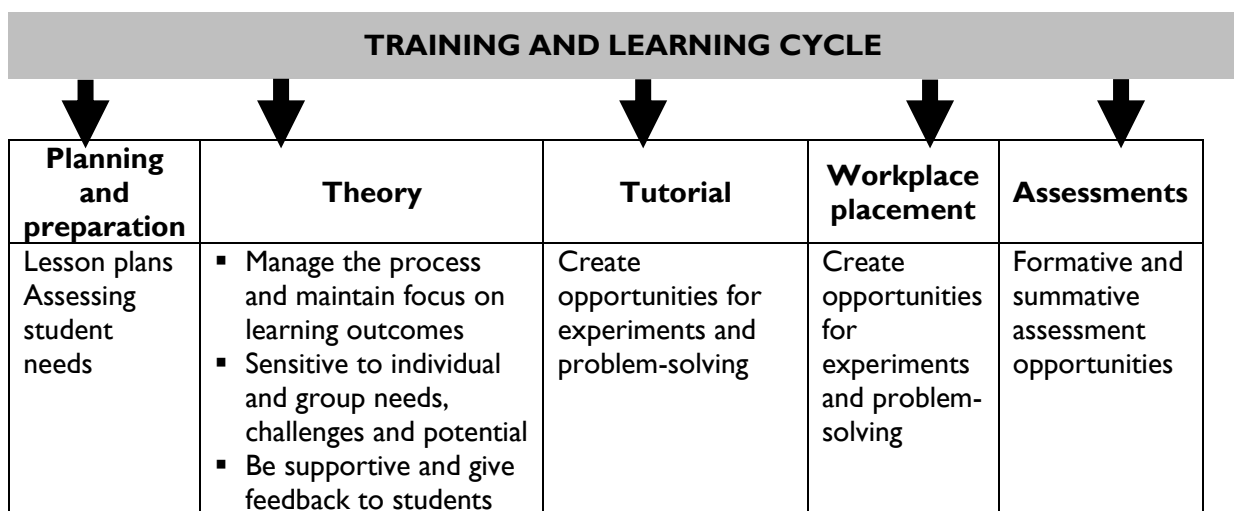
This policy relates to all College staff engaged in lecturing/facilitating, supporting and managing learning. It applies to all learning programmes offered by the College irrespective of type of activity, place of delivery, learning environment, level or the duration of the course.

4. PRINCIPLES

- Teaching and learning will integrate knowledge, understanding and skills through theoretical and practical modules that align with each other.
- The teaching and learning process is a planned interaction between the lecturer and students with the aim to assist students to become knowledgeable *and* skilled in a specific field. It therefore promotes behavioural change through the use of specific techniques and aids.
- Teaching refers to appropriate facilitation/lecturing practices for particular students and disciplines, for the promotion of learning towards the attainment of specific and critical cross-field outcomes.
- Teaching is an inter-active process in which the lecturer facilitates exchange of information/practice examples and skills with students to provide them with the knowledge and skills to enhance both professional and personal development.
- Learning refers to the activities and responsibilities of students in the attainment of specific and critical cross-field outcomes. It is the process of assimilating information with a resultant growth where knowledge and skills are internalised.
- Teaching and learning are based on the following principles of learning:
 - As people grow and develop, they become more self-directed and independent in their learning.
 - Learning is a life-long process.
 - A student's previous experiences may serve as an excellent resource for learning.

- Students are more oriented to learning when specific learning needs are created from real life situations and the material learned is immediately useful.
- Resistance to learning may occur if the student does not see the relevance in the material.
- Intrinsic motivation to learn, grow and develop produces more permanent learning.
- Positive reinforcement is effective.
- Material to be learned should be presented in an organised manner.
- Active participation by the student improves retention of knowledge.
- Learning is enhanced by repetition of material.
- Trust, support, and a climate of mutual respect are important to the adult learner
- Teaching and Learning consists of the following key components:
 - College-based learning involves “classroom instruction” (residential or virtual classrooms depending on the mode of deliverance) combined with tutorial/simulation activities with the aim to ensure the integration of theory and practice. It also includes opportunities for self-study with the aim to encourage lifelong learning, and to contribute to work-place learning.
 - Practical learning (tutorials) involves the learning and practicing of the relevant skills in a laboratory setting created in classrooms (or virtual).
 - Work-based learning (work experience) refers to structured workplace learning activities at a work site. These activities entail the integration of the “classroom instruction” and workplace experiences and provide students with the opportunity to learn in the “real world”. It also includes reflection activities that lead to personal growth and career-based learning.

Facilitating the training and learning cycle of the students require the following focus areas:



Rev. 2 – Feb '23	Policy D.II	QF
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	▪ Encourage critical thinking and reflection			
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- The following didactic principles will direct and determine teaching and learning:
 - Recognizing: Students are assisted to develop an understanding of the learning material and to be able to link the theoretical information with practical assignments. Key concepts must be linked with real-life situations – case studies, class debates, etc. to assist students in recognizing the value of the learning material.
 - Acknowledgement: The student, through group activities and reflection activities, must learn to understand his/her own attributions to a specific situation. He/she must become aware of the cause-effect aspect of professional behaviour.
 - Development: Students must be encouraged to assess/evaluate their actions/outputs and to make changes to obtain different results. For this reason, students who are assessed as “not yet competent” during formative assessments, must be assisted with development plans to encourage on-going growth.
- Teaching and learning at the College will be “outcomes-based”. This means that a specific objective will be specified as destination. These outcomes must reflect the competencies to be achieved by the student. It must also focus on the following three levels of competencies:
 - Foundational (theoretical competence): The student must demonstrate an ability to comprehend the academic material through analysis, synthesis and evaluation.
 - Practical competence: The student must demonstrate an ability to apply foundational competence within an operational context.
 - Reflective competence: The student must demonstrate an ability to achieve student autonomy and evaluate own performance.
- Outcomes-based education is about a consistent, focused, systematic and creative implementation of four principles:
 - Clarity of focus on the learning outcomes that students ultimately need to demonstrate: The specific outcomes and critical cross field outcomes that are related to the curriculum provide both the lecturer/facilitator and the student with this clarity.
 - Design-down/build-back approach: Facilitators/lecturers start with the abilities, skills, knowledge, attitudes that students need to demonstrate and ensure that the assessment is focused on what students have achieved in relation to these learning outcomes (rather than focus on what was presented in the course of delivery). The assessment criteria associated with each specific outcome needs to be achieved, but assessment opportunities must assist students to reach potential through on-going development.
 - High expectations: The expectation must be that students are able to achieve these outcomes. Lecturers/facilitators must therefore ensure that they are aware of special needs to assist students to attain their full potential.
 - Expanded opportunity: Re-assessment opportunities must be provided (SAQA Position Paper, 2005).

5. IMPLEMENTATION

The implementation of the policy is the responsibility of the Academic Committee and deans of the various departments.

6. RELATED DOCUMENTATION

- Assessment Policy
- Moderation Policy
- Appeals Policy

7. MANAGEMENT

The approval and regular review of the policy is the responsibility of the College Management.