hugenote kollege
Waar Christenwees grondvat in opleiding

QUALITY MANAGEMENT SYSTEM

TITLE: SOP: LEARNING AND TEACHING

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SOP: LEARNING AND TEACHING

This SOP is intended to ensure that all components of the College's learning programs are managed and taught effectively, providing students with a comprehensive and integrated educational experience.

The learning programmes at Hugenote Kollege are developed according to the requirements or needs of specific sectors of the community/church or public service entity. If these qualifications are formally accredited by the Department of Higher Education, the programme development is done according to the relevant SAQA qualification document. In the case of Higher Education accredited qualifications, the purpose of each qualification, the standards or exit level outcomes, the associated assessment criteria, the NQF level descriptors and the credits that can be earned through the qualification, are indicated.

In planning learning programmes, a definite pattern and framework are followed. The purpose, outcomes/standards, learning content, activities and assessments are clearly stated and planned for. Learning and teaching integrate knowledge, understanding and skills through theoretical and practical modules that align with each other.

At the College, the learning and teaching process is a planned interaction between the lecturer and students to assist students in becoming knowledgeable *and* skilled in a specific field. It therefore promotes behavioural change through the use of specific techniques and aids. Learning and teaching are part of a system involving:

- Curriculum development,
- Assessment, and
- Academic staff and student development (including literacy development).

1. Teaching

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. It is an interactive process in which the lecturer facilitates the exchange of information/practice examples and skills with students to provide them with the knowledge and skills to enhance both professional and personal development.

2. Learning

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. The Hugenote Kollege's learning and teaching activities are based on principles of learning stated in the Learning and Teaching Policy p. 5.

3. The task of the lecturer

The lecturer acts as the *facilitator* of a specific module(s). S/he identifies the required and appropriate types of learning activities (lecture, tutorial, practical, peer group, experiential, independent reading, independent research, etc.) and indicates the number of notional hours and percentage of learning time to be spent on these identified activities, using all available teaching modalities in a synchronised manner:

Lecture/large group teaching: The College will ensure that there are spaces available (concerning seating, acoustics, and the provision of educational technology). Lecturers ensure that appropriate supportive materials (PowerPoint notes etc.) for large-group teaching are developed.

Tutorial/small group teaching: Attainment of basic standards for small groups (in tutorials or simulation activities in small groups) requires appropriate qualified staff and tutor/student ratios. The College will ensure that tutors are well-trained and that the tutorial content and methodology with be aligned with programme requirements.

Practical work: The Hugenote Kollege will enter into formalised agreements with workplaces and facilities. Mentors will be provided with training opportunities relevant to the mentoring activities.

Peer learning groups: The lecturer must ensure adequate meeting venues for peer learning (project teams, discussion groups, and/or peer tutorials). The venues must be reserved and utilised by the relevant lecturers to ensure that peer learning groups are adequately trained in peer learning methods.

Experiential/simulation learning: Lecturers must ensure that there is adequate planning, monitoring, visitation, 'debriefing' and reflection for experiential learning.

Independent learning/reading: Lecturers must make available appropriate consultation times. All module guides should specify consultation times. All student guides should include additional reading lists. The Deans of Programmes must ensure that appropriate library and internet resources are available to all enrolled students.

Other: Where additional methods are employed for the facilitation of learning, the basic standards for their implementation must be identified by lecturers.

The template below may be used to describe learning and teaching methods:

Type of learning activities	Contact	Notional hours %
Lecture (large group)		
Tutorial (small group)		
Practical work		
Peer group		
Experiential/Simulation		
Independent reading		
Other (specify)		

4. Facilitation as teaching practice

4.1 Effective facilitation

Facilitating is a process where the lecturer creates a supportive environment through which students are enabled to obtain information, practice the implementation of the information in practice and make relevant and adequate decisions. The lecturer therefore enhances change through the bringing together of students and opportunities to stimulate activities. To facilitate effectively, the lecturer should *facilitate communication between*:

- The lecturer and the students;
- The different groups in the classroom; and
- The students and resources related to academic and practical work.

4.2 Qualities and abilities required for facilitation

- In-depth knowledge of oneself, the organisation (training institution), the mandate and own needs that will be met through the relationship with the organisation and the students.
- Sensitivity to how the students perceive and experience the facilitator.
- Ability to articulate the learning material and instructions clearly.
- The ability to listen actively, with empathy, to understand and react to the specific expectations of the individual students.
- Ability to build trust through congruency and honesty. (Weyers, 2011)

4.3 Key roles of the lecturer as a facilitator

To work according to the didactic principles listed above, the facilitator must act in terms of the following roles (South African Institution for Distance Education, 2006):

ROLE	BEHAVIOUR GUIDELINES FOR THE FACILITATOR
Learning mediator	Encourage student participation Explain the link between learning material and activities; modules and workbook Encourage participation, ownership, creativity and communication Stimulate creativity and creative thinking and reflection

	Ensure that students understand the classroom and workplace activities Give guidelines regarding which steps to follow to do the activities
Interpreter and designer of learning programmes and materials	Be sensitive to individual and group needs and potential Be appreciative and aware of students' potential Listen to constructive criticism and make necessary changes Give attention to problems and difficulties through classroom and workplace activities Plan lessons according to the specific outcomes, critical cross-field outcomes and assessment criteria specified by the registered qualification
Leader, administrator and manager	Be supportive of students regarding their adjustment to the workplace Encourage and empower all students Encourage students to consider/assess/look at a problem/situation from different points of view Provide feedback to the students on performance: theory-workplace work-reflection
Scholar, researcher and life-long learner	Engage in ongoing studies of relevant literature Research in the field of interest and related to the learning material, should enhance the quality of training and contribute to practice
Community member citizenship	Model active roles in community life Model responsible citizenship through active implementation of the Bill of Rights
TVET Assessors	Facilitators should be registered assessors at the ETDPSETA and work according to the guidelines and prescribed policies of the Hugenote Kollege
Learning area/subject/ discipline/phase specialist	Specialise and become an expert in a specific field relevant to the qualification

5. Key components of learning and teaching

Hugenote Kollege facilitates learning and teaching within a three-part Hugenote Kollege-workplace-career system:

Hugenote Kollege-based learning: College-based learning focuses on learning that involves "classroom instruction" (residential or virtual classrooms depending on the mode of deliverance) combined with tutorial/simulation activities to ensure the integration of theory and practice. It also includes opportunities for self-study intending to encourage lifelong learning and to contribute to workplace learning.

Work-based learning: Work-based learning (work experience) refers to structured workplace learning activities at a work site. These activities entail the integration of "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.

Career-based learning: This learning represents the integration of the above two learning experiences and forms part of work-based learning. It helps the student to understand his/her job responsibilities to ensure the development of professional behaviour and attitudes. It assists the student in identifying and developing specific occupational and technical skills, as well as the core academic and employability skills to increase the student's awareness of career resources, networking opportunities and professional associations.

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

TRAINING AND LEARNING CYCLE

Planning and preparation	**Theory**	**Tutorial**	**Workplace placement**	**Assessments**
Lesson plans Assessing student needs	Manage the process and maintain focus on learning outcomes Sensitive to individual and group needs, challenges and potential Be supportive and give feedback to students	Create opportunities for experiments and problem-solving	Create opportunities for experiments and problem-solving	Formative and summative assessment opportunities

	Encourage critical thinking and reflection			

6. Didactic principles of facilitation of learning and teaching

Didactics deal with the theory of education and instruction and how students are educated and trained using the teaching process. How learning activity is organised influences the educational experiences of the students. Didactic principles form the bridge between the building blocks of theoretical teaching and the practice of good practical learning and teaching. These principles direct and determine learning and teaching in the classroom and the workplace. Effective facilitating of learning material therefore means that the following principles should be implemented (Hovelynck, 2003).

Recognising: 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 should therefore be linked with real-life situations – case studies, class debates, etc. assist students to become aware (recognise) of the value of the learning material.

Acknowledgement: The student, through group activities and reflection activities, learns to understand his/her attributions to a specific situation. S/he therefore becomes aware of the cause-effect aspect of professional behaviour.

Development: professional and personal development become possible once recognising and acknowledgement become an active part of learning. It means that 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/knowledgeable" during formative assessments, should be assisted with development plans to encourage ongoing growth.

The above principles form the basis for "outcomes-based" teaching and training. It means that a specific objective must be specified as a destination. These outcomes must reflect the competencies 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 his/her performance.

These outcomes can be regarded as functional outcomes, such as understanding the theory, integrating and applying the theory in the classroom and workplace and reflecting on activities.

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, and attitudes that students need to demonstrate and ensure that the assessment is focused on what students have achieved concerning these learning outcomes (rather than focus on what was presented in the course of delivery). The assessment criteria associated with each specific outcome need to be achieved, but assessment opportunities must assist students in reaching their potential through ongoing development.

High expectations: The expectation must be that students can 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).

7. Planning for facilitation of learning and teaching

Before facilitating a module, the lecturer should develop a formal work plan for the module and also the individual lesson plans. However, care should be taken to not be too rigid in this regard. The structure of the plan should be of such a nature that, should the specific needs of students become evident, it can be integrated into the initial plan. The frameworks for the work plan and lesson plans can therefore only be developed once a group of students have registered. Regular reviewing of the plans and learning material is encouraged and must be documented as part of the bi-annual reviewing.

Example of a framework for a work plan for each module

<table>
<tr><td colspan="4">Module name:</td></tr>
<tr><td colspan="4">Chapter 1:</td></tr>
<tr><td colspan="2">Process to be followed</td><td rowspan="2">Scheduling</td><td rowspan="2">Resources</td></tr>
<tr><td>Training activities</td><td>Student activities</td></tr>
</table>

Chapter 2:			
Process to be followed		**Scheduling**	**Resources**
Training activities	**Student activities**		
Chapter 3:			
Process to be followed		**Scheduling**	**Resources**
Training activities	**Student activities**		

Monitoring and evaluation	**Reporting and feedback**
Role players:	
Lecturer signature:	**Date:**

Components of a lesson plan

Class:	**Venue:**

Module:	**Title of the lesson:**
Date:	**Time:**
Unit standards/ELO:	**Outcomes:**
Purpose of lesson:	
Orientation and preparation:	

Learning	**Teaching**	**Assessment**
Contents: What students should learn? What are the key concepts? Student activities: What do they have to do in order to know and understand the key concepts?	Teaching methods: How to teach the module? What teaching methods will be used?	What assessment activities will they have to do? What assessment tools will be used? What evidence is needed to assess the activities?
Resources needed:	Resources needed:	Resources needed:
Reflection:	Reflection:	Reflection:

Recordkeeping:	
Evaluation/review and feedback report:	
Role players:	
Lecturer signature:	**Date:**

8. Assessment

Each module is based on an *educational aim* to indicate the purpose related to the qualification. The description of the aim also relates to the module's content and sometimes its context. An aim is written in terms of level, teaching intentions and management of learning. *Assessment criteria* for each module refer to descriptions of what the student will have to demonstrate so that learning outcomes specific to a module have been achieved. The purpose of assessment criteria is to establish clear and unambiguous standards of achievement concerning each learning outcome. A *learning outcome* is an expression of what a student will demonstrate on the successful completion of a module. Learning outcomes:

- Are related to the level of the learning;
- Indicate the intended gain in knowledge and skills that a typical student will achieve;
- Should be capable of being assessed.

Assessment processes at the Hugenote Kollege follow best practice guidelines, which recommend that both formative and summative feedback be obtained from students to assist lecturers in monitoring students' progress towards module outcomes, as well as to identify learning needs (CHE/HEQC 2004). The assessment therefore also forms part of learning and teaching to ensure ongoing growth and development of competence. For a comprehensive exposition, policy and standard operating procedures, refer to the Hugenote Kollege Assessment Policy which must be read and implemented with the Learning and Teaching Policy.

Formative assessment of teaching is a method of judging the significance, worth and impact of teaching while learning and teaching activities are underway, with a focus on process-related issues. Formative student feedback on teaching focuses on students' experiences of teaching e.g., giving continuous feedback to lecturers for diagnostic purposes to assist the lecturer in understanding the students' levels/difficulties.

Summative assessment of teaching judges the significance, worth and impact of teaching at the end of a programme/module. Summative student feedback on teaching comprises students' retrospective reflections on teaching at the end of a programme/subject/module.

9. Moderation procedures

Moderation *is part of the assessment process* and thus part of the Learning and Teaching Policy ensures that assessments have been conducted in line with practices that lead to fair, reliable and valid results. It is viewed as an "inspection" that should lead to verification of the assessment process and procedures, the assessment tools and the assessment results. A secondary aim is to ensure that consensus is reached, that students are treated fairly and that they have opportunities to learn (professional growth). For a comprehensive exposition, policy and standard operating procedures please refer to the Hugenote Kollege Moderation Policy which must be read and implemented with the Learning and Teaching Policy.

10. Student Feedback

Student feedback refers to the process by which students are asked to reflect upon the learning and teaching process that they are experiencing or have experienced to assist in the further development of lecturers' teaching and their learning. Typically, this is done through the administration of end-of-year/semester questionnaires. There are however also benefits in collecting feedback from students during a course. Formative evaluation of this type allows lecturers to get an immediate understanding of the learning that is taking place amongst their students, and to modify their practice if necessary.

Obtaining student feedback on teaching is in line with Hugenote Kollege's educational philosophy, which places the student at the centre of the learning process. The most direct source of information about the quality of the learning experience is the students themselves. Regular student feedback enables lecturers to ensure that they are addressing students' difficulties, and that learning is maximised (Biggs & Collis, 1982). To make an effective contribution to the enhancement of learning and teaching, the views of students need to be integrated into a regular and continuous cycle of analysis, reporting, action and feedback. Best practice thus requires lecturers to both reflect and act on the feedback data provided to enhance learning and teaching (Burnett & Dart, 2000). Student feedback on teaching is also important at the institutional level to enhance institutional planning and quality development. This policy addresses formative and summative feedback on teaching practices by students.

Example of a student feedback form for classroom-based instruction

To the student:

Hugenote Kollege aims to provide students with learning content and a learning environment that would enable them to reach their full potential. The quality of instruction offered by the College is enhanced when programme coordinators and lecturers/facilitators receive formalised feedback from students that could be incorporated into subsequent learning and teaching activities. You are therefore requested to complete this form for each of the modules related to the qualification that you registered for.

Name of student: _____

Name of qualification: _____

Name of module: _____

Date: _____

SECTION A: Method of teaching and instruction

Based on your experience of the method of instruction in this module, please rate the following statements according to the scale below by marking your choice with an X:

A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree

Statement	Ratings				
	A	B	C	D	E
The facilitator gave clear information about the purpose, learning outcomes and assessment criteria related to the module in the first week of class.					
The facilitator clarified learning objectives for each lesson, summarised important points, and emphasised most significant concepts.					
The facilitator demonstrated respect for students by setting clear expectations for in-class behaviours, demonstrating and promoting respectful interactions.					
The facilitator was organised and prepared for classes as evidenced by pacing presentations and activities within available class time.					
The facilitator presented learning material in a clear and understandable manner through practice examples related to the learning material.					
The facilitator used a variety of methods to increase interest in content and to promote learning (i.e. lectures, small group work, discussions, and so on).					
The facilitator gave clear, constructive and specific feedback on assignments within appropriate timelines.					
The facilitator encouraged student involvement by making students feel free to ask questions and express ideas and encouraged interactions among students.					
The facilitator utilised effective communication skills as evidenced by speaking audibly and writing clearly.					
The facilitator appeared knowledgeable and demonstrates interest in the course content.					

The facilitator demonstrated respect for students by demonstrating sensitivity to students' diverse backgrounds.					
The facilitator demonstrated respect for students by being available for consultation outside class hours, posting and keeping regular office hours.					

Remarks (including suggestions on how methods of teaching and instruction could be improved):

_____

_____

_____

SECTION B: Content of learning material and assignments/activities *Based on your experience of the content of the learning material in this module, please rate the following statements according to the scale below by marking your choice with an X:* A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree					
Statement	Ratings				
	A	B	C	D	E
A variety of learning material increased interest in content and promoted learning (i.e. audio visual, technological aids, and so on).					
Written materials (i.e. textbooks, additional readings, and hand-outs) were provided and made available (i.e. in the library).					
Written materials were understandable and presented in such a way that it related to the assessment criteria.					
Assignments and activities were clearly related to the content of the learning material.					
Assignments and activities assisted in the development of an understanding of how theory is relevant in practice.					
Assignments and activities were given with clear instructions.					

Remarks (including suggestions on how learning material could be improved):

_____

_____

_____

SECTION C: Own experience *Based on your learning experience in this module, please rate the following statements according to the scale below by marking your choice with an X:* A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree					
Statement	Ratings				
	A	B	C	D	E
I think the amount of work required and the overall level of difficulty was appropriate.					
I felt involved in the learning activities within this module.					
I feel the facilitator stimulated my interest in learning and the learning content.					
I feel that I acquired the knowledge needed to be able to function effectively in practice.					
I feel that I acquired the skills needed to be able to function effectively in practice.					

Remarks (including what knowledge and skill you feel you are still lacking):

_____

_____

_____

<u>Example of a form for Reflection of students related to the relevance of modules</u>

Reflection on (Module code and Name) _____: _____

Please answer the following questions honestly.

Contents of the module: Do you think that the contents of this subject/module are valuable for your future career? If so, please indicate what the value is.

Presentation: Was the content understandably given to you, and did the lecturer provide relevant examples? If you experienced any problems with the presentation, please describe these problems.

Assessment: Your knowledge and ability to apply this knowledge were assessed. Are you of the opinion that the assessments conducted gave you enough opportunity to share your knowledge, comprehension and skills? If you experienced any problems in this regard, please indicate it here.

Please discuss any ideas on how you could have been involved more during the class presentations, to help you to understand the contents better.

General:

_____
_____
_____
_____
_____
_____

11. Learning and Teaching Management

The Academic Committee is responsible for coordinating and overseeing the delivery of learning programs, ensuring that both theoretical and practical components are effectively managed. This committee is also responsible for monitoring and evaluating the effectiveness of on-site, off-site, and distance learning components and must ensure compliance with College policies and external accreditation requirements. The respective Deans of the Schools must manage their Schools to ensure that the officials carry out their responsibilities in the micro-management of the courses:

- **Program Coordinators:**
  Responsible for the overall management of the respective learning programmes, including the integration of on-site, off-site, and distance learning components. Ensure that all components align with the curriculum and meet academic standards.

- **Workplace Supervisors:**
  Oversee the off-site practical learning experiences of students. Ensure that students are engaged in relevant work activities, provide mentorship, and assess students' progress in line with WIL objectives.

- **Distance Learning Facilitators:**
  Manage the delivery of distance learning, ensuring that students have access to necessary materials, support, and feedback. Coordinate synchronous and asynchronous activities and monitor student participation and progress.

- **Administrative Staff:**
  Maintain records, manage communication with external workplaces, and ensure that all necessary documentation, including MOUs, is up to date and filed correctly.

12. Management Processes

To ensure effective management of learning and teaching, it is necessary to ensure that the following processes run smoothly throughout:

12.1 Onsite Learning Management:

- Ensure classrooms and learning environments are equipped with the necessary resources.
- Schedule and communicate class times and locations to students and instructors.
- Monitor attendance and academic performance.

12.2 Offsite Learning Management:

- Establish partnerships with workplaces and formalize them with MOUs.
- Assign workplace supervisors to oversee students' practical learning.
- Regularly communicate with workplace supervisors to monitor students' progress.
- Ensure students complete the required hours and tasks as outlined in the WIL programme.

12.3 Distance Learning Management:

- Provide students with access to MyNotes, the LMS and necessary digital resources.
- Schedule synchronous sessions and ensure they are communicated to students.
- Monitor student engagement in both synchronous and asynchronous activities.
- Provide timely feedback and support to students.

12.4 Quality Assurance:

- Regularly review and update the SOP to ensure it aligns with current educational standards and practices.
- Collect feedback from students, instructors, and workplace supervisors to assess the effectiveness of learning components.
- Conduct audits of offsite learning locations and distance learning platforms to ensure they meet the College's standards.

12.5 Documentation and Record Keeping:

- Maintain accurate records of student participation in all learning components.
- Keep copies of all signed MOUs and circulation lists.
- Ensure that all records are accessible for audit and review purposes.