

Policy title	Policy Teaching & Learning	Year	2026
Policy review manager	Quality Assurance Manager: Janice Paddey		
Policy review conducted by	Head of Academics: Anelma Janse van Rensburg		
Policy sign-off date	February 2025		
Policy signed off by	Head of Academics: Anelma Janse van Rensburg		
Signature			

CONTENTS

1. PURPOSE	3
2. INTRODUCTION.....	3
3. IMPLEMENTATION OF THE POLICY.....	3
4. CONCEPTUAL FRAMEWORKS.....	3
5. AIMS OF THE POLICY	4
6. POLICY PRINCIPLES	4
7. POLICY PROVISION	5
7.1 PROFESSIONALISM OF ACADEMICS FOR THEIR TEACHING ROLE	5
7.2 APPROPRIATE LEARNING INFRASTRUCTURE AND LEARNING TECHNOLOGIES.....	6
7.3 CONTINUOUS PROGRAMME RENEWAL	6
8. ROLES AND RESPONSIBILITIES REGARDING TEACHING AND LEARNING AT eta..	6
9. ROLES AND RESPONSIBILITIES OF STUDENTS	7
10. ROLES AND RESPONSIBILITIES OF TEACHING AND LEARNING DEPARTMENT	7
11. LANGUAGE OF INSTRUCTION.....	8
12. PROGRAMME PLANS, ROLL OUT AND COURSE TIMETABLES	8
13. STUDENT SUPPORT	9
13.1 General guidelines for student support.....	9
13.2 Students' academic support.....	9
14. TEACHING AND LEARNING RESOURCES	9
14.1.1 Face-to-Face Learning; required students' resources	10
14.2 Distance Learning: required students' resources.....	10

15. TEACHING AND PRACTICAL FACILITIES	10
15.1 Contact mode	10
15.2 Distance mode.....	11
15.3 Practical resources for learning in contact mode	11
15.4 Practical resources for learning in distance mode	11
15.5 Computers and digital devices for staff and students.....	12
16. TEACHING RESOURCES FOR FACULTY	12
17. STUDENT LEARNING RESOURCES	12
18. WORK-INTEGRATED LEARNING.....	12
19. LIBRARIES AND ACCESS TO STUDY AREAS	13
19.1 Study areas for face-to-face students.....	13
19.2 Study areas for distance learning students.....	13
19.3 Library online	13
20. STUDENT ATTENDANCE.....	13
ANNEXURE A Student Support.....	15

1. PURPOSE

To promote an enabling institutional environment where quality teaching and learning can grow across the student body, the academic staff cohort, administrative and academic support services, and the academic management body.

2. INTRODUCTION

eta College strives to increase the quality of teaching and learning embracing the rich potential of increasing a diverse student body and the need of graduates who can contribute to a complex and digitised society. Furthermore, **eta** strives to serve our communities by providing quality education that creates employment opportunities in sport, leisure, business, and wellness sectors, ensuring transferable knowledge that can be applied across domains. **eta** College aims to regularly introduce new offerings and new stakeholder values while reinventing our pedagogies as we prepare students for a rapidly changing digital world.

This Teaching and Learning policy are guided by the **eta** Academic Strategy, providing the rules and guidelines relating to contact and distance modes of delivery. Contact mode is defined as face-to-face interaction at **eta** sites of delivery, supported by teaching and learning technologies. Distance mode allows students to study in their own time and space, with technology mediated learning that is supported by online tutors.

This policy should be read in conjunction with the **eta** assessment and moderation policies.

3. IMPLEMENTATION OF THE POLICY

- a. While recognising that **eta** as a whole as a learning organisation, this policy applies to teaching and learning activities in all registered courses including short courses and academic programmes across all campuses, faculties, including parties such as students, academic staff, the support services divisions, and management bodies (administrative support, campus academic managers, student mentors).
- b. The implementation of this policy is a collective responsibility, which rests with all the parties listed in 2.1 above.
- c. All other **eta** policies, rules, and strategies in the area of teaching and learning should be informed by, and read in conjunction with, this policy.

4. CONCEPTUAL FRAMEWORKS

- a. This policy is premised on the understanding that teaching and learning is a collective effort with shared responsibilities between students, academic staff, and student support services.
- b. The approach to teaching and learning contained in this policy is aligned with the vision and the mission of eta, to regularly introduce new offerings and new stakeholder values while reinventing our pedagogies as we prepare students for a rapidly changing digital world.
- c. This policy adopts a holistic understanding of teaching and learning, which includes the contextual factors influencing teaching and learning.
- d. This policy promotes a learning-centred approach to teaching focusing on learning as a partnership, where students are seen as collaborators and creators of knowledge and learning environments. Teaching activities are active and engaging and facilitates knowledge building. **eta ensures** a learner centred approach across all campuses by managing and monitoring suitable resources to support teaching and learning.

5. AIMS OF THE POLICY

- a. To contribute to achieving **eta's** vision and Institutional Strategic Plan as an organisation by continually transforming new offerings and reinventing pedagogies for students in a digital era.
- b. To achieve student success, i.e., to deliver graduates who reflect **eta's** graduate attributes.
- c. To provide conceptual frameworks for understanding teaching and learning, including the underpinning principles for quality teaching and learning.
- d. To promote professionalism of academics as educators.
- e. To provide for effective use of infrastructure and learning technologies.
- f. To promote academic programme development and renewal.
- g. To increase students' learning experience.

6. POLICY PRINCIPLES

- a. The vision, mission and values of **eta** guide teaching and learning.
- b. Teaching practice includes a mix of various modes of delivery, ranging from face-to-face to fully online.

- c. The policy is holistic, and it relates to students, academic staff, the support services, and management bodies.
- d. The holistic development involves the integration of the curriculum and co-curriculum.¹
- e. **eta** promotes continuous renewal of its academic programmes by means of a systematic process with clearly assigned roles and responsibilities for the various role players. The Academic Management committee governs this.
- f. All resources supporting student learning, such as online libraries and learning technology resources, form an integral part of learning offerings in all courses and programmes.
- g. **eta** places high premium on the quality ² of its academic offerings, this includes teaching, learning, assessments, and programmes.

7. POLICY PROVISION

This policy distinguishes three interlinked dimensions in achieving quality teaching and academic programmes: (1) the professionalism of academics for their teaching role, (ii) appropriate learning infrastructure and learning technologies, and (iii) continuous programme renewal. The policy provides for these interlinked dimensions in the following ways:

7.1 PROFESSIONALISM OF ACADEMICS FOR THEIR TEACHING ROLE

- a. That there are sufficient, suitable opportunities for professional learning to improve their teaching role.
- b. That the academics are enabled and encouraged to make use of the above-mentioned opportunities as part of their Professional Development Plans (PDPs)
- c. That student feedback contributes to the primary source of information about students' experiences of teaching and learning but is used in conjunction with other sources (peer review, peer observation).
- d. That a variety of perspectives and information sources (such as the Organisational Management Structure (OMS) internal and external moderation; student feedback; class observations; Academic Manager reports, and peer review shall be used during the evaluation of teaching.

¹ The co-curriculum at **eta** includes the in-class and out-of-class learning experiences and experiential learning.

² Quality, as defined by the Council on Higher Education in South Africa, consists of the interrelated dimensions of fitness of purpose, value for money, and transformation.

- e. That, especially about permanent appointments, the use of a teaching portfolio is highly recommended.

7.2 APPROPRIATE LEARNING INFRASTRUCTURE AND LEARNING TECHNOLOGIES

- a. **eta** creates enabling physical and virtual learning environments to support and encourage quality teaching and learning.
- b. That academics and students have access to various learning spaces to accommodate a variety of teaching and learning structures.
- c. That academics and students have access to supporting learning technologies, technology infrastructure and appropriate professional learning opportunities and support to quality teaching and learning.
- d. That academics use learning technologies to expand and enrich the academic offering for all students.

7.3 CONTINUOUS PROGRAMME RENEWAL

- a. Academic programmes are continuously renewed to ensure alignment with change.
- b. The roles and responsibilities of the various committees that influence programme review and/or programme development are clearly defined.
- c. That the necessary capacity (e.g., human, and financial resources) is made available to support the programme renewal process.
- d. All programmes are designed and developed by our Centre for Academic Development (CAD), at **eta** National, overseen by the Academic Board. Each programme has a unique Programme Plan which articulates a programme's curriculum, the qualification it leads to, and the assessment required to achieve the programme.

8. ROLES AND RESPONSIBILITIES REGARDING TEACHING AND LEARNING AT ETA.

- a. Academic staff are enthusiastic, supportive, and enthusiastic about education and set an example to students.
- b. The academic is responsible for the implementation of **eta's** approach to learning. This includes: (i) informing students about **eta's** approach to teaching and learning. (ii) creating a learning environment enabling access to knowledge. (iii) implementing a student-centred approach providing active learning and assessment and (iv) supporting and mentoring students during their learning journey.

- c. In terms of teaching workload, this is indicated in each programme plan, providing an overview of hours allocated to structured teaching on site, as well as online and offline work per programme. Each programme workload then informs the general workload model for academic staff.
- d. The workload model caters for full time staff on a 45-hour week, providing for teaching time onsite or online, for preparation and assessment time.
- e. The recommended student to staff ratio is 1 teacher to 50 students for didactical purposes, based on a range of full time, part time and ad hoc teaching and support staff. For practical application, a 1 teacher to 15 students is recommended.

Refer to workload model for contact staff.

Refer to workload model for DL.

9. ROLES AND RESPONSIBILITIES OF STUDENTS

- a. The **student** accepts responsibility for his/her own learning. This responsibility includes, among others,
 - (i) familiarising him-/herself with **eta's** approach to teaching and learning,
 - (ii) taking responsibility for learning how to become a successful participant in the knowledge practices of his/her field of study,
 - (iii) using the available learning opportunities,
 - (iv) providing feedback on courses and programmes with a view to continuous development and renewal and
 - (v) completing expected and recommended work-integrated learning.
 - (vi) meet assessment deadlines.

10. ROLES AND RESPONSIBILITIES OF TEACHING AND LEARNING DEPARTMENT

The primary role of the **eta** Teaching and Learning Department is to provide professional support and learning for faculty. The focus of the **eta** Teaching and Learning department is:

- a. Exploring technology-enhanced learning and teaching initiatives: this includes current research on emerging technology for teaching and learning and the implementation of these technologies at **eta**.

- b. Training on current LMS system: faculty training on the use of Moodle (**eta** Connect) for teaching and learning purposes, including ALT training.
- c. Promoting a blended learning approach: training faculty to embrace and implement this approach at **eta**.
- d. Learning and Teaching enhancement: establishing an enriching learning environment where faculty share their own good practice examples with other faculty at **eta**. It further includes the development of teaching and learning skills of faculty in variety of learning spaces, including distance learning.
- e. Student feedback system: a centrally administered system to evaluate aspects of teaching and learning at course and programme level.
- f. Instructional design and teaching of programmes: implementing evidence-based instructional design theories for the development of learning activities of programmes and assisting faculty in the development of learning activities.
- g. Teaching and Learning conference initiating and assisting in yearly academic conference for **eta** Faculty.
- h. Faculty support: promoting of professional development of **eta** Faculty and providing national support structure for **eta** Faculty with regards to Teaching and Learning

11. LANGUAGE OF INSTRUCTION

- a. The official language of instruction at **eta** is English.
- b. Content, presentations, and assessment are in English. However, if a flexible approach to language is helpful for students learning, then using the language of the student group during facilitation of learning is accepted, as long as no one is excluded from the learning experience.

12. PROGRAMME PLANS, ROLL OUT AND COURSE TIMETABLES

- a. Programme plans: Each programme has its own unique implementation plan and roll out. Eta Nat sets these to ensure a standardised implementation.
- b. The plans provide an outline of each programme's course credits, notional hours, structured learning time, students own learning time and work-place learning.
- c. Rollouts are intended to ensure that the same teaching, learning, and assessment hours are allocated to each programme, on all sites.
- d. Programme plans account for all modes of delivery.

- e. **Timetables:** Timetables are set by the Campus Academic Managers at each **eta** site, referencing the Programme Plan. Non-compliance to the Implementation Plan is considered a transgression in terms of the staff discipline policy. Completed timetables are set according to the **eta** national academic calendar. Adherence to timetables is monitored as part of national site monitoring.

13. STUDENT SUPPORT

13.1 GENERAL GUIDELINES FOR STUDENT SUPPORT

- a. The first line of support for students is the Campus Academic Manager. Should students need special remediation for their academic work this is organised through their Course Academic Instructor.
- b. To ensure comprehensive wellness support for our students, eta has established the following provisions: **SACAP Partnership:** Each delivery site has a designated representative from the South African College of Applied Psychology (SACAP). These representatives are available to students during specified days and hours. Students may contact them directly or through the Campus Academic Manager.
- c. **Wellness Officers:** In addition to SACAP representatives, each campus appoints an eta Wellness Officer. These officers are accessible to students when SACAP representatives are not on campus.

13.2 STUDENTS' ACADEMIC SUPPORT

- a. There are several ways in which students are supported and this can be listed under **technical** support, **academic** support, and **personalised** support.

Annexure A – Student Support - details the different types of support that is provided for all students, with distance mode students receiving additional support that is indicated Annexure A to ensure that they receive the support needed in the absence of face-to-face contact.

14. TEACHING AND LEARNING RESOURCES

- a. Sites of delivery for contact/face-to-face mode are resourced to meet their teaching and learning needs which includes access to **eta** Connect and the online libraries.
- b. This section of the policy details the requirements for the resources and equipment needed for each programme.
- c. All students must have access to **eta** resources.

- d. Distance learning offices are at the **eta** National office in Cape Town and are resourced to meet online teaching and learning needs.
- e. Teaching and learning resources for each mode of delivery are detailed below.

14.1.1 FACE-TO-FACE LEARNING; REQUIRED STUDENTS' RESOURCES

- a. eta College promotes a Bring Your Own Device Policy (BYOD). These include cell phones, tablets, and laptops.
- b. Every site of delivery is equipped with WIFI and provides sufficient computers/laptops or tablets for student learning. The recommended minimum ratio being 1 computer to 5 students.

14.2 DISTANCE LEARNING: REQUIRED STUDENTS' RESOURCES

- a. Distance learning students are required to have their own devices with internet access capable of at least a 3G connection and bandwidth that supports the online learning platform. Specifications are provided to students in their fact sheet and as part of their application process .
- b. Students access online instructions, academic content and online library via **eta** connect. Online logbooks and experiential learning forums are organised for students to record evidence of their practice-based learning and to verify work integrated learning, with instructions on how to complete the practical field work needed for each programme.

15.TEACHING AND PRACTICAL FACILITIES

15.1 CONTACT MODE

15.1.1 Facilities at each campus should provide for the following:

- Classrooms per stream of study and or for each year of study.
- Enough chairs, desks for each student in each classroom (should be able to be set up in different configurations, depending on the teaching requirements of each session).
- White boards
- Digital projector with remote mouse for presentations.
- Notice boards per classroom and in corridors to the classrooms.
- Enough digital devices (tablets) and or computers (1 device: 5 students)
- Optional: Smart TV per classroom

15.2 DISTANCE MODE

- 15.2.1 All online course content for distance mode is developed and designed by **eta** CAD in conjunction with the distance mode academic team.
- Online content is designed with pedagogy and technology in mind and the understanding that the spatial and temporal separation between teaching staff and students requires a different approach to the management of teaching and learning online.
- Distance faculty are provided with workstations, computers, monitors, earphones, high speed Internet, and pre-designed online course templates, intended to provide relevant content and supporting instructional design for online learning, through **eta** connect and its learning management system (LMS).
- Teaching staff add value with additional readings and visuals and, importantly, they support learning with clear and regular instructions for learning and assessment and access to support via email, social media, and forums.

15.3 PRACTICAL RESOURCES FOR LEARNING IN CONTACT MODE

Each programme plan provides the minimum resources needed for a programme's delivery.

Each **eta** site is required to have access to physical resources for sport and exercise. This includes the following:

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

15.4 PRACTICAL RESOURCES FOR LEARNING IN DISTANCE MODE

- Online practical learning requires students to use the visual and virtual learning environments provided by **eta** to help students apply their knowledge, practicing techniques and procedures.
- Through **eta** Connect, the online application adapts to different devices, enabling students to take their learning to fitness facilities or sports field and apply their learning in context.

- Students record their practices, sending video links to each other for peer assessment (guided by rubrics) and to their facilitator, who provides formative and summative assessment feedback.
- Online students need to ensure that have their own resources for fitness testing or their own sport or exercise accessories.
- Students are encouraged to join a fitness facility or sports club to access the equipment and resources needed. This access also helps with their practical and work-based learning.

15.5 COMPUTERS AND DIGITAL DEVICES FOR STAFF AND STUDENTS

- Staff: Each staff member has a workstation with a laptop and an extra monitor, access to the internet and printing facilities, as well as to **eta** Connect, the Online learning management system. Computer resources and digital presentation facilities are available in all classrooms.
- Students: There are student computers and tablets in each campus with a minimum of 1:5 computers to students on campus.
- Internet facilities are separate from staff Internet. Students access Wi-Fi to log onto their internet services.

16. TEACHING RESOURCES FOR FACULTY

- Face-to-face and online academic instructors access teaching content and teaching guides via **eta** connect and **eta** Resources.
- Academic staff access Programme plans and assessments on eta Resources.
- Policies and procedures are accessed through **eta** Connect and **eta** Resources.

17. STUDENT LEARNING RESOURCES

- Students access academic content and the online library via **eta**Connect.
- Digital resources for external books are accessed via a code system or a link directly to the online library. Links to alternative resources, such as Open Educational Resources, are available on the LMS course sites.

18. WORK-INTEGRATED LEARNING

- Work-integrated learning (WIL) guides and workplace agreements are provided to assist students to provide access to workplaces, irrespective of their physical location.
- **eta** assists with the workplace agreement and guide for workplace supervisors.
- WIL Guides and WIL agreements are accessed on eta Resources.

Refer to WIL and WBL Policy

19. LIBRARIES AND ACCESS TO STUDY AREAS

19.1 STUDY AREAS FOR FACE-TO-FACE STUDENTS

- Each **eta** site is required to have areas of study for students to study with Wi-Fi access.
- The Campus Academic Manager is responsible for physical spaces and for the management of learning resources.
- A central online library system is in place. This service is available on the student LMS and is available for all registered students.

19.2 STUDY AREAS FOR DISTANCE LEARNING STUDENTS

- DL students make use of their own learning spaces off site.

19.3 LIBRARY ONLINE

- Each **eta** programme has its own academic content linked to each programme on **etaConnect** with prescribed and recommended reading accessed via the **eta** online library.
- A reading list per programme informs the library content and purchasing.
- Books are updated annually by **eta** Nat according to the launch of new programmes at each site and for each mode of delivery.
- Each **eta** site and region contribute to the annual library cost.

20. STUDENT ATTENDANCE

- Face-to-face attendance is defined as being on campus, participating in all classes and activities and an attendance register is taken for each class. Student attendance is considered important for learning in contact mode.

- Attendance in Distance learning is defined as being online, following the lesson plans for each course on each programme, participating in all learning activities, group forums, webinars, and peer-based activities.

ANNEXURE A STUDENT SUPPORT

Support Type	Form of Support
Technical	• Welcome step by step email guidance (hyperlinked) • Support Call to Log on, explain & access Microsoft Office 365 & eta Connect • Documentation on downloading the Moodle app for eta Connect access on your phone or tablet. • Compulsory completion of ALT Course in the first 1-2 weeks of the start of the qualification. Alt contains the following assistance: ○ How to Navigate eta Connect ○ Uploading tasks ○ Using OneDrive (where to access, how to upload, remove files, share & copy links) ○ Useful app that can be used to help complete or develop the tasks required for the course both for IOS & Android devices ○ Formatting & compressing files as well as videos ○ How to access your courses & enrol ○ One eta connects screen pages – there is a quick access panel to all Microsoft Apps (email, word, OneDrive etc)
Academic	• Emails from tutors • Announcements on the system covering: ○ Assessment prep ○ General assessment feedback ○ Interesting videos or journals on the various course topics ○ FAQ answers or additional guidance ○ Useful documents or tools students can use to practice or on potential future clients or business templates • Instant messaging system on etaConnect • Podcasts, webinars, videos & tutorials • Live chat groups on the system through Zoom Sessions or eta Chat group are held for specific topics as well as Q&A's • Assessment Prep: ○ General overview of the Task with rubric & detailed task instruction documents, templates that can be utilised if applicable with recorded webinar, slide show presentation or podcast is placed in an announcement 6/3 weeks prior to due date if massive project, 10 -14 days for smaller assignments or

	exams – Announcements are populated on the system & sent through as emails automated. ○ Task rubric & detailed instruction pdf documents, templates that can be used if applicable with slide show presentation or podcast in the submission upload area with general overview of task. ● Assessment Feedback: In the submission area the following are provided: ○ Grade Percentage Achieved ○ Feedback Comments (text box section): General overview of feedback on task or directive of function of the attached additional documents ○ Feedback Files: Documents uploaded for a specific student: ▪ Marking Rubric ▪ Specific Individualised Feedback on Task ● Reporting: ○ Progress reports sent out each semester ○ Explanation of how to understand & read the report ○ What the results mean ○ Resubmission dates ● Academic actions plan individually developed (within policy) to assist students who have been red flagged after the first semester with the progress monitored closely in terms 3 & 4. ● Letters provided of hours required, assistance necessary & contact person of the course for business or facilities students are requisitioning to shadow or gain work experience at. ● Break down & explanation of the log sheets required to be completed & workplace experience hours, video tutorial provided with detailed explanations in the document as well as one on one tutor emailing for assistance or way forward when student faces a challenge in completing specific required log hour tasks.
Individual / Personalised	● Follow up calls from admin / enrolment staff to enquire about course integration & challenges faced by each student. ● Follow up calls and emails from tutors encouraging to communicate and engage with tutors. This may be course or personal issues (affecting studies) ● Provide individualised catch-up plans and strategies to assist students who want to complete studies within assessment policy rules and periods.

	• Providing students, a breakdown of course on request. This can be in a form of student progress report. • Provide referrals when outside scope of practice or guidance on how to find the most appropriate assistance required. • Allow students to record and submit demo is in home language (limited to English and Afrikaans)
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