



## **DIE AFRIKAANSE PROTESTANTSE AKADEMIE NPC**

Registration number: 2002/031756/08

Registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997

**Registration Certificate No. 1999/HE08/001**

430 Farenden Street  
SUNNYSIDE  
0002

Tel.: (012) 344-3960/1/2  
Fax: (012) 344-5480  
Email: [info@apa.ac.za](mailto:info@apa.ac.za)  
[www.apa.ac.za](http://www.apa.ac.za)

PO Box 11488  
HATFIELD  
0028

### **INSTITUTIONAL POLICY ON TEACHING AND LEARNING**

|                     |  |
|---------------------|--|
| Policy Owner        | Board of The APA                           |
| Responsibility      | Quality Commissioner and Quality Committee |
| Status              | Approved                                   |
| Dates of amendments | 2012, 2016                                 |
| Review date         | 2020                                       |

## **1. INTRODUCTION**

Die Afrikaanse Protestantse Akademie (APA) is a private higher education institution which strives to make a contribution to society at large and especially to Christian communities within the country and abroad. The institution adopted the responsibility to play a major part in teaching and learning through high academic standards and respect for people, society and civil institutions. The APA commits itself to fostering a culture of teaching and learning in the Afrikaans language and to promote the use of Afrikaans as a scientific language of teaching and learning in a multilingual context. We strive to uphold the standard of teaching and learning within the Afrikaans speaking community in South Africa by adding value and diversity to the spectrum of available academic institutions in South Africa.

Therefore, the vision of the APA is to foster quality private education by constantly renewing and adding teaching and learning programmes, as the needs of students, professional bodies and society dictates. The APA understands that this vision is not possible without sustainable quality education, acknowledging the role of the teaching staff in the realisation of this benchmark. Excellence is the underlying value in all teaching and learning programmes at the APA striving for quality teaching, by the constant renewal of teaching and learning programmes, and by the creation of effective opportunities for learning and study.

The APA acknowledges that the higher education environment has changed substantially over the past few years and this presents us with new challenges in terms of the needs of learners and the requirements of the work environment. We acknowledge also that the innovative use of technology in teaching and learning is required for the modern work environment and we definitely play a role in addressing this need.

## **2. PURPOSE OF THE POLICY**

The purpose of this policy is to ensure that teaching and learning at the APA is conducted in such a way that it supports the above mission statement and the overall values of the APA as stipulated in the statute of the APA and explained in the prospectus each year. This policy creates a framework for the management of learning and teaching at the APA.

The eventual goal of the APA is the delivery of skilled graduates who focus on shaping society and themselves. We strive to unlock the full potential of each student – academically and socially, educating and shaping people to be competent and well-equipped professionals.

## **3. APPROACHES TO LEARNING AND TEACHING AT THE APA**

The main approach towards teaching and learning at the APA is to facilitate learning by means of programs that focus on the nature, quantity and quality of learning that is needed. By adopting this approach, the APA, by means of its quality assurance committee, is actively involved in the syllabus of each lecturer and thus maintains the same quality level throughout a course.

The lecturer, as facilitator of the learning process, is responsible for the implementation of the APA's approach to learning and teaching within his/her teaching activities. This includes, among others, the organisation of the learning environment to create sufficient purposeful opportunities for learning and assessment, informing students about the APA's approach to learning and teaching within that specific course, an awareness of the various academic support opportunities to which students can be referred and the creation of an accessible learning environment.

It should however be clearly stated that the primary responsibility for the learning process lies with the student who must ensure that he/she is familiar with the APA's approach to learning and teaching, and is informed of the learning opportunities that have been created and the availability of relevant academic support initiatives. The student takes responsibility for his/her own learning by using the available learning opportunities (for example: internet and web based tutoring) to

their utmost, and approaching the relevant departments or lecturers for help timeously. The student has a further responsibility to respond to requests for providing feedback on teaching, modules and programmes.

#### **4. RESPONSIBILITY OF THE BOARD, THE SENATE AND THE FACULTIES TOWARDS TEACHING AND LEARNING**

The board of the APA is the governing body of the institution and takes responsibility for policies implemented by the APA. The board has the responsibility to finance teaching and learning at the APA. The board takes responsibility for creating an environment suitable for teaching and learning. Thus, the board, by means of an annual budget, has the responsibility to provide appropriate classrooms, learning materials (for example electronic equipment) and employ staff to facilitate learning at the APA.

The Senate is responsible for academic matters, such as programmes, courses and syllabi. It is the responsibility of the Senate in cooperation with the Faculty and the quality assurance committee to ensure that teaching and learning is adequately facilitated at the Institution, that programmes and courses are quality assured and that each student receives the best lecturing available. Qualitative measures and indicators must be in place and other or additional measures must be implemented from time to time by the Board, senate or Faculty.

To maintain the abovementioned responsibilities, it is the responsibility of the faculty to find opportunities for the promotion and development of the appropriate teaching skills of teaching staff, by means of compulsory short courses, other appropriate courses, conferences and peer reviewed articles. It is also their responsibility to provide the Senate with evidence of evaluation of teaching skills.

##### **4.1 MONITORING THE POLICY**

Responsibility for this policy lies with the Programme Coordinator, who presents an annual teaching report to Senate on the state of teaching and learning at the APA, where the relevant management and monitoring structures, as well as the strategic focus areas and operational priorities in the field of learning and teaching, are set out. The plan is revised every year in consultation with all the relevant role players.

It is the responsibility of the faculty to ensure the application of this policy with the following broader guidelines in place -

No successful training is possible without:

- The setting of targets. This is done by dividing each year's syllabus in two semesters. Each student knows what is expected from him/her in each semester. They have d-dates for different tasks;
- Plans for implementation. Students have to work according to a programme for each semester. The work is divided in months and weeks. There are dates set for the handing in of written papers, or their research results so that those can be evaluated;
- Availability of study guides and -material.
- Ways of monitoring progress. By way of formal and informal assessment, such as tests, research papers, delivering of presentations by students in classroom (contact mode), conducting of seminars and assignments (distant mode), at risk student should be timely identified. When it becomes clear that a student is not on the required level, the matter is urgently taken up with him/her;

- Evaluating impact. Each student's progress must constantly be monitored by way of analysis of student results and progress. If that does not happen, it can be too late to rectify the problems at the end of the year. If a student does not produce what is expected from him/her, and we then apply special efforts to help him/her, it usually leads to most positive results;
- Student guidance - attempts must be made to meet students at their level and offer appropriate guidance;
- Insight in student's perception of what they learn. To obtain this goal there should be appropriate ways of assessing this e.g. a learning survey form;
- Feedback. Our mechanisms for feedback are *inter alia*: the student's answers in oral tests; the standards of written tasks that he/she has completed;
- Improvement - by exercising all that have been posed above, the improvement of each student is monitored;
- Evaluation – annually teaching and learning is evaluated by completion of evaluation forms.

## **5. POLICIES CONCERNING OTHER ISSUES OF TEACHING AND LEARNING**

Teaching and learning issues are also covered in the following policies of the APA:

1. Assessment Policy
2. Rules for Internal and External Moderation
3. Rules for appointing Internal and External examiners
4. Policy on Intellectual Property
5. Policy for the development of programmes
6. Policy on monitoring of Teaching and Learning

This policy should be implemented and governed with the abovementioned policies in mind.