

CAPRICORN TVET COLLEGE



ACADEMIC: BLENDED LEARNING POLICY

CAMPUSES:
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VISION OF CAPRICORN TVET COLLEGE



“A dynamic Technical Vocational Education and Training Institution of Excellence”

MISSION STATEMENT OF CAPRICORN TVET COLLEGE

Capricorn College is to offer responsive, flexible and quality programmes that are accessible to all learners through formal learning, skills development and learnerships. This is achieved by adhering to policies and procedures, making use of committed human capital and employing appropriate physical and fiscal resources.

Values

- **Respect:** We treat others as we would like to be treated ourselves. Abusive or disrespectful treatment is not tolerated. We will strive for fairness and equity.
- **Integrity:** We are committed to transparency, honesty and sincerity.
- **Communication:** We are committed to effective communication. We believe information is meant to move and that information moves people.
- **Excellence:** We are satisfied with nothing less than the best quality in everything we do.

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ACADEMIC SERVICES POLICIES

BLENDED LEARNING POLICY

1. POLICY OBJECTIVES

Capricorn TVET College proposes to launch a formal initiative to support blended learning in response to local and international developments. This policy provides the framework within which decisions in respect of blended learning at Capricorn TVET College, the policy defines the scope and spheres of adoption and the processes and institutional infrastructure required to support it.

The policy contributes to the actualisation of this initiative by establishing the following as imperatives:

- 1.1 Blended learning will be a feature of programme delivery in all NCV and Report 191/90: General and Utility Studies, Business Studies and Engineering
- 1.2 The college environment, broadly defined, designed to support blended learning will be established and maintained; and
- 1.3 The college's operational policies and processes, quality assurance and monitoring mechanisms will be adjusted to support a blended learning initiative

A draft implementation strategy to actualise these goals will be outlined in the Blended Learning Policy Implementation Strategy

2. INTRODUCTION

2.1 BACKGROUND

As contained in the White Paper for Post-School Education and Training 2013, the Department of Higher Education and Training encourages all institutions to adopt Technology to offer Blended Learning, Distance Learning and facilitate Open Learning.

In line with the DHET's 2019 strategic outcome-oriented goals (Section 6, Table 5, Goal number 4, page 37 "Strong stakeholder network") that encourages colleges to develop partnerships and maintain good stakeholder relations in support of an effective Post-School Education and Training system, the college will built efficient partnerships with a reputable education technology provider, through which the college will have access to services from Mobile Network Operators, publishers and device partners to successfully digitise and deliver TVET courses through Blended Learning and Distance Learning at scale.

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The college will be able to track the performance of students across all campuses, their proficiency level for each module and adequately prepare interventions to provide tailored academic support to those who require it. The college will also be able to convert the classroom into a discussion room where lecturers can engage in discussion, conduct practical exercises, and address areas where students need clarity based on the report provided by the systems.

This is the concept flipped classroom where the lecturer is no longer the central focus of a lesson and the primary disseminator of information during the class period but rather a facilitator of learning where students would watch online lectures, study online, collaborate in online discussions, or carry out research at home while engaging in concepts in the classroom with the lecturer acting as a facilitator

2.2 DEFINITIONS

Capricorn TVET College adopts the term 'blended learning' to represent broadly the use of ICTs for the enhancement of learning, teaching and student engagement, and uses the following definition as the framework for policy and practice:

2.2.1 **Blended learning** is realised in teaching and learning environments where there is an effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face-to-face interaction." (Krause, 2007)

2.2.2 **Learning** is an active process of construction of knowledge, attitudes and values as well as developing skills using a variety of resources including people, printed material, electronic media, experiential and work-integrated learning, practical training, reflection, research, etc. Learning is also associated.

2.2.3 **Student support** is a generic term that is applied to a range of services that are developed by Capricorn TVET college to assist students to meet their learning objectives and to gain the knowledge and skills to be successful in their studies.

2.2.4 **Monitoring** observe and check the progress or quality of (something) over a period of time; keep under systematic review.

2.2.5 **Consumption phase** is the acquisition of knowledge through written and audio-visual learning material. It consists of students consuming written and audio-visual learning material

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on their own using the blended learning platform. Capricorn TVET College uses blended learning platform as its official blended learning platform.

- 2.2.6 **Correction phase** is the process of experimenting with various methods of solving problems until one finds the most successful method or answer. During this process, students are required to test their knowledge of the content they have just consumed through quizzes, Online Assessments, live exercises, Q&A sessions, etc. It consists of students finding answers to questions based on the content they have consumed.
- 2.2.7 **Conversation phase** is an oral or written discussion between two or more individuals in which news and ideas are exchanged. During this process, students are required to have a conversation with their lecturers on the topics/outcomes they have consumed and tested themselves on. This step is a pivotal phase as the end goal is to ensure that after the conversation, students get the perspective of their lecturers regarding the topics/outcome covered.
- 2.2.8 **Curation phase** is the process of gathering information relevant to a particular topic or area of interest, usually with the intention of adding value. It is important to note that the most critical part of this phase is adding value. In other words, this phase consists of lecturers providing students with homework/formative assessments in form of assignments, projects and case studies where students will be required to gather additional information (information not supplied to them on the learning platform) on the topics addressed in phase 1,2, and 3, and provide their own opinion on the topics.
- 2.2.9 **Creation phase** is the action or process of bringing something new into existence. The purpose of this phase is to ensure that students not only have mastered the topics but have also become subject matter experts on topics/outcome. During this phase, students must demonstrate that they have mastered the topics and have become subject matter experts on the topics by producing/creating their own content that can be used to teach other students. The evidence to be produced at the end of this phase is new learning content produced by students.

3. ABBREVIATIONS:

- 3.1 ICT Information and Communication Technology
- 3.2 DHET Department of Higher Education and Training
- 3.3 FET Further Education and Training

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- 3.4 TVET Technical, Vocational Education and Training
- 3.5 HoD Head of Department
- 3.6 SBA Site Based Assessment
- 3.7 ISAT Integrated Summative Assessment Task
- 3.8 ICASS Internal Continuous Assessment
- 3.9 NCV National Certificate Vocational
- 3.10 CECBL Course Evaluation Committee for Blended Learning (CECBL)
- 3.11 FAQ Frequently asked Questions
- 3.12 BLIT Blended Learning Implementation Team

4. SCOPE

This policy support implementation of teaching and learning at Capricorn TVET College.

5. GOVERNING SCRIPTS

- 5.1 Further Education and Training (FET) act No. 98 of 1998
- 5.2 Employment of Educators (EEA) Act No 76 of 1998
- 5.3 Employment Equity Act No 55 of 1998
 - CET Act 16 of 2006, as amended.
- 5.4 SAQA Act
- 5.5 White Paper for Post –School Education and Training

6. GUIDING PRINCIPLES AND PROCEDURE

6.1 Roles and responsibilities of college management

- 6.1.1 lead and support the divisions (H, 2004) in the design and development of high-quality blended learning experiences for students, by ensuring that departmental plans are fit for purpose and audience;
- 6.1.2 monitor and evaluate the provision of blended learning through departmental self- evaluation;
- 6.1.3 communicate with students and parents, as appropriate, as **Students Code of Conduct Policy**, to ensure engagement and progress with the blended learning experience;

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- 6.1.4 disseminate excellent practice amongst colleagues, both formally and informally.
- 6.1.5 develop, monitor and evaluate the whole College strategy for blended learning;
- 6.1.6 communicate with, and provide support to, departments, staff, students and parents, to ensure effective implementation of blended learning;
- 6.1.7 ensure accountability of the blended learning process, through departmental self -evaluation.

6.2 ROLES AND RESPONSIBILITIES OF HOD

- 6.2.1 Research, trial and develop excellent practice and new innovation, using varied strategies for blended and informally;
- 6.2.2 provide a forum for colleagues to discuss, trial and implement strategies to: improve the quality of blended learning; share good practice; develop ideas; and, reflect on teaching and learning;
- 6.2.3 Work towards helping to create a proactive college culture where the quality of blended learning is openly observed, discussed, challenged and enhanced within a supportive and non-judgemental environment;
- 6.2.4 Promote high quality blended learning practice

6.3 ROLES AND RESPONSIBILITIES OF LECTURERS

- 6.3.1 Continue to strive to deliver consistently excellent lessons in accordance with the Teaching & Learning plan, subject guidelines and assessment guidelines.;
- 6.3.2 Engage with supervisors for training to ensure proficiency in delivering effective blended learning;
- 6.3.3 Collaborate with colleagues to design and develop high-quality blended learning experiences for students, in accordance with college plans;
- 6.3.4 Plan and deliver blended learning experiences for all students, including those with additional learning needs, taking into account Individual Development Plans and ensuring that students' needs are fully catered for;
- 6.3.5 Communicate with, and provide timely feedback to students and Senior Lecturers in line with the College's Assessment policy.
- 6.3.6 Carefully monitor students' work completion and deadline compliance;
- 6.3.7 Communicate with students and Senior Lecturer, as appropriate, as per the Students code of conduct Policy, to ensure engagement and progress with the blended learning experience.

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6.4 ROLES AND RESPONSIBILITIES OF STUDENTS

- 6.4.1 record tasks set at the end of each face-to-face lesson in College, noting the due date for completion;
- 6.4.2 dedicate appropriate time to blended learning, in order to complete the tasks, set by the due date;
- 6.4.3 login the portal daily for information on tasks, assignments and resources daily, throughout the College week;
- 6.4.4 identify a comfortable and quiet space to study/learn;
- 6.4.5 engage in all learning set with academic honesty;
- 6.4.6 submit all tasks and assignments in accordance with provided timelines and/or due dates;

7. LEVELS OF BLENDED LEARNING

This policy recognises that there is a continuum of levels of technology integration with respect to blended learning. The policy however focuses on three major levels:

7.1 *Level 1:*

Technology is used to facilitate course management, communication and provision of materials and resources for learner support but does not involve significant reduction in face-to-face time. This policy proposes this level of provision as a minimum standard for all courses at Capricorn TVET College.

7.2 *Level 2:*

Technology is used to transform teaching and learning, enrich the quality of the student learning experience, and enhance learning outcomes by facilitating interactive learning activities that extend beyond what is attainable through face- to-face classroom interactions. Alternatively, technology is used to address needs for flexibility with respect to time and place for learning. This level involves reduction in face-to-face time to take account of the demands of online learning activities.

7.3 *Level 3:*

Technology is used to support learning that is almost totally self-directed. Courses and programmes at this level can be categorised as "online" and will be developed in response to the strategic needs of the college. These courses and programmes are not currently covered under this policy but will be governed by the college Policy for Online Distance Learning.

Quality Elements

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This blended learning policy recognizes the following quality elements for blended and online learning: institutional support; course design; course development; teaching and learning plan; student support; programmes support; evaluation and assessment; Pedagogy.

8. INSTITUTIONAL SUPPORTING FRAMEWORK

8.1 Principles of Blended Learning:

The Blended Learning initiative Capricorn TVET College will be guided by the following Principles: Effective Blended learning is achieved through a process of systematic course design/redesign that takes account of the best features of the online and face-to-face learning environments.

- 8.1.1 Pedagogy represents the principal consideration in blended course design and development.
- 8.1.2 Effective blended learning thoughtfully integrates face-to-face and online learning.
- 8.1.3 Effective blended learning is achieved through a focus on constructive alignment of learning outcomes, assessments, content, and learning activities.
- 8.1.4 Blended approaches are designed to improve the student learning experience, optimise student engagement, and lead to improved learning outcomes.
- 8.1.5 Blended approaches cater for diversity among students.
- 8.1.6 Students must be adequately prepared to function in a blended learning environment.
- 8.1.7 Programmes academic team must be adequately trained and supported in the science and art of blended course design, development, and delivery.

8.2 Financing: The college will ensure adequate budgetary support for a sustainable Blended Learning Initiative.

8.3 Accessibility: The college through its IT Department and partnership with the service provider will provide adequate facilities and services to support students with disabilities.

8.4 Infrastructure - ICT: The college, through its IT Department, will establish and maintain a robust ICT infrastructure capable of efficiently supporting a Campus-wide blended learning initiative. The college through its IT Department and partnership with the service provider will ensure the delivery of a continuous technical support service.

8.5 Infrastructure – Library: The college through its libraries will ensure that there is daily access to electronic information resources to support teaching and learning.

8.6 Infrastructure - Course Development & Delivery Support: The college through its partnership with the service provider will equip Head of Departments, senior lecturers and lecturers to provide quality

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services in instructional design for blended learning, courses training for blended course development and delivery, and multimedia materials development.

8.7 Oversight & Planning:

The college principal will establish a Blended Learning Implementation Team (BLIT) to oversee the implementation of the Blended Learning Initiative.

The college principal will establish a Course Evaluation Committee for Blended Learning (CECBL) that will evaluate, monitor, and enforce compliance of all Blended Learning courses with the pedagogical guidelines. This committee will comprise Deputy Academic Services, Assistant Director Curriculum Services, Curriculum specialists, Head of Departments, Senior lecturers and members of the service provider content development and Business Analysis team.

The college, through the CECBL, will implement initiatives to ensure alignment between the Blended Learning Initiative and the strategic plans of programmes and courses as well as support units.

9. SCOPE OF BLENDED LEARNING AND APPROVAL PROCESSES:

9.1 Course Design, Development and Delivery

- 9.1.1 The college, through the CECBL, shall provide specific quality standards for blended courses.
- 9.1.2 Course design, development and delivery will be in accordance with the DHET's general guidelines, and the specific guidelines provided in this document for Blended Learning.
- 9.1.3 The college, through the CECBL, shall provide, on an ongoing and systematic basis, appropriate training in course design for blended learning for programme and relevant staff.
- 9.1.4 Any course member scheduled to teach a blended course shall be required to complete a stipulated programme of training prior to the start of the course. This shall include technical training on how to use blended learning platform system and pedagogy training on how to teach using technology.
- 9.1.5 The college, through the CECBL, shall provide readily accessible information and resources on best practices in blended learning to inform approaches to course design and development in accordance with the pedagogical guidelines stipulated in section
- 9.1.6 Each programme will appoint a blended learning support specialist/instructional designer to provide support for their course in the development and delivery of blended courses and to serve as a member of the CECBL.

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- 9.1.7 The college through the CECBL shall provide guidelines for calculating student workloads in blended courses.
- 9.1.8 Blended course design, development, and delivery, including the preparation of learning materials shall take account of the needs of students with disabilities.

9.2 Student Assessment

- 9.2.1 The college's assessment policies will support the use of assessments and examinations appropriate to blended learning.
- 9.2.2 The college, through the CECBL, will provide training for course on an ongoing and systematic basis, in course design, development and delivery strategies for blended learning
- 9.2.3 The campus, through the CECBL, will provide readily accessible information and resources for courses on best practices in blended learning
- 9.2.4 The college IT Team, under the coordination of the BLIT, shall provide timely and effective technical support for staff on a daily basis via email, telephone, FAQ archives and other appropriate channels.

9.3 Student Support & Preparation

- 9.3.1 All Level 2 blended courses, and programmes that include Level 2 blended courses, must be clearly identified as such in student handbooks, promotional materials, and departmental websites.
- 9.3.2 Students must be made aware, prior to entering the college, of the technological and other special requirements of a blended learning environment.
- 9.3.3 The college's induction and orientation programmes for new students, including programmes and services offered by sections and the Student Support Services (SSS), such as advising and orientation activities specific for courses or workshops, shall be designed to assist students in becoming familiar with the different teaching methods, new technologies and independent learning skills needed for the blended learning environment.
- 9.3.4 The college's admission and registration policies and processes shall ensure that all students have access to the blended learning tools for learning in the blended environment from the first day of teaching and learning.
- 9.3.5 The college IT Department shall provide timely and effective technical support for students on a daily basis via email, telephone, FAQ archives and other appropriate channels.
- 9.3.6 The college shall make available to all students a package of online tutorials on the use of blended learning platform and strategies for success in a blended learning environment.

9.4 Quality Assurance and Evaluation

9.4.1 Course approval and Review

- 9.4.1 The college's QA policies, systems and processes shall take account of any special requirements with respect to blended courses.
- 9.4.2 The instruments used for student evaluation of teaching shall take account of elements unique to blended learning.
- 9.4.3 The college, through the Quality Assurance Office and the CECBL shall routinely conduct student, course and staff evaluations of blended courses and assess the impact on learning outcomes, performance, and the student experience.

9.4.2 Financial Impact

The college Bursary and Office of Planning shall conduct periodic financial impact assessments.

9.5 Pedagogy: A model for Blended Learning Courses

9.5.1 Blended learning model:

To successfully implement Blended Learning, the college must adopt and implement a sound pedagogical model across all level 1 and level 2 courses. That is blended learning pedagogical model named the 5C's of the Flipped Classroom Cycle. This model provides an overview of the flipped classroom learning cycle and breaks it down into five domains or phases of instruction namely: Consumption, Correction, Conversation, Curation and Creation. This model was inspired by Dr. Craig Blewett, lecturer at the University of Kwazulu Natal. He has a PhD in education technology and is the developer of the Activated Classroom Teaching (ACT) model. The ACT model is a first of its kind cohesive taxonomy of digital age pedagogies that blended learning platform further adapted for Blended Learning in the Technical and Vocational Education and Training sector. This adaptation resulted in the creation of the 5C's of the Flipped Classroom Cycle that Capricorn TVET College decided to adopt.

9.5.2 Understanding the 5C's of the Flipped Classroom Cycle

This model implies that learning through technology is a cycle and requires that lecturers and students sequentially follow this cycle. The cycle is as follows: -

Phase 1: Consumption

Phase 2: Correction

Phase 3: Conversation

Phase 4: Curation

Phase 5: Creation

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9.6 Summary

The aim of the 5C's of the Flipped Classroom Cycle is to produce Active Learners. An active learner is a learner that was able to move from simple consumption of content on specific topics to mastering the topic and ultimately producing content that can be used to teach the topic. The model argues that this type of learner can write any summative assessment on the topics addressed and make meaningful contribution to the workplace.

It is for this reason that the college has adopted the 5C's of the Flipped Classroom Cycle as a pedagogical model that will ensure a high certification rate and blended learning platform as its official learning platform given that the platform has been designed to support this pedagogical model.

10. Indicators of Success

There are several ways in which Capricorn TVET College will know that it has succeeded in fulfilling its vision, mission, and strategic goals for blended learning. These include the following:

10.1 Blended learning will be integrated in the programmes of all courses 01 July 2021

10.2 Most courses will be delivered utilising at least the minimum stipulated guidelines included in this document.

10.3 Academic staff will confidently integrate ICTs into curricula in a manner consistent with course and program learning outcomes and in accordance with set standards and guidelines.

10.4 Student evaluations will consistently rate their blended learning experiences positively and will indicate wide exposure to blended learning.

10.5 Students will report high levels of confidence in using ICTs for life-long learning.

10.6 Course and programme reviews will indicate improved levels of student performance in blended courses.

10.7 Stakeholders will comment positively on the technological competence of graduates.

10.8 Infrastructure and services will be supporting ease of access to courses and programmes.

11. Implementation and Review of Policy

11.1 Implementation

The policy shall be implemented from the date in which it is approved by College Council

11.2 Review

The Blended Learning Policy shall be subject to review every three years and when the need arises.

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