

TEACHING AND LEARNING POLICY

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Table of Contents

1. POLICY PURPOSE	3
2. POLICY SCOPE.....	3
3. TERMINOLOGY	3
4. VISION AND MISSION OF THE INSTITUTION	3
5. MODE OF DELIVERY.....	4
6. STUDENT COMPOSITION.....	4
7. CURRICULUM AND CONTENT DEVELOPMENT AND REVIEW.....	4
8. MANAGEMENT OF TEACHING AND LEARNING.....	6
9. STAFF DEVELOPMENT	6
10. WORK DIRECTED AND PROBLEM BASED LEARNING.....	6
11. ASSESSMENT	7
12. STUDENT SUPPORT.....	7

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1. POLICY PURPOSE

The purpose of the teaching and learning policy is to articulate iQ Academy's approach to teaching and learning and highlight the theory that informs it.

2. POLICY SCOPE

This policy applies to all academic programmes, staff and students at iQ Academy. It outlines the institution's approach to teaching and learning, including curriculum development, content delivery, assessment and support mechanisms.

3. TERMINOLOGY

The following terminology is defined:

- **Self-Directed Learning:** A learning approach in which students take increasing responsibility for their learning by setting goals, engaging with learning activities, and reflecting on progress, within a structured, guided, and institutionally designed learning environment.
- **Independent Learning Model:** The institutional teaching and learning model adopted by iQ Academy that enables students to engage in autonomous learning activities and develop lifelong learning skills, within a structured and guided framework that includes curriculum design, guided content, assessment-led progression, academic oversight, and technology-enabled systems that support self-directed learning.
- **Distance Education:** A mode of provision in which teaching, learning, and assessment are delivered remotely through institutionally approved digital platforms, with defined academic oversight, learner support, and quality assurance processes.
- **Fully Online Programmes:** Programmes delivered entirely through digital platforms, where learning materials, engagement activities, assessments, feedback, and student support are provided online in accordance with institutional policies and regulatory requirements.

4. VISION AND MISSION OF THE INSTITUTION

We believe that education holds the power to positively impact our nation and transform the world we live in for the better, for today and for future generations to come. Our vision is that of a nation of people who are empowered with the agency of choice and have the capacity to give back to our communities. Our mission is to provide purposeful and accessible education that empowers potential. The iQ Academy values are betterment, access, relevance, shared value creation, our competitive attributes and VIP.

- **Betterment:** Empowering students through independence
- **Access:** Affordable education driven by the latest technology
- **Relevance:** Equipping our students with job-ready skills

Many of our students have the discipline and drive to undertake and complete programmes such as those offered by iQ. They have experience in the workplace, as well as an understanding of the requirements of industry and the social and economic imperatives associated with the place of work. At iQ, we are committed to providing positive learning experiences for our students. We believe that students benefit most from positive learning interactions which are inspiring in the field, are realistic, and enable learning to occur in the core areas of business, tourism, and public management. Hence, our programmes build a strong foundation not only in the field of business but also in related fields in order to equip the student to develop further.

5. MODE OF DELIVERY

iQ Academy is a distance education institution. The programmes offered by iQ Academy are fully online. Fully online programmes provide students with all the learning material online, and all assessments are completed online, within institutionally designed learning pathways supported by academic oversight and quality assurance systems.

6. STUDENT COMPOSITION

The majority of students registered at iQ Academy are adult learners in the age group 25 to 45 years of age. Students are from all over South Africa. They are working individuals with many other responsibilities including work, family, community etc. More than 90% of the students are Black: African with the other minority groups comprising the rest of the race profile.

7. CURRICULUM AND CONTENT DEVELOPMENT AND REVIEW

iQ Academy's curriculum and content development are anchored in the Independent Learning Model, which is designed to support and enable self-Directed Learning (SDL), which empowers students to take ownership of their learning journey. In this model, students engage in goal setting, planning, and evaluating their learning progress independently. The SDL approach is especially suited to the needs of distance (online) students who thrive in flexible, technology-enhanced environments.

Curriculum

The curriculum is designed to promote lifelong learning and professional development. Content is organised to facilitate a clear progression through topics, structured as self-paced units. Each unit includes specific learning objectives that guide students in understanding their goals and desired competencies, helping them identify knowledge gaps and areas for improvement.

Course Materials Development

Course materials are developed to support and enhance self-directed learning by incorporating elements that encourage reflection, critical thinking and application. Each unit includes:

- Clear learning outcomes to help students understand the objectives.
- Pre-assessment reflection prompts that allow students to consider their existing knowledge.

- Engaging content such as readings, examples, case studies, scenarios, videos, audios, and reflection activities (think points)
- Knowledge checks to assess their understanding of the content.
- Post-assessment reflection prompts that allow students to consider how their knowledge has increased.

Course materials development concludes with the design of formative and summative assessments.

In addition, content must make use of South African examples and case studies. The content should also have a vocational orientation that provides students with vocational and industry specific knowledge that provides a sound understanding of general theoretical principles.

Content Planning for Articulate Rise and LearnDash LMS

Content planning for Articulate Rise and LearnDash LMS is carefully aligned to support SDL principles. Articulate Rise offers visually appealing, interactive content that students can engage with on their own terms, allowing for exploration and repetition as needed. LearnDash further supports SDL by providing tools like automated feedback, progress tracking and prerequisite management, enabling students to self-assess and monitor their advancement through the course. Modules are structured to provide a logical flow of content, integrating interactive activities, reflection points, and formative assessments, all of which enhance self-regulation. This setup allows students to take responsibility for their pace and depth of engagement, reinforcing the SDL approach. These systems ensure that independent learning is institutionally designed, monitored, and quality-assured, and does not rely on unguided or unsupported learner activity.

Implementation

Content is delivered through the LearnDash LMS, optimised for self-directed students. Technical support and orientation resources are made available to ensure students have the necessary tools to navigate the LMS independently. Student progress is monitored via LMS data to identify patterns in engagement and completion, with data used to refine course features and provide support when necessary.

Evaluation

Evaluation of curriculum and content effectiveness under the Independent Learning model includes collecting feedback from students, assessing engagement through LMS analytics, and reviewing assessment outcomes. This evaluation is essential for maintaining a high-quality, student-centred learning experience that remains relevant to students' needs. Insights gathered inform ongoing updates to the curriculum, ensuring the iQ Academy offerings continue to support effective self-directed learning.

Continuous evaluation of curriculum effectiveness is achieved through multiple feedback channels: learner feedback, assessment performance, and data-driven insights from the LMS. Evaluations focus on identifying areas for improvement in content, engagement, and the alignment of outcomes with learning goals. This feedback loop informs updates, ensuring that future content remains relevant, engaging, and impactful for distance students.

Curricula reviews are scheduled to take place at least every three years for Higher Education Qualifications, and five years for Short Course Programmes. A review schedule is prepared by the Compliance Manager for implementation by Faculty.

8. MANAGEMENT OF TEACHING AND LEARNING

The management of teaching and learning is the function of the Faculty. Each module contains a complete Module Descriptor document which details the curriculum of the module. This module descriptor document contains the module purpose, module outcomes, assessment criteria and alignment matrix of outcomes and assessment criteria, to content. Changes to the curriculum of any module in any of the academic programmes must be approved by the Faculty Management Committee.

In the Independent Learning Model, the lecturer shifts from direct facilitator to designer and evaluator of content.

Educators will focus on

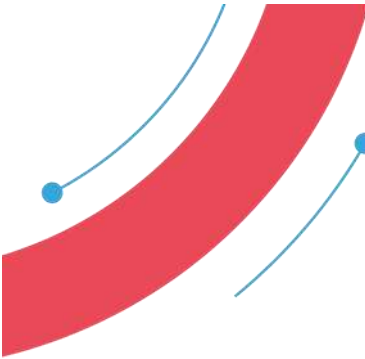
- Writing course materials, incorporating appropriate learning activities throughout the material.
- Working with learning designers to develop engaging digital assets and periodically updating them based on student performance data and feedback.
- Design of formative and summative assessments.

9. STAFF DEVELOPMENT

The importance of staff development at iQ Academy, with specific reference to academic staff members, relates directly to a positive learning experience for the student, and the maintenance of quality standards in assessment and certification. To this end, staff development is based upon the needs of students, industry, academic personnel, iQ Academy as a Higher Education Institution of learning, and the broader needs of the educational community. All academic staff will be trained on the use of the Institutional LMS, Staff performance and development needs are monitored and identified through regular meetings and the performance evaluations of both the students and the Academy. Part-time staff members are included in all development opportunities related to teaching, learning and assessment management.

10. WORK DIRECTED AND PROBLEM BASED LEARNING

iQ Academy is a distance education institution. Teaching and learning activities associated with the Work Integrated Learning strategies in distance education align with the following two curricular forms, namely work-directed learning and problem-based learning. In work-directed learning, the acquisition of discipline-based content knowledge is included in active forms of learning such as group learning, demonstrations, tutorials, and practical and experiential learning opportunities. Formal lectures are not excluded but are balanced with more active forms of learning. Group learning and autonomous learning are promoted in order to align theoretical learning with

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workplace demands. Expectations similar to those of related workplaces (i.e. attendance, deadlines, levels of formality etc.) are placed on students to the extent that this is feasible.

Problem-based learning provides students with carefully sequenced problems. Lecturers guide students in their work with the problem as they develop problem solving skills, identify what they need to learn and develop self-directed learning skills. Problem based learning is student directed. The problems that are used must prepare students for the real-life problems and scenarios that they are likely to experience in the workplace.

11. ASSESSMENT

Assessments are designed to foster self-directed learning. Formative and summative assessments are integrated into the LMS. For more on assessment design, moderation and implementation refer to *iQ Academy Assessment Policy*.

12. STUDENT SUPPORT

Students are supported by a lecturer and programme administrator as well as a Head of School. Students can access support on the iQ Academy student portal, or make use of email or telephone. Students also have access to other support departments such as Student Support and Student Experience, that can assist them with their academic records, results, account information etc.