

Monitoring and Evaluation of Learning and Teaching Policy

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1. Purpose and scope of the policy

The Engineering College of Science and Technology (ECST) is committed to providing high quality learning programmes that make a positive impact on the lives of the graduates of this institution. The purpose of this policy is to describe the prescripts that will apply in the monitoring and evaluation (M&E) of the higher education learning programmes offered by ECST. The policy will guide and direct the implementation of policies, processes and procedures to ensure the quality and relevance of teaching, learning and assessment, in adherence to internal and external quality assurance requirements.

The policy covers the following areas that are central to quality teaching, learning and assessment:

- Learning programme and materials design and development
- Programme delivery through blended modes of delivery
- Assessment of learning achievements
- Student progress and at-risk students
- Programme value, relevance and impact
- Staff competence, performance and development
- Responsibilities for M&E.

2. National and internal requirements

2.1 CHE, SAQA and ECSA requirements

ECST's *Monitoring and Evaluation Policy* will ensure that all processes relating to M&E are conducted in adherence to national policies and prescripts of the Council on Higher Education (CHE), the Department of Higher Education (DHET) and the South African Qualifications Authority (SAQA):

- Criteria for Programme Accreditation (CHE, 2004)
- Distance Higher Education in Digital Era: Good Practice Guide (CHE, 2014), in particular "A Companion to Distance Higher Education Programmes in a Digital Era: Good Practice Guide"
- Engineering Profession Act, 2000 (Act No. 46 of 2000) that empowers the Engineering Council of South Africa (ECSA) to conduct accreditation to evaluate educational programmes
- Higher Education Qualifications Sub-Framework (DHET, Government Gazette No. 38116, 17 October 2014)
- Language Policy Framework for South African Higher Education (CHE, July 2001)
- Level Descriptors for the South African National Qualifications Framework (SAQA: November 2012)

- National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa (SAQA, 2017a - March 2017 Reprint)
- National Policy and Criteria for the Implementation of Recognition of Prior Learning (SAQA: March 2019 Amendment)
- National Policy for Credit Accumulation and Transfer (SAQA, 2014)
- National Qualifications Framework Act (Act 67 of 2008)
- NQF Standard Glossary of terms (SAQA, 2017b: September 2017 update)
- Policies on the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in Higher Education (CHE: 2016)
- Policy for Credit Accumulation and Transfer within the National Qualifications Framework (SAQA, 2014).

3. Core concepts in monitoring and evaluation

3.1 Monitoring

In this policy, monitoring refers to the process of reviewing and tracking areas relating to teaching, learning and assessment on an on-going basis, against delivery schedules and quality requirements. The purpose of monitoring is to obtain continuous feedback on whether the processes are progressing as planned. Monitoring involves collecting and analysing data, and recording and reporting the findings in the appropriate format to different stakeholders so that actions can be taken timeously to correct identified problem areas.

Information gathered during the monitoring of teaching, learning and assessment should be used for the continuous improvement of the programme during delivery, and also form the basis of evaluation processes for improving the achievement of the desired learning outcomes and the impact of the programmes.

3.2 Evaluation

In this policy, evaluation refers to the process of objectively appraising processes relating to teaching, learning and assessment to determine the overall relevance and value of the learning programmes and whether they have been successful in achieving the specified objectives, in particular in relation to the value of the students' learning experience. Evaluation should measure the value and impact of a programme over the short, medium and long term against predetermined criteria. The findings of evaluations should indicate areas for improvement and include recommendations on corrective actions.

3.3 Criteria applied during monitoring and evaluation

Teaching, learning and assessment should be monitored and evaluated in relation to the following criteria during M&E processes:

- Effectiveness: To determine the extent to which the intended results and outcomes have been achieved.
- Efficiency: To determine how economically the various resources are utilised in achieving the desired goals and objectives.
- Relevance: To determine the extent to which the programmes, systems and processes are relevant to the objectives of the institution and its programmes.
- Responsiveness: To determine the extent to which the programmes are responsive to the learning needs of the students and the labour market, as well as to national goals such as promoting equity and the advancement of designated groups, i.e. black people, women and people with disabilities.
- Quality: To determine whether internal and external quality requirements are adhered to and promoted for continuous improvement.

4. M&E processes for promoting continuous quality improvement

4.1 M&E focus areas

ECST will establish a range of processes to continuously monitor and evaluate adherence to its own quality requirements and those of the CHE and SAQA and take appropriate steps to promote continuous improvement in all processes relating to learning and teaching.

The monitoring and evaluation processes will focus on:

- The design and development of learning programmes and materials
- The delivery of the programme via blended modes of delivery
- Assessments, student progress and at-risk students
- Programme value, relevance and impact
- Staff performance and development.

4.2 M&E of the design and development of learning programmes and materials

ECST will continuously monitor the selection and employment / contracting of academic staff to ensure that they meet the requirements for higher education programmes, i.e. that “qualified and experienced academic staff design the learning programme, although junior or part-time tutors may act as facilitators of learning”. (CHE, 2004: 10)

Learning programmes and learning materials should be designed and developed in accordance with the institution’s *Learning Programmes and Learning Materials Policy* that requires staff responsible for these processes to have expertise in the design and development for the blended modes of delivery, in addition to subject matter expertise.

Continuous monitoring and evaluation should be conducted in accordance with the above-mentioned policy to ensure the relevance and currency of the learning programme and learning materials that have been designed and developed by academic staff with the required level of subject matter expertise and experience in conducting these processes for the blended delivery of higher education programmes.

Feedback from students, the Programme Coordinator, Learning Support Officers (LSOs), assessors and moderators should be used to evaluate the quality, relevance and effectiveness of the learning programmes and materials. Where areas for improvement are identified, these should be addressed during the current programme and for the future delivery.

4.3 M&E of the blended delivery of programmes

ECST will implement and continuously monitor and evaluate processes to ensure the quality of programme delivery. This should be done through monitoring feedback from students, lecturers, LSOs, assessors and moderators, as well as tracking the engagement of the students and lecturers on the Moodle online learning platform and other interactive technology used during online and virtual learning interventions.

Students are required to provide feedback on the lecturers, the quality and relevance of the programme and the learning material throughout programme delivery through the Moodle learning platform at intervals during the programme. Lecturers are required to submit feedback reports on the sections of the programme they delivered, in which they comment on issues such as the relevance of the learning material and assessments, and the level of participation of students.

The Programme Coordinator will provide consolidated reports on feedback received, to be reviewed by the Academic Head who will institute the improvements, where required. The Programme Coordinator and Academic Head will monitor the effectiveness of teaching methodologies through the feedback received.

The Academic Head, supported by the Programme Coordinator and LSOs, will continuously monitor the delivery system to determine adherence to the quality requirements and evaluate the extent to which it contributes to the quality and relevance of the learning programmes and the cost-effectiveness of the delivery system. This will include the M&E of the features used on Moodle and the IT infrastructure, as well as the financial resources to ensure financial sustainability and the affordable and cost-effective delivery of programmes.

The Academic Head, in consultation with the General Manager, will ensure that sufficient administrative and support staff with the appropriate skills are employed and/or contracted to ensure the effective and efficient administrative, record keeping, logistical and other support functions, including the recording data and the administration of learner records.

4.4 M&E of assessments

ECST will establish M&E processes to ensure that assessment is conducted in accordance with the following CHE requirements:

- “Assessment is an integral part of the learning and teaching process and is systematically and purposefully used to identify, gather and interpret information against the required competencies in a qualification in order to make judgement about a student’s achievement. It is a continuous and iterative process that is not used to measure learning only but is also ... a means to develop lifelong learning and to promote innovative and creative thinking in order to consolidate existing learning and build further learning. Furthermore, assessment is a tool for lecturers to reflect on the success of their teaching approaches.” (CHE, 2016: 12)
- “Assessment procedures and policies should be credible, transparent, reflect academic integrity, and promote equity and fairness to all students in order to foster equality and social justice.” (CHE, 2016: p. v)

Student progress will be monitored throughout the programme through formative and summative assessments, the internal and external moderation of assessments. Activities relating to assessment will also be monitored through records captures on the Moodle learning platform and software used during online delivery, such as BigBlueButton, the eLibrary, IRIS Invigilation, Turnitin and Paradigm Student Management System.

Lecturers will use assessment results to determine whether the students have grasped the concepts before continuing to the next section of the programme.

The Programme Coordinator will review internal and external moderation reports, as well as records of appeals against assessment results, and inform the Academic Head of areas for improvement that will be taken up with the relevant lecturers.

The Programme Coordinator will monitor the processes relating to Recognition of Prior Learning and Credit Accumulation and Transfer to ensure that they adhere to the stipulations in the institution’s *RPL and CAT Policy and Procedures*.

4.5 M&E of student progress and at-risk students

The lecturers, assessors, LSOs and Programme Coordinator will monitor the satisfactory and unsatisfactory progress of students, in accordance with the *Assessment, Moderation and Student Progress Policy and Procedures*, in order to timeously identify inactive, under-performing and other at-risk students. This should be done through the Moodle learning platform and other technology used during online delivery, which record the students' participation in the online learning activities, engagement with academic staff and the tutors, as well as submission of assessments and the marks achieved. The academic staff will take appropriate action to address challenges that affect the students' progress, in consultation with the relevant students, which could include individual tutoring.

Students will also be encouraged to monitor their own progress through their marks recorded on Moodle, to identify areas in which they need to improve and to engage with the LSOs / tutors for additional support, where needed. Continuous feedback on formative and summative assessments will enable students identify weaknesses and gaps to be addressed on their own, or with further assistance from the tutors or lecturers.

4.6 M&E of programme value, relevance and impact

The quality, relevance, value and impact of the learning programmes offered by ECST will be evaluated on four levels:

- Formative and summative assessments will be used to determine the learning achievements of students and their progress during the programme, as well as to timeously identify at-risk students so that they can be supported.
- Student feedback reports throughout the programme will be used to determine the quality of the learning experience and whether the programme addressed their learning needs, as well as that it was relevant to their work contexts.
- The value and impact of the programme on the students will be evaluated through post-programme engagement with a sample of graduates. This will be aimed at determining the extent to which the programme:
 - Assisted them to be employed, contracted or to work in areas relating to engineering;
 - Developed the skills that are needed in their work contexts;
 - Assisted their career progression;
 - Enabled them to enrol in further higher education programmes; and
 - The success of students in obtaining professional designations from ECSA.
- The value and impact of the programme on the engineering companies where students are employed or contracted will be evaluated through post-programme engagement with these institutions, for example, through regular interaction with employers in the engineering industry.

4.7 M&E of staff performance and development

ECST will continuously monitor the selection and employment / contracting of academic staff to ensure that they meet the requirements for higher education programmes. The minimum requirement for the majority of full-time academic staff is a Master's degree and two years of teaching experience in a recognised higher education institution in areas directly related to the modules they will be teaching in the Bachelor of Engineering Technology in Electrical Engineering. In addition, they must have expertise in designing programmes, learning materials and assessments for blended modes of delivery. Newly appointed / contract academic staff, junior lecturers and tutors will be mentored by experienced staff.

The performance of academic staff will be continuously monitored by the Programme Coordinator and Academic Head, in particular through student feedback, assessor and moderator reports, student appeals against assessment results and monitoring their interaction with student on the online learning portal, as well as through performance reviews. The performance of support staff will be monitored by the Programme Coordinator through observation and in accordance with established performance management procedures.

The training and development needs of academic and support staff specifically in relation to the blended delivery modes will be identified through monitoring and performance appraisals. The Academic Head will identify and arrange for appropriate training and development interventions, which could include internal and/or external training, continuing professional development (CPD) or other development interventions in areas relating to programme and materials design and development, assessment and teaching methods, as well as the use of educational technology, especially for use in the online components of blended delivery.

The Academic Head will monitor the performance and contribution of part-time academic staff against the terms and requirements specified in the service level agreements or contracts, and take appropriate action to enforce, adapt or cancel such agreements. The Academic Head will evaluate whether the academic and support staff are sufficient to ensure quality programmes, and recommend additional employed or contracted staff to the General Manager.

4.8 Mechanisms used for monitoring and evaluation

The monitoring and evaluation should be done through the following mechanisms for reporting, feedback and improvement:

The Governance Board, Dean, General Manager, Academic Head, Academic Committee, Programme Coordinator and LSOs will use a range of reports to monitor and evaluate the learning and teaching delivery system.

- Reports on student feedback: The Programme Coordinator will submit consolidated reports on the feedback received from students to the Academic Head.
- Reports on academic achievements: Assessors will record all marks achieved for formative and summative assessments on the LMS, where they will be reviewed by the Programme Coordinator and Academic Head. The Programme Coordinator will submit consolidated reports on assessment results that include an overall evaluation of the students' achievements, including the identification of at-risk students.
- Moderation reports: The Programme Coordinator will submit consolidated reports on external moderations, together with recommendations from moderators relating to improvements of assessments.
- Reports on management meetings: Reports on student feedback, academic achievement and unsatisfactory progress, moderator reports and other issues relating to learning and teaching will be tabled and discussed at management meetings, where decisions will be taken on corrective action, where needed. Reports on actions taken will be tabled at follow-up meetings, where progress with the implementation of corrective actions will be evaluated.
- Reports on annual meetings of management and staff: The reports tabled at these meetings include all the reports on programme implementation, final student results and other reports on operational issues. During these annual meetings, the academic calendar for the next year will be planned, with the allocation of academic staff, the operational plans and the budget will be finalised and approved, and other decisions will be taken by the management team.

5. Responsibilities for Implementation of M&E

The policy must be adhered to by all managerial, academic and support staff of the ECST in performing activities relating to the blended delivery of the Bachelor of Engineering Technology in Electrical Engineering.

5.1 Responsibilities of the Governance Board

- The Board carries the overall accountability for the quality of learning and teaching.

- Ensure that the delivery of the programme through blended modes of delivery adheres to the prescripts in ECST's *Blended Learning Policy* and CHE guidelines for a quality online learning experience.
- Take decisions and actions based on the reports on the feedback from academic and support staff, external moderators and the Programme Coordinator, and referring matters to the Dean and/or General Manager, where warranted.

5.2 Responsibilities of the Dean

- Oversee the monitoring and evaluation processes to ensure that quality of all processes relating to learning and teaching.
- Ensure that all staff involved in monitoring and evaluation processes are competent to conduct these processes, and that opportunities are provided for upgrading their competence levels.
- Ensure that effective quality assurance processes are in place to ensure the integrity and credibility throughout the learning and teaching process.

5.3 Responsibilities of the General Manager

- The General Manager bears the overall responsibility for overseeing the quality of learning and teaching at ECST and adherence to all policies of the institution.
- The General Manager must ensure that sufficient staff with the appropriate skills and qualifications are employed / contracted to ensure the quality of learning and teaching and associated processes.

5.4 Responsibilities of the Academic Head

- Continuous and ad-hoc monitoring and evaluation of all processes relating to teaching, learning and assessment and referring relevant matters to the Academic Committee.
- Ensure that full- and part-time academic and support staff are informed of the *M&E Policy* and related internal and external quality requirements and of updates or changes to the policy.
- Ensure that *M&E Policy* is adhered to by all academic and support / administrative staff.
- Review the reports on the various M&E processes and, where appropriate, take appropriate decisions and/or actions to address areas where improvement is required and follow up on decisions on corrective actions to ensure that decisions are executed.

- Oversee the scheduled review of the policy in accordance with the stipulated time frames and implement ad-hoc reviews where the need is identified during the M&E processes.

5.5 Responsibilities of the Academic Committee

- Ensure that the programme design, learning content and assessments cover the requirements in the qualification and are focussed on the achievement of the Exit Level Outcomes (ELOs) and learning outcomes of modules.
- Supports the Governance Board in ensuring that the delivery of the programme through blended modes of delivery adheres to the prescripts in ECST's *Blended Learning Policy* and CHE guidelines for a quality online learning experience.
- Take decisions and actions based on the reports on the feedback from academic and support staff, external moderators and the Programme Coordinator, and referring matters to relevant managers and/or staff.

5.6 Responsibilities of the Programme Coordinator and Programme Administrator

- Responsible for the day-to-day monitoring of processes relating to teaching, learning and assessment through tracking information on the LMS and reviewing reports from students, lecturers, assessors and moderators.
- Timeously identify issues that require urgent attention and inform the Academic Head and other relevant persons, and monitor the implementation of decisions.
- Compile consolidated reports on all monitoring reports / feedback received for the attention of the Academic Head and monitor the implementation of decisions taken by the Academic Head.
- Continuously monitor the administrative and logistical aspects of the delivery system to determine adherence to the quality requirements and evaluate the extent to which they contribute to the quality and relevance of the learning programmes and the cost-effectiveness of the delivery system.
- Support the Academic Head in ensuring adherence to this policy.

5.7 The responsibilities of lecturers, academic support and administrative staff

- Adhere to the policy in all academic activities that relate to and/or have an impact on M&E activities.
- Submit reports to be used during M&E processes.
- Participate in M&E processes relating to academic matters.
- Record accurate assessment records and other data on the LMS for use during M&E processes.

5.8 Responsibilities of students

- Provide feedback and submit reports, where relevant, to be used during M&E processes.

6. Related policies and procedures

The policy must be implemented in accordance with the following related ECST policies:

- Academic Honesty and Plagiarism Policy
- Academic Records and Certification Policy
- Assessment, Moderation and Student Progress Policy and Procedures
- Blended Learning Policy
- Equity Policy
- Language Policy
- Learning and Teaching Strategy
- Learning Programme & Materials Development and Review Policy
- Policy on Institutional Policies
- Quality assurance Policy
- Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) Policy and Procedures
- Risk Management Policy
- Scholarships Policy for Women and Previously Disadvantaged Groups
- Staff Recruitment Management and Development Policy
- Student Recruitment, Selection and Admission Policy
- Student Support Policy and Procedures.

7. Accountability

The Academic Committee is accountable for the implementation of this policy and overseeing its review every three years, or when the need arises.

The Academic Committee is responsible for review and approval of this policy. The policy is to be communicated to staff during induction and training and made available to students and ECST's community via the website.

ANNEXURE A: Terminology

The concepts relating to the development of learning programmes and materials are used in this policy as defined in the following documents listed above: SAQA, 2017a; SAQA, 2017b; CHE, 2014 and CHE, 2016.

Applied competence	- “The ability to put into practice in the relevant context, the learning outcomes acquired in the process of obtaining a qualification or part-qualification (applied competence encapsulates foundational, reflexive and practical competence)” (SAQA, 2017b: 12)
Assessment	<ul style="list-style-type: none"> - “the process used to identify, gather and interpret information against the required competencies in a qualification or part-qualification in order to make a judgement about a learner’s achievement” (SAQA, 2017a: 4) - “the systematic evaluation of a student’s ability to demonstrate the achievement of the learning goals intended in a curriculum” (CHE, 2016: 3) - “the critical process that is employed to identify, gather and interpret information and evidence that would enable reasonably objective judgments to be made regarding the extent to which a student has achieved the learning outcomes of a course or module that leads to a qualification” (CHE, 2016: 6)
Assessment criteria	- “the standards used to guide learning and to assess learner achievement and/or to evaluate and certify competence” (SAQA, 2017a: 4)
Assessor	- “a person able to conduct high-quality internal and external assessment for specific qualifications, part-qualifications, or professional designations. Appropriately qualified lecturers, teachers, educators, trainers, examiners, moderators, chief markers, markers, Recognition of Prior Learning (RPL) specialists, and Credit Accumulation and Transfer (CAT) officials are all examples of assessors” (SAQA, 2017a: 4)
Certification	- “Formal recognition of a qualification or part-qualification awarded to a successful learner” (SAQA, 2017b: 16)
Curriculum	- “A statement of the training structure and expected methods of learning and teaching that underpin a qualification or part-qualification to facilitate a more general understanding of its implementation in an education system” (SAQA, 2017b: 19)
Exit level outcomes (ELOs)	- “The knowledge, skills and attitudes that a learner should have obtained or mastered on completion of a qualification and against which the learner is assessed for competence” (SAQA, 2017b: 24)
Fairness	- “Fairness in assessment means that learners are assessed on what they know and have been taught; where questions are set in relation to the cognitive and affective curriculum covered in the teaching and learning; in the case of Recognition of Prior Learning (RPL), there has been preparation for the competent mediation of the required knowledge and other competencies; and that there is no bias towards any learners on the basis of social class, ethnicity, gender, or disability” (SAQA, 2017b: 26)

Formative assessment	- "A range of formal, non-formal and informal ongoing assessment procedures used to focus teaching and learning activities to improve student attainment, or which are required for the purpose of a year mark" (SAQA, 2017a: 5)
Internal moderation	- "an aspect of assessment whereby a staff member who was not directly involved in teaching and setting the assessment tools reviews the internal assessment process" (CHE, 2016: 14)
Learning	- "The acquisition of knowledge, understanding, values, skills, competence and/or experience" (SAQA, 2017b: 32)
Learning outcomes	- "the contextually demonstrated end-products of specific learning processes, or the recognition of learning, which includes knowledge, skills and values" (SAQA, 2017a: 6)
Learning programme	- "a structured and purposeful set of learning experiences that leads to a qualification" (CHE, 2016: 3)
Level descriptor	- "A statement describing learning achievement at a particular level of the NQF that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate to a qualification at that level" (SAQA, 2017b: 33)
Lifelong learning	- "learning that takes place in all contexts in life from a life-wide, life-deep and lifelong perspective. It includes learning behaviours and obtaining knowledge, understanding, attitudes, values and competencies for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability" (SAQA, 2017a: 6)
Moderation in assessment	- "internal and external verification that an assessment system is credible and that assessors and learners behave in an ethical way; and that assessments are fair, valid, reliable and practicable" (SAQA, 2017a: 7)
Qualification	- "a registered national qualification consisting of a planned combination of learning outcomes which has a defined purpose, intended to provide qualifying students with applied competence and a basis for further learning and which has been assessed in terms of exit level outcomes, registered on the National Qualifications Framework (NQF) and certified and awarded by a recognised institution" (CHE, 2016: 3 & SAQA, 2017b: 46)
Quality assurance	- "The processes of ensuring that specified standards or requirements for teaching, learning, education administration, assessment and the recording of achievements have been met" (SAQA, 2017b: 48)
Recognition of Prior Learning (RPL)	- "refers to the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and rigorously assessed and moderated for the purposes of alternative access and admission, recognition, or further learning and development" (CHE, 2016: 3)
Summative assessment	- "assessment conducted at the end of sections of learning or at the end of a whole learning programme, to evaluate learning achievements related to a particular qualification, part-qualification, or professional designation" (SAQA, 2017a: 8)
Work-integrated learning (WIL)	- "A characteristic of vocational and professionally oriented qualifications that may be incorporated into programmes at all levels of all three Sub-Frameworks. WIL may take various forms including simulated learning, work-

	directed theoretical learning, problem-based learning, project-based learning and workplace-based learning” (SAQA, 2017b: 60)
Workplace-based learning	- “The exposure and interactions required to practice the integration of knowledge, skills and attitudes required in the workplace” (SAQA, 2017b: 61)

Other definitions used by ECST

Blended learning	- Learning and teaching through a combination of face-to-face contact and online mode of delivery.
Contact delivery	- Learning and teaching through physical face-to-face, classroom-based delivery in a venue on campus.
Online delivery mode	- Delivery of the programme using various technologies and live stream lectures as alternatives to face-to-face contact delivery.
Unsatisfactory progress	- Circumstances in which a student fails to meet the minimum standards for progression in a programme as stipulated in the learning outcomes and assessment criteria.