POLICY ON LEARNING RESOURCES

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Division/Unit/Department	Division for Teaching Excellence
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[1] Approval must be by the same structure that approved the initial policy.

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1. FOREWORD

The University of Johannesburg (UJ) provides a wide range of academic programmes from formative and professional to vocationally focused programmes which address national and regional imperatives, support the transformation of the higher education system and advance freedom, democracy, equality and human dignity.

The University's strong commitment to global excellence in teaching and learning is implicit in its vision and mission statements. Central to the achievement of its goals is the quality of the programmes which pursue academic excellence, have international and national legitimacy and credibility, providing education for academic, professional and career-orientated outcomes. Programme quality is underpinned by the UJ Teaching and Learning philosophy, 'learning to be', and the Teaching and Learning Policy.

To support the envisaged quality of learning, it is crucial that students have access to a wide variety of learning resources whether virtual or in paper form. Learning resources may include textbooks, e-books, research publications, multimedia, databases and other electronic resources as well as the learning guides that provide students with essential information for each module. This Policy guides the provision of such learning resources and is applicable to all programmes across all campuses and faculties.[2]

2. PURPOSE

The purpose of this policy is to:

2.1 Establish guidelines for the development, use and distribution of learning resources to enable and support learning and teaching across all learning platforms.

2.2 Ensure coherence across the learning and teaching resources and experiences by aligning learning resources to the purpose, outcomes, and assessment of the programme or modules in accordance with the Academic Programme Policy.

2.3 Create awareness of the responsible use of learning resources across all platforms.

3. SCOPE

3.1 All learning resources developed and / or implemented at UJ.

3.2 All UJ programmes, including undergraduate or postgraduate, short learning programmes or whole programmes, and funded or unfunded.

4. DEFINITIONS

For the purpose of this policy, unless otherwise stated, the following definitions apply:

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[2] References to 'faculty' or 'faculties' in this policy includes the College of Business and Economics and the Johannesburg Business School.

Table 1: Definitions

TERM	DEFINITION
Whole qualification	The formal recognition and certification of a learning achievement on the HEQSF as awarded by an accredited institution.
Academic programme	A purposeful and structured set of learning experiences that lead to a qualification on the HEQSF.
Assessment criteria	A description of the standard of achievement of activities and / or learning outcomes that students must have achieved to satisfy a learning outcome. Criteria are the clear and transparent expression of requirements against which performance is assessed.
Copyright	The right of ownership of intellectual property which permits for a limited time the exclusive right to produce, distribute, perform, display, or license a work. The owner also receives the exclusive right to produce or license the production of derivatives of his/her work.
Epistemological access	"… access to the knowledge that universities distribute" (Morrow, 2007) as opposed to access to the mere physical place of the university. Epistemological access is predicated on the assumption that teaching which makes the academic practices and underlying knowledge systems and values explicit as well as the linguistic discourse/s used to represent those values.
Learning outcome	"The contextually demonstrated end-product or result of the learning process" as defined by SAQA.
Learning resources	All resources for learning, including learning guides, which contribute to student learning and to students achieving the learning outcomes of a specific assessment, module or learning programme. Learning resources may take numerous formats, both paper or electronic copy, or online or physical. Learning resources may be prescribed or recommended by a lecturer or tutor or sourced independently by students. The source and authorship of all learning resources must always be fully acknowledged to avoid a copyright infringement and academic misconduct.
Learning unit	A smaller component of a module consisting of learning activities linked to a single outcome or set of related outcomes. A combination of related learning units forms a module.
Module	A predetermined unit of teaching and learning (building block) within a programme with an institutionally determined credit value and duration.
Plagiarism	Passing off ideas, however expressed, including phrases, words, images, artefacts, sounds or other intellectual or artistic outputs, as one's own when they are not one's own; *or* such passing off, as an original contribution, of ideas that are one's own but have been expressed on a previous occasion for assessment by any academic institution or in any published form, without acknowledgement of the previous expression.

5. PRINCIPLES

5.1 Lecturers are encouraged to use a wide variety of learning resources and to accommodate different approaches to learning with a view to promote\ active student engagement in learning and teaching. At the forefront should be acknowledging the need for access and inclusivity.

5.2 All learning resources must be credible relevant and are to be updated regularly / as required by disciplinary and / or sector or other considerations.

5.3 Flexibility is required to enable the lecturer to develop both online and face to face resources creating an inclusive T&L environment where applicable.

5.4 In line with UJ's ICT strategy, lecturers are encouraged to draw on open access materials and prescribe e-books where available, or to procure these as required, subject always to

considerations of quality. Open access materials must be used responsibly.

5.5 All learning resources must be available to all students to enable access to learning.

5.6 Lecturers are responsible for assessing and maintaining the quality of learning resources used in specific modules and programmes.

5.7 The quality of learning resources must be evaluated regularly and included in programme and module reviews.

5.8 The development and/or selection of learning resources is informed by contemporary research in the discipline, as well as in successful teaching and learning practices.

5.9 Professional development opportunities designed to enable academic staff to acquire the knowledge and skills to develop, use and distribute learning resources must be in place.

5.10 The Policy distinguishes between learning guides which are compulsory and flexible learning support materials which are recommended. The latter may be used to facilitate learning and students' epistemological access to higher education.

5.11 Learning resources developed by UJ staff in the course of their employment remain the intellectual property of UJ.

5.12 Adherence to UJ Online Policy Framework is required.

5.13 UJ is committed to the provision of quality programmes regardless of delivery mode. The UJ Online Policy Framework provides for good practices and effective strategies for distance and online learning and course delivery. Regardless of mode, all teaching and learning policies must be adhered to. UJ is committed to the national and institutional quality standards and guidelines for programme design, instruction, associated support services, evaluation and assessment, use and distribution of course materials, the rights and responsibilities of parties and all related matters associated with online/distance learning.

6. MANDATORY LEARNING RESOURCES

6.1 The Learning Guide

6.1.1 Purpose

The purpose of the learning guide is to facilitate quality learning and teaching, and assessment. The guide contains an organisational component which provides information on the delivery and completion of the module and a section on the facilitation of learning which guides students in self-directed learning. A learning guide **is required for every module**. In support of the University's ICT strategy, the learning guide is must be loaded in the learning management system. In design, it is advisable for lecturers to build their learning guide into the learning management system. This ensures that the content is designed as part of learning design within a module.

6.1.2 Structure of the learning guide

The structure of the learning guide may vary, but should include the following at a minimum:

(i) Cover page and date
   - name of module
   - module code
   - NQF level
   - number of credits
(ii) Introduction
(iii) Organisational component (see 6.1.4 (a))
(iv) Facilitation of learning (see 6.1.4 (b))
(v) Clarification of key concepts to assist students in achieving the learning outcomes.

6.1.3 Learning guides are required to be updated annually and made available to registered students on commencement of lectures.

6.1.4 Components of the Learning Guide

The learning guide comprises two parts:

(a) Organisational

The learning guide includes at least the following organisational components:

- Details of lecturers, facilitators and/ or tutors/demonstrators (as relevant) involved in the specific module, including their availability / consultation times.
- Work schedule and contact times, with combination of lectures, laboratory work, tutorials, seminars etc. (as applicable).
- Attendance requirements and academic regulations related to attendance of lectures/tutorials for admission to the final summative assessment opportunity (examination), as relevant, including compulsory attendance requirements, as relevant.
- Brief information regarding student access to the library and student support services or links to useful information
- Assessment information including mark allocation, examination entrance requirements (if applicable), mark weightings (if applicable), final assessment requirements; regulations pertaining to supplementary and aegrotat tests and examinations; appeal procedures, etc.
- Information regarding the rights and responsibilities of students in an environment conducive to learning. This may take the form of identified links to the Student Charter and Student Grievance Procedures on the intranet.

(b) Facilitation of Learning

The following aspects are included, and their coherence/alignment demonstrated in order to facilitate learning:

- Programme overview with relevant positioning of the particular module in the programme as a whole.
- Module outcomes.
- Assessment criteria, assessment opportunities and feedback mechanisms.
- Teaching and learning strategies used in the module or unit.
- Clarification of any additional key concepts.

6.2 Faculty calendars, rules and regulations

Faculty calendars, rules and regulations contain an overview of the qualification as a whole and explain the role of each individual module in achieving the purpose of the qualification. They also contain information on assessment, promotion requirements for progression to the following year of study, and information on the F7 rules and procedure.

Where appropriate, this information may be made available to students in a Programme Guide. Programme guides support student motivation by ensuring that students understand the structure of the programme and the contribution of each module to the programme outcomes.

7. LEARNING SUPPORT MATERIALS

The development of learning support materials to further support student learning and specifically the epistemological access of first-year students, is recommended. Links to resources and support offered to students can be included. This will include faculty-specific resources.

8. INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

Recent developments in ICTs combined with universal access to the web make available a multitude of online resources that can be used to promote student learning. Teaching staff are encouraged to draw on these resources in ways that support the creativity and active learning of their students and the development of higher order social and cognitive skills. This will require making explicit to students the tools/platforms that will be used and considering the implications for students. For example, advising students of data implications and consideration of whether this should be done on-campus with free wi-fi. Lecturers must also ensure that online environments are safe teaching and learning spaces.

9. QUALITY MANAGEMENT OF LEARNING RESOURCES

9.1 The management of the quality of learning resources, the planning, development and design thereof, is in accordance with the Higher Education Quality Committee's (HEQC) programme criteria, requirements and procedures and is reflected in faculty procedures for the development of learning resources.
9.2 The quality of learning resources is the responsibility of individual lecturers, heads of departments and executive deans of faculties, as well as faculty quality committees.
9.3 The review and monitoring of learning resources are an integral part of the programme review process.
9.4 Evaluation of the design, development, utilisation and relevance of learning resources also takes place on an annual basis.

10. PLAGIARISM AND COPYRIGHT

10.1 Staff should be alert to the need to scrupulously avoid plagiarism, when preparing learning resources. The use of appropriate referencing (which is mandatory) will serve as a model for students who also need to acquire the referencing conventions appropriate to the discipline being studied.
10.2 Copyright issues should be handled in accordance with DALRO principles and procedures.
10.3 Any plagiarism in learning resources will be dealt with as a disciplinary offence.

11. LANGUAGE

The language/s used in learning resources reflect the stipulations contained in the University's Language Policy as approved by Senate and Council.

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