



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**NATIONAL POLICY ON LEARNING AND TEACHING
SUPPORT MATERIALS
FOR COMMUNITY EDUCATION AND TRAINING COLLEGES**

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DEFINITIONS

AET- means all learning and training programmes for adults on level 1 registered on the National Qualifications Framework contemplated in the National Qualifications Framework Act, 2008 (Act No. 67 of 2008).

Academic Board- is the principal academic decision making body of the Community Education and Training College as contemplated in section 11 of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006).

Decentralised Procurement- means procurement through any supplier of choice or suppliers recommended by the Department of Higher Education and Training.

College- means a public College that is established or declared as a Community Education and Training College under the CET Act, 2006 (Act No. 16 of 2006).

Core LTSM- refers to the category of LTSM that is central to teaching the entire curriculum of a Learning programme/Qualification.

Continuing Education and Training- means all learning and training programmes leading to qualifications or part-qualifications at levels 1 to 4 of the National Qualifications Framework contemplated in the National Qualifications Framework Act, 2008 (Act 67 of 2008), provided at a College in terms of this Act.

Intellectual Property- refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce.

Learning Programmes- they are structured and systematic arrangement of learning activities that promote the attainment of learning outcomes, they specify the scope of learning and assessment activities per level.

E LTSM- the e-book is a digital resource material which can be displayed or projected either on computer/tv screen or hand held device to support teaching and learning.

LTSM- means a variety of learning and teaching materials used in classroom. These range from teachers and learners created resources to commercially produced classroom resources such as wall charts, workbooks, textbooks, e-books, readers, stationery, science kits, dictionaries, encyclopedia etc.

National Catalogue- means the nationally approved list of Core LTSM, which is screened and endorsed by the DHET.

Open Learning- means is an approach which combines the principles of learner centredness, lifelong learning, flexibility of learning provision, the removal of barriers to access learning, the recognition for credit of prior learning experience, the provision of learner support, the construction of learning programmes in the expectation that learners can succeed, and the maintenance of rigorous quality assurance over the design of learning materials and support systems.

Part qualifications- means an assessed unit of learning that is registered on the National Qualifications Framework as part of a qualification.

PFMA- means the Public Finance Management Act, 1999 (Act No.1 of 1999). It regulates the management of finances in national and provincial government. It sets out procedures for efficient and effective management of all revenue, expenditure and liabilities. It establishes the duties and responsibilities of government officials in charge of finances. The act aims to secure transparency, accountability and sound financial management in government and public institutions.

Qualifications- means the formal recognition of the achievement of the required number and range of credits and such other requirements at specific levels of the National Qualifications Framework as may be determined by the relevant bodies registered for such purpose by the South African Qualifications Authority.

Quality Assurance- means the process of measuring, evaluating and reporting on quality against standards of LTSM material.

ABBREVIATIONS/ACRONYMS

AET	Adult Education and Training
CET Act	Continuing Education and Training Act, 2006 (Act No. 16 of 2006)
CET	Community Education and Training
CET Colleges	Community Education and Training Colleges
CLC	Community Learning Centre
DHET	Department of Higher Education and Training
E-LTSM	Electronic Learning and Support Material
HEIs	Higher Education Institutions
LTSM	Learning and Teaching Support Material
NQF	National Qualification Framework
PODs	Proof of Deliveries
PFMA	Public Finance Management Act
NEET	Not in Employment or in Education or Training

SECTION 1: INTRODUCTION

1. This policy framework is intended to provide guidance on the development, selection, procurement, distribution and retrieval of LTSM in CET Colleges. It aims at managing the process of all levels in the system, from the DHET to Regional Offices and CET Colleges.
2. Key elements of LTSM addressed in this policy are as follows:
 - a) Development of LTSM;
 - b) Screening and Evaluation of LTSM;
 - c) Development of a catalogue;
 - d) Procurement of LTSM by CET Colleges;
 - e) Distribution of LTSM;
 - f) Utilization of LTSM;
 - g) Retrieval and retention of LTSM; and
 - h) Monitoring and reporting.

SECTION 2: BACKGROUND

3. The previous system was characterized by regulation that is complex and not understandable in relation to LTSM provision.
4. There was lack of a standardized policy that regulates LTSM provision and management in the sector. Each province has its own method of approach regarding LTSM provision.
5. There was lack of LTSM provision in the sector due to inadequate and non- allocation of funds.
6. The LTSM draft policy framework is being introduced to regulate and guide the development, evaluation, cataloguing, selection, procurement, distribution and retrieval of quality LTSM and makes such available to students in CET Colleges such that:

- a) every student and lecturer must access the minimum set of core material required to implement the formal and non-formal programmes; and
- b) provision for LTSM is in accordance with the Curricular and Community needs-driven programmes requirements.

SECTION 1: GUIDING PRINCIPLES

Redress and Equity

7. Redress and equity are fundamental principles enshrined in the South African Constitution. Redress and equity within the LTSM provisioning context is crucial, as lack thereof needs correction.

Social Cohesion

8. Social cohesion requires recognizing the value of a functional LTSM provision in building communities and social capital and reflecting the culture, values of the CET Colleges in the broader community.

Equitable access

9. Students and lecturers in the CET Colleges must be provided with quality LTSM to comply with the curricular needs of the College. Resource provision ensures that every student and lecturer has access to quality resources that are appropriate, current and relevant for participation in both the formal and Community needs-driven programmes.

Flexibility of access

10. This refers to enabling access to LTSM and resources throughout the non-contact and contact time, flexibility in their formal offerings, including programmes driven by the community developmental priorities as well as the priorities of the state.

Accountability

11. Section 25 (1-4) of the CET Act, 2006 (Act No. 16 of 2006) explains the processes of accountability by the Councils of public Colleges.

Independent Learning

12. All students and lecturers should be empowered to be information literate and independent lifelong learners and readers. This involves providing a broader base of provision to College students and an information service for the Not in Employment or in Education or Training (NEET).

Student support

13. Students should be supported in the acquisition of information literacy skills including digital literacy to access, process and use information resources in various formats e.g. e-books where accessible and appropriate. Furthermore a culture of reading and writing must be encouraged within the CET College sector.

SECTION 4: VISION

14. The long-term vision for the provision of LTSM is to ensure that CET Colleges provide quality LTSM to students and lecturers for the effective delivery of the curriculum.
15. Students and lecturers have access to quality learning and teaching materials to meet the requirements of specific formal and non-formal programmes.
16. CET College lecturers should receive appropriate training to continuously improve their use of LTSM and to become confident and adept in their skill of teaching adult students.
17. Effective management and accountability of all finances are established for the procurement of all related LTSM resources.

18. All LTSM and related resources are procured and distributed before the first term of the following academic year to Colleges and the CLCs.
19. The CET Colleges should establish appropriate policies, procedures and systems for the utilization, handling and retrieval of LTSM to ensure materials remain in good condition for three years.

SECTION 5: LEGISLATIVE CONTEXT

20. The LTSM draft policy framework is underpinned by the responsibility of National and Regional levels of DHET to honor the state's duty, in terms of the Constitution of South Africa (1996) and to progressively provide resources to safeguard the right to education of all South Africans.
21. Section 41B (1) of the CET Act, 2006 (Act No. 16 of 2006) mandates the Minister to determine the National education policy in accordance with the provisions of the Constitution.
22. Section 42 (1) (a-b) of the CET Act, 2006 (Act No. 16 of 2006) subject to the norms and standards set by the Minister in terms of section 41B, the Director-General must promote quality in CET Colleges.
23. Further legislation informing the policy on LTSM is:
 - a) Asset Management Act, 2007 (Act No. 19 of 2007);
 - b) Copyright Act, 1978 (Act No. 98 of 1978);
 - c) Public Finance Management Act, 1999 (Act No. 1 of 1999) as amended;
 - d) Preferential Procurement Policy Framework Act, 2000 (Act No. 5 of 2000) and Regulations (2001) (as amended).

SECTION 6: POLICY OBJECTIVES

24. The main objective of this policy framework is to ensure a systematic approach to the provision and usage of LTSM in CET Colleges. Furthermore, the policy aims to:
- a) Ensure that quality LTSM are developed by the DHET.
 - b) Ensure that an appropriate system of quality assurance is consistently applied in the evaluation and selection of LTSM.
 - c) The DHET will develop a catalogue of recommended and approved LTSM.
 - d) The CET Colleges are obliged to establish LTSM Committees responsible to develop a CET College policy to guide operations in CLCs.
 - e) The Committee should co-ordinate the selection, procurement, distribution, retrieval and usage of LTSM across the CET Colleges sphere of influence.
 - f) The CET Colleges Principal must conduct an audit of all LTSM once per annum.
 - g) The CET Colleges should create conditions for optimal LTSM utilization and retrieval through the provision of lecturer training and awareness- raising among students.

SECTION 7: STATEMENT OF POLICY

25. All forms of LTSM, including textbooks, workbooks, readers and lecturer guides purchased with government funds, produced through different publishers or donated to a College constitute the property of the state, notwithstanding exceptions such as in the case of consumable material e.g. workbooks and student stationery.
26. The DHET shall invite publishers to a brief session on the specific guidelines for LTSM development according to the curriculum and criteria for various formal and non-formal programmes. The process for development, manufacturing and publishing of LTSM will be according to the standards set by DHET.

27. The DHET will only endorse material that meet appropriate evaluation, screening, quality and is cost-effective to support the implementation of formal and non-formal programmes in the CET sector.
28. The National Catalogue of the LTSM will list the approved material that complies with the set guidelines, quality and is cost effective.
29. The CET Colleges shall select and procure LTSM according to the orders collated from various CLCs, the procured LTSM should be quality assured by the CET Committee before distribution.
30. The LTSM in the printed form shall progressively be provided to the student population for Curriculum and Community driven programmes.
31. Effective retention of LTSM in the CET sector is essential, to ensure that all students have access to the required learning material. The management of the retrieval system and guidelines for maintenance will ensure that material in book form is retained and used for a minimum of three years.
32. LTSM that is approved and selected for delivery of the curriculum and community driven programmes should be of high quality in content so as to improve the quality of teaching and learning.
33. CET Colleges management and the LTSM Committee must ensure the effective use of State funds and State property.

SECTION 8: LTSM DEVELOPMENT

34. The development approach is centralized to encourage approved publishers to develop, manufacture quality LTSM and the DHET will publish the material on the final Catalogue and distribute to CET Colleges.

35. The process of LTSM development will be undertaken by approved and accredited publishers, companies as well as by internally producing/commissioning the development of LTSM for formal and non-formal programmes where necessary i.e. state publishing.
36. Intellectual Property rights shall reside with DHET if the Department commissions the development of LTSM.
37. The National development process for functionality will focus on ensuring that the following principles are reflected in the development of LTSM:
 - a) Recognition of prior learning;
 - b) Links to real life situations;
 - c) Gender and racial sensitivity;
 - d) Critical and creative thinking, logical reasoning and problem solving;
 - e) Relevant to the individual, community or learning context and the society;
 - f) Flexibility of learning provision; and
 - g) Learner Centered.

SECTION 9: EVALUATION OF LTSM

Establishing Evaluation Teams

38. The DHET will recruit formal and non-formal programmes specialists from Regional offices and Colleges to an evaluation session according to the terms of reference prescribed by the Department.
39. It is important that competent lecturers who demonstrate and understand the principles of the formal and non-formal programmes are included in the evaluation teams.
40. The approved Lecturers and specialists will be divided into teams with a project leader to facilitate the process of evaluation, screening and quality assurance.

SUBMISSION OF LTSM

41. The publishers will be invited to submit the developed LTSM and resources to DHET for evaluation, screening and quality assurance.
42. A compulsory briefing session will be held with potential suppliers to ensure compliance with the guidelines and production specifications.
43. All intended publishers should register according to the dates that will be published by DHET.
44. Payment for evaluation of LTSM material and the conditions for submission will be determined by DHET.
45. The publishers will submit according to the DHET criteria, which might include the following:
 - a) Packaging;
 - b) Sort per language and learning area or non-formal programme and only one set should be submitted;
 - c) The ISBN number and price of the material should be written on the cover page. The prices should include VAT;
 - d) Title, authors and type of resource;
 - e) The publishers should undertake not to increase the price after the submissions;
 - f) The dates, venue and times for submission will be determined by the DHET; and
 - g) Non-compliance to the prescribed regulations by publishers will lead to disqualification.
46. The screening process for all submitted material will be conducted by DHET, qualified screeners will be trained and provided with guidelines/ established screening criteria to adhere to per learning area/subject.

Evaluation Criteria

47. The developed material must comply with the prescribed criteria and will be rated for a criterion that is compliant. The rating scores will be forwarded by DHET to publishers

1. Compliance to formal and non-formal programmes

- a) The material must state the specific outcomes, exit level outcomes and the assessment criteria, theme organized into modules.

2. Content Specifications

- a) The instructional method/approach should be suitable, reasonable integration of and balance between reading, writing, numeracy and other content.

3. Assessment Activities

- a) Skills, knowledge and values should be assessed in an integrated manner.
- b) The assessment activities should be relevant, developmental and be available to students.

4. Presentation and technical quality

- a) Practical size and colour, standard page size, minimal type face, type size, durable and flexible binding. Page margins should be sufficient for binding and filing.
- b) Appropriate good quality illustrations added to the text or act as prompts and placed in the text and well captioned. Layout and design.

5. Lecturers guide

- a) Suggests appropriate teaching approaches within different contexts.
- b) Easy to teach from and states what is required by way of teaching or administration.

Quality assurance

48. The process of evaluation must include the quality assurers; the team shall ensure that the quality of LTSM complies with the requirements stipulated by DHET.
49. The DHET will ensure that the material meets the prescribed criteria and quality, the material that meets the criteria for contents requirements and durability will be recommended.

SECTION 10: NATIONAL CATALOGUE

50. The DHET will be responsible for the reports from the evaluators and quality assurers, the quality assured report will be presented to the data capturers to develop a draft catalogue.
51. The draft catalogue will be forwarded to publishers to correct all their details i.e.
 - a) Title;
 - b) Author(s);
 - c) ISBN number; and
 - d) Price.
52. The master copy of the catalogue will indicate whether the material is approved or not approved, the approved material will be entered into the master list for publishing.
53. The DHET will be responsible for dealing with the material that is not approved.
54. The DHET together with publishers will finalize catalogue until the catalogues are signed off.
55. The signed off catalogue would have been verified and ratified by DHET.
56. The final catalogue will be printed and distributed to the public CET Colleges.

57. Financial implications for catalogue development will be funded by money paid by the publishers when submitting for evaluation.

58. The final catalogue will be distributed to CET Colleges for procurement.

SECTION 11: PROCUREMENT MODEL

59. All CET Colleges certificated as per section (10) J of the PFMA will participate in a decentralized system for procurement of LTSM. The Core LTSM will be selected from the National Catalogue through a Bidding Process; the Bidding Committee will be guided by the PFMA to ensure the best cost-efficiency in selecting from the National Catalogue.

60. Establishment of CET Colleges LTSM Committee

- a) It is the function of the academic board to appoint the LTSM Committee according to CET Act, 2006 (Act No. 16 of 2006) subsection 21 and 22. The composition will be determined by the academic board;
- b) The duties of the LTSM Committee will be determined by the academic board; some will include developing the management plan for LTSM selection, procurement, distribution, usage and retrieval;
- c) Ensure the CET Colleges LTSM policy is developed and implemented; and
- d) The policy should include the Selection Committee, which will consist of learning area specialists, lecturers who are competent in learning areas and members of the academic board who understand the requirements and principles of the learning areas. The Selection Committee should select LTSM from the published DHET National Catalogue.

61. The Procurement Procedure

a) Requisitions

- i. Each CET College will receive and consolidate the requisition forms for the ordering of Core LTSM. The requisition forms should indicate estimated quantities of LTSM per learning area/qualification and per level for the following year.

b) Ordering

- i. When placing orders the LTSM Committee must ensure and verify the accuracy of the data received from CLCs;
- ii. Completed signed requisition forms will be collated and captured by the CET Colleges LTSM Committee and orders will be placed with publishers/suppliers; and
- iii. The Committee should obtain a requisition number for tracking purposes.

c) Delivery process

- i. The CET College should have an agreed upon delivery plan, delivery should be in line with audit requirements;
- ii. The CET Colleges LTSM Committee should have an official authorized to receive and certify the Proof of Deliveries (PODs) of LTSM delivered to the Colleges;
- iii. The items delivered must be checked against the listed items on the requisition forms to ensure that the items ordered are delivered before the PODs are certified as correct;
- iv. A member of the Committee who has the authority to receive LTSM should check, append a signature and file the copy of the PODs; and
- v. The suppliers of LTSM should deliver within the specified period of delivery to CET Colleges.

d) Recording and safe keeping

- i. When LTSM is delivered to Colleges, titles and quantities should be entered into the inventory register and stationery into the stock register;
- ii. The CET College should record the quantities to be distributed to various CLCs for consolidation;
- iii. The Committee of LTSM at CET Colleges should comply with policy on retention, usage and retrieval procedures. They should include guidelines for replacement; and
- iv. The Committee should write a report and must conclude with recommendations.

e) Issuing of LTSM

- i. The LTSM should be stamped and numbered before issuing;
- ii. At the beginning of the academic year, students must append a signature for each material issued to them against the material number;
- iii. Each student must have a material list that must be signed by the student/guardian;
- iv. The student must sign an undertaking to replace lost or damaged support material; and
- v. The lists of LTSM should be kept safe by the CET Colleges LTSM Committee per learning area.

f) Inventory Management

- i. The CET Colleges LTSM Committee must conduct an inventory check by holding a quarterly support material audit day to verify missing and worn-out items against the list; and
- ii. Quarterly audits report should be kept safely for the compilation of retrieval reports.

g) LTSM Audit

- i. The CET Colleges Principal should conduct an inventory audit of all LTSM at least once per year. The results of stock-taking should be able to identify the shortfalls for the following year; and
- ii. The CET Colleges should keep the records for lost and worn out texts.

h) Retrieval

- i. At the end of the academic year, support material must be handed back to the LTSM coordinator on the day determined by the CET Colleges using the lists;
- ii. Ensure that books retrieved are reconciled against books distributed; and
- iii. The Committee should write report on their challenges and provide recommendations on how to increase the percentage of material returned in the following academic year.

i) LTSM considered obsolete

- i. The process of declaring an LTSM material obsolete should be in compliance with the Archive Act, 1996 (Act No. 43 of 1996) and Asset Management Act, 2007 (Act No. 19 of 2007);
- ii. The CET College Committee should enter all damaged and obsolete items into a disposal register; and
- iii. The National office should develop guidelines on how to dispose of LTSM.

j) Donated LTSM

- i. Donated LTSM should be recorded accordingly in the respective inventories; and
- ii. The usage and disposal of donated LTSM should be governed by the Assets Management Act, 2007 (Act No. 19 of 2007).

Monitoring

62. The monitoring, support and evaluation responsibility should be the Regional offices competency; their management plan and report findings should be forwarded to CET Colleges.

62.1 Consolidated reports should be sent from the CET College and then DHET to inform policy decisions, national planning and to develop a National overview of LTSM coverage and utilization.

62.2 Key elements for monitoring are:

- a) LTSM coverage;
- b) Usage;
- c) Retention;
- d) Durability; and
- e) Projected future demand.

62.3 The Department and the Regional offices shall develop a management plan annually to monitor LTSM coverage and utilization in CET Colleges.