

MEMO

DEPARTMENT OF TUITION SUPPORT AND FACILITATION OF LEARNING [DTSFL]

DIRECTORATE: CURRICULUM DEVELOPMENT AND TRANSFORMATION

TO	CHAIRPERSON: STLCEC – PROFESSOR ZT MOTSA MADIKANE
AUTHOR	DTSFL -DCDT
PRESENTER	DR D GOVENDER – DIRECTOR: DCDT
PURPOSE	FOR APPROVAL FRAMEWORK FOR THE IMPLEMENTATION OF A TEAM APPROACH TO CURRICULUM AND LEARNING DEVELOPMENT AT UNISA
DATE	06 FEBRUARY 2023

Dear Professor, Motsa Madikane,

The DCDT located in DTSFL seeks STLCEC approval on the revised “**FRAMEWORK FOR THE IMPLEMENTATION OF A TEAM APPROACH TO CURRICULUM AND LEARNING DEVELOPMENT AT UNISA [FTA]**”

The FTA was last revised in 2013 and since then there have been changes regarding curriculum development and transformation at UNISA. Amongst others, the significant change the revised FTA addresses, is that of designing and developing curricula for online learning and teaching which was implemented in 2022. In revising the FTA, DCDT consulted stakeholders for their inputs and furthermore DCDT conducts annual FTA surveys amongst academics whose inputs too, was integrated in the revised FTA.



.....

Professor MD Magano

ED (Acting): DTSFL

FRAMEWORK FOR THE IMPLEMENTATION OF A TEAM APPROACH TO CURRICULUM AND LEARNING DEVELOPMENT AT UNISA

Contents

LIST OF ABBREVIATIONS	3
PREAMBLE	4
DEFINITIONS	5
The purpose of this step	8
The team involved	8
Activities in qualification and module design	9
Deliverables.....	9
STEP 2: LEARNING DESIGN	10
The purpose of this step	10
The team involved	10
Activities in learning design	11
Deliverables.....	11
STEP 3: LEARNING DEVELOPMENT	11
The purpose of this step	12
The team involved	12
Activities in learning development	13
Deliverables.....	14
STEP 4: PRODUCTION OF A MODULE SITE.....	14
The purpose of this step	14
The team involved	15
Activities in the production of a module site.....	15
Deliverables.....	16
QUALITY ASSURANCE.....	16
Annexure A: Certificate of due diligence – Step 1	17
Annexure B: Certificate of due diligence – Step 2 to 4	18

LIST OF ABBREVIATIONS

AIMS	Academic Information Management System
ASACoC	Academic and Student Affairs Committee of Council
CDD	Certificate of Due Diligence
CHE	Council on Higher Education
COD	Chair of (academic) department
CODEL	Comprehensive Open Distance e-learning
CPD	Centre for Professional Development
CTU	Curriculum Transformation Unit
DCCD	Directorate: Counselling and Career Development
DCDT	Directorate: Curriculum Development and Transformation
DHET	Department of Higher Education and Training
DLS	Directorate: Language Services
DPAR	Directorate: Programme Accreditation and Registration
DQAP	Directorate: Quality Assurance and Promotion
EO	Electronic Originator (at SMPD)
HEQC	Higher Education Quality Committee
HEQF	Higher Education Qualifications Framework
LMS	Learning Management System
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
P & C	Planning and Coordination
PQM	Programme and Qualification Mix
SAQA	South African Qualifications Authority
SME	Subject matter expert
SMPD	Study Material Production and Delivery
STLCEC	Senate Teaching, Learning and Community Engagement Committee
DISS	Directorate: Instructional Support and Services
WIL	Work-Integrated Learning

PREAMBLE

As an institution offering comprehensive open distance e-learning (CODEL), UNISA declared its intention in its 2030 Strategy to transition to a fully-fledged online delivery mode. The design of qualifications and modules, therefore, needs to be fully oriented towards producing an integrated digital learning environment that will afford students an appropriate set of learning experiences to achieve the formulated purpose and exit-level outcomes of each qualification, as well as the stated purpose and outcomes of every module within the qualification. A well-designed and well-developed digital learning environment for every module is essential to achieving this goal.

The UNISA Tuition Policy envisages a collaborative or “team” approach to the curriculum and learning design, as well as to the development of qualifications and modules. The team approach is conceptualised as a step-by-step process that involves skilled members with different areas of expertise working together to produce effective digital learning environments for students. These digital environments allow students to experience new, innovative teaching methods and active learning. The concerted efforts of specialist team members have become crucial, given the increasing complexity of digital learning and multimedia technologies, as well as the need to apply such technologies to best effect in the service of UNISA’s transformation agenda.

The purpose of this Framework is to provide a bridge between policies related to tuition and CODEL practice at UNISA, incorporating the team approach advocated in the *Tuition Policy*, as well as principles outlined in the *ODL Policy*, *Curriculum Policy* and *Standard Based Framework for the Implementation of Curriculum Transformation in Qualification and Module Design*. The Framework aims to do this by outlining guidelines to be followed in implementing a team approach to curriculum and learning design and development at UNISA.

The procedure for developing qualifications takes account of the procedure for developing modules, while modules are introduced and developed taking account of the qualification of which they form a part¹. The modular structure of the qualification flows from the qualification’s exit-level outcomes. This is in line with the CHE’s Criteria for qualification accreditation, which states that the modules in a qualification leading to a qualification should be “coherently planned”.

¹ Cf. “PROCEDURES PROGRAMME ACCREDITATION AND REGISTRATION APPROVAL PROTOCOL FOR NEW PROGRAMMES AND REVISION OF EXISTING PROGRAMMES”, approved Senate 30.08.2019

DEFINITIONS

Annual Assessment plan

An annual plan, submitted to the Department of Student Assessment Administration, that specifies the assignments and other methods/forms of assessment and assessment criteria, as well as the weighting of assignments and other assessment activities and their contribution to the year mark, as well as the due dates in any given year.

Curriculum

A curriculum sets out the philosophical and organisational framework for a specific qualification or module and includes all aspects of teaching and learning. This is the whole set of learning experiences constituting a qualification or module. The curriculum includes key aspects of teaching and learning, such as:

- What is to be learned (content).
- Why it is to be learned (rationale and underlying philosophy).
- How it is to be learned (process).
- When it is to be learned (structure of the learning process).
- How the learning will be demonstrated in creative ways and, similarly, how it will be assessed.

Curriculum plan

A curriculum plan is a document that describes either a qualification or a module, detailing at least the following:

- The title.
- The NQF level.
- The number of credits.
- The field and sub-field of the qualification or module.
- The purpose of the qualification/module, its outcomes and assessment criteria (as well as the range of these where relevant).
- Any pre or co-requisites.
- Information on how the qualification or module will be assessed.

A curriculum plan for a qualification is captured by the CHE Form for a qualification and a curriculum plan for a module by UNISA's 'Module Registration Form' to be submitted as part of the CHE package.

Curriculum planning

Curriculum planning refers to all the processes involved in producing a curriculum plan. During the process, a team of experts (disciplinary, education consultants, SME, industry, etc.) may be tasked to map out content, skills, values/attitudes. Planning may occur at different levels, e.g., macro (national, faculty, HEQC), micro (department, school) and/or meso-level (Senate Tuition Committees, etc.).

Industry

The term 'industry' throughout this document implies commerce, local, provincial, and central government, relevant NGOs, relevant professional bodies and so on.

Learning design

Learning design of a module refers to the design (planning) of experiences and environments that will facilitate the achievement of the defined learning outcomes of that module. This involves planning an assessment strategy, learning, and teaching strategy, and evaluation strategy for the module, as well as drawing up outlines or storyboards for all learning, assessment and tutoring resources used, and documenting such plans and outlines/storyboards.

Learning facilitation

Learning facilitation is undertaken by lecturers in collaboration with various other role players once students have access to their material.

Learning Management System

A learning management system is a comprehensive, integrated software application for the administration, delivery and assessment of educational programmes and modules. The UNISA LMS has been named 'myUnisa'.

Module

A module is a coherent unit of teaching and learning activity expressed as an appropriate number of hours of study. This is an assessed component (building block) within a qualification of study for a qualification (sometimes referred to as subject). For articulation within UNISA, all undergraduate modules must either be 12 credits or a multiple of 12 credits and all postgraduate modules must be multiples of 12 credits (120 notional hours).

Module registration form

The module registration form is a form that specifies the formulated purpose, outcomes with associated assessment criteria, assessment information, and other important details pertaining to every module. This document forms the basis of the learning design and development of a module. The information in the document is captured on AIMS.

Learning development

Learning development is used interchangeably with 'module development'. Learning development refers to the development (generation, production) of the online learning environments and experiences that will mediate the formulated learning outcomes. The learning development of a module thus refers to the execution of the plans and outlines produced during the learning design phase. The process may involve multiple role players (e.g., the writer, critical reader, and education consultant).

Module site

Website for every module on UNISA's Learning Management System that serves as the hub of the module's learning experience, either containing, linking, or referring to all learning and assessment resources

Qualification

A qualification is the formal recognition and certification of learning achievement awarded by an accredited institution.

Storyboard

A document that contains all specifications and text for building the module site.

FTA STEPS

STEP 1 CURRICULUM DESIGN²

Curriculum design entails the (re)design of a whole qualification to ensure coherence of the learning qualification and outcomes, progression in terms of level descriptors between different years of study, as well as the (re)design of the curricula of modules that form part of the qualification. Once the qualification has been designed, the various modules within the qualification can be planned developed and implemented.

The team must not only consider what should be taught, but also why and how. Curricula must be coherently planned and should be consonant with national needs and with the institution's vision and mission. International benchmarking approaches and standards are also considered where relevant. Learning outcomes, degree of curriculum choice, teaching and learning methods, modes of delivery and assessment methods should take student needs into account. The curriculum should be developed bearing in mind that it needs to be delivered through active learning experiences.

The purpose of this step

The purpose of this step is to design the curricula of qualifications and modules by developing all the documents necessary to provide a clear description of the qualification.

The team involved

The following team members are required:

- A senior academic, authorised by the CoD, School Director or Executive Dean, who will coordinate the new qualification.
- A deputy director and/or consultant(s) from the DCDT.
- A programme accreditation specialist and an academic information officer from DPAR.
- Academics who will teach the modules.
- Academics contracted to design and develop the modules.
- Members of the academic advisory committee.

Members/representatives of the following departments may be consulted during the design process:

- DQAP.
- DISS.
- DCCD.
- CTU.

At relevant points in the qualification planning process and module design, development and writing process, the following value-adding stakeholders may be involved:

- Academics teaching similar courses at other institutions.
- Critical reviewers/readers with expertise in content or module writing.
- Tutors/markers.
- Students undertaking a related or similar qualification.
- Representatives of professional and/or vocational bodies.
- Representatives of potential employers.

² Part A of the Certificate of Due Diligence for qualifications must be signed **before** the design of a new qualification commences, and Part B must be signed off at the end of Step 1. See Annexure A.

- Current job/career incumbents.
- Prospective clients of the graduates.
- Representatives of the communities in which the graduates will work.

Activities in qualification and module design

1. The focus of qualification design is on:
 - Developing the purpose of the qualification.
 - Determining the qualification exit-level outcomes.
 - Determining qualification structure (core, fundamentals, electives).
 - Developing all relevant documentation for approval purposes (e.g., module registration forms, DHET application forms, HEQC online submission data).
2. All modules that will be developed through the FTA should be located within a qualification before development occurs.
3. Establish the purpose, exit-level outcomes, and assessment criteria of the qualification, and explore how the curriculum transformation³ NQF level descriptor requirements and other relevant principles can be integrated.
4. Provide guidelines for learning and teaching, assessment, student support and quality assurance in the qualification generally. This would include decisions on the pedagogy suitable for the qualification, decisions on how the qualification should be taught and how students will be supported, how it will be assessed (e.g., whether there will be an integrated assessment for the qualification as a whole, what the main types of assessment will be), and how the quality of the qualification will be assured.
5. Determine the modular structure of the qualification. This would include decisions about what the majors in the qualification should be, whether service-learning modules will be included, whether there will be a capstone module for the qualification overall, whether existing modules from other qualifications will be used, and which modules will be prerequisites and co-requisites.
6. Draw up a curriculum plan and complete the necessary documentation for the application for accreditation of qualifications. The staff from DPAR will provide relevant information and support with the completion of the DHET and CHE forms, while DCDT will provide support with the development of module registration forms.
7. Provide the purpose, outcomes and assessment criteria of the modules and alignment to the qualification. The process should be guided by the qualification outcomes, level descriptors, the integration of all other relevant principles or policies and so on.
8. Use a module planning grid template or e-teaching plan to finalise the design and development of modules.
9. Decide, in broad terms, how the module will be delivered, assessed and moderated.
10. In general, align the curriculum planning of the modules to the learning and teaching strategy, assessment, and quality assurance to be followed in the qualification.

Deliverables

For approval by the College Tuition Committee and College Board, STLCEC, Senate and ASACoC

- Curriculum template.
- Module registration forms for all modules in the new qualification.

³ A Standards Based Framework for the implementation of curriculum transformation in qualification and module design

- DHET form.
- CHE form.
- Signed Certificate of Due Diligence (for qualifications) (Part A and Part B).

STEP 2: LEARNING DESIGN⁴

The learning design of a module refers to the design (planning) of experiences and environments that will facilitate the achievement of the defined learning outcomes of that module. This involves planning an assessment strategy and a learning and teaching strategy for the module, as well as drawing up outlines or e-learning plans for all learning, assessment and tutoring resources used, and the documenting of such plans and outlines. Assessment strategy refers to the combination of the tools, methods, techniques and types of assessments used to assess or evaluate students' learning progress throughout the academic period. The assessment strategy is formalised in the assessment plan.

It should be noted that the steps in the FTA are iterative. As the development proceeds, it may become apparent that some of the plans and outlines formulated during curriculum and learning design may need some amendments or adjustments, and such amendments may then be implemented with a view to improving the ultimate quality of the learning experience.

The purpose of this step

The purpose of this step is to design and plan:

- An online learning and teaching experience that mediates the module outcomes and reflects decisions about the content, structure, and sequencing of learning activities, as well as the range of resources to be used. These decisions take cognisance of UNISA's 'A Standards-Based Framework for the Implementation of Curriculum Transformation in Qualification and Module design', assessment policy and other relevant policies.
- An assessment strategy based on continuous assessment, as required by UNISA's assessment policy.
- A project plan with target dates for the development of the module.

The team involved

The following team members are required:

- A DCDT consultant, responsible for facilitation of the learning design process (including project planning, progress updates, etc).
- A senior academic, authorised by the CoD, School Director or Executive Dean.
- Academics responsible for designing and developing the learning materials.
- Technology and learner support representatives from DISS.

Members/representatives of the following departments may be consulted during the learning design process, where relevant:

- The Library.
- Language Services (language editors and translators).
- Student Retention Unit.

⁴ Part A of the Certificate of Due Diligence for modules must be signed prior to the commencement of this step. See Annexure B. Note that DCDT performs the role of project manager during Steps 2 and 3 of the FTA.

- myUnisa support team.

At relevant points in the learning design process, the following value-added stakeholders may be involved:

- ICT for LMS support.
- Where relevant, the external writer for the module.
- The critical reader, if he/she has been identified at this point.
- Industry stakeholders where relevant.

Activities in learning design

The core team undertakes the design and planning for the module by:

- Exploring the implications of the needs and contextual analysis undertaken (including a student profile and exploration of professional requirements) and of the information in the documentation for the module (purpose, outcomes, assessment criteria and critical outcomes), as well as the module in the context of the qualification.
- Formalising an e-teaching plan (or outline) that captures the learning and teaching strategy to be implemented. The plan should include the planned activities and assessment; the “big ideas” or content; the resources required per outcome; the structure of the module (sequence of units as well as sequence within units); and the LMS tools that will be used.
- Outlining an assessment strategy for the module, based on policy regarding continuous or other forms of assessment, in terms of the range and format of assessment tasks, coherence between tasks, the weighting of tasks, and the LMS tools to be used for assessment.
- Formulating a project plan containing all required information about the module; timelines and so on.
- Where WIL is involved, preliminary liaison with employers should be done where possible via the regions to ensure that placements will be available for students, since the HEQF requires the University to place WIL students in relevant workplaces. Where this is possible, agreements should be reached with employers about the involvement of mentors. Also, a WIL facilitation plan, mentoring plan and an *in situ* monitoring plan should be produced.

Deliverables

- A learning and teaching strategy in the form of an e-teaching plan or planning grid or outline recording the sequence of units and learning activities, content, and learning resources as mediated by the module outcomes.
- An assessment strategy for the module.
- An outline plan for e-tutor support materials.
- A project plan.
- CDD (for modules) Part A signed.

STEP 3: LEARNING DEVELOPMENT

Learning development refers to the development of the online learning environments and experiences that will mediate the formulated learning outcomes. The learning development of a module thus refers to the execution of the plans and outlines produced during the learning design phase. It involves at least the generation of learning resources in various modes (e.g., visual and auditory mode), assessment and tutoring resources, and the quality assurance of such resources (e.g., by critical readers). A team approach to learning development involves the collaboration

between academics (and external writers where applicable) and consultants from DCDT in developing the storyboard and the uploading of one learning unit and some content of other teaching and learning tools to serve as prototypes for the rest of the site.

It should be noted that the learning design and development process is iterative. As development proceeds, it may become apparent that some of the outcomes, plans and outlines formulated during curriculum and learning design may need some amendments or adjustments, and such amendments may then be implemented with a view to improving the ultimate quality of the learning experience.

The purpose of this step

This step involves the compilation of the storyboard for the module site, the creation of a prototype unit, and populating the master site itself with some elements (e.g., a first learning unit and some content of other tools) that can serve as prototypes for the live site.

The team involved

The following team members are required:

- College management to approve development projects, and to monitor and ensure progress with projects.
- Responsible lecturer(s).
- Where applicable, external author/s.
- DCDT Consultant.
- The relevant DCDT Deputy Director.
- Critical reader(s).
- Language Practitioners (translators and editors) from Language Services.

At relevant points in the learning development process, the following value-adding stakeholders may be involved:

- The UNISA Human Resources/College HR function, for the contracting of external authors, and any other external contracted role-players.
- The UNISA Finance division, for the remuneration of external authors, critical readers and any other external contracted role-player.
- The Centre for Professional Development, to provide training.
- The Directorate Programme Accreditation and Registration, to advise on module forms.
- The Curriculum Transformation Unit, to advise on curriculum transformation aspects that could be integrated into the module.
- The Experiential Learning Resource Office within DISS, to advise with the development of WIL modules.
- Tuition Support within DISS, to advise on the involvement of e-tutors.
- The Student Retention Unit, to advise on issues related to first-year student retention.
- Subject librarian/s, for advice on e-reserves, the use of prescribed articles, research resources and general library issues.
- Publishers, in cases where prescribed books are used, and publishers supply related digital or other resources.
- The Copyrights Administrative Officers in P & C, to apply for permission to use any required copyrighted resources.
- Graphic artists from SMPD for creating images and/or obtaining Shutterstock clearances.
- The UNISA Multimedia Centre, to assist with the development of the required multimedia.

- The myUnisa Support Office.
- ICT, to assist with general technical issues and to advise on the integration of other digital resources into myUnisa module sites (e.g., learner analytics, simulations, etc.).
- Other contracted role-players (internal or external) to assist with the development of advanced digital learning objects or technologies (e.g., animations, simulations, virtual reality, adaptive learning).

Activities in learning development

1. Ensure that any appointments of contracted external role-players are finalised.
2. Where external authors are to be involved, they should have been identified and contracted by academic departments as early as possible in the process (before the commencement of Step 2).
3. Academic departments also identify critical readers (peer reviewers) as early as possible and initiate contracting via DCDT. The appointment and initial communications with the critical reader are conducted in line with the DCDT Critical Reader Guidelines.
4. If required, the author and/or lecturer are provided with further training in development activities (either by CPD or “just-in-time” training by DCDT).
5. The lecturer ensures that all the arrangements have been made for any prescribed textbooks to be approved, and/or for the provision of e-reserves to students, if applicable.
6. If it has already been established that some copyrighted resources (e.g., text extracts, images, videos, academic articles etc.) will be used, the lecturer submits an application to Planning and Coordination for permission to use these resources. (Note: This includes permission to use any work produced by students as examples in other modules.)
7. The author compiles the storyboard for the module, based on planning done during the design stage (step 2), and in line with DCDT’s Standards for Online Modules and transformation principles. This involves the following:
 - The author produces a prototype unit/lesson as part of the “Lessons” section of the storyboard.
 - The critical reader comments on the prototype, using the criteria provided by DCDT, and the author integrates his/her feedback. The DCDT consultant ensures that the critical reader feedback is of the desired quality.
 - The DCDT consultant comments on the prototype and the author integrates his/her feedback.
 - The prototype unit is returned to the critical reader for comment. His/her comments are incorporated into the text, and the unit is sent to Language Services for editing.
 - After the editing of the prototype unit has been concluded, the academic uploads the unit onto myUnisa with the assistance of the DCDT consultant.
 - Academics are supported to navigate their way on the module site; take responsibility for populating the site and can facilitate online learning and teaching.
 - In experiential learning modules (e.g., WIL modules or modules containing simulated work experience or work-based projects), a representative from the Experiential Learning Resource Office (ELRO) also comments on the prototype, and the author integrates his/her feedback.
 - The remaining units/lessons are generated, taking into account the feedback on the prototype and following the same procedure. The critical reader may

comment on the lessons one by one as the development proceeds, or on all the lessons at the end of the process.

- The author also generates the rest of the storyboard, containing text and specifications for all components of the module site other than the units/lessons. The critical reader, DCDT consultant and (if relevant) ELRO representative provide feedback that is integrated by the author.
- Where applicable, any multimedia or learning objects (e.g., videos, animations, simulations) that will form part of the online learning environment are created concurrently with the storyboard and reflected in the storyboard, for example by means of linking. Relevant role-players may assist with multimedia creation, for example, the UNISA Multimedia Centre or ADOVH (the UNISA Academic Development Open Virtual Hub).
- Where applicable, the development team also develops any necessary resources for e-tutors or mentors. Team members from Tuition Support in DISS may advise on and assist with this process.
- During the development, a “master” (project) site for the module is made available to the DCDT consultant and academic for the purposes of training and/or experimentation, as well as the uploading of the prototype unit.
- The development team generates all elements of the storyboard and supporting resources in accordance with a schedule included in the project plan.
- The DCDT consultant reports regularly on progress and encourages the other role-players to meet the target dates as indicated in the project plan.

Deliverables

- A prototype version of an online learning unit.
- Drafts of the remaining learning units.
- Drafts of the text that will go into other components of the module site.
- The critical reader report and his/her feedback on the drafts.
- The draft storyboard, containing all the above-mentioned documents with critical reader and EC feedback integrated, and incorporating active learning principles and curriculum transformation principles in line with institutional policy.
- A prototype unit uploaded on myUnisa, and some content uploaded into other learning and teaching tools to serve as prototypes for the rest of the content.
- Part B of the Certificate of Due Diligence for modules signed off.

STEP 4: PRODUCTION OF A MODULE SITE

The production of a module site containing all the edited learning materials, activities and tools on myUnisa is the ultimate goal and final step in module design and development.

The purpose of this step

The purpose of this step is to create the final module site. The lecturer is ultimately responsible for the population of the module site. They may opt to build the site themselves or may request the assistance of SMPD. DCDT Consultants ensure, during Step 3 of the FTA, that academics are empowered to upload materials, create activities on myUnisa, and generally implement aspects of effective online teaching. Planning and Coordination will assist academics with the completion of the relevant documents and obtaining of job numbers to elicit services from SMPD.

The team involved

The following team members are required:

- Responsible lecturer(s).
- Where applicable, external author/s.
- Language practitioners (DLS)
- The relevant administrative officers from SMPD.
- Graphic artist (SMPD).
- Electronic originator (SMPD).
- myUnisa staff support team.
- Departmental linker(s).

Activities in the production of a module site

1. Editing of the storyboard: Language Services edits the remaining units and other activities on the storyboard and provides translation services for multilingual glossaries and, if applicable, other components of the storyboard.
2. If the lecturers prefer to populate the module site themselves:
 - If the services of a graphic artist at Prepress are required, the lecturer compiles a memorandum for the artist, containing a brief for any artwork that might be needed, as well as for a site banner and (if applicable) a cover for pdf material.
 - The lecturer then submits all required administrative documentation to SMPD, including a memorandum with detailed instructions to the artist.
 - The lecturer populates either the master site (where the prototype unit was already uploaded earlier (see step 3), or the live module site according to the specifications in the storyboard, integrating the artwork and all multimedia once these are complete.
 - The lecturer imports any content from the master site into the live module site.
3. If lecturers prefer to request assistance from SMPD to assist with site population:
 - The lecturer compiles a memorandum for the artist, as specified above. The lecturer also compiles a memorandum for the electronic originator, specifying any requirements for uploading, and if applicable, for the layout of texts that will be uploaded as pdf documents.
 - The lecturer submits the edited storyboard and any other relevant resources, the memoranda as well as any other required documentation to Planning and Coordination within SMPD for the necessary administrative processing before the material is passed on to the artist and electronic originator.
 - The lecturer requests the administrator in his/her department to add the staff from Prepress on Maintain Staff and asks the mymodules@unisa.ac.za to synchronise the site so that the electronic originator and graphic artist are allowed to access and work on the module site.
 - The graphic artist generates any required artwork, and the electronic originator populates the site as specified in the memoranda and in the instructions contained in the storyboard. If applicable, the electronic originator also prepares any required pdf documents and uploads them onto the module site.
 - Where applicable, pdf documents are sent to SMPD's Quality Assurance section for checking. The lecturer may also be requested to check such documents.
 - The lecturer uploads text or other resources for the various assessment opportunities onto the site, using the relevant activity (e.g., quiz, assignment, workshop, etc.).
 - The EO notifies the lecturer and EC when the site and any documents within it are complete. The lecturer (and, if applicable, the critical reader) check the learning site.

- If external platforms such as MS Teams will be used as learning and teaching resources, in conjunction with the UNISA LMS, the lecturer is responsible for uploading any necessary content to such a platform. DCDT, CPD, ICT, and other relevant role-players may provide advice and guidance. Relevant links to the external platform should be provided on the module site if possible.
- If there is a requirement for any other software to be integrated into or linked to the module site (for example software to provide learner analytics, create animations or simulations, or to cater for advanced surveys), ICT or other relevant specialists assist the lecturer with this process.

Deliverables

- The final edited version of the storyboard completed by the editor, after the initial edited version has been approved by the lecturer/author.
- The populated module site, containing all the components required by relevant and applicable institutional standards, including a multilingual glossary.
- Part C of the Certificate of Due Diligence for modules signed off by the responsible academic/lecturer and staff from Language Services and Planning and Coordination.

QUALITY ASSURANCE

The following quality assurance measures form part of the process:

- A Certificate of Due Diligence (CDD) must be signed off at various junctures during the design, development and production of study materials to confirm the satisfactory completion of the project. No qualification will be captured on AIMS, and no module development will be regarded as finalised, without submission of the completed certificate.
- DCDT obtains feedback from lecturers involved in every development cycle to monitor the effectiveness of the FTA and identify any areas for improvement, for example, by means of a survey and/or focus group interviews. DCDT coordinates the responses and feedback in terms of areas of improvement of the FTA.
- A survey to obtain required feedback from students on the learning design of a module is integrated into every module site on myUnisa. In addition, surveys can be used to gather information on the students' progress against module learning outcomes by identifying their strengths, weaknesses, and relevant individual learning needs. Lecturers summarise survey findings, and the findings are used for module improvement. Findings should be discussed with the College Quality Chairs/College Tuition Committee or any other relevant committee or college stakeholders.
- Feedback on implemented modules is obtained periodically, internally from the Directorate Quality Assurance and Promotion, as well as from external bodies such as CHE, SAQA and so on. Such findings are also shared with DCDT when modules are revised.

DCDT will be responsible for monitoring the implementation of this framework.



Certificate of Due Diligence for Qualifications

Step 1

Part A: Initiation of project

College:		
Name of qualification		
	Name	Signature
Director of School/Chair of Department		
Responsible Academic		
Office of the Academic Planner		
Academic Planner		
Director: DPAR		
Programme Accreditation Specialist		
Directorate: Curriculum Development and Transformation		
Consultant		
Deputy Director		
Date started		

Part B: Project completed

The design and development of the qualification have been completed, the forms have been quality assured and can be submitted for approval.

Academic Planning/DPAR		
College representative		
DCDT representative		
Date completed		

Certificate of Due Diligence for Modules

Steps 2- 4

Part A: Initiation of project

The module is on the STLCEC approved list for development during the indicated cycle and a writer/developer has been assigned to the project.

College: ...		
Module Code		
Academic Department		
Chair of Department		
Responsible lecturer		
External writer (if applicable)	(Name)	
Development cycle	e.g., 2023/2024	
Directorate: Curriculum Development and Transformation		
Consultant		
Deputy Director		

Part B: Design and Learning development completed (Steps 2 & 3 of the FTA)

The design, development and quality assurance of the materials and learning activities have been completed.

College: ...		
Chair of Department		
Responsible lecturer		
Directorate: Curriculum Development and Transformation		
Consultant		
Deputy Director		
Date completed		

Part C: Production completed (Step 4 of the FTA)

The learning materials have been edited and the online module site is ready for students to access their materials and learning activities.

Language Services		
Planning & Coordination		
Responsible Lecturer		

