

TO	THE CHAIRPERSON: STLCESS PROFESSOR ZT MOTSA MADIKANE
FROM	DR D GOVENDER (DCDT) and PROF T ZENGELE (CTU)
SUBJECT	STLCEC APPROVAL: STANDARDS BASED FRAMEWORK FOR THE IMPLEMENTATION OF CURRICULUM TRANSFORMATION IN QUALIFICATION AND MODULE DESIGN
DATE	10 OCTOBER 2022

Dear Prof Motsa Madikane,

Under Strategic Focus Area 4 (SFA 4), more specifically Key Performance Indicator (KPI 4.1.), it is stated that the DTSFL in the TLCESS portfolio needs to “develop a framework or procedures manual, based on the revised Curriculum Policy, for curriculum renewal, transformation and change”.

Based on this smart action, the DCDT and CTU met in April 2022 to strategise on this smart action. A task team comprising of 2 members from the CTU and DCDT was established to drive this smart action to achieve its outcome. The task team met on various occasion and then put together a draft document titled: A standards-based framework for the implementation of curriculum transformation in qualification and module design. The draft was then circulated to all the relevant and applicable stakeholders in the university. The stakeholders were given a month to provide the task team with inputs. The closing date for the inputs was 29th September 2022.

All stakeholder inputs received, was the integrated into the final document.

Hence, we seek approval from the STLCEC for the document titled: A standards-based framework for the implementation of curriculum transformation in qualification and module design.

Dr D Govender (Director: DCDT)

Prof T Zengele (Head: CTU)



**A STANDARDS BASED FRAMEWORK FOR THE IMPLEMENTATION OF CURRICULUM
TRANSFORMATION IN QUALIFICATION AND MODULE DESIGN**

TABLE OF CONTENTS

CLARIFICATION OF TERMS AND CONCEPTS	4
1. INTRODUCTION.....	9
2. CURRICULUM RESPONSIVENESS.....	9
3. CURRICULUM TRANSFORMATION	11
3.1. AFRIKAN EPISTEMOLOGIES.....	12
3.2. PEDAGOGICAL RENEWAL.....	14
3.3. ONLINE TEACHING AND LEARNING WITHIN THE FOURTH INDUSTRIAL REVOLUTION – 4IR	15
3.4. DIVERSITY AND INCLUSION.....	17
3.5. MULTILINGUALISM	18
3.6. INNOVATIVE ASSESSMENT PRACTICES.....	18
3.7. SCHOLARSHIP OF LEARNING AND TEACHING.....	20
3.8. WORK INTEGRATED LEARNING.....	20
3.9. STUDENT CENTRED SCHOLARSHIP	22
3.10. MONITORING AND EVALUATION	23
4. CONCLUSION.....	24

CLARIFICATION OF TERMS AND CONCEPTS

For the purposes of this framework, unless otherwise stated, the following definitions and clarification of terms and concepts shall apply:

Academic programme	This is a purposeful and structured set of learning experiences (i.e., the teaching, learning and assessment activities) that leads to a qualification (degree, diploma, or certificate).
Afrikanisation	Afrikanisation is part of decolonisation, which seeks to address the atrocities of colonialism. Colonisation marginalised Afrikan knowledge and replaced it with Western knowledge; therefore, decolonisation of knowledge in Africa means re-Afrikanising knowledge. Afrikanisation is about Afrikans coming back to themselves, reclaiming, and centring themselves. It is moving away from the Western canon. In an Afrikan context, decolonisation is not to dream but it is re-Afrikanising, because Afrikan knowledge, thoughts, philosophies, and languages are still available but made invisible in the education sphere to create the illusion that Africa has no knowledge.
ARCSWiD	Advocacy and Resource Centre for Students with Disabilities (ARCSWiD).
Assessment	This is the systematic evaluation of a student's ability to demonstrate the achievement of the learning goals intended in a curriculum.
CODEL	The UNISA 2030 mission statement affirms the unique character of the institution, specifically in that it is the only dedicated comprehensive open distance learning (CODEL) higher education institution in South Africa. UNISA enrolls more than a third of the student population in the South African higher education sector. This is achieved through its teaching and learning delivery model through the offering of a wide range of programmes supported by a robust, stable, cutting-edge ICT infrastructure, applications, and platforms.

Coloniality	To articulate the concept of neo-colonialism, scholars from the global South have elaborated on the continued forms of colonialism that are embedded in societal structures (such as the education system) that should be unmasked (Mignolo 2000; Maldonado-Torres 2007; Grosfoguel 2012). Ndlovu-Gatsheni and Zondi, (2016:4) argue that “coloniality is a global power structure that continues to reproduce Eurocentric knowledge in society and academy long after the dismantling of the physical empire”. Coloniality, therefore, moves beyond the economic dependency that continues to set the agenda for Africa to include knowledge, perceptions and attitudes that set the agenda for Africa and those who were colonised.
Comprehensiveness	This means a mix of programmes, including career-oriented certificates, diplomas, degree and professional programmes, general formative programmes, and research master’s and doctoral programmes.
Context-embedded curriculum development	This refers to curricula at Unisa that speak from a specific location on the Afrikan continent and the broader contexts of internationalisation and globalisation, as well as to challenges and opportunities on the Afrikan continent and in the broader international and global environments.
Course review	This refers to internal quality assurance procedures that a provider uses to monitor and reflect on the outcomes of the education it provides through a course. The findings from course reviews should feed into the reviews of the programmes of which they form part.
Credit	This is a standard quantifying the volume of learning required for a programme/module in terms of the notional study hours required for the average student to master a particular learning outcome. (A measure of the volume of learning required for a programme/module, quantified as the number of notional study hours required for the average student to master the relevant learning outcome.) One credit equates to 10 notional hours.
Critical outcomes	These are generic outcomes determined by SAQA that inform all teaching and learning, including but not limited to <ul style="list-style-type: none"> a) identifying and solving problems in which responses show that responsible decisions using critical and creative thinking have been made b) working effectively with others as a member of a team, group, organisation, or community c) organising and managing oneself and one's activities

	<p>responsibly and effectively</p> <p>d) collecting, analysing, organising, and critically evaluating information</p> <p>e) communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion</p> <p>f) using science and technology effectively and critically, showing responsibility towards the environment and the health of others</p> <p>g) demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation</p> <p>h) contributing to the full personal development of each student and the social and economic development of society at large by making it the underlying intention of any programme of learning to make an individual aware of the importance of</p> <ul style="list-style-type: none"> • reflecting on and exploring a variety of strategies to learn more effectively • participating as responsible citizens in the life of local, national, and global communities • being culturally and aesthetically sensitive across a range of social contexts • exploring education and career opportunities • developing entrepreneurial opportunities
Curriculum	<p>This is the whole set of learning experiences constituting a particular qualification or module. The curriculum includes key aspects of teaching and learning, such as</p> <ul style="list-style-type: none"> • 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 achievement similarly assessed
Curriculum design	<p>This is the strategic process of informed and deliberate construction of learning opportunities to enable students to achieve the appropriate level and scope of discipline, skills, knowledge and understanding on completion of a unit of study.</p>
Decolonisation	<p>The process of colonialism rooted in the myth of emptiness came with Western knowledge to replace all other knowledge, and this process must be reversed, and the reversal of colonialism is decolonisation. Waziyatawin and Yellow Bird (2012:3) define</p>

	decolonisation as “the meaningful and active resistance to forces of colonialism. It is engaged for the ultimate purpose of overturning colonial structures and realising indigenous liberation”. Fanon (1967:27) argues that decolonisation “cannot come as a result of magical practices, nor of a natural shock, nor of a friendly understanding”. In other words, decolonisation is an action, not a theory. Key to decolonisation is de-imperialisation, a process whereby Europeans decolonise their minds (Ndlovu-Gatsheni & Zondi, 2016:10). This means that in decolonisation, everyone has a responsibility; there are no spectators and victims. Decolonisation is a programme of action.
e-Learning	This is learning facilitated by means of the use of ICT social technologies, communication technologies, online learning platforms and other multimedia devices.
Extended curriculum	This refers to the essential components of the curriculum whereby student support is offered to underprepared students who have passed the pre-registration assessment.
Formal programme	This is an academic programme approved and funded by DHET, accredited by the CHE, and registered by SAQA.
Graduateness	This is the composite set of learning outcomes and attributes that students are expected to have achieved when they have completed their qualification successfully. These include discipline-specific knowledge, skills, and competencies, as well as broader attributes, which equip graduates to be innovative and effective in the workplace and active and informed citizens. Unisa’s definition of this is formulated in a statement on graduate attributes.
Level descriptor	This is a standard according to which the varying levels of complexity of qualifications are distinguished. These are guidelines provided by SAQA for differentiating the varying levels of complexity of modules/qualifications.
Module	This is an assessed learning component (building block) within a programme of study for a qualification (sometimes referred to as a subject).
Module review	This refers to the internal quality assurance procedures that a provider uses to monitor and reflect on the outcomes of the education it provides through a module. The findings of module and course reviews should feed into the reviews of the programmes of which they form part.
National Qualifications	This is a structure within which all qualifications are registered at national level.

Framework (NQF)	
Neo-colonialism	Nkrumah (1963) coined the concept responding to what he observed post-independence in Ghana, where political independence did not translate into economic independence that had more bearing in people's lives. To explain this in a different context, Ngũgĩ (1986: 2) wrote: "the imperialist tradition in Africa is today maintained by the international bourgeoisie". This means that the political freedom that Afrikan countries attained does not translate into total freedom. Neo-colonialism therefore means that even after independence, Afrikan countries continue to be colonised by the "international bourgeoisie". They continue to set the agenda for Africa. The concept of neo-colonialism helps us to pay attention to such agendas.
Notional hours of learning	These are the learning time that it should reasonably take an average student to meet defined learning outcomes. It includes concepts such as contact time, time spent in structured learning in the workplace and individual learning.
Non-formal module or programme	This is an institution-approved academic module or programme that receives no state funding (sometimes referred to as a non-subsidised academic module or programme).

1. INTRODUCTION

The revised UNISA curriculum policy was approved by Senate in 2021. The curriculum policy “recognises that the different colleges at UNISA have distinctive foci and stakeholders and unique challenges to address in their curricula as well as in their curriculum design and development processes. It is, however, important to clearly state that despite these differences, all UNISA¹ curricula should adhere to the principles stated in its curriculum policy (Revised). It must be noted that the policy and its principles are broad enough to provide scope for the distinctive character of the different colleges, curricula, and foci, but the policy is also clear enough on the non-negotiable elements of curricula and curriculum development at UNISA. The policy applies to all academic qualifications (subsidised and non-subsidised), professional or non-professional programmes, and vocational programmes.

Eleven broad principles ([adapted from the Revised Curriculum Policy, 2021:14) guide the standards-based framework for the implementation of curriculum transformation at UNISA, namely:

1. Curriculum responsiveness
2. Curriculum transformation
 - 2.1. Afrikan epistemologies
 - 2.2. Pedagogical renewal
 - 2.3. Online teaching and learning
 - 2.4. Diversity and inclusion
 - 2.5. Multilingualism
 - 2.6. Innovative assessment practices
 - 2.7. Scholarship of learning and teaching
 - 2.8. Work integrated learning
 - 2.9. Student centered scholarship
 - 2.10. Monitoring and evaluation

2. CURRICULUM RESPONSIVENESS

The University of South Africa (UNISA) is a Comprehensive Open Distance eLearning (CODeL) higher education institution. The comprehensiveness of our curricula encapsulates a range of offerings, from strictly vocational to strictly academic certificates, diplomas, and degrees. The University of South Africa (UNISA's) "openness" and its distance eLearning character result in many students registering at UNISA who would not have had an

¹ UNISA Revised Curriculum Policy (2021:14)

opportunity to enrol in higher education otherwise. Our student profile is therefore different from the student profiles of face-to-face and residential higher education institutions.

This does not imply that our standards are lower than national and international benchmarks. Unisa as a CODEL institution, in aiming for the highest attainable standard in teaching and learning, also strives to ensure success for students who require support and skills in online learning.

Furthermore, curriculum design and the outcomes of curricula should be aligned with the vision, mission, and values of the university. As an institution of a CODEL higher education provider and because of UNISA's commitment to shape futures in the service of humanity, UNISA graduates should have distinctive graduate qualities, with a clear appreciation of our location on the Afrikan continent, notwithstanding the increasing internationalisation of higher education. Because of the successful completion of their studies in a CODEL context, UNISA graduates are well equipped to enter the world of work with applicable and relevant skills, attitudes, and competencies.

The following standards apply to curriculum responsiveness:

STANDARDS
CURRICULUM RESPONSIVENESS
The curriculum is aligned to the mission and vision of UNISA
The curriculum facilitates norms that enable students to be independent, resilient, responsible, and caring citizens who can fulfil and serve multiple roles in their immediate and future local, national, and global communities
The curriculum promotes and creates opportunities for students to become critically aware of their own learning and developmental needs and future potential
The curriculum enables students to have a critical understanding of their location on the Afrikan continent with its histories, challenges, and potential in relation to globally diverse contexts
The curriculum allows students to demonstrate how to apply their discipline-specific knowledges competently, ethically, and creatively to solve real-life problems
The curriculum allows students to analyse and evaluate the credibility and usefulness of information and data from multiple sources in a globalised world with its ever-increasing information and data flows and competing worldview
The curriculum is aligned to the appropriate NQF level of the module
The curriculum considers requirements of professional bodies where applicable

3. CURRICULUM TRANSFORMATION

The notion of *curriculum* in curriculum transformation deliberately includes all aspects of the students' engagement with UNISA, from the point of access through student learning and engagement to the assessment of individual modules and the throughput to graduation. The understanding of *curriculum* critically includes both subject matter and pedagogy. Furthermore, the conceptual understanding of *curriculum* also includes research methodologies, areas for research and writing practices for research proposal modules and research reports, dissertations, and theses. The notion of *transformation*, as it relates to the curriculum, is to actively and consciously bring to the centre alternative and marginalised epistemologies and pedagogies so that both the form and the substance of the curriculum transcends Western standardised normativity. The journey to transformation means that it is not about "doing what is right in a mechanistic way but "about" being in the right relationship".

As a point of departure, we acknowledge the following:

Academic disciplines at UNISA are both value-based and scientific disciplines. As such, they have the potential to contribute significantly to how we understand ourselves as human beings. These disciplines are however rooted in Western culture, which shapes our thinking in subtle ways and limits its creative possibilities. When students study academic disciplines at a Westernised university, they are expected to take its shape and to allow themselves to be limited by its standards and methods.

The value of true curriculum transformation is to give students and scholars who have not been fully initiated into the ways of traditional Westernised disciplines a legitimate voice to question the standards and methods of Westernised Art and Humanities, Pure and Life Sciences, Law, Education, Economic and Management Sciences, Agricultural and Environmental Sciences, Science, Engineering and Technology, and Business Science – and to re-imagine (re-shape) what it could and should be.

Africa offers worldviews (ontologies) and knowledge systems (epistemologies) that are due to have a significant and transformative impact on theory and practice, particularly in the arts, humanities, and social sciences. The Afrikanisation of all disciplinary knowledge and knowledge systems has an agenda that far exceeds mere importation into and adjustment to Africa. Afrikanisation should also be aimed at exporting Afrikan ontologies and epistemologies to the world, reaching far beyond the coastlines of this continent.

Similarly, pedagogies rooted in Afrikan ways of doing, such as the narrative and the communal, should be explored and valorised. This is an agenda that requires energetic and dedicated action, and most of its achievement lies in the hands of our future scholars – that

means our current students – at UNISA² (Extracted and adapted from the Curriculum Transformation Framework of the College of Human Science 2018:1).

3.1. AFRIKAN EPISTEMOLOGIES

The vision of the university, states unambiguously that it strives "towards" being "*the* Afrikan university in the service of humanity". From a strategic perspective, this implies that UNISA is truly part of Africa and will therefore promote Afrikan thought, philosophies, interests and epistemologies through inquiry, scholarship, and partnership.

Western knowledge and application have often been used throughout education systems and policies in the achievement of growth and development on the Afrikan continent. However, the time has dawned for the Afrikan continent to use existing and new Afrikan knowledge and insights that will enhance and ensure growth and sustainable development. Afrikan society therefore needs to seek out knowledge, and the application thereof, that is relevant and can effectively be applied on the continent to achieve sustainable growth. Thus, the production and application of knowledge will require a rebirth, revision, and rehabilitation of Afrikan indigenous knowledge.

Afrikanisation is rooted within the Afrikan common identities, largely defined by their histories and a shared struggle against colonialism. These historical legacies have impacted growth and development as well as the social, economic, and political contexts on the continent. The historical legacies have prompted the development of democratic governance and inclusive economic policies. In addition, a sense of supportive cohesion has been created in terms of which the majority of Afrikans feel comfortable with embracing mutual collectiveness and ubuntu. UNISA's academic departments must interrogate and acknowledge these historical legacies in their approach to qualifications and course offerings and in their ambition to serve the needs of the Afrikan society.

While we pay emphasis on Africanising the curriculum, we stand equally firm about the re-centring of Indigenous Knowledge Systems (IKS) in our curricula. IKS are the systems of knowledge in philosophy, science, technology, astronomy, education, mathematics, engineering, etc that are grounded in the total "cultural" (very broadly defined) heritage of a nation or society and maintained by communities as they negotiate their sustenance and livelihoods. These systems are undergirded by an interlocking web of ethical, social, religious, and philosophical sub-systems that determine broad patterns of cognition that provide them

² Extracted and adapted from the Curriculum Transformation Framework of the College of Human Science (2018:1)

with a rational essence and emotional tone. To acknowledge such systems, UNISA's curricula must

- promote Afrikan thought, philosophy, interest, and epistemology
- be located and rooted in the Afrikan context, addressing Afrikan concerns, challenges and opportunities for innovation and critical engagement
- treat existing and future Afrikan knowledge and IKS as knowledge systems in their own right
- offer alternative worldviews to the dominance of Western canons and contribute to a multiplicity of voices, alternative canons, and diversity in thought
- not promote a new hegemony but rather stimulate debates and discourses in curricula as spaces for interplay between diverse knowledge systems but at the same time recenter the importance and significance of Afrikan epistemologies.

The following standards apply to the integration of Afrikan Epistemology in curriculum design and development:

STANDARDS	
INFUSE AFRIKAN EPISTEMOLOGIES AND PHILOSOPHIES WITHIN THE PQM AT QUALIFICATION AND MODULE LEVEL	
Afrikan views and conceptualisations of knowledge are considered during programme and module design	
The programme / module is responsive to social contexts, at the national, continental, and local level / needs	
Attributes of decoloniality aspects are evident in the planning and compilation of the curricula	
There is evidence of inclusion of scholarly work of Afrikan scholars in the references and OERs	
Gender equity is addressed in the content with examples and case studies	
The curriculum plan is mindful of and incorporates socio-economic issues prevailing in the local, national, and continental landscape	
Indigenous knowledge systems take into consideration the notion of the originality of Afrikan worldviews	
Afrikan worldviews and beliefs are included in the programme/module where necessary, e.g., knowledge of being, Ubuntu, Batho Pele and spirituality	
The purpose statement, specific outcomes and exit level outcomes (at qualification / module level) reflect the regional, national, and local contexts of Afrikan epistemologies	
Afrikan intellectual representations are consistent with the lived experiences of most of the students for whom the curriculum is designed	

United Nations Global Compact (UNGC) principles are integrated where necessary and relevant
Ubuntu forms the pivotal component of a dominant value system for South African contexts and African diaspora realities
Historical artefacts, cases and storylines are mindful of and celebrate African achievements, conquests and African contexts in general

3.2. PEDAGOGICAL RENEWAL

In the UNISA context, we advocate pedagogical renewal to mean ‘planned qualitative change toward desirable teaching practices, i.e., teaching practices that ensure high quality and responsive student learning. While it may be argued that this view is highly simplistic, we are nevertheless convinced that planned qualitative change in one’s approach, practice and enactment within higher education learning and teaching will contribute immensely to improve and enhanced student experience in their academic journey. In our view, qualitative changes in our learning and teaching practices are about reimagining teaching and learning as an interactive, student-centred, active learning pedagogy. This should be underpinned by co-operative learning, independent learning, and appreciative inquiry (to mention a few), with a view to foster conceptual understanding, critical thinking, and problem-solving skills. In an online environment, pedagogical renewal is about reflecting and reimagining our learning and teaching philosophies on how students learn, when do they learn, what do they want to learn and how do they want to be assessed to establish so that our teaching practices promote student learning, throughput, and student retention.

The following standards apply for pedagogical renewal:

STANDARDS/ CRITERIA
PEDAGOGICAL RENEWAL
The relevance and alignment of learning tasks and assessment tasks with the qualification and module outcomes are maintained and is aligned to the appropriate NQF levels and SAQA level descriptors.
The learning experience reflects the specific outcomes in the module form, as well as the critical outcomes and other required HE and UNISA principles (e.g., the United Nations Global Compact (UNGC) principles), and supports the students in achieving these outcomes
Learning activities embedded in the learning materials address a range of student learning styles, abilities, and readiness
Teaching and learning strategies embedded in the programme/ module includes a variety of instructional methods and approaches

Study materials addresses the needs of visual, auditory & kinaesthetic learners
Learning opportunities provided to students is based and characterised by authentic context-based learning experiences. Learning is made concrete.
<p>When designing transformed curricula, consideration is given to the following:</p> <ul style="list-style-type: none"> ✓ Independent learning ✓ Cooperative learning ✓ Collaborative learning ✓ Case based learning ✓ Problem based learning ✓ Inquiry-based learning ✓ Technology mediated active learning
Where applicable learning takes place in a real-world context through opportunities of work integrated learning, simulated work experience and mentorship
Learning provides experience beyond the online / virtual classroom, addressing real world issues and problems
Learning brings together content and skills from more than one discipline is underpinned (where applicable and relevant) through multi-inter and transdisciplinary approaches/ contexts
Where possible, resources provided are appropriate and relevant for use in more than one subject area or discipline – encouraging multi-inter and transdisciplinary approaches to teaching and learning
The learning materials encourage reflection and provides opportunities for the assimilation of multiple views including indigenous knowledge

3.3. ONLINE TEACHING AND LEARNING WITHIN THE FOURTH INDUSTRIAL REVOLUTION – 4IR

Unisa staff is encouraged to use technology in innovative ways to enhance the learning experiences of their students across the curriculum. Furthermore, UNISA staff are required to take cognisance of the significance and role of 4IR in teaching and learning. This requires all UNISA stakeholders to offer students opportunities where they can develop skills and competencies in 4IR through its integration in qualification and module offerings. The benefits of 4IR and its innovation can only be realised if academics take full advantage of the myUnisa learner management system and harness its full potential of functionalities in alignment with 4IR skills. Consideration must also be given to integrate technologies in pedagogy not merely to see technology as a solution to all their curriculum challenges but also to enhance digital

literacies amongst our students. In other words, academics should harness technology as an enabler to enhance the learning and teaching experience of our students.

The following standards and criteria apply to technology enhanced teaching and learning:

STANDARDS/ CRITERIA
ONLINE TEACHING AND LEARNING WITHIN THE FOURTH INDUSTRIAL REVOLUTION – 4IR
The module has a designated site on myUnisa
All the tools and functionalities are activated on the module site
The module site is current and functional
The module has an eTeaching Plan
The module design and development are based on a an eTeaching Plan
The module design is set out in a storyboard that meets the minimum standards for the design and development of an online module
Online assessments are monitored through digital invigilation software / applications such as HRIS and Invigilator
The social and interactive dimension of learning is implemented by using a functional selection of tools such as discussion forums, wikis, blogs, MS Teams, Tippy Tube videos, WhatsApp, YouTube Videos, and e-mail.
The learning experience reflects the specific outcomes in the module form, as well as the critical outcomes and other required HE and UNISA principles (e.g., the UNGC principles), and supports the students in achieving these outcomes
The learning and delivery approaches, enabled by technology integration need to enhance learning spaces that are sensitive and affirms student diversity
Infusion of Afrikan epistemologies and philosophies, diverse and flexible use of technology in learning and assessment, utilising assessment as a learning tool to address the needs of marginalised students for equal and fair learning
The use of technologies that cater for the needs of all students while paying special attention to formerly disadvantaged and marginalised population groups are considered in the learning material design
The technical language of technologies to guide students to enhance their access and utilisation of the different technologies used at UNISA is considered and applied so that they develop basic competencies and skills to apply 4IR
Actively address and promote equity and equality and enhance access, availability, and the utilisation of technologies to improve the quality of life for all in alignment with the core and basic principles of 4IR
Access to technologies, and the way information is packaged caters for students with disabilities / differently enabled in the 4IR context where possible.
Collaborations with the Unisa Student Disability Unit (Advocacy and Resource Centre for Students with Disabilities (ARCSWiD) and with the services offered to students with disabilities and enhance equitable access to learning modules by using different technologically enhanced learning interventions.
Technology enhanced assessment is used to assess students' progress

3.4. DIVERSITY AND INCLUSION

The University of South Africa's (UNISA's) curricula take cognisance *diversity and inclusivity* in planning curricula, departments need to accommodate as appropriate and feasible the diverse linguistic, cultural, and religious backgrounds of students. With the support of UNISA's Directorate: Language Services, academic departments will be responsible for the inclusion of multilingual word/phrase lists in all modules. More importantly is to offer the curriculum in a way that is accessible to the students as far as language, presentation, technology use etc. The offerings in departments need to be sensitive to and continuously be aware of societal expectations, reflected in our qualifications and curricula as they respond to the needs and challenges of our students and community. This happens when addressing a variety of contexts, from the institutional context to the national context with its priorities and the international context.

The curricula must respond firstly to the character as a comprehensive open distance and eLearning institution and to the mission and vision. Secondly, the curricula must respond to the immediate (regulatory, political, socioeconomic, environmental, and technological) and broader international contexts.

Another aspect is that of students with disabilities or who are differently enabled. Every effort must be made to ensure that there is information accessible to cater for the different types of disability. Unisa embraces Universal Design for learning (UDL) as non-negotiable in the design and development of curricula offerings. This is to ensure that all study material cater for students from marginalised groups, students from diverse socioeconomic backgrounds, students from different language and cultural groupings, and students suffering from different types of disabilities. Hence, study material designed in different formats will cater for all students irrespective of their context, language, race, and disability. These principles are the cornerstone of inclusive education.

The following standards and criteria apply to diversity and inclusion:

STANDARDS/ CRITERIA
DIVERSITY AND INCLUSION
Epistemological diversity is brought to the surface when planning curricula
Information concerning students with special needs is analysed for purposes of formulating a responsive strategy to address such needs.
Specific disabilities and their concomitant impact on student learning are considered when formulating teaching and learning strategies of respective departments
Students with disabilities are supported and guided with materials through assistive devices and relevant technological access tools (recordings, Braille text, etc.) in partnership and collaboration with ARCSWiD

Study material is available in different formats that take into consideration students who are differently enabled (Braille, recordings, voice-overs, etc.)
Implement universal design principles when developing the curriculum, and actively engage students in their learning.

3.5. MULTILINGUALISM

The University of South Africa (UNISA) recognises the importance of multilingualism as a key enabler of transformation not only institutionally but more specifically within the academic project. In this regard, it is incumbent on all stakeholders to ensure attributes of multilingualism are integrated in the academic project. Multilingualism must include efforts to conceptualise learning and teaching in all South African official languages. We further note that this may involve a scaffolded approach, however particular timelines to accomplish this outcome must be documented and shared with all our stakeholders.

The following standards and criteria apply to multilingualism

STANDARDS/ CRITERIA
AFRIKAN LANGUAGES
Curriculum is planned with previously marginalised and colonised languages, in mind, e.g. Afrikan languages
Multilingualism forms a central feature of curriculum planning, material design and pedagogy
Curricula is conceptualised and developed with Afrikan languages in mind for inclusion and as a medium of instruction in specific programmes / modules where resources are accessible. Every effort is made to address this criterion in the short term.
Student information (calendar, exam scripts, etc.) are made available in Afrikan languages where the profile and statistics provide for this reality
Important information that is deemed to be of national and institutional significance is made available in Afrikan languages (e.g., Notices, HIV/AIDS ethos, Safety on campus, etc.) including signage to this effect is placed on entrances to departmental offices.
Learning materials include images, films, videos, etc. produced locally and contextualised in Afrikan contexts and realities is catered for in myUnisa

3.6. INNOVATIVE ASSESSMENT PRACTICES

Assessment is an integral part of curriculum design and development. During curriculum development, an assessment strategy that is aligned to the CODEL Policy is developed. Integrated assessment focuses on the improvement of the quality of students' learning experiences by focusing on significant knowledge, skills, attitudes, and values, and providing motivation to work through the material through tasks and feedback. UNISA is in full support of and hence adopted SAQA's definition of "integrated assessment". Integrated assessment refers to "holistic tasks which combine the assessment of a variety of different skills at the

same time; assessing a number of outcomes together; assessing a number of assessment criteria together; using a combination of assessment methods and instruments; acquiring evidence from other sources, for example portfolios, journals, logbooks, supervisor reports” (SAQA 2005:13). Integrated in the UNISA context, it also focuses on the ability to transfer knowledge to new contexts and to apply knowledge in specific contexts. Hence, an integrated approach to assessment will provide accurate estimates of current competence or potential in relation to desired outcomes to enable lecturers to make appropriate decisions (placement, diagnostic, etc).

It is expected that academics will use a range of assessment methods to ensure that assessment is educationally sound; appropriate to the discipline or field of study; all outcomes are assessed; and the criteria of validity, reliability, authenticity, and feasibility are met. No single assessment method can fully assess a student’s learning. It is necessary to use a set of assessment methods to achieve consistent and fair results. The total assessment package for a learning programme should be carefully designed to cover all the learning outcomes. The assessment type(s) used will also be suited to the underlying teaching/learning principles outlined in the Tuition Policy and Curriculum Policy, the learning students need to evidence, the level of the module and diverse student abilities, learning styles and contexts. The constraints of CODEL and the tuition model should also be considered.

The following standards apply to the implementation of innovative assessment practices:

STANDARDS/ CRITERIA
TRANSFORMATIVE ASSESSMENT PRACTICES
An integrated assessment strategy is implemented.
A range of assessment types is offered to students.
Assessment is consonant with the principles contained in UNISA’s Assessment Policy and Assessment Procedure Manual
The assessments and assessment tools used are in line with the outcomes of the module and the learning and teaching approach
Assessment is continuous, regular, and current to assist the student’s development in a constructive manner
The nature of assessment, assessment strategies and tools are multi-pronged and purposeful, meaningful, and aligned to the specific outcomes of the programme/module
Varied methods are used for feedback in an open distance-learning environment in general (Costello & Crane, 2013). <ul style="list-style-type: none"> ✓ peer feedback ✓ auto-scoring of assignments ✓ reflective networks

<ul style="list-style-type: none"> ✓ written comments ✓ oral comments ✓ emoticons ✓ self-checks
Opportunities are provided to students to participate in Mock exams
Peer assessment and peer discussion forums to provide formative feedback to students is catered for.

3.7. SCHOLARSHIP OF LEARNING AND TEACHING

UNISA subscribes to the value that research informs practice. Hence, it is incumbent for all stakeholders, not only academics to conduct research within the field of their discipline and pedagogical practices. In this way, integrated research findings should inform one's implementation of current trends, debates, and discourses in the field of disciplinary knowledge coupled with pedagogical knowledge.

The following standards and criteria apply to the scholarship of learning and teaching:

STANDARDS/ CRITERIA
SCHOLARSHIP OF TEACHING AND LEARNING
The teaching and learning approach in the qualification / modules is in line with current trends, debates, and discourses in the field of the discipline
When designing transformed curricula, consideration is given to the following: <ul style="list-style-type: none"> ✓ Independent learning ✓ Cooperative learning ✓ Collaborative learning ✓ Case based learning ✓ Problem based learning ✓ Inquiry-based learning ✓ Technology mediated active learning
The content is accurate and up to date, displayed in a way that supports ease of reading and learning, and contains activities, graphics and multimedia that promote engagement and enrich the learning experience.
Research findings are integrated in module design, development and learning and teaching

3.8. WORK INTEGRATED LEARNING

The International Journal of Work-Integrated Learning³ (IJWIL) defines work-integrated learning (WIL) as "an educational approach that uses relevant work-based experiences to

³ <https://www.ijwil.org/>

allow students to integrate theory with the meaningful practice of work as an intentional component of the curriculum. Defining elements of this educational approach require that students engage in authentic and meaningful work-related tasks, and must involve three stakeholders; the student, the university, and the workplace/community." *The journal's webpage gives the following examples of WIL practices "off-campus, workplace immersion activities such as work placements, internships, practicum, service learning, and cooperative education (Co-op), and on-campus activities such as work-related projects/competitions, entrepreneurship, student-led enterprise, etc."* Other examples include clinical training, etc.

The Higher Education Qualifications Sub-Framework (HEQSF⁴) gazetted 2014 as policy, states §34 (p. 17) that "some qualifications will be designed to integrate theory and practice through the incorporation of work-integrated learning (WIL) into the curriculum", and that "WIL may take various forms including simulated learning, work-directed theoretical learning, problem-based learning, project-based learning, and workplace-based learning". Whereas WIL may be incorporated into programmes at all levels of the HEQSF, the higher education qualification descriptor for diploma programmes (p. 29) specifically states they "typically include an appropriate work-integrated learning (WIL) component"; and "in some cases, a professional Master's degree may be designed in consultation with a professional body or fulfil all or part of the requirements for professional registration or recognition, and may include appropriate forms of work-integrated learning" (p. 38).

The HEQSF further states that "the selection of appropriate forms of work-integrated learning depends on the nature and purpose of the qualification type, programme objectives and outcomes, the NQF level at which the WIL component is pegged, institutional capacity to provide WIL opportunities, and the structures and systems that are in place within professional settings and sites of practice to support student learning". Regarding capacity, it is important to keep in mind §35 (p. 17) of the HEQSF, which states "Where the entire WIL component or any part of it takes the form of workplace-based learning, it is the responsibility of institutions that offer programmes requiring credits for such learning to place students into appropriate workplaces. Such workplace-based learning must be appropriately structured, properly supervised and assessed". The frameworks⁵ and criteria⁶ of the Council on Higher Education (CHE), as independent statutory quality council for higher education, and the CHE's (2014⁷)

⁴ South African Government (2014), Department of Higher Education and Training, Government Notice No 819. Higher Education Qualifications Sub-Framework (HEQSF). Government Gazette No. 38116, 17 October 2014. Electronically accessible from https://www.gov.za/sites/default/files/gcis_document/201410/38116gon819.pdf

⁵ <https://www.che.ac.za/publications/frameworks>

⁶ <https://www.che.ac.za/publications/criteria>

⁷ Council on Higher Education (2014). Distance Higher Education Programmes in a Digital Era: Programme Accreditation Criteria, pp. 81 – 107, Criterion 15, p. 104. In Distance Higher Education Programmes in a Digital Era: Good Practice Guide. Electronically accessible from <https://www.saide.org.za/documents/CHE - Distance Higher Education.pdf>

'Distance Higher Education Programmes in a Digital Era: Programme Accreditation Criteria', further details several criteria pertaining work-based learning (WBL), which should be kept in mind when workplace-based learning (WPBL) is opted for as the preferred means of WIL.

The disruption caused by the COVID-19 pandemic has internationally both prompted and accelerated emerging non-placement-based learning. Within the CODEL context, alternative (to WPBL) approaches or modes, and combinations, in spaces other than physical workplaces, could harness the authenticity of work tasks.

The following standards apply to work integrated learning:

STANDARDS/ CRITERIA
WORKPLACE-BASED LEARNING (WPBL)
Designed in consultation with relevant statutory/professional/vocational body/ies
Adequate capacity and infrastructure exist to meet WPBL requirements
Learning agreements are implemented to negotiate and endorse outcomes
Roles and responsibilities in the learning process are clarified
Good working relations established for regular and effective communication
System operationalized (both at the institution and at the workplace) to record and monitor, regularly and systematically, progress in the learning of students
Mentoring (and supervision) system for students enabled

3.9. STUDENT CENTRED SCHOLARSHIP

UNISA's ODeL Policy states that UNISA places the student at the centre of the entire learning process from the moment the student intends registering through to graduation, and continuing on through to its alumni, who play a vital role in evaluating impact and as ambassadors for the institution. Students are, therefore, invaluable stakeholders in the development of curricula.

Students' current epistemologies and prior learning should form an integral part of planning the curriculum. Curriculum development should take cognisance of the life-worlds, experiences, and expectations in structuring the curricula in such a way as to not exclude students from the curricula, but to ensure that our curricula start where they are, regarding the epistemological foundations and outcomes of the curriculum. UNISA's curricula should contribute to their fulfilment of their educational goals, whether personal fulfilment or preparation for employment. Institutional guidelines regarding active learning are available.

Unisa has a list of graduate attributes for its students including independent, resilient, responsible, and caring citizens who can fulfil and serve in multiple roles in their immediate

and future local, national, and global communities. Therefore, academic departments are encouraged and supported to offer modules that help them develop and hone these skills.

The following standards and criteria apply to student centred scholarship:

STANDARDS/ CRITERIA
STUDENT CENTRED SCHOLARSHIP
Reflective: students are prompted to reflect on the meaning of what is learnt to apply the learnt behaviour, knowledge, skills, values, and attitudes to the real world.
Engaged: Students are presented with real life tasks and are requested to reflect on the learning activities
Negotiated: negotiation of outcomes and methods of learning between students and the academics are encouraged to promote the co-creation of knowledge
Critical: students are encouraged to appreciate different ways and means of learning and engaging with the content.
Complex: The module affords students the opportunity to compare learning tasks with complexities existing in real life and making reflective analysis.
Situation-driven: Requirements of the situation and context were considered to establish learning tasks through the lens of Afrikan epistemologies.

3.10. MONITORING AND EVALUATION

Monitoring and evaluation of the implementation of curriculum transformation in both programmes and modules is essential for us to establish a baseline and furthermore to ensure that curriculum transformation is a key driver in higher education provision in South Africa and UNISA at large.

The following criteria applies to monitoring and evaluation:

STANDARDS/ CRITERIA
MONITORING AND EVALUATION OF CURRICULUM RENEWAL
Provision is made for regular reviews of module forms and assessment strategies for purposes of improving the curriculum
Students' feedback and assessment outcomes, interactivity, and engagements, are monitored and reported on
Curricula is reviewed and updated in tandem with developments in the socio-economic and political sectors
Current evaluation instruments are used to measure the impact of a programme on student outputs and success rate
Statistics pertaining to curriculum renewal (e.g., number of modules per department that reflect transformation) are provided as part of research

4. CONCLUSION

5. The Curriculum Policy requires the implementation of responsive and transformed curricula. However, the framework for the implementation of curriculum transformation, both at qualification and module level, should not be a check box exercise. There must be material evidence of meeting the standards / criteria documented in this framework. The successful implementation of this framework requires that Colleges should harness the support, guidance, and assistance of multiple stakeholders such as the Curriculum Transformation Unit; Directorate for Curriculum Development and Transformation, ARCSWiD, Directorate for Instructional Student Support; Student Retention Unit, Directorate for Language Services, the Language Unit, amongst others.