



OVERVIEW OF THE DECISIONS OF THE STLSC REGARDING THE ODL IMPLEMENTATION PLAN

INTRODUCTION

This document provides an overview of the recommendations taken by the **STLSC** meeting of 10 May. At the STLSC meeting the various ODL Task teams submitted recommendations. After deliberations, the recommendations were either approved, or amended, or referred back to the task team. A number of *additional* recommendations were approved by the STLSC for referral to the Senate meeting of 2 June. The table therefore provides an overview of the issue and the recommendations that the **STLSC** approved with regard to the issue. Where the STLSC approved an amended version of a recommendation, the table reflects the amended version as approved by the STLSC.

1	RE: A 7 YEAR CESM DIRECTED CYCLE The proposal for a 7 year CESM directed development cycle in curriculum and courseware development.	Approved with minor changes
2	RE: CURRICULUM POLICY The draft Curriculum Policy.	Approved with minor changes
3	RE: FOREGROUNDING ODL IODL strategy for foregrounding ODL.	Approved with minor changes
4	RE: ODL PROFESSIONAL DEVELOPMENT The development of an ODL professional development framework, policy and strategy.	The ODL Coordinator to convene a meeting with all the relevant role players to refine the proposal by the IODL, develop a framework, consider the development of a policy and propose a differentiated strategy for professional development. Report back at the STLSC of 23 August.
5	RE: ADMISSION REQUIREMENTS Recommendation 1: The minimum admission requirements for both the degree and diploma regarding the language requirement will be 50% for NSC and SC students.	Approved and feedback is provided on the impact a year from now.
6	RE: ADMISSION REQUIREMENTS Recommendation 2: For students with foreign school-leaving qualifications. Proof of a minimum requirement in the language of tuition of 50%.	<ul style="list-style-type: none"> ▪ Approved. ▪ A list of external language test providers will be compiled and approved by the Deputy Registrar.

7	<p>RE: ADMISSION REQUIREMENTS</p> <p>Recommendation 3:</p> <ul style="list-style-type: none"> ▪ For students with between 50-60% in the language of tuition on their school qualification, will be put on an extended curriculum of a maximum of 4 modules per year in the first year of registration. ▪ These students will receive additional learning support. ▪ Students on the extended curriculum will be required to pass at least 3 of the 4 modules in order to be allowed to continue with their studies. 	<p>Approved.</p> <p>Approved.</p>
8	<p>RE: ADMISSION REQUIREMENTS</p> <p>Recommendations re specific College requirements: An updated list by the Deputy Registrar will serve before Senate.</p>	
9	<p>RE: A SINGLE HIGHER CERTIFICATE</p> <p>Recommendation 1: It is vital for the university to determine and communicate exactly where its focus and growth will make the most meaningful impact on the needs of the country. Thereafter, the impact to be made by the offering of such a Higher Certificate should be investigated.</p>	<p>Approved.</p>
10	<p>RE: A SINGLE HIGHER CERTIFICATE</p> <p>Recommendation 2: The University needs to heed the warning from the CoL and HEQC Audits never to aspire to be everything for everyone.</p>	<p>Approved</p>
11	<p>RE: A SINGLE HIGHER CERTIFICATE</p> <p>Recommendation 3: A more integrated ODL strategic and implementation plan is imperative. This plan should ensure stabilized enrolments in accordance with the DoHE's targets as well as efficient and effective systems regarding staff procurement, the funding formula (ACHRAM), finalized and relevant PQMs, an appropriate tuition model and optimum learner support.</p>	<p>Approved.</p>
12	<p>RE: A SINGLE HIGHER CERTIFICATE</p> <p>Recommendation 4: Colleges that have both the need and resources to introduce one or several Higher Certificates should be encouraged to do so.</p> <ol style="list-style-type: none"> i. The need could be based on the requirement to reach comprehensiveness targets. ii. With DISA's assistance, such colleges should establish the number of students who complete the NSC-Higher Certificate in order to get a sense of how many students potentially require university access via the Higher Certificate route. iii. The Higher Certificate may be a well-designed vocationally oriented self-sufficient product and not necessarily a means whose end is to avail access to diplomas and degrees OR iv. Serve as a means to further access to higher qualifications, the college(s) should ensure that such a Higher Certificate articulates into <i>existing</i> diplomas and degrees and that the need to proliferate programmes is eradicated. v. They should confirm that financial support by, e.g. NFSAS, is available for students' registrations for the Higher Certificate. 	<p>Approved.</p>

13	<p>RE: A SINGLE HIGHER CERTIFICATE</p> <p>For noting: In the context where many disciplines offered at Unisa do not require Work Integrated Learning, the description of the Higher Certificate by the HEQF, as a certificate that “typically includes a simulated work experience or work integrated learning (WIL) component” should be understood to mean that WIL or simulated work experience is not necessarily a <i>sine qua non</i> of offering all the Higher Certificate at Unisa.</p>	Noted.
14	<p>RE: A SINGLE HIGHER CERTIFICATE</p> <p>For noting: The Foundation Programme offered in CSET may provide crucial pointers with regard to the support of students identified as at risk and the success of the extra support they received.</p>	Noted.
15	<p>RE: A SINGLE HIGHER CERTIFICATE</p> <p>Recommendation 5: The STLSC mandates the ODL Convenor to invite interested colleges and a range of stakeholders as prescribed by the Framework for the Team Approach for a first should they be interested in developing higher certificates. Issues to be discussed include what colleges are already developing regarding higher certificates, possible gaps, possible collaboration, etc.</p>	Approved.
16	<p>RE: ALTERNATIVE ASSESSMENT</p> <p>Recommendation 1: Noting that the frequency of formative assessment is a problem, we recommend that self assessment be promoted in modules with few (two) assessment opportunities. Quality standards and procedures to be developed.</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ Quality standards and procedures to be developed b Deputy Registrar.
17	<p>RE: ALTERNATIVE ASSESSMENT</p> <p>Recommendation 2: Possibility of using <i>myUnisa</i> for the implementation of peer assessment be investigated. Quality standards and procedures to be developed.</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ Referred to ODL Task team 3. ▪ Quality standards and procedures to be developed by Deputy Registrar.
18	<p>RE: ALTERNATIVE ASSESSMENT</p> <p>Recommendation 3: Noting that portfolios are currently being used a means of assessment, we recommend that at least one module per college using portfolios, be used as test cases for the tool. Training should also be provided.</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ Quality standards and procedures to be developed by Deputy Registrar. ▪ The training element to be included in the ODL professional development framework, policy and strategy.

19	<p>RE: ALTERNATIVE ASSESSMENT</p> <p><u>Recommendation 4: Case studies</u></p> <p>A description of an event concerning a real-life or simulated situation, usually in the form of a paragraph or text, a video, a picture or a role-play exercise. This is followed by a series of instructions to elicit responses from learners. Individuals or small groups may undertake case studies. Used in Analyses of situations; Drawing conclusions; Reports on possible courses of action</p> <p>MyUnisa implementation of case studies to be explored.</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ Referred to ODL Task team 3. ▪ Quality standards and procedures to be developed by Deputy Registrar. ▪ The training element to be included in the ODL professional development framework, policy and strategy.
20	<p>RE: ALTERNATIVE ASSESSMENT</p> <p><u>Recommendation 5: Re weighted discussion forums</u></p> <p>Reflection, used as a learning and assessment tool, promotes students-interaction.</p> <p>The discussions have to be graded to allow for more assessment opportunities and to maximize student participation.</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ Referred to ODL Task team 3. ▪ Quality standards and procedures to be developed by Deputy Registrar. ▪ The training element to be included in the ODL professional development framework, policy and strategy.
21	<p>RE: ALTERNATIVE ASSESSMENT</p> <p><u>Recommendation 6: Re Projects and Capstone Projects</u></p> <p>A project is any exercise or investigation in which the time constraints are more relaxed. Projects are: practical, comprehensive, and open-ended, and tackled with assessor guidance and support. Projects can involve individuals or a group of students. The choice of the project is directed by the assessor, usually by providing the learner with a topic or brief for the investigation. It should be noted that comprehensive range of skills can be assessed.</p> <p>The use of Capstone projects must be investigated to allow for integrated assessment; especially at qualification level.</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ Referred to ODL Task team 3. ▪ Quality standards and procedures to be developed by Deputy Registrar. ▪ The training element to be included in the ODL professional development framework, policy and strategy.

22	<p>RE: ALTERNATIVE ASSESSMENT</p> <p><u>Recommendation 7: Re Simulations</u></p> <p>Simulations mirror actual activities or conditions. They are suitable for assessments where demonstrations and observation will provide reliable and valid results, but where, for a number of reasons, it is difficult or not practicable to assess under actual conditions.</p> <p>- Possible uses: Online practicals for the experimental sciences. Proprietary software exists for such activities.</p> <p>Appropriate departments to identify modules that might benefit from such innovation.</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ Referred to ODL Task team 3. ▪ Quality standards and procedures to be developed by Deputy Registrar. ▪ The training element to be included in the ODL professional development framework, policy and strategy.
23	<p>RE: ALTERNATIVE ASSESSMENT</p> <p><u>Recommendation 8: Re Alternative MCQs used by the Department of Decision Sciences</u></p> <p>These provide students with options beyond the usual all or nothing approach. Students receive partial credit for other responses.</p> <p>The model to be revisited and used as a test case.</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ Referred to ODL Task team 3. ▪ Quality standards and procedures to be developed by Deputy Registrar. ▪ The training element to be included in the ODL professional development framework, policy and strategy.
24	<p>RE: ALTERNATIVE ASSESSMENT</p> <p><u>Recommendation 9:</u> Use of Rubrics:</p> <ol style="list-style-type: none"> i. Rating scales or scoring guides that consist of specific pre-defined performance criteria used in assessing student performances. ii. Two types Identified: Holistic rubrics and Analytic rubrics iii. Use online tools such as Rubistar 	<ul style="list-style-type: none"> ▪ Approved. ▪ Quality standards and procedures to be developed by Deputy Registrar. ▪ The training element to be included in the ODL professional development framework, policy and strategy.

25	<p>RE: ALTERNATIVE ASSESSMENT</p> <p>Recommendation 10: Development of a Scientific Editor Such a tool is necessary for scientific modules. This will allow for effective online assessment and online submissions.</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ Quality standards and procedures to be developed by Deputy Registrar. ▪ The training element to be included in the ODL professional development framework, policy and strategy.
26	<p>RE: ALTERNATIVE ASSESSMENT</p> <p>Recommendation 11: Provision of laptops to students To allow for online submissions and effective timely feedback, we recommend that a phased-in approach to supplying students with laptops be investigated. Such an approach can start with post-graduate students followed by final year students and other cluster of students.</p>	<p>Referred to ODL Task team 5.</p>
27	<p>RE: ALTERNATIVE ASSESSMENT</p> <p>Recommendation 12: Use of podcasts To allow for feedback on assessed objects, we recommend the use of podcasts to be downloaded on MyUnisa. Noting that the download is immediate, lecturers can provide commentary on assessed objects with immediate effect.</p>	<ul style="list-style-type: none"> ▪ Referred to ODL Task team 5. ▪ Quality standards and procedures to be developed by Deputy Registrar. ▪ The training element to be included in the ODL professional development framework, policy and strategy.
28	<p>RE: ALTERNATIVE ASSESSMENT</p> <p>Recommendation 13: An office of assessment be included into the configuration of the Office of Institutional Research (under DISA). Such an office will ensure implementation and tracking of assessment initiatives. The office will also coordinate training.</p>	<p>Amended that this falls within the ambit of DSAA.</p>
29	<p>RE: ALTERNATIVE ASSESSMENT</p> <p>Recommendation 14: The comprehensive list provided by ODL Task Team 3: Assessment is accepted as broad starting framework for guiding colleges in exploring the appropriateness of alternative assessment practices.</p>	<p>Approved.</p>

30	<p>RE: ALTERNATIVE ASSESSMENT</p> <p>Recommendation 15: A task team convened by the Deputy Registrar to draw up standards and procedures for the alternative assessment practices listed by ODL Task Team 3.</p>	Approved.
31	<p>RE: ALTERNATIVE ASSESSMENT</p> <p>Recommendation 16:</p> <p>ISSUES TO BE INCLUDED FOR CONSIDERATION:</p> <ol style="list-style-type: none"> 1. Oral exams 2. Take home examinations 3. Group assessment practices 	<ul style="list-style-type: none"> ▪ Approved. ▪ Referred to ODL Task team 3. ▪ Quality standards and procedures to be developed by Deputy Registrar. ▪ The training element to be included in the ODL professional development framework, policy and strategy.
32	<p>RE STUDENT SUPPORT</p> <p>Recommendation 1: The STLSC accepts the definition of student support and refers the definition to Senate for approval.</p>	Approved.
33	<p>RE STUDENT SUPPORT</p> <p>Recommendation 2: The STLSC accepts the conceptual framework and refers the framework to Senate for approval.</p>	Approved.
34	<p>RE STUDENT SUPPORT</p> <p>Recommendation 3: Profiling of students (as early as application phase) in order to determine the possible needs of students (this can be informed by statistics from DISA) is essential to assist with planning for targeted support and to assist with their performance during the learning phase. A profiling system should provide actionable information regarding students' preparedness for higher education (academic and non-academic), students' location (in terms of distance from regional centers, tutorial programmes), students' connectivity, students' motivation and locus of control, etc.</p> <p>Factors that necessitate specific assistance to particular groups should be isolated and informed by such a profiling procedure/system. A detailed proposal for the student support that will be offered for targeted groups should be submitted to the STLSC for approval and implementation. IN CONJUNCTION WITH...</p> <p>Recommendation 9: The needs for tracking students during the learning phase in assessing student performance and to target learning support to specific students and groups of students should be compiled and submitted to DISA for integration into the current tracking system developments. A report should be submitted to the STLSC for approval.</p>	Approved. Referred to ODL Task team 4 and ODL Task team 6.

35	<p>RE STUDENT SUPPORT</p> <p>Recommendation 4: An assessment should be done of entry level student support provided by all the relevant departments. The aim is to better introduce students to ODL and to the Unisa system and to ensure that they receive all the help, preparation and support that will enable a strong start to the learning phase. Academic skills needs should receive specific attention. A report to STLSC should make recommendations regarding the improvement of specific areas and the seamless integration of such early services. IN CONJUNCTION WITH...</p> <p>Recommendation 10: Targeted support cannot be provided to students too late in the learning phase, as they will end up being frustrated with their own performance. The efficiency and value of the first compulsory assignment to all students should be revisited in order to enable a strong start for students in the learning phase and also to diagnose particular problems with students that can be addressed as early as possible in the learning phase. A report for the redesign and implementation of the first compulsory assignment – as it will inform the start of the learning phase – must be submitted to STLSC for approval and implementation.</p>	<p>Approved. Referred to ODL Task team 4.</p> <p>Approved. Referred to ODL Task team 4.</p>
36	<p>RE STUDENT SUPPORT</p> <p>Recommendation 5: The apparent “distance” between the current TSDL and colleges does not contribute to an integrated learning support system that addresses the needs of specific students and groups of students with support needs. Tutorial support (capacity, training, and scheduling) should be integrated with college activities (this is a matter of planning and coordination rather than physical presence). A report and integration plan (involving all stakeholders) should be submitted to STLSC for approval and implementation by July 2010. IN CONJUNCTION WITH...</p> <p>Recommendation 6: The system for the recruitment, appointment and remuneration of tutors should receive dedicated attention for HR, the Colleges and TSDL. A joint working group should address the specifications and implementation plan for a new system (the tutor model proposed by Proctor and her ODL team should be used as a reference). The efficiency (turnaround) of the system is paramount for a successful tutor system can be greatly enhanced through the use of technology. A plan should be submitted to STLSC for approval and implementation. IN CONJUNCTION WITH...</p> <p>Recommendation 7: The training of academics and tutors in the ODL environment should be streamlined and made more effective (this training relates to learning support specifically). Training for both academics and tutors should involve both generic teaching skills (for tutors in general) and for specific disciplines in colleges. A training plan should be drawn up and submitted to STLSC for approval and implementation.</p>	<p>Approved. Referred to ODL Task team 4.</p> <p>Approved. Referred to ODL Task team 4.</p> <p>Approved. Referred to ODL Task team 4.</p>

37	<p>RE STUDENT SUPPORT</p> <p>Recommendation 8: Regional capacity and facilities should be assessed in line with the recommendations and plans made in other recommendations regarding the improvement of learning support in the regions. Suggestions for the improvement of regional learning support and a quality assurance system, based on the actions in other recommendations, should be submitted to the STLSC for approval and implementation</p>	<ul style="list-style-type: none"> ▪ Approved. Referred to ODL Task team 4. ▪ This will result in the follow-up design of a regional model and infrastructure.
38	<p>RE STUDENT SUPPORT</p> <p>Recommendation 11: The possible role of alumni, successful students (peers) and community members in the support of current students should be investigated – improvement in this area can assist students and make the Unisa support system more effective and more efficient. A report should be submitted to STLSC for approval and implementation. Alumni and industry partnerships can also inform the entry of successful students into the world of work.</p>	<p>Approved. Referred to ODL Task team 4.</p>
39	<p>RE STUDENT SUPPORT</p> <p>Recommendation 12: The use of technology to facilitate learning support (with student access in mind) should be assessed and a report should be submitted to STLSC for approval and implementation with ICT and the relevant support departments.</p>	<p>Approved. Task team 4 and 5 to collaborate.</p>
40	<p>RE STUDENT SUPPORT</p> <p>Recommendation 13: Guidelines should inform the provision of such support services based on critical points in the learning phase (addressing support before and after assessment and also any continuous support). Such guidelines will also be needed for the integration of tutoring and learning support in the planning, design, development and delivery of all modules. A small task team should be appointed to develop concise guidelines in collaboration with DCLD and colleges (based on the Framework for a Team Approach). The model and guidelines should be submitted to STLSC for approval and implementation.</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ Referred to ODL Task team 4.
41	<p>RE STUDENT SUPPORT</p> <p>Recommendation 15: Re Video conferencing - Expansion of facilities <i>The financial implications of the expansion of our SB and VC facilities should be investigated. If these technologies replace all others for discussion classes, including face-to-face visits, it can have far-reaching costing implications in terms of facilities and other resources. (Recommendations 2 and 3 have reference to this).</i></p> <p>It is important to distinguish between modules with group discussion classes and those with formal functioning tutoring where extensive contact is possible, and to present a scenario that will guide the presentation of group discussion classes (via the technologies under discussion). In this regard the following:</p> <p>(i) Modules with tutorial programmes in place are encouraged to make optimal use of the tutors in providing guidance or academic support. Academic departments are responsible for subject-</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ Referred to ODL Task team 4 and Department of Finance.

	<p>specific training and guidance of these tutors. <i>In these modules group discussions lead by lecturers should be discouraged.</i></p> <p>(ii) In modules with <i>no</i> tutorial programmes in place due to small student numbers, lecturers will be encouraged to make use of either video-conferencing or satellite conferencing <i>instead of group discussions.</i></p> <p>(iii) When lecturers make use of satellite transmitted group discussions, these sessions should be recorded and sent to <i>all</i> students.</p> <p>(iv) Where the nature of the module and/or the specific needs of students cannot be addressed through a tutorial programme or video or satellite broadcasting, group discussions may play a vital role in supporting students. Considering the cost to students (and Unisa), and the fact that not all students are able to attend these group discussions, lecturers should be encouraged (and supported) to make use of podcasts which can be made available to all students.</p>	
42	<p><i>RE STUDENT SUPPORT</i></p> <p><u>Recommendation 16: Suitability of SB and VC for discussion classes - planning, design and quality assurance</u></p> <p><i>The use of discussion classes and formal tutoring is an academic decision and should be managed by academic departments with regional support.</i></p> <p>Modules with a high enrolment have the financial resources to consider alternatives, whereas modules with a low enrolment cannot afford face-to-face visits. Group discussion classes should not be the rule if formal tutoring is affordable because of larger enrolments. Guidelines and standards should be developed for the use of these technologies for modules where this kind of contact is suitable and educationally sound. These guidelines have to be based on sound ODL principles and must be developed and implemented in collaboration with DCLD. Although the use of SB and VC is high in some modules, the Task Team expressed concern about the lack of planning, design and quality assurance for satellite broadcasting and video conferencing. In most instances the “talking head” and low levels of interactivity do not justify the use of such technology. The transmission of content and summaries of materials do not enhance the learning experience. Face-to-face contact without the proper educational considerations and planning does not contribute to a quality learning experience as contact on its own is not sufficient reason for the use of SB and VC. Therefore, discussion classes should be properly planned and integrated with the tutoring and support needs of students in a specific module.</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ Referred to ODL Task team 4. ▪ The training aspect should be taken care of in the Unisa professional development framework, policy and strategy. ▪ Quality standards should be developed by Task Team 4.

43	<p>RE STUDENT SUPPORT</p> <p>Recommendation 17: Re Student access to recorded sessions and distribution of recorded sessions</p> <p>Discussions via these technologies should always be recorded and made available to students free of charge. (If recordings were not possible, some form of summary or transcript should be made available to students free of charge, and as soon as possible).</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ Referred to ODL Task team 4 for setting up of procedures involving all stakeholders.
44	<p>RE STUDENT SUPPORT</p> <p>Recommendation 1: Academics <i>must</i> make use of the wide range of technologies already available within Unisa. Every academic staff member has to take responsibility for teaching and facilitating learning by actively engaging with students using these technologies. The use of technology should become part of every academic staff member's performance agreement.</p>	Approved.
45	<p>RE STUDENT SUPPORT</p> <p>Recommendation 2: Unisa should make extensive use of the many possibilities technology presents for new and innovative ways to assess students, especially for formative assessment. Many alternative ways of assessment are already available, or could easily be deployed within Unisa (<i>See recommendations of ODL Task Team 3</i>).</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ The training aspect should be taken care of in the Unisa professional development framework, policy and strategy.
46	<p>RE STUDENT SUPPORT</p> <p>Recommendation 3: 24/7 access to broadband internet connectivity should be a prerequisite for employment of tutors. This will not only ensure better service delivery to students, but also remove geographical and time barriers when considering the employment of tutors (all types).</p>	Approved.
47	<p>RE STUDENT SUPPORT</p> <p>Recommendation 4: Unisa must assist students to gain access to technology-based teaching and learning opportunities, electronic resources and online student support. This can be facilitated through the student computer initiative, national partnerships (eg multipurpose community centres), the provision of computer centres at regional centres, enhancing mobile capabilities of existing Unisa ICT infrastructures, etc.</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ Will be a standing item on the STLSC agenda.
48	<p>RE STUDENT SUPPORT</p> <p>Recommendation 5: Differential (lower) pricing should be available for students who do not receive paper-based courseware or submit paper copies of assignments.</p>	Approved.

49	<p>RE STUDENT SUPPORT</p> <p>Recommendation 6: Unisa must establish a centre of excellence to research, develop and deploy innovative technology solutions for teaching, learning and student support. In addition, the centre must provide opportunities for academics to experiment with new technologies, teach them how to use existing and newly deployed technologies and provide reliable support (technical and pedagogical).</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ ODL Task team 5 to submit proposal.
50	<p>RE STUDENT SUPPORT</p> <p>Recommendation 7: Unisa supports the usage of and the contribution to open educational resources (OER) and open source software (OSS).</p>	Approved.
51	<p>RE STUDENT SUPPORT</p> <p>Recommendation 8: Unisa must establish a well-indexed e-learning object repository, such as Alfresco. This repository must form part of the enterprise content management (ECM) system that is currently under investigation by ICT.</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ ODL Task team 5 to report back at the STLSC meeting of 15 August.
52	<p>RE STUDENT SUPPORT</p> <p>Recommendation 9: Unisa should deploy a synchronous online whiteboarding system that can facilitate collaboration through application sharing, chat, audio, video etc. the system should be integrated with <i>myUnisa</i>.</p>	Approved.
53	<p>RE STUDENT SUPPORT</p> <p>Recommendation 10: All academic staff at Unisa to undergo mandatory professional development in a comprehensive use of VLEs, including Elearning, etc. The DCLD is tasked to develop a proposal for professional development in Elearning for submission to the STLSC meeting of 10 August.</p>	Approved.
54	<p>RE STUDENT SUPPORT</p> <p>Recommendation 11: A task team is convened under the auspices of the ODL Coordinator to investigate the implications of the use of social networking sites by academics eg Facebook, Ning and others on Unisa's IP, etc. The team to report back to the STLSC on 10 August.</p>	Approved.
55	<p>RE STUDENT RETENTION AND SUCCESS</p> <p>Recommendation 1: It is recommended that the Unisa conceptual framework is endorsed as the common reference point for all institution-wide initiatives to enhance student success.</p>	Approved.
56	<p>RE STUDENT RETENTION AND SUCCESS</p> <p>Recommendation 2: It is recommended that a Student Tracking System Project Team be established to coordinate and drive the implementation of the enhanced system. The system must be designed on the basis of a comprehensive institution-wide needs analysis. In particular, the potential of <i>myUnisa</i> to capture in-depth qualitative information from students should be fully exploited. The project sponsor will be the ED: DISA and the project leader will be the newly appointed Director: Information & Analysis, DISA. Composition of the project team will include representatives from ICT, DISA and the Colleges; the ED: Academic Planning; and the ED: Learner Support. The Project Team will report, through the Student Success Subcommittee (see below), to the STLSC.</p>	Approved.

57	<p>RE STUDENT RETENTION AND SUCCESS</p> <p>Recommendation 3: It is recommended that DISA develops the capacity to undertake advanced statistical analysis, data mining, profiling and predictive modelling in order to conduct the required analyses of student and institutional information and to produce and disseminate the required intelligence upon which effective interventions can be designed and implemented. In so doing, obtaining the required expertise through consultants should be considered where appropriate.</p>	Approved.
58	<p>RE STUDENT RETENTION AND SUCCESS</p> <p>Recommendation 4: It is recommended that DISA, under the auspices of the Student Tracking System Project Team, ensures that systems are developed to disseminate the required student and institutional intelligence to relevant roleplayers (academic & support departments, committees) via automated Portal-based reports and alerts, and via narrative reports and presentations, as required.</p>	Approved.
59	<p>RE STUDENT RETENTION AND SUCCESS</p> <p>Recommendation 5: It is recommended that the Student Success Committee (see below) establishes clear guidelines and procedures for the dissemination of student and institutional intelligence and for identification and implementation of appropriate interventions by relevant academic and support departments. These procedures will include clear lines of accountability in this regard. The identification of appropriate interventions should be done in accordance with the emerging Student Support Framework (ODL Task Team 4). In particular, the capacity of DCCAD to provide the required scope and scale of counselling support services will need to be determined and, if necessary, additional resources will have to be acquired.</p>	Referred back to ODL Task team 6.
60	<p>RE STUDENT RETENTION AND SUCCESS</p> <p>Recommendation 6: It is recommended that a Student Success Subcommittee is established, reporting to the STLSC. This will replace the current Throughput Forum.</p> <p>Its overall purpose will be to provide a cross-functional institution-wide working forum for the integration and coordination of all aspects of initiatives to enhance student success. It will ensure that all initiatives comply with approved procedures & framework, and that operational effectiveness of all aspects of the process is maintained. It will provide a forum for the presentation of reports and analyses and for the sharing of information and best practices across the institution. Under the current University structure, the committee should be convened and chaired by the ED: Learner Support.</p> <p>Under the new proposed structure, responsibility for this should lie with the ED: Teaching & Learning. The proposed composition is as follows: Executive Deans; Dean of Students; Deputy Registrar; ED: Academic Planning; ED: DISA; ED: DSPQA; ED: Study Material, Production & Dispatch; Director: ARCSWid; Director: DCCAD; Director: DCLD; Director: IOLD. However, consideration should be given for the</p>	Referred back to ODL Task team 6.

	inclusion of directors of Schools and in certain key operational departments, for example: DSAR, DSAA, Planning and Coordination of Study Material and Institutional Research.	
61	<p>RE STUDENT RETENTION AND SUCCESS</p> <p>Recommendation 7: It is recommended that DISA develops an appropriate framework for the monitoring and evaluation of Unisa's student success initiative for approval by the Student Success Subcommittee and, in turn, the STLSC. In terms of the approved framework, DISA will monitor trends and evaluate the impact of interventions and will report through the Student Success Subcommittee to the STLSC. This will facilitate the continuous review of practices & identification of new proactive interventions.</p>	Approved.
62	<p>RE STUDENT RETENTION AND SUCCESS</p> <p>Recommendation 8: It is recommended that vigorous efforts by the myUnisa Steering Committee and other roleplayers are made to enhance the utilisation of myUnisa substantially so that the active participation by both students and staff is maximised and that its potential to capture relevant in-depth quantitative and qualitative information is fully exploited.</p>	Approved.
63	<p>RE STUDENT RETENTION AND SUCCESS</p> <p>Recommendation 9: It is recommended that Unisa definitively takes the decision to institute the pre-registration assessment of students' academic readiness/risk in order to channel students in appropriate bands towards suitable qualifications, realistic study loads and appropriate forms of student support.</p> <p>To this end, the appropriateness and reliability of the NBTs and other academic skills assessments in the Unisa ODL context should be systematically investigated. This should be done by ODL Task Team 4 and a report with recommendations should be submitted to the STLSC.</p>	<ul style="list-style-type: none"> ▪ Approved. ▪ Referred to ODL Task team 4 and the Deputy Registrar.
64	<p>RE STUDENT RETENTION AND SUCCESS</p> <p>Recommendation 10: It is recommended that, in consultation with relevant experts and roleplayers, DISA develops and implements an appropriate Student Profile Survey instrument. This will allow the gathering of rich information on students' socio-economic and educational background, current socio-economic status and life circumstances, connectivity to technology and the extent of effective use of this, and a self-assessment of academic aptitude, study and time management skills, attitudes and practices. On the basis of this, students' readiness and risk will be able to be assessed. This, in turn, will allow student support services to be more effectively directed towards the actual life circumstances of our students.</p> <p>It is recommended that the reliability and validity of a self-assessment instrument to measure and score student readiness and risk is investigated. If possible, this instrument will provide the means to guide students towards more realistic course loads and appropriate forms of student support, in accordance with the recommendations of</p>	<p>Referred to collaboration between ODL Task team 6 and 4.</p> <p>Referred to collaboration between ODL Task team 6 and 4.</p>

	the respective task teams focusing on these issues.	
65	<p>RE STUDENT RETENTION AND SUCCESS</p> <p>Recommendation 11: It is recommended that the on-time delivery of study materials is identified as an immediate high priority and that all required resources, expertise and capacity are deployed in order to find a lasting solution to this problem to ensure that Unisa's systems are based on industry best practices. In particular, quality assurance measures should be developed for all aspects of the production, stock control and dispatch processes in order to increase efficiency.</p> <p>It is recommended that, under the auspices of the STLSC, the matter of the availability of lecturers is investigated systematically and that recommendations to address this problem are formulated for STLSC approval.</p> <p>It is recommended that, as part of the work of Task Team 4, the matter of feedback on assignments and examinations is investigated and that recommendations to improve this important aspect of teaching and learning are submitted to the STLSC for approval.</p> <p>It is recommended that the possibility of more flexible and student-centred examination scheduling is investigated to relieve the burden often placed on students in this regard. More flexible scheduling is likely to have a positive impact on exam performance and, in turn, exam success.</p>	<p>Approved.</p> <p>Referred back to ODL Task team 6.</p> <p>Referred to DSAA.</p> <p>Referred to Deputy Registrar and DSAA.</p>
66	<p>RE STUDENT RETENTION AND SUCCESS</p> <p>Recommendation 112: It is recommended that as the next immediate step in the implementation of the ODL Plan, a cross-cutting task team is set up under the auspices of the STLSC to systematically refine and integrate the work and findings of all the ODL Task Teams.</p>	<p>Approved.</p>

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