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## Appendix A

### Data Collection Schedule

The following table indicates the data collection schedule:

Schedule	Components	
		The participants in this research may be described according to the following interview schedule:
<b>A</b>	Interview Schedule AI: Unisa members of staff (management involved in Unisa Tuition Policy development)	Unisa members of staff (management involved in the Unisa Tuition Policy development). The purpose of the questionnaire is to interview members of Unisa management who were involved in the development of Unisa's Tuition Policy. They will be the targeted participants. One special criterion on which they will be selected is that they should have participated in or contributed to the formulation of the tuition policy.
<b>B</b>	Interview Schedule AII: Academics/Lecturers	The purpose of this schedule is to elicit the understanding of Unisa's Tuition Policy by the academics. Furthermore, the author wants to explore how these understandings influence the implementation of the policy in terms of the development and writing of learning materials. Academics or lecturers in different academic departments at Unisa will be asked to participate in this research. Only two colleges/faculties, namely the College of Law and the College of Economics and Management Sciences, will be used
<b>C</b>	Interview Schedule AIII: Learning Developers	The purpose of this interview schedule is to draw the understanding of learning developers on the Unisa Tuition Policy. Furthermore, the author wants to explore how these understandings influence the implementation of the policy in terms of the development and writing of learning materials.
<b>D</b>	Interview Schedule CI: External Stakeholders: SAIDE and NADEOSA	The purpose of this interview schedule is to try to determine



		<p>how external stakeholders understand the Unisa Tuition Policy, and whether it influences or contributes to the transformation of learning and teaching in distance education. One of the criteria will be that the staff member should at least be familiar with teaching and learning in distance education.</p>
<b>E</b>	<p>Interview Schedule DI: Pre-interview Questionnaire: Students/Learners</p>	<p>Interview Schedule DI: Pre-interview Questionnaire: Students/Learners. During registration time, students/learners who are registering for level two or three will be requested to voluntarily participate in this study. A letter will be issued explaining the process and the purpose of their participation. However, only students registered for qualifications in the College of Law and the College of Economic and Management Sciences will be requested to participate in this study. Students will be expected to answer five questions in the form of a pre-interview questionnaire. There will be two sessions for focus group interviews, each with eight participants, and lasting for an hour. One of the focus groups should be students who have registered for Entrepreneurial Law</p>
<b>F</b>	<p>Interview Schedule DII: Students/Learners' understanding of the Unisa Tuition Policy</p>	<p>The purpose of this interview schedule is to draw the understanding of students or learners regarding the Unisa Tuition Policy and how it influences their learning. Students/learners who are registering for level two or three will be requested to voluntarily participate in this study. A letter will be issued explaining the process and the purpose of their participation. However, only students that are registered for the qualifications in the College of Law and the College of Economic and Management Sciences will be requested to participate in this study. One of the focus groups will be students who have registered for Entrepreneurial</p>



		Law. The participants will be requested to read the Tuition Policy before the interviews. During the interviews, they will be asked to respond to nine questions. These will be the focus group interviews, so only eight students will be taken per session. There will be two sessions with eight participants for each session, making a total of sixteen participants.
<b>G</b>	Interview Schedule EI: Learning Developers who worked on the learning design of a Study Guide	The purpose of this interview schedule is to draw the understanding of learning developers who helped the authors of the study guide which was developed according to the Tuition Policy, so as to establish an understanding of the development of the study guide process. Learning developers who worked on the Entrepreneurship Law study guide will be interviewed.
<b>H</b>	Interview Schedule EII: Authors/Academics of a Study Guide	The purpose of this interview schedule is to draw the understanding of the authors of a study guide developed according to the Unisa Tuition Policy, so as to establish their understanding of the development of the study guide. Five academics who assisted or contributed in the writing of the Entrepreneurship Law study guide will be interviewed.
<b>I</b>	Interview Schedule EIII: Students or Learners using the Study Guide	One of the focus groups will be students who have registered for Entrepreneurial Law. These participants will be requested to read the Unisa Tuition Policy before the interview. During the interview, they will be asked to respond to nine questions. These will be focus group interviews, so only eight students will be taken per session. The sessions are intended to last for 1 hour 45 minutes.
<b>J</b>	Schedule FI: Document Analysis:	Unisa Tuition Policy Open University of United Kingdom Teaching and Learning strategy



		National Plan for Higher Education The New Academic Policy Council on Higher Education-Distance Education Task Team
<b>K</b>	Interview Schedule GI: Questionnaire	Academics/Lecturers and Learning Developers Questionnaire Semi-structured Questionnaire: Academics and Learning Developers: Understanding of Tuition Policy

The choice of the above participants was largely influenced by the research question of this study.



## Appendix B

### Research Question, Propositions and Methods<sup>1</sup>

Research Question	Propositions	Methods
1. 'What are the various stakeholders' views and experiences of the development and implementation of the Unisa Tuition Policy?'	Unisa, as a national public institution, must be dedicated to serving people inside and outside South Africa, and address the needs and challenges of society. It aims at serving the communities through its expertise, teaching and research. What are the critical issues from the Unisa Tuition Policy on these issues?	<p>1. Unstructured and semi-structured interviews with the members/participants from/of:</p> <ul style="list-style-type: none"> <li>○ 2 members of management who were involved in tuition policy development. (Schedule AI)</li> <li>○ 2 Learning developers/instructional designers involved in tuition policy development. (Schedule AII)</li> <li>○ 2 External stakeholders: 1 from SAIDE and 1 from NADEOSA. (Schedule AIII)</li> <li>○ 16 Students/learners to be divided into 2 groups, 8 in each group, for focus group interviews. (Schedule DI)</li> <li>○ 2 learning developers who worked on a study guide. (Schedule EI)</li> <li>○ 2 authors of a study guide. (Schedule EII)</li> <li>○ 2 students/learners registered for a specific course. (Schedule EIII)</li> <li>○ In-depth analysis of the proposed strategies of the tuition policy. (Schedule F1 to FIV)</li> </ul> <p>Recording and updating of events in the personal diary schedule</p>
2. In terms of the above question, the focus is on interaction among selected Unisa participants and their experiences in the development and implementation	The principles underpinning teaching and learning at Unisa, as stated by the Unisa Tuition Policy	<p>1. Unstructured and semi-structured interviews with the members/participants from/of:</p> <ul style="list-style-type: none"> <li>○ Management who were involved in tuition policy development.</li> <li>○ Learning Developers/Instructional Designers involved in tuition policy development.</li> <li>○ External stakeholders (South African Institute of Distance Education (SAIDE)).</li> <li>○ Students/learners.</li> <li>○ Authors of a study guide.</li> <li>○ Students/learners registered for a specific course.</li> </ul>

<sup>1</sup> The proposal for data collection was now and then refined during the process. The propositions were mere guidelines, as more complex relationships came out during the interview and data gathering process.



Research Question	Propositions	Methods
of the tuition policy.		2. In-depth analysis of the proposed strategies in the tuition policy. 3. Recording and updating of events in the personal diary schedule.
3. Linked to above is whether or not the proposed implementation of the institutional tuition policy leads to the envisaged view of transforming learning and teaching in DE and ODL.	Unisa Tuition Policy proposal and implementation process and impact on teaching and learning	1. In-depth unstructured and semi-structured interviews with participants mentioned in 1, based on the following issues: <ul style="list-style-type: none"> <li>○ Lifelong learning</li> <li>○ Affordability</li> <li>○ Cost-effectiveness</li> <li>○ Advantageous use of partnerships</li> <li>○ Collaboration with all bodies governing the field of education, training and development (ETD)</li> <li>○ Commitment to ODL philosophy and practice</li> <li>○ Conform to curriculum development principles</li> <li>○ Seek and secure internal and external partnerships to facilitate collaboration in curriculum development and delivery</li> <li>○ Put in curricula the basic values underlying an open and democratic society, as indicated in the constitution of South Africa.</li> </ul> 2. In-depth analysis of Unisa Tuition Policy based on the above issues 3. Recording and updating events in the personal diary.



## Appendix C

### Synopsis of Chosen Methods, Research Question, Techniques and Value

Synopsis of the chosen methods, research question, techniques and value attached to the chosen method:

Research Question	Methods	Value of the Method in this study
1. 'What are the various stakeholders' views and experiences of the development and implementation of the Unisa Tuition Policy?'	Interviews (one-to-one and focus group interviews)	The interview schedule will provide the author with critical information regarding the current nature and status of the Tuition Policy at Unisa. Furthermore, it will point to the reasons behind the Tuition Policy's development and present status.
	Questionnaires	The questionnaires will provide the written responses of the participants. This will be compared with the responses recorded during the semi-structured interviews.
	Document Analysis	This will provide the author with the critical aspects of the Tuition Policy. It will indicate the university's focus and underlying principles. Furthermore, it will allow the author to critically look at ODL philosophy and practice, subsequently determining whether or Unisa is following these principles. The information will help in the determination and clarification of issues from the interviews etc.
	Personal Diary	This will record all the author's personal reflections, in terms of how the interviews are going. As such, views, experiences, feelings and relations to formal and informal meetings and conversations will be recorded. The diary will also indicate the critical issues that came out during the interviews and, furthermore, whether or not the main purpose of the interviews has been achieved. This will also record any behavioural or situational issues, which may help in follow-up or subsequent interviews pertaining to the study. New issues that emerge will be recorded and presented.
	Interviews (one-to-one and focus group interviews)	This will provide me with information regarding whether the tuition policy's strategies are based on reality. It will furthermore indicate whether such





Research Question	Methods	Value of the Method in this study
		strategies can be achieved.
	Document Analysis	This will provide information on the envisaged strategies. Furthermore, it will critically indicate whether the way in which strategies are to be achieved is based on reality or theory.
	Personal diary	The author will record critical issues that may emerge during formal or informal conversations or interviews. This will allow him to be objective about recording of the issues, and keep checks and balances on prejudices or biases.
	Questionnaires	The questionnaires will provide valuable input in terms of making the participants relate what the policy says to their daily work experience. This will also provide an added value in terms of evaluating the policy.
	Interview (one-to-one and focus group interviews)	This will provide the author with information regarding the implementation of the policy. Hurdles, obstacles, opportunities, constraints and breakthroughs in terms of implementation will be noted. Any noteworthy issue for transforming learning and teaching will be noted, including constraints which the policy may not have envisaged.
	Document Analysis	This will provide data that is critical to the implementation of the policy. Furthermore, it will complement the interview responses in terms of whether or not teaching and learning in DE and ODL is being transformed.
	Questionnaires	The questionnaires probe the participants to check their present circumstances in terms of implementing the policy, and how this will influence their future practice.
	Personal Diary	This will record all noteworthy issues during formal or informal conversations. This data may supplement and determine the way future interviews should go.



**Appendix D**

**Letter Requesting Permission to Conduct  
Research and Interviews at Unisa**

**UNIVERSITY OF PRETORIA  
FACULTY OF EDUCATION**

PO Box 911-3439  
**ROSSLYN**  
0200  
19 February 2005

Prof N Baijnath  
The Vice Principal: Research and Planning  
University of South Africa

Dear Prof N Baijnath

**REQUEST TO CONDUCT RESEARCH FOR A DOCTORAL STUDY AT  
UNISA: 2005**

I am currently a part-time doctoral candidate in the Faculty of Education at the University of Pretoria. This is a special doctoral programme focusing on various aspects of educational policy studies. I am writing to request permission to conduct a research study at the University of South Africa. I am presently working at the Institute for Curriculum and Learning Development, hence my choice of Unisa as an institution at which to conduct part of my research. Furthermore, part of my responsibility is to look into the implementation of various policies at the institution. The title of my research is ‘an exploration into the development and implementation of a tuition policy: a case study of Unisa’. I believe that this research will also benefit Unisa as, on completion, it will be shared with the various stakeholders.

This research will involve a number of people at Unisa (management, academic staff members, learning developers, learners etc) in the form of structured and unstructured interviews. The interviews will be done with the specific individuals, after permission has been granted. These individuals will be asked, on a voluntary basis, to participate in this study. To this end, an ethical statement will be read to the participants. (See attachment).

Thank you  
Regards

.....  
Azwinndini Christopher Tshivhase  
Coordinator: Continuing Professional Learning  
Institute for Curriculum and Learning Development  
TVW 4-47                      Tel: 012 429 6789      Fax: 012 420 3551  
Cell: 082 375 5479      Email: [Tshivac@Unisa.ac.za](mailto:Tshivac@Unisa.ac.za)



**Appendix E**

**Letter A Unisa Management and Interview Questions<sup>2</sup>**

**UNIVERSITY OF PRETORIA  
FACULTY OF EDUCATION**

PO Box 911-3439  
**ROSSLYN**  
0200  
18 February 2005

Member of Staff: Unisa Management<sup>3</sup>

Dear Participant

**REQUEST TO PARTICIPATE IN A RESEARCH INTERVIEW: DOCTORAL STUDY AT UNISA: 2005**

I am currently a doctoral candidate in the Faculty of Education at the University of Pretoria. This is a special doctoral programme that focuses on educational policy studies. I am writing to kindly request you to participate in an interview for the above research. While the success of this research will contribute to the completion of my doctoral qualification, it will also contribute to the exploration of policy issues regarding teaching and learning at Unisa.

The interview will focus on the development and implementation of the Unisa Tuition Policy. I am attaching the following documents to this letter:

- (a) the Unisa Tuition Policy, and
- (b) the interview questionnaire.

The interview is scheduled to last for about 45 to 60 minutes. If you agree, the interview session will be audio-taped in order to be later transcribed. The transcripts and tapes will be destroyed once the study has been completed. For this purpose, an undertaking will be signed by both interviewer and interviewee. Furthermore, the interview responses will be treated as confidential, and anonymity will be guaranteed. You may request my ethics statement, which outlines the ethics pertaining to this research.

Thank you  
Regards

.....  
 Azwinndini Christopher Tshivhase  
 TVW 4-47      Tel: 012 429 6789      Fax: 012 420 3551  
 Cell: 082 375 5479      Email: [Tshivac@Unisa.ac.za](mailto:Tshivac@Unisa.ac.za)

<sup>2</sup> The questions and questionnaire were adapted as per participant/s.

<sup>3</sup> This item was changed, depending on the intended participant/s.



The purpose of this questionnaire is to interview specific members of staff (Unisa management) who were involved in the development of the Unisa Tuition Policy.

1. What was your role in the development of Unisa's Tuition Policy?
  - How did you become involved in the process/team?
  - What was the instruction from management with regard to the Tuition Policy? Did you receive any specific instructions from the university management?
  - Was there any consideration given to the implementation of the policy?
  - Were you given any timeframe for the completion of the policy document?
  - Did you come across any hurdles in the process?
2. What was the extent of involvement of and consultation with stakeholders?
  - What was the extent of involvement of and consultation with stakeholders?
  - Who did you regard as the key stakeholder in the development of the Tuition Policy?
  - How did you involve them?
  - Were there any stakeholders from whom you would have expected more input?
3. What do you think were the main goals of the Tuition Policy?
  - What was the policy broadly aiming to address?
4. Did you relate the Tuition Policy to any other university policy such as the Assessment Policy or Accreditation of Experiential Learning, etc?
  - Did you find any similarities and differences between the Tuition Policy and other policies?
  - How did you respond to these similarities and differences?
5. What do you think are going to be the major challenges when coming to the implementation of this policy?
  - Human resources in terms of academics
  - Relevant training for the implementation
  - Buy-in from academics
  - Role of students
  - Misinterpretation of the policy
6. What do you think will be the main effects of the Tuition Policy on the learning process?
  - The development of learning material
  - The teaching and learning process
  - The impact on transforming learning and teaching in DE and ODL



## Appendix F

### Letter E Unisa Students

UNIVERSITY OF PRETORIA  
FACULTY OF EDUCATION

PO Box 911-3439  
ROSSLYN  
0200

18 February 2005

Student  
Unisa

Dear Student

#### **REQUEST TO PARTICIPATE IN A RESEARCH INTERVIEW: DOCTORAL STUDY AT UNISA: 2005**

I am currently a doctoral candidate in the Faculty of Education at the University of Pretoria. This is a special doctoral programme that focuses on educational policy studies. I am writing to kindly request you to participate in an interview for the above research. While the success of this research will contribute to the completion of my doctoral qualification, it will also contribute to the exploration of policy issues regarding teaching and learning at Unisa.

The interview will focus on the development and implementation of the Unisa tuition Policy. I am attaching the following documents to this letter:

- (a) the Unisa Tuition Policy, and
- (b) the interview questionnaire.

The interview is scheduled to last for about 45 to 60 minutes. If you agree, the interview session will be audio-taped for later transcription. The transcripts and tapes will be destroyed once the study has been completed. For this purpose, an undertaking will be signed by both interviewer and interviewee. Furthermore, the interview responses will be treated as confidential, and anonymity will be guaranteed. You may request my ethics statement, which outlines the ethics pertaining to this research.

Thank you

Regards

.....  
Azwinndini Christopher Tshivhase  
TWV 4-47                      Tel: 012 429 6789      Fax: 012 420 3551  
Cell: 082 375 5479      Email: [Tshivac@Unisa.ac.za](mailto:Tshivac@Unisa.ac.za)



## Appendix G1

### Pre-Interview Questions: Unisa Students

The following questions will be sent to students or learners registered at Unisa before conducting focus group interviews. The students will be encouraged to briefly write down their responses i.e. just their thoughts.

1. What is your understanding of the Tuition Policy? (Briefly)
2. In your view, what do you think the Tuition Policy is responding to?
3. What are the main aims of this policy?
4. When it comes to the implementation of this policy, what do you see as the major obstacles, limitations or constraints?
5. When it comes to its successful implementation, what do you see as the major possibilities or opportunities?



## Appendix G2

### Interview Questions: Unisa Students

The purpose of this interview schedule is to elicit the understanding of students or learners regarding the Tuition Policy and how it influences their learning.

1. What is your understanding of the Tuition Policy? (Briefly)
2. In your view, what do you think the Tuition Policy is addressing?
3. Please comment briefly on the following issues as stated in the policy. Your comments should indicate whether or not you feel that the issue is successfully addressed, and whether or not it has been implemented:
  - Producing independent, critical graduates who are able to play a creative role in the community and society in general
  - Accessibility of higher education opportunities to all the people of South Africa, particularly those previously excluded from obtaining quality higher education
  - Academic excellence of an international standard which is contextually relevant to South Africa and Africa in general
  - Lifelong learning
  - Affordability
  - Cost effectiveness
  - Student assessment practice as an integral part of curricula
  - Basic values of an open and democratic society.
4. The Tuition Policy states that programmes and courses will be taught by means of ODL and according to ODL principles. Do you think that the following is reflected in your study material or packages?
  - A team approach to course/programme design will be mandatory
  - Appropriate student support strategies will be embedded in every course
  - Unisa must create and sustain a student-friendly environment by coordinating and integrating resources and services, e.g. study materials, calendars, counselling, forms of interaction, tutoring, registration and general support
  - Quality evaluation of learning resources, involving a range of evaluators, including peers, learners and other public and private sector clients.
5. In your opinion, what is the main goal of the Tuition Policy?
6. In terms of the implementation of the Tuition Policy, what do you see as the major obstacles, limitations or hurdles?
7. In terms of the successful implementation of the Tuition Policy, what do you see as the major possibilities or opportunities?
8. Do you think that learners or students should be involved in the development and implementation of this Tuition Policy? Briefly state the reason for your response.
9. In general, do you think that the policy will contribute to the transformation of learning and teaching in DE and ODL? Briefly state the reason for your response.



## Appendix H1

### Letter H Unisa Students using Entrepreneurship Law 1 Study Guide

UNIVERSITY OF PRETORIA  
FACULTY OF EDUCATION

PO Box 911- 3439  
ROSSLYN  
0200

18 February 2005

Students using a Study Guide  
Unisa

Dear Students

#### **REQUEST TO PARTICIPATE IN A RESEARCH INTERVIEW: DOCTORAL STUDY AT UNISA: 2005**

I am currently a doctoral candidate in the Faculty of Education at the University of Pretoria. This is a special doctoral programme that focuses on educational policy studies. I am writing to kindly request you to participate in an interview for the above research. While the success of this research will contribute to the completion of my doctoral qualification, it will also contribute to the exploration of policy issues regarding teaching and learning at Unisa.

The interview will focus on the development and implementation of the Unisa Tuition Policy. I am attaching the following documents to this letter:

- (a) the Unisa Tuition Policy, and
- (b) the interview questionnaire.

The interview is scheduled to last for about 45 to 60 minutes. If you agree, the interview session will be audio-taped for later transcription. The transcripts and tapes will be destroyed once the study has been completed. For this purpose, an undertaking will be signed by both interviewer and interviewee. Furthermore, the interview responses will be treated as confidential, and anonymity will be guaranteed. You may request my ethics statement, which outlines the ethics pertaining to this research.

Thank you

Regards

.....  
Azwinndini Christopher Tshivhase TVW 4-47                      Tel: 012 429 6789  
Fax: 012 420 3551: Cell: 082 375 5479                      Email: [Tshivac@Unisa.ac.za](mailto:Tshivac@Unisa.ac.za)





## Appendix H2

### Interview Questions: Students using Entrepreneurship Law 1 Study Guide

Before commencing with the focus group interviews, the author will give students copies of the Tuition Policy, and ask them to read it prior to the interviews.

1. What is your understanding of the Tuition Policy? (Briefly)
2. In your view, what is the Tuition Policy responding to?
3. What role does the Tuition Policy play in relation to:
  - The development of the study guide
  - The implementation of various issues such as a team approach, appropriate student support strategies, and a student-friendly environment in the study guide
4. One of the focuses of the Tuition Policy is that it aims at producing independent, critical graduates who are able to play a creative role in the community and society in general. Do you think the study guide works towards the achievement of this goal?
5. Do you think that students should have been involved in the development of the study guide? Maybe as:
  - Developers
  - Critical readers and reviewers
6. In terms of the implementation of the Tuition Policy in this study guide, what do you see as the major hurdles, limitations, constraints or obstacles?
7. In terms of the successful implementation of the Tuition Policy, what do you see as the major possibilities or opportunities, if this study guide was to be revised or rewritten?
8. Comment briefly on anything you can think of regarding the relation of the Tuition Policy to this study guide.



## Appendix I

### Questionnaire to Unisa Academics and Learning Developers

#### SECTION A PART A

##### 1. PERSONAL INFORMATION: POSITION IN THE UNIVERSITY

LECTURER	SENIOR LECTURER	HOD	ASSISTANT DEAN	DEAN	LEARNING DEVELOPER	OTHER (SPECIFY)
1	2	3	4	5	6	7

##### 2. FORMAL QUALIFICATIONS COMPLETED

HONOURS	MASTERS	PHD	OTHER (SPECIFY)
1	2	3	4

##### 3. COLLEGE DIVISION

HUMANITIES EDUCATION THEOLOGY	ECONOMIC & MANAGEMENT SCIENCES	LAW	AGRI-CULTURE & ENVIRONMENTAL SCIENCES/ OTHERS (SPECIFY)	APPLIED SCIENCES	BUREAU FOR LEARNING DEVELOPMENT
1	2	3	4	5	6

##### 4. AGE

UNDER 30	30-35	35-40	40-45	45-50	50-55	55-60	ABOVE 60
1	2	3	4	5	6	7	8

##### 5. GENDER

MALE	FEMALE
1	2

##### 6. LECTURING EXPERIENCE /LEARNING DEVELOPMENT EXPERIENCE (IN YEARS) AT UNISA

0-5	6-10	11-15	16-20	MORE THAN 20
1	2	3	4	5



**PART B**

The Tuition Policy was accepted by the Unisa Senate in June 1998. Many learning developers and academics/lecturers became aware of it through the Unisa communication structures and systems. The purpose of the following questions is to enquire about the information available about the Tuition Policy.

1. Are you aware of the Tuition Policy that has been in existence since June 1998?

YES	NO
1	2

2. Do you have a copy of the Tuition Policy?

YES	NO
1	2

3. If yes, how did you get a copy?

BLD	DEPARTMENT	INTCOM	WORKSHOP/ TRAINING	ONLINE/ INTERNET	OTHER (SPECIFY)
1	2	3	4	5	6

4. How did you first become aware of the Tuition Policy?

I was told by the Dean	1
I was told by the HOD	2
I was told by a colleague	3
I read the policy	4
I attended training or a workshop	5
It was discussed at our staff meeting	6
Other (Specify)	7

5. Do you understand the Tuition Policy in general?

YES	NO
1	2



**PART C**

**IF YOU HAVE ANSWERED YES TO QUESTION 5, THEN PLEASE COMPLETE THE FOLLOWING SECTION:**

Place a cross (X) in the appropriate block	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
	SA	A	NS	D	SD
1. The Unisa Tuition Policy was easy to understand	1	2	3	4	5
2. The Unisa Tuition Policy gives very clear guidelines on what is required of academics	1	2	3	4	5
3. The Unisa Tuition Policy gives clear guidelines for implementation	1	2	3	4	5
4. The Unisa Tuition Policy allows for flexibility in implementation	1	2	3	4	5
5. I have personally implemented some of the policy's aspects in the development of my study guide(s)	1	2	3	4	5

**PART D**

The purpose of this questionnaire is to collect information about academics and learning developers' understanding of the Unisa Tuition Policy. There are certain views when it comes to whether or not the Unisa Tuition Policy clearly states what is expected of academics. How strongly do you feel about each of the following statements, which mention some of the issues concerning the understanding of the policy?

Place a cross (X) in the appropriate block	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
	SA	A	NS	D	SD
1. The Unisa Tuition Policy clearly states what is expected of academics.					
2. The Unisa Tuition Policy, if implemented, will lead to the improvement of learning and teaching.					
3. The Unisa Tuition Policy clearly states the university's focus and its underlying principles.					
4. The Unisa Tuition Policy very clearly articulates the ODL philosophy and practice.					
5. The Unisa Tuition Policy clearly states the					



Place a cross (X) in the appropriate block	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
principles to be followed when developing curricula.					
6. The Unisa Tuition Policy clearly indicates the principles and criteria for the actual range of courses to be offered.					
7. The Unisa Tuition Policy clearly states the limitations that need to be taken into account when determining the range of programmes and courses.					
8. There is a clear articulation of the requirements for types of qualifications to be offered.					
9. The Unisa Tuition Policy clearly shows some of the implications of the programmes and courses to be taught by means of ODL and according to ODL principles.					
10. The Unisa Tuition Policy clearly states who is responsible for course development.					

## SECTION B

### PART B

What do you think were the main reasons for the introduction of the Unisa Tuition Policy? Give a clear response.

### PART C

What do you think are the major breakthroughs that are envisaged by the policy?

### PART D

What do you think are the major obstacles, constraints, or hurdles with regard to the implementation of the Unisa Tuition Policy?

### PART E

What do you see as the major possibilities or opportunities for the successful implementation of the Unisa Tuition Policy?



**PART F**

<b>Place a cross (X) in the appropriate block</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1. The Unisa Tuition Policy will create opportunities for the effective development of study guides.					
2. The Unisa Tuition Policy recognises different “voices” in study guide development.					
3. The Unisa Tuition Policy is based on sound ODL principles.					
4. The Unisa Tuition Policy will address the needs and challenges of South African society.					
5. The use of the Unisa Tuition Policy will lead to clear curriculum design.					
6. Whatever the Unisa Tuition Policy articulates can be implemented.					
7. The Unisa Tuition Policy will help academics to develop interactive learning material.					
8. The Unisa Tuition Policy provides clear guidelines on what is to be taught.					
9. The Unisa Tuition Policy encourages open debate on material development.					
10. The Unisa Tuition Policy will lead academics from developing content-centred to learner-centred materials.					



## Appendix J

### Unisa Tuition Policy 1998

The University of South Africa (Unisa) is a national asset and public institution dedicated to serving all the people of South Africa and to addressing the needs and challenges of our society

#### The university focuses on the following:

- It provides quality open and distance learning opportunities in higher education, appropriate to South African learners, with certification up to doctorate level. It aims at producing independent, critical graduates who are able to play a creative role in the community and society in general
- It conducts and fosters research
- It aims at serving the community through its expertise, teaching and research.

#### These endeavours are underpinned by the following principles:

- accessibility of higher education opportunities to all the people of South Africa, particularly those previously excluded from obtaining quality higher education
- academic excellence of an international standard which is contextually relevant to South Africa and Africa in general
- lifelong learning
- affordability
- cost-effectiveness
- advantageous use of partnerships
- collaboration with all bodies governing the field of education, training and development (ETD)

#### 2. Open and distance learning (ODL) at Unisa

As a provider of open and distance learning, Unisa commits itself to the following philosophy and practice Open learning promotes open access to courses, flexibility in learning provision, and methods and criteria of assessing learning progress and achievement. Open learning denotes a shift in emphasis from the institutional lecturer or content-centered learning to a learner-centered and Outcomes-based approach.

Distance [earning is a form of planned learning which provides learning opportunities aimed at limiting the constraints of time/place/pace. It involves [he design and development of learning experiences using various technologies and student-support strategies to effect interaction among teachers and learners. It enables learners to become independent and critical thinkers, and to attain their educational goals

#### 3. Guidelines on Tuition Policy

##### 3.1 What is to be taught?

##### Unisa should offer

- undergraduate and postgraduate diplomas and degrees
- access courses for learners who lack matriculation exemption but hold a senior certificate, and bridging or foundation courses for learners who do have matriculation exemption but lack adequate preparation for university studies
- Certificate courses and programmes
- Intermediate qualifications
- are contextually relevant to South Africa and Africa in general
- can fulfil international needs, where appropriate,



- conform to internationally acceptable academic standards and quality ODL standards
- adhere to the requirements of professional and other regulatory bodies (e.g. accountants, psychologists, social workers, lawyers)
- respond to South Africa's priority needs and problems (e.g. education, administration, science and technology, agriculture) directly or through collaboration and partnerships
- are cost-effective
- conform to the curriculum development principles set out below.

### **Selection principles and criteria**

All of Unisa's courses will conform to the above description, but selection of the actual range of courses to be offered will be done on the basis of the following:

- emphasizing meaningful programmes which satisfy South Africa's priority needs and responding to student requirements, client needs, and career opportunities
  - maintaining academic and ODL quality standards
  - seeking, developing and securing internal and external partnerships to facilitate collaboration in curriculum development and delivery
- When determining the range of programmes and courses, the following limitations will be taken into account:
- Affordability to learners, the university and the state in terms of academic and administrative resources
  - Availability of expertise
  - The need to eliminate duplication
  - The need to explore the implementation of certain courses across disciplines and faculties

### **Curriculum principles**

**Unisa should develop its curricula in accordance with the following principles:**

- Curriculum encompasses content, delivery and assessment.
- Curricula should be the result of specific needs and situation analyses - quantitative and qualitative.
- All stakeholders should have the opportunity of contributing to the curriculum. Student involvement is important.
- Curriculum design should embody a learner-centered approach, including Recognition of what the learner brings to the learning situation acquisition of appropriate learning strategies development of the intellectual skills that will foster learning, creativity and critical thinking
- Wherever applicable, curricula should be developed on an interdisciplinary basis.
- Curricula should acknowledge that teaching is more than a process of transmitting knowledge; it also incorporates the inculcation of an attitude that encourages a critical approach.
- Different forms of interaction should be planned to provide quality learning opportunities and experiences.
- Curriculum design and development include the responsibility of keeping abreast of current and innovative developments in curriculum philosophy and practice, and in academic thinking in the subject, evaluating these, and implementing appropriate approaches for varying learning contexts.

Student assessment practice is an integral part of curricula and should be consistent with the principles outlined above. It should also enhance student progress and ensure the status and value of Unisa qualifications.

- Within curricula, the basic values underlying an open and democratic society, such as those contained in the Constitution of South Africa, should be upheld, and at the same time a critical understanding of these values should be inculcated.





### 3.2 To whom?

Unisa affirms the principle of open access to the university, mediated by a variety of mechanisms such as matriculation, placement tests and initiatives, recognition of prior learning, access and bridging courses and through national (e.g. the National Qualifications Framework (NQF)) and international articulation arrangements. At postgraduate level access would also be through articulation arrangements or through recognition of prior learning and experience.

### 3.3 By what means?

#### 3.3.1 Programmes and courses will be taught by means of ODL and according to ODL principles.

**Some implications of this are highlighted below:**

- A team approach to course/programme design will be mandatory, with flexibly composed course teams whose specific roles and responsibilities are clearly delineated.
- Appropriate student support strategies will be embedded in every course.
- Unisa must create and sustain a student-friendly environment by coordinating and integrating resources, structures and services (e.g. study material, the calendar, counselling, forms of interaction, tutoring, registration and general support and Administrative services), supported by an organizational ethos of commitment to learners.
- Quality promotion, assurance and control mechanisms will be required to ensure adherence to national and international quality standards of distance education. These will include quality evaluation of learning resources and performance evaluation of staff, and will involve a range of evaluators, including peers, learners and other public and private sector clients.

3.3.2 There should be an agreed and planned process of course design, development, production and delivery with a view to integrating and co-coordinating Unisa's systems.

3.3.3 Appropriate and detailed approval processes are essential to ensure that courses adhere to the principles outlined above.

#### 3.3.2 By whom?

- Suitably qualified and experienced teams will be selected from the academic departments involved and from academic support departments such as design, development, production and delivery staff including teaching and learner support staff, tutors, demonstrators (as well as external organizations/partners) who are expected to participate in a range of staff development opportunities, planned and coordinated through the institution's staff appraisal system. This implies a management responsibility to support and recognize such participation, and provide appropriate incentives. It is accepted that the roles of academic and support staff should be examined and redefined where appropriate to ensure quality service to learners.
- Unisa also recognizes the contribution that learners can make to the delivery of courses, particularly to facilitating peer group discussion, and commits itself to developing learners to play this role.
- External reviews of study material will be done by critical readers selected on the basis of their expertise in the subject and their sensitivity to the needs of the learners.

**Policy as accepted by Senate: June 1998**