



# UGANDA MANAGEMENT INSTITUTE

## TECHNOLOGY ENABLED LEARNING POLICY

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**FOREWORD**

The invasion of COVID19 has exposed the unpreparedness of Higher Education Institutions (HEIs) to invent themselves in the face of uncertainty especially in Africa and the world at large. The recent closure of Education Institutions due to the COVID-19 pandemic highlighted a challenge that has existed for many years; “an education system that assumes the physical presence of teachers and students in the same space at the same time automatically excludes some students and cannot respond easily to circumstances that force closure, whether this is due to a pandemic, conflict, floods, fires or some other disaster”. According to UNESCO(2020), over 120 million and 15 million students have been unable to go to school or university due to measures put in place to stop the spread of COVID19 in Africa and Uganda respectively.

In foresight of such emerging calamities, Uganda Management Institute (UMI) in 2017 started integrating Technology Enabled Learning (TEL) into her classroom and distance learning environment so as to improve participants’ learning experiences and outcomes.

In order to ascertain UMI’s readiness to use TEL, an institutional feasibility study was undertaken on key entities that support TEL such as; ICT infrastructure, facilitators’ and participants’ ICT usage. It was then established that UMI had no policy on TEL, although the Institute’s leadership generally demonstrate a high level of commitment to supporting the use of modern technology to achieve institutional strategic and academic goals.

The TEL policy was therefore developed to provide a framework for strengthening technology-enabled learning in the Institute, and envisage improvement in quality of teaching and learning through technology and educational resources sharing. The Policy shall ensure the alignment of TEL practices with the UMI Strategic Plan (2020-2025) and, streamline TEL processes within UMI as well as form the basis of the TEL business model. The Policy also points out key issues on governance of various sectors of TEL at UMI which shall enhance efficiency in the running of technology enabled learning in both the classrooms and distance learning programmes. The TEL Policy shall also address the challenges that are likely to arise with TEL integration within UMI. The Policy further addresses key issues of change from a predominantly traditional (brick and mortar) to a 21<sup>st</sup> century Institute that uses modern technology to teach learners who use various tools to learn. By clearly laying down the emerging new roles of both facilitators and participants, the Policy outlines the requirements of TEL such as; Technology and Infrastructure, Teaching, Learning and Assessment, Professional Development, Guiding Principles, Policy Objectives, Policy Strategies, Implementation, Roles and Responsibilities and; Action Plan for Implementation of the TEL Policy.

TEL Policy implementation shall depend greatly on the commitment and dedication of the UMI TEL Committee and all staff at UMI. It is my prayer that all of us understand, internalise and own this Policy as a regulatory framework. With Technology Enabled

Learning properly operationalized at UMI, we pledge to move forward as a World Class Management Development Institute and to excel in developing practical and sustainable administration, leadership and management capacity as our Vision and Mission state.

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Dr James L Nkata,  
**DIRECTOR GENERAL**

**ACKNOWLEDGEMENT**

The formulation of this Policy is a result of the efforts of several people and organisations. We wish to acknowledge the support of Dr. James. L. Nkata, Director General of Uganda Management Institute, who commissioned the entire task of formulating the UMI Policy on Technology enabled learning , and for sanctioning the funding for the whole process of its formulation.

We also wish to acknowledge the support of Dr Saturninus Kasozi Mulindwa, Director Programmes and Students' Affairs (DPSA) and the Dean of the School of Distance Learning and Information Technology, who gave their full support and vigilance for the formulation of this TEL Policy. We wish to acknowledge the support of the Commonwealth of Learning (COL), particularly Dr Sanjaya Mishra, the Educational Specialist eLearning, for his continued financial and organizational support and encouragement. All the Deans and Heads of Departments at UMI who have played a part in the processes of formulating this Policy are given tribute. We would like to acknowledge in particular the following people: Mr. John Fisher Balikuddembe, Mrs Resty Mwogeza Kanya, Dr. Julian Bbuye, Ms. Gladys Bwoch, Dr. Innocent Baguma, Mr. Luzige James, Dr. Paul Malunda, Ms. Christine Nalwanga, Dr. Paddy Mugambe, Assoc. Prof. Proscovia Namubiru-Ssentamu, Ms. Rita Walala Nabalende, Dr. Stella Kyohairwe, Dr. Adrian Beinebyabo, Dr. Alfred K. Kiiza, Dr. Sebastian Bigabwenkya, Mr. Wilfred Lugemoi Bongomin, and Mr. Kimuli Julius who constituted the TEL Policy writing Committee.

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**ACRONYMS AND ABBREVIATIONS**

<b>COL</b>	Commonwealth of Learning
<b>VLE</b>	Virtual Learning Environment
<b>LMS</b>	Learning Management System
<b>MOODLE</b>	Modular Object-Oriented Dynamic Learning Environment
<b>DE</b>	Distance Education
<b>DL</b>	Distance Learning
<b>DLD</b>	Distance Learning Department
<b>ICT</b>	Information and Communication Technologies
<b>LMS</b>	Learning Management System
<b>M&amp;E</b>	Monitoring and Evaluation
<b>TEL</b>	Technology Enable Learning
<b>QA</b>	Quality Assurance
<b>UMI</b>	Uganda Management Institute
<b>DPSA</b>	Director Programmes & Students affairs
<b>OER</b>	Open Educational Resources
<b>MOOCs</b>	Massive Open Online Course



**DEFINITIONS OF KEY TERMS**

**Blended Learning:** A teaching and learning approach that demonstrates blend of different methods, technologies, and resources to improve student learning. Some examples of blended learning are flipped classroom, online interaction followed by face-to-face teaching, online learning supplemented by face-to-face practical, etc.

**Education Technology :** The combined use of computer hardware, software, and educational theory and practice to facilitate learning.

**Coronavirus disease (COVID-19)-** is an infectious disease caused by a newly discovered coronavirus.

**Flipped Classroom:** is a type of blended learning that reverses the traditional content delivery in a classroom, often involving pre-class and post-class activities by the learners and engaging the in-class activities in deeper engagements rather than lecture. The learner activities may include watching of videos, reading texts and undertaking reflecting activities.

**Information and Communication Technology:** A broad range of devices and technologies to acquire, store, and manage information processing, communication and dissemination. It includes computers, mobile, audio, video, and Internet technologies.

**Massive Open Online Courses (MOOCs):** MOOCs are online courses designed for large numbers of participants that can be accessed by anyone, anywhere using Internet. Any MOOC in the context of UMI shall be in accordance with the relevant notification and guidelines of National Council of Education.

**Open Educational Resources (OER):** OER are teaching, learning and research resources and materials in any medium, digital or otherwise, used to support education/training/research, which reside in the public domain or have been released under an open licence that permits zero-cost access, reuse, revision, remixing, retention and redistribution by others, with no or limited restrictions.

**OpenCourseWare:** Consists of a full course or lessons created and published for free via the Internet. Typically, these are licensed with an open license and are considered OER.

**Policy:** A broad statement of intent and plan of action to guide day to day practice.

Students: Any person enrolled in an award course of study at the Institute and any person registered for seminars, workshops in any department or unit of the Institute.

Facilitators: Faculty members (Full Time, Part Time and Visiting faculty) of all Faculty, Departments and Centres of the Institute, responsible to teach (includes Consultants, Lecturers, Professors, etc.).

**Technology-Enabled Learning:** The practice of teaching and learning facilitated by the use of information and communication technology. Technology-Enabled Learning is about making learning possible through use of technologies: that might refer to different ways of serving existing learners or, potentially, providing opportunities for learners who were previously ‘out of reach’.

## 1.0 SITUATIONAL ANALYSIS AND POLICY CHALLENGE

### 1.1 Introduction

Uganda Management Institute (UMI) in partnership with the Commonwealth of Learning (COL) signed an MOU in August 2017 to undertake a systematic approach to institutionalizing technology-enabled learning (TEL) through research, consultation, capacity building, and monitoring and evaluation.

As part of the MOU, a baseline study on Technology-Enabled Learning was conducted at UMI in 2018. The findings indicated that UMI had integrated emerging technologies in her teaching/learning and these included; Open Education Resources (such as MIT Open Courseware, Directory of Open Access Journals, OER Commons), Learning Management Systems (VLE- Moodle), Collaborative Writing and Communication tools (such as Adobe Connect, Google Docs), e-Portfolios, E-Books, Educational Games and Simulations, Lecture Recording Tools, and Social Media, among others. However, the impact of these technologies have been limited by facilitators' inadequate ICT pedagogical knowledge, infrastructure under-optimization; none streamlined policies and strategies, among other factors.

Furthermore, despite the fact that the government of Uganda under the Higher Education Science and Technology (HEST) initiative supported the integration of ICT in teaching and learning at UMI in 2017, teaching practices have remained unchanged despite huge investments in ICT infrastructure. Modern technologies are still being used to “push” learning resources to learners, reinforcing 20th-century teaching-centric practices. These contrast with 21st-century learning-centric “pull” approaches, whereby learners use devices they own to become active learners.

Despite the above challenges, UMI leadership exhibits commitment to support the use of modern technology to achieve institutional strategic goals through the inclusion of TEL in its strategic plan. This therefore necessitates UMI to formulate and enact its own TEL policy to guide the integration of ICTs so as to transform teaching and learning practices at the Institute. To this end, the Technology Enabled Learning (TEL) Policy was developed in 2017 to streamline the use of Technology in teaching/learning to increase learner/teacher engagements, hence improved learning outcomes.

## 1.2 Background and Policy Challenge

Uganda Management Institute (UMI) is a national centre for training, research and consultancy in the field of administration, leadership and management. Established in 1969, the Institute has four (4) Schools (School of Management Sciences, School of Distance Learning and Information Technology, School of Business and Management, and School of Civil Services, Public Administration and Governance) and 3 Branches (at Gulu, Mbarara, and Mbale) in addition to its headquarters at Kampala.

As a public tertiary institution in Uganda, UMI offers diplomas, post-graduate diplomas, masters and doctoral research degree programmes to over 4000- 6000 participants, supported by over 240 teaching and non-teaching staff. The Vision of UMI is to “be a world class management development institute”. In line with the vision, its Mission is to “excel in developing practical and sustainable administration, leadership and management capacity.”

In line with the Strategic Plan (2020-2025) of UMI, the Technology-Enabled Learning (TEL) Policy shall support Pillar 1 “**Education & Training; Research, Consultancy and Community Engagement**” specifically Strategic Objective SO 1.1, - “**Provide accessible, equitable and relevant education and training in compliance with national and international Quality Management Standards**” with the following strategic actions ;

SA 9-Mainstream TEL in pedagogy and assessment activities

SA 10-Develop Massive Open Online Course (MOOC).

The TEL policy shall also support Pillar 5 “**Support Structures, Systems and Services**” specifically Strategic Objective SO- 5.3: “**Enhance ICT infrastructure and systems support to Institute Coordination and operations in reference to the Fourth Industrial Revolution**” with the following strategic action;

SA 2- Enhance uptake of ICT in delivery of teaching and research.

The TEL Policy shall actively upgrade the quality of courses and creativity in teaching and learning. With this Policy, UMI shall prioritise creating a digital environment and improve access to and engagement with digital technologies and services that support teaching and learning. In order to strengthen its vision to be a World Class Management Development Institute, the strategic actions under Objective SO1 of the Strategic Plan (2020-2025) envisage “increased completion rate” and “enhance students’ participation and involvement in the Institute activities and programmes”. The TEL Policy shall leverage the power of ICTs to teach, build and develop capacities of dynamic minds to be leaders, innovators

and entrepreneurs. The TEL Policy shall support the Vision, Mission and Strategic Plan of the Institute by facilitating participants' learning using technology and to make available teaching and learning resources worldwide. The Policy shall enable the Institute to commit and enhance the deployment of appropriate technologies and resources to assist participants and facilitators create an environment of excellence in learning and teaching. The TEL Policy shall expand and enrich the teaching and learning processes by utilising information and communication technology more effectively and efficiently.

Globally, the UMI TEL Policy is referenced to the Commonwealth of Learning (COL) strategic objective that supports governments, institutions and organizations to expand the scale, efficiency and quality of learning by using appropriate Open Distance Learning and Technology-enabled learning. The Policy is also compliant with the National ICT Policy (MoICT, 2012:40) and is guided by other national, institutional and legal policy frameworks; for example, the Education Sector Strategic Plan (ESSP 2017-2020); Uganda Social Media guide(2013); National Development Plan (NDP III 2020-2025) and Vision 2040.

The Policy shall be implemented together with other UMI policies that include; Information Security Policy (2016), Anti Plagiarism Policy (2016), Research Policy, Quality Assurance Policy, Open and Distance Learning Policy (2017) and Examination Regulations and guidelines ( 2019 and any other amendments as approved from time to time ).

## **2.0. POLICY STATEMENT AND SCOPE OF APPLICATION**

### **2.1 Policy Statement**

Uganda Management Institute is committed to the integration of Technology Enabled Learning (TEL) so as to promote sustainable improvement in the quality of teaching and learning through the use technology and sharing educational resources. TEL is deemed to be one of the key strategies to the enhancement of the Institute's competitiveness and sustainability in its pursuit of excellence in developing practical and sustainable administration, leadership and management capacity for a World Class Management Development Institute aspired for.

## 2.2. Scope and Application of Policy

The Policy shall enable the effective implementation of the core definitions and functions of TEL system and structures that govern the operations of TEL within UMI. The effective implementation will particularly address such systems as Technology and Infrastructure; Teaching, Learning and Assessment; Professional Development and; notwithstanding learner support. This Policy shall apply to all members of UMI staff who are engaged in the facilitation of programmes as well as those who manage and provide administrative support to participants and staff members. The TEL Policy shall be housed in the Office of the Director Programmes and Students Affairs however supported by the Distance Learning Department(DLD) and the Department of ICT.

## 2.3 Guiding Principles

The guiding principles of the UMI TEL Policy shall not diverge from the accepted values of TEL, these are:

### 2.3.1 **Enabling improvement in Learning:**

Supporting improvement in participants' learning is key to TEL Policy. All efforts shall be made to assist improvement in learning outcomes of UMI participants using digital resources and technologies.

### 2.2.2 **Quality improvement:**

Using appropriate technologies, UMI seeks to improve the quality of participants - participants and participants -facilitator engagement and promote a smart digital learning environment.

### 2.2.3 **Openness:**

Using technology for teaching and learning improves openness in the educational practices at UMI. It helps the Institute to provide access to its scholarly works in the form of teaching and learning resources to be accessed from anywhere. Increasing openness helps improve visibility and reputation for the Institute's academic standards.

### 2.2.4 **Increasing Access:**

Technology-enabled learning enables optimal use of technology to improve access and provide flexible access to teaching and learning opportunities within the Institute, and promotes offer of eLearning and distance learning programmes. The ODL Policy approved in March 2017 supports this commitment, and the cross-cutting issue identified in the Strategic Plan (2020-2025) to ensure "inclusion of the marginalized and vulnerable groups in Institute services".

**2.2.5 Innovations in teaching and learning:**

Use and integration of technology in teaching learning will lead to innovations in teaching and learning practices moving away from traditional lecture methods. This would lead to diversity in teaching methods and practices at UMI. While adopting innovative technology, the criteria shall be ‘appropriateness’ to the context.

**2.2.6 Equity and Inclusion:**

While using technology for teaching and learning, every effort shall be made to follow the principle of equity and inclusiveness, to ensure that all Institute educational opportunities and facilities are accessible to all learners, including focus on “mainstreaming of gender” as identified in the cross-cutting issues in the Strategic Plan (2020-2025).

**2.2.7 Efficient and sustainable practices:**

UMI shall foster cost-efficient use of ICTs in teaching and learning to achieve sustainable use of technology. Choice of technologies shall be based on total cost of ownership for the Institute over a period of five years. Therefore, wherever possible use of open source software will be promoted.

**2.2.8 Partnership:**

The TEL Policy encourages partnership and collaboration in content development and sharing within the Institute, its campuses as well as collaboration and partnership with other institutions in the country and abroad. Under the strategic objective 5 of the Strategic Plan (2020-2025), partnership development to promote UMI’s mandate has been identified as an action item.

### 3.0 POLICY OBJECTIVES

#### 3.1 The General Objective

The Policy aims at addressing TEL integration through specified regulations embedded within it, that shall guide decisions and actions taken by the Institute.

##### 3.1.1 Specific objectives

- i. Adopt appropriate and advanced technology and, regularly update and upgrade the infrastructure to foster a good learning environment to both participants and facilitators including those with disabilities.
- ii. Enhance the experiences of participants through effective, agile and advanced uses of ICT, and enable them to participate from anywhere in learning and assessment activities, taking account of their varied abilities, location and cultural considerations.
- iii. Enhance the teaching , tutoring assessment, support and research experiences of facilitators and foster a responsive community of practice within the Institute to support each other and share experiences and knowledge resources.

### 4.0 POLICY STRATEGIES

#### 4.1 Policy strategies

Strategies to operationalize each specific policy objective are as indicated Table 1 in the Appendix 1. The policy objectives broadly flow from the following in the Strategic Plan (2020-2025):

##### 4.1.1 Technology and Infrastructure

Adopting appropriate and advanced technology and regularly updating and upgrading the infrastructure in the Institute is important to foster a good learning environment. Appropriate investments in technology is key to maintain a service level that can facilitate strong use of technology for teaching and learning. In order to do so and in compliance with the Institute's information security policy, the UMI commits to create facilities to:

- 4.1.1.1 Deliver an advanced, high performance network infrastructure for the headquarters as well as its campuses using both wireless and local area networks.



- 4.1.1.2 Strengthen its Internet bandwidth to provide ubiquitous access to Institute resources as well as digital resources on the web.
- 4.1.1.3 Provide access to Institute computers and networks through a secure and password protected environment.
- 4.1.1.4 Maintain and provide services related to teaching and learning by deploying appropriate software and services, either by hosting servers locally or remotely at third party vendors (using cloud services).
- 4.1.1.5 Support open source software for teaching, learning and assessment, wherever possible and depending on expertise available. Encourage Bring Your Own Device (BYOD) to access Institute resources and facilities to reduce procurement and maintenance of hardware in long term.
- 4.1.1.6 Provide access to computers and networks to all the students and faculty at the Institute campuses through computer labs, classrooms, and common facilities.
- 4.1.1.7 Provide network-based access to educational resources, including learning management system (LMS), open education resources (OER) repository, open journal system, portfolio management system, community of practice and library related services.
- 4.1.1.8 Strengthen central facilities and support for creation of digital content (audio, video, multimedia) and enhance the use of video conference facility available at UMI.
- 4.1.1.9 Provide centralized support services to resolve technical issues in a time bound manner (e.g. effort to be made to resolve technical down time within 24 hours.).

#### **4.1.2 Teaching, Learning and Assessment**

Integration of technology to teaching, learning and assessment activities is important to improve the quality of student learning. It is the course design and delivery that decides how best technology will be integrated into teaching, learning and assessment. Every department, school, centers, and teachers at UMI is responsible for effective implementation of the TEL policy. Therefore, the UMI shall:

- 4.1.2.1 Ensure that departments/ schools and facilitators integrate technology into the curriculum at the programme design stage.
- 4.1.2.2 Design blended learning environments using Learning Management System (LMS) to support teaching and learning as per the requirements (learning outcomes) of the courses. All courses offered at UMI will have a companion LMS website/ webpage.

- 4.1.2.3 Empower facilitators to strengthen their course delivery with the support of discussion groups, audio visual materials, and interactive materials (e.g. Quizzes, activities, etc.) to foster collaborative learning.
- 4.1.2.4 Share the course content developed by the faculty members/facilitators or curated by them through an institutional Open Access repository to facilitate access by the public anywhere and anytime.
- 4.1.2.5 Use innovative ways of measurement of participants' learning through internal assessment, including but not limited to field visit and report, essay, blogs, wikis, projects, etc. All participants' assessment and their achievement records should be made available through the LMS or AIMS .
- 4.1.2.6 Use a plagiarism detection software for all assignments submitted digitally, and students shall abide by the decision of the concerned teacher.
- 4.1.2.7 Provide digital literacy orientation to the students to access Institute ICT applications for teaching and learning.
- 4.1.2.8 Support students to access other open resources to make their learning experiences rich, engaging and relevant to job environment.
- 4.1.2.9 Facilitate building student networks using appropriate social software and platforms to continue engagement with student alumni body beyond completion of studies, and use the platform for curriculum upgrading, and providing placement services to the students.
- 4.1.2.10 Use learning analytics to understand student learning progress, and provide feedback to individual learners appropriately (i.e. without violation of student privacy).
- 4.1.2.11 Identify massive open online courses (MOOCs) relevant to courses and programmes of UMI and encourage students to join these offered by other institutions relevant to their programme of studies. UMI may start MOOCs depending on needs and requirements of the stakeholders.
- 4.1.2.12 Identify and implement Continuous Formative and Summative Assessment strategies using TEL.

#### **4.1.3 Professional Development**

The role of the facilitators in the Institute is significant to make the TEL Policy effective. Facilitators need adequate and timely support to use technology and integrate in their teaching as well as assessment practices. They need continuous updating and upgrading of their knowledge, attitudes and skills. Therefore, the UMI shall:

- 4.1.3.1 Create systems and processes to provide timely support to facilitators to effectively implement technology in their teaching and assessment.
- 4.1.3.2 Provide orientation programme on TEL course design to every new facilitator within first quarter of their joining UMI.
- 4.1.3.3 Ensure that facilitators take at least one TEL advanced training within 5 years.
- 4.1.3.4 Organise specialised training for facilitators in emerging areas of technology for teaching and learning as per needs to optimally use the available systems. These programmes could be organised either online or on-campus.
- 4.1.3.5 Training programmes related to TEL could be organised internally, or faculty may be deputed to attend external training programmes at Institute cost as per the human resource plan of UMI. The Distance Learning Department shall be the nodal agency to organise regular training programme for the facilitators in collaboration with the Director Student and Programme Affairs Directorate.
- 4.1.3.6 Recognise suitably innovations and creativity of facilitators using the LMS and sharing their academic outputs (teaching and learning resources) through annual teaching excellence award.
- 4.1.3.7 Ensure that facilitators undertake research on teaching and learning, promote critical reflection on teaching practices and publish research papers and reports that could be further used by the Institute in decision making related to technology in teaching and learning.
- 4.1.3.8 Promote exchange of facilitators to share innovations in use of TEL with other universities/institutions and support participation in conferences and seminars within and outside the country.
- 4.1.3.9 Create a community of practice to share innovations within the Institute and encourage teachers to share their innovative practices through, workshops, presentations, in-class observations, attachments, etc.

## 5.0 POLICY IMPLEMENTATION , ROLES AND RESPONSIBILITIES

The implementation of TEL Policy will depend on a number of factors such as:

- i. The knowledge of the comprehension of the Policy by stakeholders that include Management, Participants and Facilitators .
- ii. Willingness of all UMI staff community to comply with the Policy.

- iii. Ability of staff members to comply with the policy particularly with the provision of enabling facilities.
- iv. The commitment to implementation by staff members whose roles are affected by the Policy.
- v. Support from Council, Senate and Top management.

## **5.1 Policy Implementation and Coordination**

- 5.1.1 The owner of the Policy is UMI and the Directorate of Programme and Students Affairs (DPSA) of UMI shall be the modal agency to oversee the effective implementation of the TEL Policy.
- 5.1.2 The implementing department shall be the Department responsible for Distance and Open Learning which is under the School of Distance and Information technology. The role of DLD shall be to support, provide and develop TEL capacity to academic departments who are integrating TEL in UMI programmes. Academic departments, with the assistance of DLD shall develop TEL study material and facilitate Online. DLD shall also be responsible for the development of capacity for TEL practices and shall provide support for departments that want to venture into TEL. To achieve this, DLD shall use existing infrastructure and institutional structures.
- 5.1.3 The TEL Committee and the Department of Planning, Monitoring and Evaluation shall be responsible for monitoring and evaluating the implementation of the Policy.
- 5.1.4 The QA Department shall evaluate the quality of the systems, structures and processes that support TEL.
- 5.1.5 The Internal Audit shall evaluate the systems to ensure compliance.
- 5.1.6 The Policy shall be evaluated and reviewed within a period not exceeding five years after the previous review.

## **5.2 Organisational Structure**

The policy shall follow the organisational structure illustrated in Figure 1. The structure shall be reviewed as need arises.

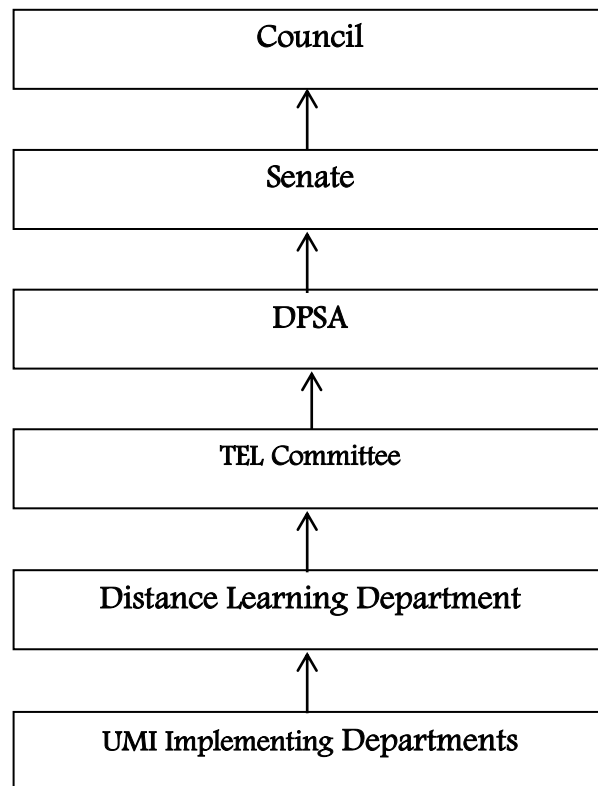


Figure 1: Proposed Operational Reporting Hierarchy and Responsibilities

The specific roles of each organ or unit in the achievement of the Policy outlined in *figure 1* are as follows:

- a) **Council:** shall be required to approve the following;
  - i. TEL Policy and Procedures
  - ii. Policy issues with regard to TEL
  - iii. Reports
  - iv. Budget
  - v. Recruitment of staff
  
- b) **Senate:** shall be required to recommend to Council the approval of
  - i. TEL Policy and Procedures
  - ii. Policy issues with regard to TEL
  - iii. Reports
  - iv. Budget
  - v. Results
  - vi. Recruitment of staff

- c) **Directorate of Programmes and Students' Affairs(DPSA)** : shall be required to recommend to Senate the approval of;
- i. TEL Policy and Procedures
  - ii. Policy issues with regard to TEL
  - iii. Reports
  - iv. Budget
  - v. Results
  - vi. Recruitment of staff

**d) TEL Committee:**

We note that planning is very important in the TEL system. A preliminary planning and scheduling activity has a direct impact on the launch of any Programme. In the planning phase it shall be necessary to examine the broad goals the Programmes should meet, the educational activities that flow from them, and organisational ways of meeting them, as well as finance, staffing, and the phasing of developments. The TEL Committee shall consist of staff who combine adequate expert knowledge and influence to enable the Committee to both develop a workable plan and push it forward. The TEL committee shall be chaired by Director: Programmes and Student Affairs and shall comprise of ; Dean/SDL & IT, ICT Manager, Head Quality Assurance, Institute Registrar, Head, Library and Two Academic staff representatives nominated by Director-General. The roles and responsibilities of the TEL Committee shall include;

- i. Prepare quarterly reports on the status of TEL implementation for review by the Director-General.
  - ii. Prepare a long term plan of action covering specific objectives, activities and indicators of success immediately upon adoption of the TEL Policy.
  - iii. Receive and review annual action plans from Schools and Departments to integrate technology and make recommendations for allocation of resources for implementation of TEL in specific courses.
  - iv. Facilitate surveys of participants satisfaction and faculty feedback annually in collaboration with the Quality Assurance Department.
  - v. Prepare annual reports on the status of TEL in the Institute.
  - vi. Evaluate the effectiveness of the TEL Policy after 3 years of approval of the same, and revise the Policy based on the experiences gained and lessons learned.
- e) **Distance Learning Department:** shall be required to carry out the roles of management, coordination, supporting teaching and supporting participants.
- f) **Implementing Departments:** shall be in charge of all academic affairs, that is;

- i. Curriculum Development and Review,
- ii. Recommend writers and reviewers of study materials,
- iii. Recommend facilitators of modules,
- iv. Monitor the facilitation of modules,
- v. Arrange for setting and marking of coursework and examinations, and
- vi. Prepare successfully participants for graduation.

### 5.3. Costing and Budgeting

To implement the policy effectively and efficiently, the Implementing Department shall be tasked to cost all TEL activities and budget accordingly.

### 5.4 The Role of ICT Department

The ICT department as backed by the UMI Strategic Plan 2020-2025 shall be tasked to provides an ICT infrastructure that facilitates all modes of teaching and learning .

### 5.5. The Role of Participants

Participants on their part shall be tasked to;

- i. Comply with rules and regulations as stipulated by UMI management.
- ii. Use course materials, library resources and online resources as stipulated.
- iii. Carry out research, read widely, and complete assignments.
- iv. Participate actively in discussion forums and engage tutors as much as possible.
- v. Apply knowledge acquired in their places of work and community.
- vi. Be self-motivated, invest required resources and energy in the course and manage time effectively.

### 5.6. Roles of the Course Managers

The Course Managers shall:

- i. monitor and guide overall course facilitation and ensure it is appropriate
- ii. monitor course work setting and marking and ensure it is on time.
- iii. monitor setting, moderation and marking of examinations
- iv. submit on time course work and examination marks to Institute Registrar
- v. maintain a data base of course work and examination marks

### 5.7. Roles of the Module Leaders

The module leaders shall;

- i. participate in activities on the Virtual Learning Environment (VLE).
- ii. ensure participants are taught during Face to Face (F2F) sessions.

- iii. coordinate discussion forums and facilitation online, face to face and telephonic.
- iv. ensure coursework setting, marking and course work rubrics are done on time.
- v. ensure timely, and consultative feedback on course work.
- vi. guide the co-facilitator(s) on the module.
- vii. support participants as they work through the course materials.
- viii. provide human contact between the participants, the course materials and the organization (provide a voice for participants in the Institute).
- ix. plan and facilitate tutorials and one-to-one sessions with participants where necessary.
- x. keep a proper record of course work and examination marks for participants.
- xi. track the performance of participants and online participation and respond queries.
- xii. assist participants to develop time management and study skills.
- xiii. provide administrative, academic and psychological support.
- xiv. update, enrich and align the module content with the UMI reviewed/approved curricula.

## **6.0 FACILITIES, INFRASTRUCTURE, AND RESOURCES**

Both the academic and administrative processes shall be supported by enabling systems and resources such as;

### **6.1 Information and Communication Technology (ICT)**

Introduction of ICT systems shall be tailor-made to address participants' needs. For example, it is anticipated that mature working participants shall probably be more comfortable with computer based interaction and print-based material, and some student populations may be actively resistant to the use of new technologies for reasons like the added cost for some of the participants of getting access and/or because their profession is premised on direct human interaction. The policy on use of ICT for a particular programme shall prevail in that case, either depending on what is in place or what can be acquired by both participants and facilitators and the Institution at large.

### **6.2 Information Technologies**

These shall be used interchangeably as need arises, they shall be varied ~ such as audio, podcasts, CDs, satellite broadcasting and online distribution to provide



content and information. Websites, audio and video podcasting and streaming, zoom, Microsoft Teams, Google Classes, Open Education Resources, Moocs and other emerging education technologies shall also be used to facilitate the process of providing content for teaching and learning purposes as need arises.

### **6.3 Communication Technologies**

The Communication Technologies such as telephone multimedia, CDs, video and audio conferencing, WhatsApp, SMSs and MMSs via cell phones, e-mail and discussion forums/chat facilities via Learning Management Systems offer interaction in supporting print-based study material. Asynchronous tools such as wikis, blogs, social networking facilities and e-portfolios shall be used effectively to support teaching and learning as need arises. The multimedia approach with interactivity between participants and facilitators, participants and participants, and participants and the Institute is much more effective than a single medium and shall therefore be emphasised. The criteria for the selection of media shall include:

- i. Access and availability,
- ii. Pedagogical appropriateness, and
- iii. Integration of the media into a coherent learning experience.

### **6.4 Learning Management Systems & Copy Right**

The Learning Management System (LMS)- VLE shall provide all the interactive features of the physical classroom online. Facilitators shall use different software packages within the LMS to develop and deliver content as well as assess participants' performance while monitoring their participation. Participants shall also use the VLE to participate in discussion forums. LMS shall make it possible for facilitators, administrators, participants and other stakeholders to interact with the learning resources anytime and from anywhere in the world. All coursework submissions shall be made online with component of anti-plagiarism software. Both discussion forums and coursework shall be graded on the VLE.

UMI shall retain intellectual property rights of all teaching and learning resources developed by the facilitators and staff in the Institute as part of their teaching function, unless otherwise, the same is developed under another contract approved by the Institute to delegate the ownership to another entity. Therefore, in general copyright of all materials developed and shared on the LMS and the institutional repository shall remain with the UMI.

UMI shall share teaching and learning materials developed by the facilitators by using an appropriate open license<sup>1</sup> to permit reuse, revision, remix, and redistribution of the same by others. Facilitators developing materials shall decide on the appropriate use of open license. A detailed guide to open licensing shall be made available to assist facilitators share their teaching and learning resources.

UMI shall reserve rights not to share certain types of materials that may be commercially viable. Whenever a particular material is developed under collaborative efforts, the licensing of that material will be in accordance with the terms and conditions stated in the agreement deciding the collaboration.

## **7.0 LIBRARY FACILITIES/SYSTEM**

The library system shall allow the participants access to information, either manually or electronically.

For a participant to have access to library facilities, he or she shall first of all have registered so that he or she can use all facilities provided.

## **8.0 QUALITY ASSURANCE UNIT**

The Quality Assurance Unit plays an important role in ensuring that UMI participants are given quality education throughout their stay at the Institute. Quality management is about improving, supporting and developing quality processes that are meant to improve practice. Therefore, quality assurance shall ensure quality monitoring and evaluation through development processes and rubrics .

## **9.0 MONITORING AND EVALUATION**

Regular and timely monitoring and evaluation of progress regarding this Policy shall be a responsibility of the office of the Director Programmes and Students Affairs through ME Department. The ME department shall periodically monitor and evaluate TEL implementation and, advise on policy reviews every 5years.

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<sup>1</sup> Open license is one which grants permission to access, re-use and redistribute a work with few or no restrictions.

## 10.0 BENEFITS OF NEW POLICY

The TEL Policy shall provide a framework for strengthening technology-enabled learning in the Institute, and envisage improvement in quality of teaching and learning by using technology and sharing educational resources.

## 11.0 FUNDING SOURCES

Tuition shall be the core funding source for UMI TEL Policy integration. Other sources of funding shall be through collaborations, partnerships, networking, Government funding and internally generated funds.

## 12.0 DUE DILIGENCE

Due diligence in this particular Policy shall refer to divergence from the norm of delivery as far as conventional courses are concerned. The nature of TEL in a conventional institution shall be the reference point for this Policy. UMI essentially is a conventional institution with a distance learning component, and the following differences between conventional, Distance Learning system and TEL shall be observed:-

- 12.1. TEL shall be embraced by both the conventional and distance learning programmes at UMI.
- 12.2. TEL shall be aimed at improving learning outcomes through increased facilitator – participants engagements.
- 12.3. TEL shall involve the use of ICT in teaching/learning specifically the designing of graded authentic learning activities using ICT as a medium of interaction. Such activities shall include and not limited to Videos, Podcasts , U-tubes, text extracts, journals, case studies, etc.
- 12.4. The facilitators of TEL modules shall require different skills of teaching such as; developing study material, and facilitating skills to support participants who are separated from them. A participant on a TEL programme shall require different skills and knowledge as shall be communicated by the TEL Committee
- 12.5. TEL shall enable the facilitators teach individual participants in their homes, offices, or any place of their choice using specially prepared learning activities.

- 12.6. Participants learning using TEL shall frequently need different kinds of support for they have problems that frequently differ from those who are in a classroom setting.
- 12.7. UMI shall find new ways to manage and administer programs with a TEL component using this Policy as a guide.

### **13.0 POLICY VIOLATION**

Non-adherence to this Policy shall undermine the strategic management of UMI and shall call for appropriate corrective measures in accordance with UMI rules and regulations, and or the national Laws as the case may be.

APPENDICES

Appendix 1: Policy Objectives, Strategies, Actions And Points Of Responsibility

Objective/Issues	Implementation Strategy	Targets	Responsibility
<p><b>SO1.</b> Adopt appropriate and advanced technology and, regularly update and upgrade the infrastructure to foster a good learning environment to both participants and facilitators including those with disabilities.</p>	<p>i. Provide high performance network infrastructure at the headquarters (main campus) and all other institutes branches</p> <p>ii. Strengthen the Learning Management System and appropriate online facilities to provide improved blended learning</p> <p>ii. Set up an open access repository to share learning content developed by teachers in the Institute</p>	<ul style="list-style-type: none"> <li>• Improved local area network in the Institute campuses using fibre optic and make provision for WiFi</li> <li>• Schedule and run TEL training workshops on Moodle to development blended courses</li> <li>• Availability of an OA repository using DSpace</li> </ul>	<p>ICT Department</p> <p>DLD</p> <p>Library</p>
<p><b>SO2.</b> Enhance the experiences of participants through effective, agile and advanced uses of ICT, and enable them to participate from anywhere in learning and assessment activities, taking account of their varied abilities, location and cultural considerations.</p>	<p>i. Integrate TEL into the Institute’s strategic plan</p> <p>ii. Develop the TEL business model and align it to UMI strategies</p> <p>iii. Promote interactive multimedia teaching and learning</p> <p>iv. Integrate an online participants’ support framework</p> <p>v. Implement digital libraries and e-resources</p> <p>vi. Monitor and evaluate TEL practices at the Institute</p>	<ul style="list-style-type: none"> <li>• Availability of TEL component as one of the strategic objectives in the Institute strategic plan</li> <li>• Availability of a strategically aligned TEL business model</li> <li>• Availability of resources and trainings on digital literacy course for the participants</li> <li>• Availability of a participants’ support framework.</li> <li>• Availability of digital libraries</li> <li>• Availability of ME result framework matrix</li> </ul>	<p>Deans</p> <p>HOD</p> <p>ME</p>

<p><b>SO3.</b> Enhance the teaching , tutoring assessment, support and research experiences of facilitators and foster a responsive community of practice within the Institute to support each other and share experiences and knowledge resources</p>	<p>i. Integrate TEL Orientation and training workshops for facilitators as a prerequisite for any upcoming program.</p> <p>ii. Provide orientation and training to learners to use ICTs effectively</p> <p>ii. Develop blended courses for teaching and learning</p> <p>iv. Support student learning processes</p>	<ul style="list-style-type: none"> <li>• Organize training on blended learning regularly to assist teachers develop courses</li> <li>• Develop a guide to ICT for teaching and learning at UMI</li> <li>• All the courses offered in the Institute use blended learning</li> </ul>	<p>Dean responsible for Distance Learning&amp; Head of Dept/distance Learning</p>
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