IMPLEMENTATION PLAN FOR THE STRATEGY FOR TECHNOLOGY-ENHANCED LEARNING, TEACHING, ASSESSMENT AND STUDENT SUPPORT (STELTASS)

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1. INTRODUCTION

BOU is committed to the implementation of the *Strategy for Technology-Enhanced Learning, Teaching, Assessment and Student Support* (STELTASS) through this Implementation Plan.

2. PURPOSE

This Implementation Plan is intended to guide the implementation of the BOU *Strategy for Technology-Enhanced Learning, Teaching, Assessment and Student Support* (STELTASS). As such, the University will ensure that learning, teaching, assessment and support are provided in an integrated manner for the ultimate success of its students.

3. SCOPE

This Implementation Plan applies to all staff and students at BOU as well as authorised third parties that may form part of learning, teaching, assessment and student support at BOU. This Plan is structured according to the strategic themes in STELTASS:

3.1 Programmes – this covers all areas related to the University's educational programmes (development, review, research- informed program offerings and inherent academic staff qualities to achieve such) and the associated realisable strategic objectives, programme and course learning outcomes, assessments, learning activities and learning content/learning resources.

3.2 Learning and Teaching – this mainly covers the method of delivery that the curricula will be offered through and the associated strategic objectives to active engagement by the students leading to student success.

3.3 Assessment – this covers the principles, methods and associated quality aspects related to assessment.

3.4 Evaluation – this deals with reviewing whether a course is effective for learning, and whether it is producing the expected and intended outcomes.

3.5 Staff and Student Support – this covers all the aspects of the student's learning process and life-cycle, and staff support in programme development and delivery.

3.6 Library and Information Services – this covers all physical and digital learning and teaching, and research resources

3.7 Quality Assurance – this covers the internal and external quality requirements related to learning and teaching

3.8 Resources and ICT Infrastructure – this covers the critical human, financial, digital and physical resource requirements to drive the implementation of the Strategy.

4. IMPLEMENTATION PLAN STATEMENTS

4.1 Theme: Programmes

Implementation objective: effective and efficient implementation of all areas related to the University's educational programmes (development, review, research-informed programme offerings and inherent academic staff qualities to achieve such) and the associated strategic objectives. This includes the programme and course learning outcomes, assessments, learning activities and learning content/ resources.

Initiatives	Outcomes	Measures	Responsibilities	Time-line
4.1.1 Prioritise the design, review, redesign and development of programmes using a consistent and transparent approach, while acknowledging the uniqueness of each programme	Consistent, high quality programmes across BOU	All programmes reviewed	Deans, Director-OS	March 2023
4.1.2 Design programmes so that blended learning approaches are embedded in overall programme design and are directly linked to	Programmes and courses are aligned to objectives, outcomes and produce graduates with the desired attributes	Use of standard BOU programme design process and template	Deans, Director-CIT, APPQAC	March 2023

learning outcomes and desired graduate attributes				
4.1.3 Include the identification and integration of learning technologies in the programme and course design processes	Courses use appropriate mode(s) of technology to enable effective learning, assessment, engagement and student support for optimum results	Technology embedded in teaching, learning and assessment, within the BOU programme design process and template	Deans, Director-CIT, APPQAC	March 2023
4.1.4 Focus on active learning supported by learning technologies in programme and course design processes	Courses will support student learning and engagement	Interactive programmes developed using the BOU learning design template, and active learning measured through learning analytics and student feedback	Deans, Director-CIT, APPQAC	March 2023
4.1.5 Focus on appropriate, high quality and up to date blended programme design and development	A high quality learning experience for all students	Quality blended programmes developed measured	Deans, Directors - CTLQA & CIT	March 2023

		through learning analytics and student feedback		
4.1.6 Use learning analytics in programme design and development	Quality blended and online programmes and courses	Blended learning programmes developed and measured through learning analytics	Deans, Director - CIT	March 2023
4.1.7 Internationalise and contextualise programme content	Widely applicable and authentic programmes	i) Internationalised programmes ii) % of international students enrolled.	Deans, Director - CIT	March 2023
4.1.8 Integrate work-integrated learning in programmes and involve employers in programme design within an educational culture of partnership and collaboration as a diverse academic community	Programmes produce graduates ready for employment and entrepreneurship	Industry compliant graduates based on feedback from industry	Deans	On-going
4.1.9 Use an inclusive culture in which students are partners and	Facilitates a world-class educational experience through building student capacity	Number of students engaged in the course design and delivery		

Initiatives	Outcomes	Measures	Responsibilities	Time-line
where diversity and collaboration is respected				
4.1.10 Augment lectures and tutorials with active content to become increasingly enquiry-based and interactive	Engaged students	Increased student participation based on student feedback	Deans and Director, Student Affairs & Welfare	On-going

4.2 Theme: Learning and Teaching

Implementation objective: effective and efficient implementation of the methods of programme delivery and the associated strategic objectives to facilitate active engagement by the students leading to student success

Initiatives	Outcomes	Measures	Responsibilities	Time-line
4.2.1 Utilise research-informed teaching	Current programmes	Descriptions of how research is implemented in the delivery of all courses	Deans	On-going
4.2.2 Implementation of *Quality Assurance Standards for Blended Learning*	Consistency of standard of programmes	Approved standards used in programme audits	Directors, CTLQA	On-going

4.2.3 Ensure that the design of programmes and courses are implemented as designed	Quality delivery	Degree to which the design of all courses and implemented – evaluate courses	Directors CTLQA & CIT & Deans	On-going
4.2.4 Effectively use the Learning Management System (LMS) and the other technologies in an enhanced online learning environment	Effective digital use for delivery, assessment, feedback and submission platforms leading to quality student support	Evaluative and review feedback on courses	Director, CIT & Deans	On-going
4.2.5 Adopt the LMS consistently across disciplines	Provide uniformity for the students in their blended learning experiences, and provide excellent learning support for students while providing staff with the flexibility and impetus to innovate	Review feedback on courses	Director, CIT & Deans	On-going
4.2.6 Implement the *Open Educational Resources Policy*	Facilitate the sharing of blended and online educational resources within the University	*OER Policy* implemented	Directors CR&I and CIT & Deans	On-going

4.2.7 Provide staff development opportunities and guidance in distance learning provision, learning and teaching methods and techniques as well as technical know-how; the use of digital technologies in their teaching; the appropriate use of OER in teaching	Staff are proficient blended learning teachers	Range of staff development opportunities	Director, CIT & Deans	On-going
5.2.8 Provide a framework for sharing good practice and expertise in blended learning	Staff are efficient blended learning teachers	Framework developed	Director, CIT & Deans	June 2020
5.2.9 Provide guidance to students and teachers on managing their 'digital identity' through the use of digital portfolios, learning analytics and discussing how digital technologies can enhance their blended and online learning	Informed and effective blended learning students and teachers	Mentoring scheme and professional development opportunities for staff and students	Director, CIT & Deans	On-going
5.2.10 Create an international digital presence using various open	Showcase excellent lectures as well as providing material of	Number of channels set up	Director, CIT & Deans	On-going

education channels, such as YouTube	interest to potential students and will help to define the distinctive BOU digital-flagship brand			
5.2.11 Set up appropriate governance structures	i) STELTASS Steering Committee comprised of colleagues across the institution to monitor progress and provide strategic direction. This Committee will be a sub-committee of the Academic Policy, Program and Quality Assurance Committee (APPQAC) to which it will submit regular reports.	Steering Committee functional; reports submitted to APPQAC	DVC –AS	March 2020
	ii) A facilitated network of e-learning academic champions in departments, Schools and professional support services who understand local	Network operational	Director, CIT & Deans	March 2020

	requirements and can work with the CIT to develop appropriate support structures.			

4.3 Theme: Assessment

Implementation objective: effective and efficient implementation of the principles, methods and associated quality aspects related to the assessment of learning

Initiatives	Outcomes	Measures	Responsibilities	Time-line
4.3.1 Ensure online assessment techniques constructively align with the learning objectives, outcomes and activities.	i. Validity: i.e. assessment methods will assess what is intended to be assessed and be fit for purpose	Review feedback on online assessment techniques	HoDs	On-going
	ii. Reliability: i.e. assessment processes and procedures will be accurate, consistent and trustworthy and their broad outcomes will have		HoDs	On-going

	the full confidence of all parties			
	ii. Explicit: i.e. assessment methods, processes and procedures will be accessible, clearly explained to and understood by all stakeholders (including prospective and current students, funding agents, academic and related staff, professional bodies and employers). [*BOU Student Assessment Handbook, 2017*].		Schools	On-going
4.3.2 Ensure that higher order objectives from Bloom's Taxonomy be more dominant (*application, analysis, synthesis and evaluation*), especially in the later years of study.	Students will grow in their cognitive, emotive and intellectual capabilities	Review feedback on learning objectives and outcomes	Deans, Director-OS & HoDs	On-going

4.3.3 Schedule timely assessment at regular intervals to increase "feed-forward" and strongly influencing the students' learning i.e. "assessment for learning"	Students can immediately use feedback to improve their learning	Review feedback on assessment points	Deans, Director-OS & HoDs	On-going
4.3.4 Design assessments for measuring actual learning achievement i.e. "assessment of learning"	BOU and its students will accurately understand the performance of the students	Feedback on assessments measure actual learning	Deans, Director-OS & HoDs	On-going
4.3.5 Communicate assessment criteria at the start of the course	Assures students that they are measured, judged and graded only on the achievement of the communicated course outcomes	Assessment criteria included in course outlines	Deans, Director-OS & HoDs	December 2020
4.3.6 Use appropriate verification methods, both online and otherwise. All assignments will be submitted digitally and where necessary, verified through the University's anti-plagiarism software	Academic integrity of the students' work	All courses using appropriate verification methods	Director, CIT & Deans	July 2020

4.3.7 Include regular formative assessment to provide feedback to students, with appropriate summative assessment that counts towards the final grade	Students receive assessments that are geared towards their learning	Review of course outlines to ensure formative and summative assessment appropriately used	Deans, Director-OS & HoDs	On-going

4.4 Theme: Evaluation

Implementation objective: effective and efficient implementation of reviews on whether a course is effective for learning, and whether it is producing the expected and intended outcomes

Initiatives	Outcomes	Measures	Responsibilities	Time-line
4.4.1 Regularly review blended and online learning approaches used in courses across the whole programme for applicability, relevance and best practice in relation to student needs and desired learning outcomes	Feedback on whether the course itself is effective for student learning and whether it is producing the expected and intended outcomes	Evaluative feedback from students to confirm that the course is working	Deans, Director-OS & HoDs	On-going

4.4.2 Actively seek feedback from students and teachers	1) Validity [i.e. evaluation methods will assess what is intended to be assessed and be fit for purpose] 2) Reliability [i.e. evaluation processes and procedures will be accurate, consistent and trustworthy and their broad outcomes will have the full confidence of all parties] 3) Explicit [i.e. evaluation methods, processes and procedures will be accessible, clearly explained to and understood by all stakeholders (including prospective and current students, funding agents, academic and related staff, professional bodies and employers)].	Use evaluative feedback from students built into each course	Deans, Director-OS & HoDs	On-going

4.4.3 Courses will be evaluated in a timely fashion at regular intervals – and at least at the end of every course offering	Ensure that matters are addressed as early as possible, and that the current cohort of students can benefit from improvements i.e. "feed-forward" approaches are used, so that teaching staff can make amendments and improvements during the delivery	Implementation of all evaluation feedback	HoDs	On-going
4.4.4 The University will put in place effective monitoring and evaluation technologies and mechanisms including a framework for auditing, monitoring and evaluating the effectiveness of blended and online learning, including base-line standards, to feed into professional learning and support strategies.	Evaluation leads to improvement in the curriculum and the delivery	Effective monitoring and evaluation technologies and mechanisms have been put in place	Director, CLTQA & Deans	

4.5 Theme: Staff and Student Support

Implementation objective: effective and efficient implementation of all the aspects of support during the student's learning life-cycle, and staff support in programme development and delivery

Initiatives	Outcomes	Measures	Responsibilities	Time-line
4.5.1 Integrate online student support strategies and related technologies in sound learning designs	Accessibility; learning analytics; adaptive and personalised learning	Verify that online student support strategies and related technologies are integrated in sound learning designs	Director, CIT & HoDs	March 2023
4.5.2 Make online learning support available at realistic times	Sustainability of support	Online learning support strategies in place for all courses	Directors CIT, SAW, OS & Deans	March 2020
4.5.3 Devise interactive activities and services intended to support and facilitate the learning and teaching process	Help students meet their learning outcomes and gain the knowledge, skills and attitudes that they need in order to be successful in their programmes	Interactive activities and support services built into learning designs of all courses	HoDs & Director,CIT	On-going

	of study			
4.5.4 Provide individualised and personalised systems of support	Authentic support is available	Individualised and personalised systems of support are built into learning designs of all courses	HoDs	On-going
4.5.5 Use technology (including learning analytics) that informs both the students and teachers, and track student participation and engagement, as well as programme design impact	Support impact of programme and course design	Technology that informs both the students and teachers, and track student participation and engagement, as well as program and subject design impact built into all course designs and actual delivery	HoDs & Director, CIT	On-going
4.5.6 Follow a holistic approach i. Pre entry support ii. Welcome and Orientation	Enable students to become rounded persons in line with the graduate attributes in their university life and after.	Existence of holistic student support system	Deans and Directors, OS & SAW	On-going

iii. Academic Advising and Support				
iv. Personal counselling and support				
v. Health and Wellness				
vi. Student Leadership and Governance				
vii. Special Needs Services				
viii. Career Development services.				
4.5.7 Provide a robust student and lecturer orientation (especially for those new to online learning)	This approach allows lecturers and students to examine the programme; learn how to use relevant educational technology, materials, resources and procedures; ask questions; and get to know their peers and teacher. Such orientations have proved to be an effective strategy contribution to student completion of online learning courses	Robust orientation processes implemented	HoDs, Directors, SAW & CIT	On-going

4.5.8 Include online orientation for online learning programmes. The online orientation opportunities will be synchronous and asynchronous (using relevant technologies)	Allow students to participate as appropriate and allow them to focus only on areas which are relevant	Robust online orientation programmes implemented	HoDs, Directors, SAW & CIT	On-going
4.5.9 Organise students into learning teams, cohorts, or a community of students to provide peer support	In most cases social and academic integration through being an active part of an online learning community result in higher online completion rates). Access to peers reduces isolation and loneliness which is prevalent in traditional distance learning	Students in all courses are grouped into learning teams, cohorts, or a community of students	Deans, Directors OS & SAW	On-going
4.5.10 Help students develop self-study and time-management skills and habits through mentorship. There is need to help online students develop schedules, techniques for completing work, and skills needed for successful completion of an	Students will develop the necessary digital literacy skills	Mentorship schemes operational	Director, SAW	On-going

online course. Potential and first-time online students especially will be assisted to manage their time, develop a study schedule, and set up routines and procedures by which to accomplish their online work. Mentors or teachers, should help students to cultivate independent study strategies and skills and for students to develop self-efficacy (time management, print and digital resources retrieval and self-study strategies).				
4.5.11 Provide accessibility for students with disabilities in all courses offered by the University	Students with disabilities will effectively access the University's courses	Accessibility approaches built into all courses	Directors, CIT & SAW	March 2023

4.6 Theme: Library and Information Services

Implementation objective: effective and efficient implementation of all physical and digital learning and teaching, and research resources managed by Library and Information Services

Initiatives	Outcomes	Measures	Roles	Time-line
4.6.1 Develop a "digital first" strategy	Most resources managed by Library and Information Services are available in digital format	"Digital first" strategy operational	Directors LIS, IT & CIT	March 2021
4.6.2 Improve the quantity, quality and comprehensiveness of online educational resources	Higher quality work of the students and staff	Majority of educational resources are available online	Director, LIS	March 2023
4.6.3 Make educational resources easily discoverable and retrievable for both students and teachers	Higher quality work of the students and staff	Feedback by students and teachers on whether educational resources are easily discoverable and retrievable	Directors LIS & IT	March 2023
4.6.4 Ensure that the resources are readily available at all times, while	Students and staff access resources when required	Feedback by students and teachers on the	Director, LIS	March 2023

staff support is available at extended but appropriate times		availability of resources		
4.6.5 Develop peer-interaction platforms for both students and teachers	Students and staff collaborate and share resources	Peer-interaction platforms for both students and teachers exist as appropriate	Directors CIT & LIS	March 2021
4.6.6 Provide continuous education and staff development on information literacy	Students and staff achieve high levels of information literacy	Range of professional development strategies available on information literacy	Director LIS	On-going
4.6.7 Implement a robust, computerised Library Management System	Increase the effectiveness of the Library	A robust, computerised Library Management System operational	Directors, LIS & IT	March 2022

4.7 Theme: Quality Assurance

Implementation objective: effective and efficient implementation of the internal and external quality requirements related to learning and teaching

Initiatives	Outcomes	Measures	Roles	Time-line
4.7.1 Coordinate and oversee the design, review, redesign development, and delivery of programmes.	Ensure quality programmes	Programme template that is responsive and sustainable.	Director, CTLQA	March, 2020
4.7.2 Programme Development, Monitoring and Review.	All programmes fulfil market currency and the needs of the stakeholders.	Continuous reviews and monitoring	Directors, CTLQA, OS & Deans	June 2020
4.7.3 Ensure valid, reliable, fair and consistent student assessment mechanisms and practices.	Consistent and Reliable student assessment processes.	Assessment criteria and external requirements	Deans and Director, CTLQA	On-going
4.7.4 Establish pre-delivery; during-delivery; and post-delivery moderation processes	High quality assessment processes and instruments.	Moderation processes in place and effective	Director, AR & Deans	August 2020

Initiatives	Outcomes	Measures	Roles	Time-line
4.7.5 Programmes and courses will be benchmarked regularly against similar accredited courses offered by other higher education providers and market requirements	Ensure compliance of standards and to gain feedback for on-going review and improvement. Programmes externally referenced.	Benchmark designed and effective i.e. results are implemented.	Deans and Director, CLTQA	On-going
4.7.6 Programmes are registered and accredited.	Meet requirements of BQA.	BQA accreditation.	Director, CTL&QA, & Deans	June 2020 and on-going

4.8 Theme: Resources and ICT Infrastructure

Implementation objective: effective and efficient implementation of the critical human, financial, digital and physical resource requirements to ensure the implementation of the Strategy

Initiatives	Outcomes	Measures	Roles	Time-line
4.8.1 Provide (develop and acquire) appropriate numbers of skilled staff	i. Adequate Helpdesk Staff for Assisting students and staff during and outside working hours	Appropriate numbers of skilled staff appointed	Directors IT & CIT	April 2022

	ii. Adequate Database, Network and Systems administration staff for helping outside working hours iii. Adequate Student Management System administration staff iv. Adequate staff for training staff in Moodle and Linux. v. Any other staff needed to enhance support and/or delivery of the blended and online learning programmes			
4.8.2 Implement professional learning programmes for all staff involved	All staff are able to perform their work successfully	Number and variety of professional learning programmes for all staff	Directors IT, CIT & SAW	March 2020
4.8.3 Develop technology-rich physical and digital learning environments that enable students	i. Support delivery of all the envisaged blended and online learning services.	Evaluation feedback on IT physical and digital learning platforms that enable	Director, CIT	March 2023

to work collaboratively and independently as appropriate	ii. Ensure technologies are cutting edge, but not overly risky	students collaboration and independence		
4.8.4 Support the use of Bring Your Own Devices (BYOD) mobile technologies for learning and teaching	Increase flexibility and accessibility of learning and teaching	BYOD strategies operational and supported	Director IT	August 2020
4.8.5 Provide a suite of educational technologies to support blended and online learning.	The ICT infrastructure will be extended on an incremental basis in line with the growth of the University and budget availability, as well as to keep up to date with new technological developments in higher education. The following are the minimum resources required to support the implementation of the Strategy:	Adequate educational technologies to support blended learning available for all courses	Directors IT & CIT	March 2023

	i. Adequate and reliable bandwidth to access the Internet and intranet ii. Data Centre with Power back up generator and Uninterruptible Power Supply (UPS) for HQ Data Centre and Disaster Recovery (DR) Site iii. Mobile Device Management technologies iv. Gateways (E-Payment, SMS) v. IT Support Framework - Information Technology Infrastructure Library (ITIL), Control Objectives for Information and Related Technologies (COBIT)			

	vi. Enhance capacity and coverage of existing Wifi in Regional Campuses vii. Plagiarism software viii. An integrated Data Warehouse for gathering and integrating data for learning analytics			
4.8.6 Provide professional development for all staff	Staff will continuously be developed in line with the growth of the University, as well as keeping up to date with new technological developments in higher education.	Adequate training for staff in educational technologies to support blended learning.	Directors HR, CIT, and IT & Deans.	March 2023
4.8.7 Provide and maintain a robust ICT infrastructure	Sufficient bandwidth to allow high-speed connectivity, adequate storage capacity and technical capability to create and deliver rich multi-media e-learning course content to students;	A robust ICT infrastructure operational on a consistent basis	Director IT & IT Steering Committee	April 2021

	i) a range of integrated interactive technologies for learning, teaching and assessment ii) provide the potential for online collaboration for rich learning experiences.			

6 REVIEW

This Implementation Plan shall be reviewed by the Senate APPQA Committee in February each year and more regularly as necessary.