



**VICTORIA
UNIVERSITY**
Kampala · Uganda

GUIDELINES FOR ONLINE TEACHING AND LEARNING

Approved by the University Council at its 20th meeting held on 12th August 2020

May 2020

Contents

1.0 PURPOSE:.....	4
2.0 BACKGROUND:.....	4
3.0 FUNDAMENTALS OF THE GUIDELINES.....	4
4.0 GENERAL INTRODUCTION.....	5
5.0 MODES OF INSTRUCTION.....	5
6.0 CURRICULAR CONTROL.....	6
6.1 FACULTY AND FACULTY MEMBERS.....	6
6.2 QUALITY ASSUARANCE	6
6.3 PROGRAMMES.....	6
6.4 TOPIC.....	7
6.5 DECISIONS RELATING TO MODE OF INSTRUCTION.....	7
7.0 STUDENTS REGISTRATION AND ONBOARDING.....	7
8.0 TEACHING AND LEARNING PLATFORMS:	7
9.0 FACULTY SUPPORT.....	8
10.0 STUDENT SUPPORT.....	8
11.0 EVALUATION AND ASSESSMENT	8
12.0 REVIEW OF GUIDELINE	9

Handwritten signature/initials in blue ink.

1. **PREAMBLE**

Victoria University is committed to furthering teaching and learning for all its students irrespective of the situation at hand. The University in pursuit of this mandate shall oblige by the laws and pronouncements governing education and higher learning in the country as made from time to time. Underpinning the information and procedures discussed in these guidelines is guidance from the National Council for Higher Education to reopen Universities able to demonstrate the usage of ODeL. All staff of the University undertake compulsory training at the onset to enable them support the available e-channels in the delivery of education.

These policy guidelines were drafted by senate and approved by the university council.



1.0 PURPOSE:

This document is intended to provide a platform for guiding a range of online teaching and learning activities and tutorials during emergency circumstances. The need of this document arose after Victoria University students' survey report where 76.9% respondents showed readiness to participate in online teaching and learning.

2.0 BACKGROUND:

A Special Technical Committee of Senate was tasked to offer institutional guidelines for Online emergency Teaching and Learning to address the need for continuation of teaching and learning at Victoria University following the outbreak of COVID-19. This was after the pandemic rendered the face to face instruction method impotent. The team worked in two stages to conduct a survey to establish acceptable modalities with regards as well as develop user guidelines to guide the entire process. This document is intended to provide immediate guidelines for ease of access and uses by potential learners.

These policy guidelines were recommended by University Senate on 21 May 2020 to the University Council which approved the policy on 12th August 2020. These guidelines are expected to form the future of online teaching.

3.0 FUNDAMENTALS OF THE GUIDELINES

Accountability:

It is the responsibility of Deans and Teaching staff to ensure that the guidelines are complied with.

Applicability:

All students, teaching, administrative and IT staff of Victoria University will be mandated to use the guidelines.

Definition(s):

Online/ virtual learning tools: These will include Zoom, Emails, Skype, WhatsApp Goggle meet, goggle and any others,

- i. **A programme:** An academic offering leading to the award of a Degree, Diploma or Masters.
- ii. **A Module:** A set of aligned topics that is offered in part for any instruction of a Programme.
- iii. **Faculty:** Administrative academic entity responsible for the management of a group of associated programmes
- iv. **Faculty member:** Staff / Lecturer designated to handle modules in a given faculty.
- v. **Dean:** Head of a faculty

- vi. **Online teaching:** The remote teaching alternative instruction methodology that calls on instructors and students to be flexible in the face of change, especially given the challenges faced around health, safety, child care, elder care, and income. Along with the challenges are opportunities to view your programme differently.

4.0 GENERAL INTRODUCTION

4.1 Victoria University (VU) provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches.

4.2 It should be emphasized at the outset that these guidelines, approach to learning does not signal any fundamental change in VU's commitment to its vision, mission, objectives and philosophy. Indeed, the strength of VU will come from its continued commitment to its vision, mission, objectives and philosophy. The challenges and opportunities associated with online education as applied in emergency circumstance should be viewed as an opportunity to rethink the policies, processes and structures that support the mission. Through the mission, VU aims at providing a dynamic environment for learning, innovation, and research and community engagement.

4.3 This document outlines specific guidelines to inform policy for online education at VU but also contains specific suggestions for the policies, processes and structures that should be reviewed in light of online education.

The following assumption forms the foundation of this document: A programme is a standard offering of an academic nature no matter the mode of delivery. Therefore quality expectations, academic control and faculty and student rights for online programme experiences should be equivalent to those for face-to-face programmes.

5.0 MODES OF INSTRUCTION

The following guidelines shall apply to online and blended programme offerings being proposed as an emergency plan for continued learning:

5.1 Online and blended programme offerings will be identified in an official schedule of classes. The schedule of classes will notify students whether such programmes are synchronous or asynchronous and about any software and hardware requirements for participation in online class sessions. The program is responsible for indicating the mode of instruction when the programme schedule is submitted. To maintain quality not all programmes will be put on the online platforms owing to their nature and pedagogical expectations.

5.2 Online, blended, and standard programme offerings will be consistent in terms of student learning outcomes, quality, assessment, and purpose with other programmes bearing the same program and programme number. Online or blended programme offerings will meet all

curriculum requirements.

5.3 Students enrolled in online and blended classes will be given the same rights and responsibilities as students enrolled in standard programme offerings.

6.0 CURRICULAR CONTROL

6.1 FACULTY AND FACULTY MEMBERS

6.1.1 The Faculty has the responsibility to develop curricula and to establish general programme content.

6.1.2 All faculty members have the responsibility to determine the instructional pedagogy in the programmes that they are assigned within the given modality.

6.1.3 Programs shall obtain clearance from the relevant authorities based on the area of study as to which topics may be taught off-campus and/or online; in regards to physical/virtual office hours.

6.2 QUALITY ASSUARANCE

6.2.1 It is the responsibility of the University quality assurance office to clear which programs shall be conducted online upon the presentation of all relevant minimum requirements that are required to teach a said program online. The Office will issue a certificate of clearance indicating the minimum mode du operandi for the said program.

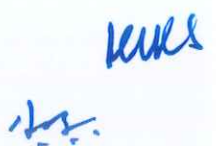
6.2.2 The quality assurance office shall equally through the faculty quality assurance representatives take the responsibility to monitor the instruction of all online programs in compliance with the set guidelines and external accreditation demands.

6.3 PROGRAMMES

Any programme can qualify to be taught face to face or blended with online teaching as specified below:

6.3.1 If it is practically proven impossible to institute the pedagogical model listed for the said programme.

6.3.2 If the proposed change is agreed upon by the majority of Faculty then the programme modality/modalities will be specified and presented to Senate for approval.



6.4 TOPIC

6.4.1 Unless the program has limited the modality of a programme the Faculty will identify the mode of instruction for individual topics after consulting with the assigned staff. The modality for each topic of a programme shall be identified in the Schedule of Classes as initially advised above.

6.5 DECISIONS RELATING TO MODE OF INSTRUCTION

6.5.1 Any decision by the Dean /Faculty on modes of instruction shall address the following:

6.5.1.1 Deans will ensure faculty members are qualified to teach (prior experience, training, etc.) in the proposed module modality.

6.5.1.2 Within the parameters of the University, the Deans shall ensure that changes to the mode of delivery do not work against current Faculty prepositions.

7.0 STUDENTS REGISTRATION AND ONBOARDING

7.1.1 The students who will access online teaching and learning can do so by registering online.

7.1.3 The University will help the students get the hard copies of study material who have the means of accessing e-material.

7.1.4 The students who are not able to access any teaching and learning by any aforementioned medium can apply for a dead semester as per the applicable University Policy.

8.0 TEACHING AND LEARNING PLATFORMS:

8.1 A faculty member shall agree with the class which platforms shall be employed for the emergency study. These shall include zoom, Google classrooms as primary platforms for interface. This will be as per teaching schedule.

8.2 Sharing notes of various modules to be taught shall be through class based module specific group emails, WhatsApp groups and group Google drives which can be accessed on line at all time and any other platforms as will be agreed on by the university.

8.3 Notes shall be prepared by the respective Faculty member tasked with the responsibility to handle a particular class.

8.4 Sharing videos shall be done by use of YouTube links, which will be shared in module specific WhatsApp Group created by the lecturers to reduce the data bundle use.

8.5 Practicals identified within the learning cycle shall be deferred to the period after the

Handwritten signatures:
Lund
R.S.

critical lockdown period is over and it is safe for students to report to the University.

8.6 Continuous assessment shall be made possible through zoom seminars, discussion, and time-bound quiz as set from time to time.

9.0 FACULTY SUPPORT

9.1 The University recognizes that not all staff may be prepared for the challenges and opportunities that teaching and learning in an online environment can present. To assist faculty in creating high quality learning environments online, the staff shall be given two days training to effective delivery and there will be continuous support in case of challenges.

9.2 Faculty members are encouraged to access available instructional guidance as well as open source online resources before moving into teaching in an online learning environment.

9.3 Deans will ensure faculty members are qualified to teach (prior experience, training, etc.) in the proposed programme modality. Faculties may further create internal policies that require faculty members are prepared to teach in an online or blended environment.

10.0 STUDENT SUPPORT

10.1 The University recognizes that not all students are prepared for the challenges and opportunities that teaching and learning in an online environment can present. The students will also be given one day training on how to access online education.

10.2 Each student in an online class shall be advised by the instructor prior to or on the first day of class of the available instructional support, student services, library resources, technology requirements.

11.0 EVALUATION AND ASSESSMENT

11.1 Programmes should be held to the same standard regardless of the mode of instruction. Assessment of online and blended programmes should be a regular part of the University's assessment plan.

11.2 Assessment should be focused on student outcomes.

11.3 Provisions in the Senate handbook and the University policy on continuous assessment shall apply

11.4 Criteria for student success in online instruction programmes shall be as rigorous and comprehensive as those used in classroom-based programmes and these criteria shall be clearly communicated to students.

Handwritten signature

Handwritten signature

11.5 Students and Teaching staff shall evaluate the teaching and learning experiences after every month of instruction.

11.6 While waiting for any guideline from NCHE in regards to online continuous evaluation of students; it will be done through emails/ WhatsApp in case of project-based evaluation; and a combination of screen sharing software (e.g. JoinMe) and live video call (e.g. skype) in case of other evaluations e.g. written exams, quizzes etc.

12.0 REVIEW OF GUIDELINE

These guidelines will be reviewed as and when need arises.



Chairman – University Council



Ag. University Secretary