ODeL Policy

July 2020

OPEN, DISTANCE AND E-LEARNING POLICIES AND PROCEDURES

1st Edition (2020)

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1.0			-

Approved by: University Council

INTERNATIONAL UNIVERSITY OF EAST AFRICA

OPEN, DISTANCE AND E-LEARNING POLICIES AND PROCEDURES

1st Edition (2020)

1.0 INTRODUCTION

1.1 Justification

Due to increasing demand for access to higher education and technological advancements, e-learning has become an integral part of the delivery of higher education globally. This document sets out the guidelines and standards for IUEA's Open, Distance and E-learning systems, policies and procedures.

1.2 Policy Objectives

a) Provide a minimum standard and quality of work for any IUEA's ODeL systems so that the development and delivery of each course is fit for purpose and complies with national standards

b) Ensure pedagogical best practices for ODeL are considered in the delivery of these systems

c) Guarantee that ODeL supports institutional objectives

1.3 Core values of ODeL at IUEA

The course values of ODeL at IUEA are to:

a) Use technology to enhance the learning experience and quality of education offered to better prepare graduates for a highly technologically and innovative future

b) Improve access and flexibility to a quality and relevant education in East Africa for different prospective students demographics including working adults, woman in STEM, and other disadvantaged groups

c) Implement ODeL with integrity to uphold the institutional values and strategic direction of IUEA

1.4 Objectives of ODeL at IUEA

As a 'Technological University of Choice', the offering of open, distance or e-learning programmes is an essential feature of IUEA's modern and accessible qualifications. The following objectives of ODeL are desirable:

a) To establish the position of a coordinator with oversight of ODeL at IUEA

b) To improve accessibility to quality higher education in our programmes in Uganda either by means of offering flexible learning, blended learning and distance education options

c) To utilize the strengths of ODeL to improve the quality of educational inputs while improving the competencies and skills of our students and graduates

d) To sensitize our students and staff to a modern, cutting edge form of learning and develop skills and knowledge of the same

e) To collaborate with other institutions and organizations to drive innovation using ICTs in education and improve institutional standards in ODeL

1.5 Sources of policy

Other sources of policy contributing and cross-referenced to this policy include:

a) NCHE Minimum Standards for Open, Distance and E-Learning Programmes, 2019

b) IUEA Study and Examination Regulations 2017

c) IUEA Quality Assurance Policy 2017

d) IUEA Curriculum Development and Management Policy 2017

e) IUEA ICT Policy 2017

f) IUEA ODeL Operating Guidelines and Standards 2020

1.6 Definitions

Unless otherwise stated, the following terms shall apply:

"curriculum" means any documented and accredited programme of study

"distance education" means delivery of learning or training to students who are separated mostly by time and space from those who are teaching or training. The teaching is done with a variety of mediating processes used to transmit content, to provide tuition and to conduct assessment or measure outcomes. The delivery modes may include traditional distance education by standards of National Council for Higher Education. Correspondence courses, on-line provision and interactive CD ROMs, e-learning and blended learning to open learning centres and face-to-face provision where a significant element of flexibility, self-study, and learning support, in an integral part.

"flexible learning" means provision of learning opportunities that can be accessed at any place and time. It relates more to scheduling of activities than to any particular delivery mode.

"formative assessment" means assessment conducted to assess student performance during a course of study and to guide learning processes

"e-learning" means the application of information and communication technologies (ICTs) to enhance distance education, implement open learning policies, make learning activities more flexible and enable those learning activities to be distributed among many learning venues.

"open learning" means policies and practices that permit entry to learning with no or minimum barriers with respect to age, gender, or time constraints and with recognition

or prior learning.

"blended learning" means a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.

"programme of study" means the prescribed syllabus that students must be taught at each key stage.

"institution" means an organization founded for purposes of higher education and research;

"summative assessment" means final assessments that assess competencies and skills as learned in class and that define the level of attainment of these competencies and skills of these students for recognition and certification;

"syllabus" means the course of study including course content, course objectives and descriptions, learning outcomes, suggested lesson planning, modes of delivery, and resources of a course used for teaching

"virtual education" means distance education which is largely web-centered, but does not necessarily limit itself to learners outside a conventional classroom. It uses multimedia and, besides delivering content, also enables a high level of interaction among learners, content, teachers, peers and administration both synchronously and asynchronously.

2.0 POLICIES AND PROCEDURES

2.1 ODeL Management

2.1.1 ODeL Coordinator

The University shall appoint a coordinator for ODeL who shall liaise with different departments of the University to provide general oversite of ODeL and ensure technical and academic support for ODeL is available to all stakeholders and compliant with internal and external regulations. The Terms of Reference for the ODeL coordinator shall consist of, but is not limited to, the following:

1. Coordinate the development and management of ODeL systems and operations at IUEA

2. Liaise with different departments and offices of the University to ensure fluid operations of ODeL including providing technical and academic knowledge and support in relation to ODeL

3. Report regularly to management on issues of ODeL

4. Work with other offices to enhance the use of ODeL for learning and benchmark against the highest national, regional and international standards for ODeL.

The ODeL Coordinator shall report to the DVC and VC.

2.2 Programme Management

2.2.1 Programme specifications

All ODeL programmes and courses leading to credit towards an award shall be contained in an approved programme specification and syllabi accredited by the NCHE.

2.2.2 Curriculum Management and Development for ODeL

All programmes, courses and modules delivered in ODeL shall follow the Curriculum Development and Management Policy 2017 guidelines.

2.2.3 Content Management and Delivery

Content to be delivered in ODeL modes shall conform to the standards set by the ODeL Guidelines and Standards issued by the Directorate of Quality Assurance. Content management and delivery must consider all needs and challenges of staff and students and meet or mitigate these to the best extent. In all other circumstances, traditional content management and delivery shall be retained.

2.2.4 Study and Examination Regulations

The delivery of ODeL presents challenges for the traditional assessment and examination of students due to the nature of students not being on campus and under

proctored examination conditions. Nonetheless, with the use of the correct technologies, adequate if not equitable standards of invigilation of students can be attained. The following presents options for study and examination ODeL students.

2.2.4.1 Online Examinations

Using all or a combination of the following technologies makes it possible for invigilated online examinations that meet the University's study and examination regulations requirements:

a) Automated, live or recorded remote invigilation

b) The use of secure browsers to prevent cheating

c) Facial recognition technology to confirm the identity of the examinee

d) Controlled questioning including randomisation and timed responses to prevent undue and uncontrollable cheating

e) Submission review to identify irregularities and cases of cheating

2.2.4.2 Authorised Examination Centres

In the instance where physical examinations are required but students are unable to access the University campus, the University may, through establishing partnerships with local and national institutions and government agencies, establish authorised examination centres. These centres shall be located in strategically accessible geographical locations within or outside of Uganda for our distance learning students to attend examinations under normal examination conditions and settings. Each examination centre shall be authorised by the University and through partnership with authorising bodies such as but not limited to local government authorities, institutions of higher learning, and/or diplomatic attaches. All invigilators shall be duly trained and knowledgeable about all University Examination Regulations.

2.3 Support Services

2.3.1 Admissions

ODeL students shall be held to the admission requirements as prescribed in the University's existing Admissions Policy, Study and Examination Regulations, and according to the entry requirements of each accredited programme specification. Any online admission process shall allow for the provision of this policy.

2.3.2 Registration

ODeL students shall be registered against the same regulations as prescribed in the University's Study and Examination Regulations and shall be *bona fide* students of the University. Exceptions for this policy may exist, with approval, for courses offered online that are open. Support for registration shall be provided through the applicable offices.

2.3.3 Students Support, Advice and Guidance

In addition to pastoral care from instructors and programme coordinators, ODeL students shall be provided with the ability to seek social support, advice and guidance through the applicable online or offline systems. Online systems may include a dedicated email or chat module. Offline may include a contact support number.

2.3.4 Library Services

The Library shall provide services to ODeL students and staff at all times. Provision for access to the Library's collection shall be made available online. Instructors should attempt to provide online or digital access to key textbooks for ODeL students or substitute physical textbooks with appropriate and comparable literature or resources.

2.3.5 Equal Access

The University shall ensure that equal access and gender mainstreaming is considered in the implementation of all ODeL programming as per existing University policies. The University shall promote its ODeL programming as an opportunity to improve access to STEM for disabled persons and woman.

2.3.6 Student Grievance Procedure

Students should maintain open lines of communication with their instructors, coordinators and/or administrators to avoid any necessity for appeals. In the instance where any informal contact has not resolved any grievance, ODeL students shall be able to lodge a formal complaint through the provided digital communication channels for complaints.

2.3.7 Programme progression

ODeL students shall progress through their programme according to the Study and Examination Regulations and against the course structure of each programme as stated in the accredited programme specification. Maximum load and credit restrictions pre-requisites and course restrictions shall apply.

2.3.8 Withdrawal or Deferral from studies

ODeL students who have registered to study but seek to withdraw shall follow the requirements for withdrawal or deferment stated in the Study and Examination Regulations through their programme coordinator.

2.3.9 Tutorial and Laboratory Support

In the instance where ODeL provides for tutorial or laboratory support, through whatever means, students should be guided on how to access these services per course and programme with their coordinators. The purpose of tutorial and laboratory support shall be provide to ensure a highly practical learning experience as per the University's stated objectives, even if these students cannot attend physical tutorial or laboratory sessions.

2.3.10 Technical Assistance

ODeL students who have technical issues affecting their studies may use the online technical assistance complaint form provided by the online system. Students should lodge their issue immediately for prompt follow up. Technical support shall be provided to students and staff 24 hours a day with follow up and/or live response within University working hours.

2.4 Faculty

2.4.1 Administration

Overall management of the ODeL programming shall be coordinated by the Dean of Faculty with the Coordinator of ODeL.

2.4.1.1 Programme Coordinator

Each programme offered shall have a designated Programme Coordinator. The programme coordinator shall be responsible for ensuring that ODeL students and staff teaching on that programme are meeting their requirements according to the programme specification.

2.4.1.2 Faculty Administrator

The Faculty Administrator shall be responsible for assisting ODeL coordination including management of student registration, scheduling of timetables, and other tasks as determined by the Dean of Faculty.

2.4.2 Scheduling

Instructors are expected to meet all their load and teaching requirements provided for and commensurate to the credit value and assessment requirements specified in each course descriptor in the accredited programme specification. Scheduling formats may consist of the following:

a) Weekly format – where content is scheduled and managed for delivery and/or assessed weekly within a pre-defined period of time (i.e. semester or term).

b) Topic format – where content delivery is managed and assessed according to each topic and may provide for flexible completion times. This format is popular for open modes of delivery.

2.4.3 Guidelines and Standards

All content developers for ODeL content are expected to follow University prescribed minimum standards and guidelines on ODeL. This shall ensure that ODeL is fit for purpose and professionally prepared and implemented.

2.4.4 Continuous Professional Development (CPD), Training and Support

The University shall provide adequate training and support for staff for ODeL through the appropriate office. As technology and pedagogies for e-learning change and progress, trainings for ODeL shall be offered and recognised as CPD for staff.

2.5 Planning and Evaluation

2.5.1 Educational effectiveness

The University shall ensure that adequate planning, budgeting and policy provision reflects sound use of facilities, staffing and equipment and other resrouces that are essential to the viability of all ODeL programming and to meet the both ODeL and institutional objectives.

2.5.2 Monitoring and Evaluation

The ODeL coordinator along with the Directorate of Quality Assurance shall have in place a monitoring and evaluation framework that covers all ODeL activities. Findings shall be regularly reported to management.

2.6 Quality Assurance

The Directorate of Quality Assurance shall work with the Coordinator of ODeL to ensure that all ODeL programming is fit for purpose, compliant, and meets and goes beyond minimum standards.

The Directorate of Quality Assurance shall also provide for the independent monitoring and evaluation of quality assurance of all ODeL programming. The Directorate shall be responsible for reporting on various aspects of the ODeL programming through the following tools:

a) End of course evaluations

b) Monitoring attendance reports of staff and students generated from the online database

c) Instructor peer review activities

d) Material and content audits and checks e) Curriculum development for ODeL

2.7 Technical Policies

2.7.1 Learning Management System

A dedicated Learning Management System (LMS) shall be used to deliver ODeL programming. Details and specifications of the LMS shall be provided for in corporate documentation of the same. The University shall develop operating manuals of this LMS to support internal operations of the LMS in addition to those provided by the service provider.

2.7.2 Technical Structure of ODeL

2.7.2.1 Server Space

Servers are hosted on a professional cloud service (Amazon Cloud (AWS) with the ability to easily manage (upgrade or downgrade) the capacity of the server to handle storage based on the usage. As a default, 100 GB of server space allocated. However, since these are EBS Volumes (provided by AWS) are used for deployment, this space can easily scale up at any point of time.

2.7.2.2 Redundancy and load balancing

The server's deployment takes into consideration the usage of server resources based on the load of the server. Also, to ensure the continuity of business and availability of services, there is a redundancy factor that is accounted for. Application Load Balancer (ALB), a service from AWS, is used in the deployment strategy

2.7.2.3 Technical help desk

To support both our students and staff, the LMS has a support help desk which can be used for reporting issues. IUEA together with the LMS service provider team monitors the Support portal for issues which need assistance from the LMS developers. Apart from that, the account managers are available on email and messaging groups to faster resolution.

2.7.2.4 Internet Access

The University shall partner with service providers to offer affordable rates or free access to internet to all its students on the learning platforms. In addition, all the content on our LMS require a one-time sync after which all the content will be available for offline access.

2.7.2.5 Back up

Databases are scheduled for back up everyday

2.7.3 System Maintenance

2.7.3.1 Maintenance of technologies

The external service provider has a team of developers, testers and AWS experts who constantly manage the complete technology stack for the LMS along with the deployment on AWS servers. Since the application is hosted on AWS Cloud, utilizing the AWS services, the maintenance of the tech stack is core activity.

2.7.3.2 Upgrading of technologies

The University constantly upgrades the tech stack of the applications on a time to time basis. Usually these changes are pushed on LMS quarterly / half yearly or annually based on the critical ness and the impact the changes will have. Even the mobile Application keeps upgrading with new features and any tech changes needed at least once in a quarter.

2.7.3.3 Reliability, privacy, safety and security

a) For LMS Deployment: As the system is hosted on AWS cloud, there are host of features as a policy. The Security firewall and IAM services enable to control and prevent unauthorized access to the system. The access to servers is only available to the allowed team who takes care of the deployment.

b) For accessing the LMS: The LMS has a role provided to ensure that users see and act on what they are asked for and no unnecessary access if available to them. For this it is important that the user list is constantly updated if there are any changes. For

example, if a student graduates, his access to the system can be removed. Or if a teacher changes the responsibility the role provided is reflected in the LMS. In addition a very important aspect to the security of our system is that we have locked access to "Key Accounts" with IMEI codes of the designated devices.

2.7.3.4 Cyber Security

The system shall use as a minimum SSL 256 bit encryption which is used for data encryption during transit. Servers shall be encrypted with the HMAC-SHA256 algorithm, a state of the art public/private key pair token system. Important accounts such as those used by the AR, Admin, VC, US will be IMEI locked to further ensure that no other device will have connectivity to these accounts. In addition, WAF and NAT shall also be used.

2.8 Administration, Facilities and Finance

2.8.1 Personnel

All personnel employed in the delivery of the different aspects of ODeL shall be suitably qualified and contracted.

2.8.2 Marketing and Recruitment

All ODeL programming shall be accurately marketed and recruited for. ODeL programming shall be differentiated from traditional programming and prospective students shall be adequately sensitised about ODeL during any recruitment activities following the University's policy of 'recruiting with integrity'.

2.8.3 Facilities and Equipment

Facilities and equipment for the delivery and management of ODeL shall be suitable for the technical, pedagogical and administrative functions and requirements for ODeL.

2.8.4 Budgets

All attendant budgets for ODeL shall be provided for and supported. Budgets shall be prepared for and submitted in advance to ensure continuity of ODeL programming and infrastructure.

2.9 Review of Programming

All ODeL programming and policies shall be reviewed annually. The annual review shall consist of:

a) Ongoing feasibility of Ode

b) Benchmarking of technical and pedagogical aspects of ODeL according to regional and international trends

c) Capacity for the effective delivery of ODeL

d) Training, support and CPD

e) Policy update

2.9.1 Review tools

Review tools may consist of:

a) Student Course Evaluations

b) Surveys of ODeL students c) QA

audits

d) Annual ODeL Evaluation Too

Appendix B ODeL Evaluation Matrix

Standard	Description	Key Performance Indicator
1. Feasibility	a) Has adequate coverage of the market for ODeL been collected b) Is ODeL still feasible in terms of access, required infrastructure, and budgets against student numbers	Feedback should indicate that there is still critical demand for ODeL by students and that it is financially feasible to offer
2. Accreditation and Curriculum	4. Financial management	a) Are all ODeL Programmes accredited or up for accreditation? b) Is curriculum development needed to improve ODeL programming? c) Are student evaluations positive for the ODeL programmes?
3. Governance and Management		a) Are the different offices for ODeL functioning effectively and efficiently? b) Is adequate support for ODeL at all levels being provided for including at Management and Senate levels? c) Are their frequent meetings on the coordination and implementation of ODeL?

a) Have budgets been prepared for and submitted for ODeL? b) Have budgets been approved for ODeL programming?	Programmes should be accredited or ready for review for re-accreditation. Student evaluations should provide details as to areas for improvement if any. The ODeL coordinator should be highly involved in the management and coordination of ODeL with other offices as reflected in the number and different types of meetings attended and scheduled throughout the year. The meetings should be productive and have clear and meaningful agendas. Support should also be given from Senate and Management. The submission of budgets from Faculty and ODeL Coordinator for approval.	
5. Human Resources	a) Are instructors suitably allocated for ODeL delivery? b) Have guidelines and minimum standards for ODeL been followed? c) Has adequate support been given to instructors on the use of various aspects of ODeL programming? d) Has CPD for ODeL been conducted to improve the quality of ODeL service provision?	Evidence of trainings is important, especially if as offered as CPD. An audit of the quality of work may determine if standards have been met against guidelines.
6. Infrastructure and Facilities	a) Have students and staff been attended to on technical issues?	Generated reports on time spent and frequency of particular complaints and issues. Logs and

	b) Has the ICT infrastructure for ODeL been working to its optimum?	technical reports shall provide basis for optimisation of use of ICT infrastructure as well as any security breaches or threats. A survey of staff may determine adequacy of access for staff to facilities to support ODeL.
	c) Have staff had adequate use of facilities to support ODeL delivery?	
7. Course Design and Materials	d) Have there been any security breaches or threats to the ODeL systems or data?	Audit of course materials against guidelines and minimum standards. Course evaluations may expose any gaps. Strong student performance against adequately moderated assessment activities may indicate accurate course and assessment design.
	a) Have adequate course materials been developed and provided for on ODeL systems including reference, reading, and multi-media resources?	
	b) Do ODeL resources adequately and realistically meet the needs of different learners?	
	c) Does course design link to assessment accurately?	
8. Course Delivery	a) Is the LMS used adequate for the needs of learners, instructors and in meeting the objectives of the University?	c) Is the provision for social support active and available?
	b) Does the LMS use adequate technology for a broad range of functionality?	
	c) Have programmes been delivered against known and possible national, regional and international benchmarks for ODeL delivery?	
9. Support Services	a) Have students and instructors received timely and accurate technical support?	
	b) Have students received accurate and timely advice and pastoral care from their instructors?	

Student and staff survey of the LMS as well as audit. A review of benchmarks shall support this activity.

Review of time and frequency of different types of complaints and feedback and the log time of support for different support channels.

Appendix 8: E – Learning Guidelines

Guidelines and Standards for e-learning

Guidelines and Standards for e-learning

1.0 Introduction

Due to increasing demand for access to higher education and technological advancements, e-learning has become an integral part of the delivery of higher education globally. This document sets out the guidelines and standards for IUEA e-learning systems.

The purpose of these guidelines is to:

1. Provide a minimum standard and quality of work for any IUEA's e-learning systems so that each course is fit for purpose and complies with national standards

2. Ensure pedagogical best practices for e-learning are considered in any e-learning delivery

3. Guarantee that e-learning supports institutional objectives

The document is divided into sections on minimum standards, formatting and display and content management. The standards are applicable for different e-learning modes of delivery including online, distances, virtual, blended, open and flexible.

1.1 Definitions

"curriculum" means any documented programme of study.

"distance education" means delivery of learning or training to those who are separated mostly by time and space from those who are teaching or training. The teaching is done with a variety of mediating processes used to transmit content, to provide tuition and to conduct assessment or measure outcomes. The delivery modes may include traditional distance education by standards of National Council for Higher Education. Correspondence courses, on-line provision and interactive CD ROMs, e-learning and blended learning to open learning centres and face-to-face provision where a significant element of flexibility, self-study, and learning support, in an integral part.

"flexible learning" means provision of learning opportunities that can be accessed at any place and time. It relates more to scheduling of activities than to any particular delivery mode.

"formative assessment" means assessment conducted to assess student performance during a course of study and to guide learning processes

"e-learning" means the application of information and communication technologies (ICTs) to enhance distance education, implement open learning policies, make learning activities more flexible and enable those learning activities to be distributed among many learning venues.

"open learning" means policies and practices that permit entry to learning with no or minimum barriers with respect to age, gender, or time constraints and with recognition or prior learning.

"blended learning" means a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.

"programme of study" means the prescribed syllabus that students must be taught at each key stage.

"institution" means an organization founded for purposes of higher education and research;

"summative assessment" means final assessments that assess competencies and skills as learned in

class and that define the level of attainment of these competencies and skills of these students for

recognition and certification;

"syllabus" means the course of study including course content, course objectives and descriptions, learning outcomes, suggested lesson planning, modes of delivery, and resources of a course used for teaching

"virtual education" means distance education which is largely web-centered, but does not necessarily limit itself to learners outside a conventional classroom. It uses multimedia and, besides delivering content, also enables a high level of interaction among learners, content, teachers, peers and administration both synchronously and asynchronously.

2.0 Minimum standards for e-learning

2.1 Course design

Each course shall ensure that the following are in place in terms of course design:

1. Descriptions of the course including an overview of the course and course objectives are stated

2. Descriptions of learning outcomes using the correct taxonomies are used

3. Learning hours are stated in relation to their credit value

4. Teacher contacts and times for pastoral care are provided for

5. Teaching and learning strategies are stated

6. Resources or links to resources are provided for

7. Assessment activities are clearly stated

The above information should be contained in a course outline given to students at the beginning of their course and available throughout the course of study.

2.2 Instructional design

Each course shall provide instructional materials that meet the course objectives and align with the learning outcomes of the course. The following guidelines must be considered in instructional design:

1. Instructional materials such as notes, readings, audio-visual content, or other instructional aides should be sourced from credible and authoritative sources and accurately referenced or developed to meet course objectives

2. Students should be provided with opportunities to participate in different learning contexts such as group work and discussions, peer review, and forums and feedback.

3. Learning and assessment activities should link to learning outcomes and course objectives and be relevant and accurate

4. Active learning strategies should be used to encourage active participation by students and encourage critical thinking

Reference to instructional materials should be included in any course outlines given to students as well as linked to and presented for each topic and/or learning outcome of the course.

2.3 Assessment design

Assessment is recognized as a key motivator of learning and an integral part of the teaching and learning process. It is used to inform the teaching and learning process and improve the curriculum. Proper assessment strategies and activities that are proportionate to the level of the qualification and reflect

the expected standards of skills, competencies, performance and abilities of students should be considered, designed and maintained. The following guidelines must be considered:

1. Assessment demands should be commensurate to the level of qualification

2. Assessments appropriately measure skills and competencies linked to learning outcomes

3. Clear objectives, instructions and timeframes for each assessment activity are given to students

4. Both formative and summative assessment activities follow the University's established Study and Examination Regulations and factor technological constraints and differences. This includes the use of anti-plagiarism software to detect authenticity of student work.

5. Assessment allows for accurate marking and recording of student progress and achievement

6. Measures are taken to ensure student identities are accurate and that impersonation is not taking place

Reference to assessment activities should be included in any course outlines given to students as well as linked to and presented for each topic and/or learning outcome of the course.

2.4 Self-learning materials

Self-learning materials include any materials that are used or developed to guide students through their course of study as a substitute for traditional higher education learning. Examples may include online or offline accessible learning packages that are used in distance or remote learning contexts. The following guidelines should be considered:

1. Clear and consistent layouts and formats should be used by all lectures;

2. All standards for course, instructional and assessment design as provided above must be considered

3. Opportunities for dialogue with course instructors are made clear and are appropriately accessible to the learning environment

4. Content and delivery is clearly stated and presented in an appropriate forms of into module, units and lectures

5. All technical content is explained clearly and appropriately and

6. Illustrations which are set next to the text they illustrate with appropriate captions;

7. Clear guide to the learners in the use of module provided including the time a learner of average ability might spend on each unit;

8. Keeping the learner actively involved through the use of text and self-assessment questions and other activities involving application of the new knowledge and skills;

9. Situations and feedback to self-assessment questions to show the learner his/her performance and progress;

10. The provider shall take all reasonable steps to ensure that course materials are effective and do not contain significant errors of fact, misleading or outdated information, concepts or approaches.

3.0 Format and Layout

Most e-learning systems provide for similar if not identical editing functionality as a word processor or have an inbuilt presentation style provided for. However, all e-learning courses must be developed and maintained according to an acceptable IUEA standard. These standards are outlined below:

3.1 Formatting

3.1.1 Course title and code

Course titles must follow *sentence case* structure with a capital letter at the beginning of sentences and lower case sentences. They should not be entirely capitalized/uppercase. The course title should be in full as presented in the course title of the syllabus, e.g. MKT2102 Marketing Management

The short course code is requested be the course code, e.g.MKT2102

3.1.2 Headings and text

Headings and text must also follow *sentence case* structure with a capital letter at the beginning and lower case sentences. Headings and text should not be entirely capitalized/uppercase.

3.1.3 Proofreading

All text that is uploaded must be proofread. Spelling, punctuation and other editing mistakes are not acceptable for publically accessible content of IUEA.

3.1.4 Use of Documents

All documents should be original or otherwise sourced from reputable and authoritive sources of information and accurately referenced. All use of documentation should be able to be justified for its applicability, relevance and usefulness for the course. All internally authored documentation, such as instructor power points or readings, etc, should be to a high publishable standard and branded with the official University logo.

3.1.5 Document uploads

For ease of accessibility including format type on different devices and file size, all documents should be uploaded as Pdf documents. This includes powerpoint presentations. Most documents including word, power point, excel, etc can easily be 'printed' or 'saved as' Pdf files. If you are unsure how to do this, please consult ICT or review any instructional videos, wikies, or webages on how to do this.

3.1.6 File naming conventions

When uploading documents, filenames will either reflect the file name as uploaded or provide for renaming. File names should be standardized according to those required by Faculty for ease and consistency of filing and reference. Any readings, articles, text books, excerpts of chapters of books, etc, must be filed and named using the correct reference entry according to the referencing styles accepted by Faculty.

3.1.7 Hyperlinks

A hyperlink or link is a form of hypertext that links to a document in another location and is activated by clicking on a high-lighted word or image. Hyperlinks should be used by inserting them into a particular and relevant section of text or an image rather than copying and pasting entire URLs into a text body.

3.1.8 Referencing

Any references should follow the referencing styles accepted by Faculty.

3.2 Layout

The layout of any e-learning course of study is dependent on the learning management system (LMS)

being used. However, the following general standards apply.

3.2.1 Course/module layout

Each course has an overall course or module layout including a section at the top for general or introductory information. Below this, the course is usually further subdivided into topics or sections.

Each course shall provide an introduction section at the top of the course that shall include the course description as prescribed in the course syllabus.

3.2.2 Topic or section layout

Each course shall be subdivided into topics or sections. The number and naming of these subdivisions can be determined based on the following:

1. Sections that cover each learning outcome and are title as 'Learning outcome 1, etc)

2. Sections that cover each topic as prescribed in the course syllabus with each topic title represented as the topic number and title, e.g. 'Topic 1: Introduction to Marketing Management'

3. Sections corresponding to a duration of a course of study, usually weeks, as prescribed in the course syllabus, with each week represented by the week number.

For courses following a modular delivery format, layouts 1 and 2 should be used. For semester delivery formats, sections 3 may be used.

3.2.3 Section content layout

Each section shall use the full functionality of the LMS available to delivery content to a high standard. This includes the use of headings and subheadings to clearly distinguish activities, assignments, activities, and links to embedded or online webinars and audio-visual content. Each section must be laid out in a way that makes progression through the section and navigation of the content intuitive and easily accessible for students.

3.2.4 Other layout considerations

Depending on the LMS being used, other features should be considered. These include using the full range of 'widgets', 'plugins', 'reports' or such features that make e-learning so versatile. Instructors are encouraged to familiarize themselves with these features through tutorials or videos on how to use them.

4.0 Content management

4.1 Standards of content management

Content must always closely follow the prescribed syllabus from the approved curriculum. If instructors seek changes or modifications, these should be presented to the Dean of Faculty and included in any curriculum review activities.

However, content once uploaded should not remain static. Instructors are encouraged to constantly tweak and improve the content that has been uploaded to offer a high impact and engaging learning experience for students. Authoring and accessibility rights should be provided to allow the ability for instructors to do this.

If for any reason an instructor cannot access a feature or would like to try something new, they should consult ICT.

4.2 Continuous Access

The management of content on an LMS should consider how content may be accessed in offline contexts. This means that content should be able to be downloaded when online for future use when offline. The use of uploaded reading materials and resources must be considered and where the technical capacity allows, to be downloaded for future use.