



CATHOLIC UNIVERSITY OF HEALTH AND ALLIED SCIENCES

E-LEARNING POLICY AND GUIDELINES

**DIRECTORATE OF INFORMATION SYSTEMS
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Abbreviations

CUHAS	Catholic University of Health and Allied Sciences
ICT	Information and Communication Technology
LMS	Learning Management System
Moodle	Modular Object-Oriented Dynamic Learning Environment
OSIM	Online Student Information Management

Definition of Terms

E-Learning: Use of information and communication technologies to enhance and support teaching and learning in higher learning institutions. This definition encompasses E-Learning which supports teaching and learning through the provision of online resources to support classroom-based learning, distance learning, and distributed learning models.

E-Learning resources: Electronic texts, videos, software, and other materials that staff use to assist students to meet the expectations for learning defined by local curricula.

Faculty: Academic staff

Information and Communication Technology: All those instruments, modes, and means through which information or data is captured, processed, stored and transmitted or communicated from one person to another or from place to place.

Infrastructure: An enterprise's entire collection of hardware, software, networks, data centres, facilities and related equipment used to develop, test, operate, monitor, manage and/or support information technology services.

Learning communities: These are groups that having a common academic goals and attributes in achieving planned desired objectives.

Learning Content Management: Platform that provides an authoring application, a data repository, a delivery interface, and administration tools.

Learning Management System: Software application for the administration, documentation, tracking, and reporting of training programs, classroom and online events, E-Learning programs, and training content.

Platform: Particular technology that is used for delivering lectures and in this case we shall use Google classroom and zoom.

Staff: All the people employed by CUHAS.

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CHAPTER ONE

1. Introduction and Background

CUHAS core business is training, research, and consultancy services. We train health professionals in the fields of Medicine, Pharmacy, Medical Laboratory Sciences, Nursing and Public Health through our Diploma, Bachelor, Masters and PhD programmes. Our students include local and international/foreign students. We work in close partnership with the Bugando Medical Centre (BMC) in the training of our students and in offering services that address the challenges within the Lake Zone, thus contributing to the Health Sector in a purposeful and meaningful way.

The introduction of e-learning and its implementation in teaching and learning at CUHAS has exerted a major impact on knowledge management, dissemination, and development of material contents. It is essential that both students and staff learn new skills needed in the digital revolution of the training, academic research, and consultancy services through E-learning.

1.1. Vision Statement

The vision of the University is “to become an outstanding Tanzanian Catholic University excelling in health care, training and research responsive to societal needs”.

1.2. Mission Statement

Activities of the University will be guided by the following mission statements:

- a) To provide skilled and competent human resources in the health sector that is vested with moral and ethical values.
- b) To search, discover and communicate the truth to advance the frontiers of knowledge.
- c) To provide quality services to the community.

1.3. Policy Statement

The University shall ensure that content development for E-Learning courses is aligned with curricular goals and objectives for effective teaching and learning.

The University through the Directorate of Quality Assurance shall monitor and evaluate the use of all systems and practices contributing to E-Learning and teaching activities.

1.4. Purpose of the Document

The purpose of this document is to provide outlines of the effective and efficient ways of managing electronic learning activities. It points out the commitment of the University in general and the unit in specific to improve access to educational resources by providing courses in various non-traditional ways to meet the needs of students and faculty

members.

The purpose of this guideline is to provide guiding principles for the development, delivery and assessment of courses offered through online and blended modes.

1.5. CUHAS E-Learning Goals

Transforming medical education culture of teaching and learning (face-to-face) to virtual ways through utilization of Online teaching and learning technology (E-learning)

- a) To create awareness and positive attitudes towards the use of ICT to build capacity of students, faculty, and staff in using E-Learning systems and services.
- b) To build capacity of students, faculty, and staff on use of E-Learning systems and services to enhance teaching and learning activities at Catholic University of Health and Allied Sciences (CUHAS).
- c) To develop students' problem-solving skills, competences, and innovative strategies using E-Learning system activities and resources.
- d) To promote active, social, and participatory learning and teaching as well as collaborative skills among students, faculty, and staff.
- e) To enhance teaching and learning partnership within and outside CUHAS.
- f) To facilitate teaching and learning at CUHAS.
- g) To provide timely informational resources and support services for students enrolled in all courses.
- h) To facilitate student evaluation and timely feedback.

1.6. Expected Outcomes of the CUHAS E-Learning Guidelines

The expected outcomes of the CUHAS E-Learning guidelines include the followings:

- a) Enhanced student learning through appropriate use of ICT for active, social and participatory learning, extended discussions and learning communities.
- b) Competent faculty and staff with ability to develop and use innovative teaching approaches and resources.
- c) Developed capacity on research of E-Learning technologies and their applications among students' faculties and staff.
- d) Increased student enrolment through use of E-Learning systems and services.
- e) Improved collaboration in teaching learning and research within and outside CUHAS.
- f) Self-directed and motivated student, faculty, and staff to undertake lifelong learning.
- g) Improved E-Learning systems and services at the University
- h) Enhanced teaching and learning by integrating all E-Learning systems such as Learning Management System (LMS), Online Student Information Management

(OSIM), Library management system etc.

- i) Enhanced the capacity for student evaluations.

CHAPTER TWO

2. Infrastructure, Learning Systems, Evaluation, Training and Procedures

2.1. E-Learning Infrastructure

The improved E-Learning infrastructure is important to enhance the quality of teaching and learning activities, which is in line with the CUHAS Strategic Plan. Given the current inadequacy of ICT infrastructure to support E-Learning; efforts should be made to provide adequate infrastructure within university campuses to suit local needs and conditions.

Operational Procedures

- a) Directorate of ICT shall continuously determine and coordinate the user requirements for E-Learning infrastructure
- b) Directorate of ICT shall acquire, install, and maintain all relevant E-Learning infrastructures.
- c) The Directorate of estate in collaboration with Directorate of ICT shall ensure that there is adequate and reliable electrical power backup.
- d) The Directorate of ICT shall ensure regular backups of E-Learning infrastructure
- e) The Directorate of ICT shall conduct needs assessment of E-Learning infrastructure to support physically challenged people on regular bases.
- f) The Directorate of ICT shall acquire and install appropriate E-Learning infrastructure to support users that are physically challenged to access and use E-Learning systems and services.

2.2. Learning Systems and Services

It is important to make use of effective, appropriate and user-friendly systems and services that are integrated and supported to allow sustainable teaching and learning. CUHAS now use open-source software namely Modular Object-Oriented Dynamic Learning Environment (**Moodle**) to enhance teaching and learning. It is a learning platform designed to provide educators, administrators, and students with a single robust, secure and integrated system to create personalized learning environments.

Operational Procedure

- a) The Directorate of ICT shall ensure that there is an integrated LMS though intranet and internet to facilitate E-Learning and teaching on campuses.
- b) The Directorate of ICT shall acquire appropriate LMS and other relevant software including preventing plagiarism, authoring, and editing of audio-visual E-Learning content.
- c) The University shall encourage the use of free and open source LMS and other related software.
- d) The University shall establish one LMS for the whole University to avoid

- duplication of efforts and to enhance sharing and exchange of contents, and tools.
- e) The E-Learning Unit shall integrate the electronic materials stored by the University library systems (representing massive resources for research, teaching and learning) with the E-Learning platforms to ensure re-usability of E-Learning resources
 - f) The Directorate of ICT shall ensure that the LMS has tools to enhance collaboration, communication, online assessment and feedback through discussion forums, chat rooms and other learning analytic features.
 - g) The Directorate of ICT shall formulate standards for templates and tools to guide e-content development for blended and fully online learning opportunities.
 - h) The Directorate of ICT shall develop and maintain E-Learning platform that supports a repository of reusable learning objects at CUHAS to ensure future re-use of E-Learning contents, templates, and tools.
 - i) The Directorate of ICT shall ensure regular backups of E-Learning systems, services and contents.
 - j) Conduct training to faculty members on how to manage E-Learning activities such as emails, discussion forums and chat rooms.
 - k) Shall develop procedures on how to manage workload on E-Learning.
 - l) The Directorate of ICT shall develop modalities to receive feedback from users of the system that are physically challenged to improve E-Learning services.

2.3. Training and Capacity Building

To ensure effective use and management of E-Learning systems and services, it is imperative to build capacity of faculty, students and supporting staff. To this regard, CUHAS shall embark on short- and long-term training to build capacity. Due to the ever-changing nature of ICTs, the University shall provide opportunities for the continuous training of faculty, students and supporting staff on the effective usage and management of E-Learning facilities.

Operational Procedure

The Directorate of ICT in collaboration with Faculty Development Unit shall:

- a) Impart the required knowledge and skills to faculty, student and supporting staff for E-Learning and professional development through workshops and orientation program.
- b) Ensure that LMS user guides and training materials are developed.
- c) Ensure that a sufficient number of subject experts, curricula and educational content developers are trained in the development and use of E-Learning as a pedagogical tool.

Faculty Development Unit in collaboration with The Directorate of ICT shall:

- a) Strive to provide regular training opportunities to supporting staff to equip them with latest E-Learning innovations and advancements.
- b) Ensure that all faculty are trained on E-Learning platform.

2.4. Curricula Content and Delivery

The University shall ensure that E-Learning is integrated into the curriculum framework and settings as one of CUHAS teaching and learning strategies. In addition, it will make sure that quality of E-Learning services offered meets the expected University standards of teaching and learning.

Operational Procedure

- a) The University will continually work towards ensuring that blended learning strategies are used in the most appropriate way to provide learners with effective and diverse learning experiences.
- b) The Directorate of ICT will develop modalities to promote and encourage the development of high-quality E-Learning resources to suit local teaching and learning environment.
- c) The University shall encourage faculty to use E-Learning systems as a means to provide greater flexibility of study and address issues related to student diversity and equal opportunities.
- d) The University will ensure that online course curricular are developed and implemented according to its strategic plan.
- e) The Directorate of ICT will ensure that all E-Learning materials are developed, converted, and uploaded on LMS to suit the need of end-users (Lectures/Notes, Video lectures, Case studies, Assignments, Quizzes, Discussion)
- f) The Directorate of ICT shall develop modalities to enhance sharing and exchange of E-Learning materials amongst users.

2.5. Monitoring and Evaluation

The Directorate of Quality Assurance will oversee the development of an evaluation plan to assess the effective implementation and impact of the policy. Central to this, there will be a commitment to include feedback from students, faculty, staff, other stakeholders, and peer reviews on all aspects of E-Learning as provided in this policy. This policy shall be reviewed every five years.

Operational Procedure

To monitor and evaluate E-Learning services, the Directorate of Quality Assurance in

collaboration with the E-Learning Unit shall:

- a) Develop tools for monitoring the implementation and evaluation of the E-Learning systems and services.
- b) Monitor and evaluate the use and impact of E-Learning on student and faculty.
- c) Collect and analyse student and faculty feedbacks on their E-Learning.
- d) experiences, including issues of availability and accessibility for the purpose of improving the E-Learning systems and services.
- e) Gather data on the use of E-Learning at CUHAS to allow comparison with national and international benchmarks and inform future University strategic developments.
- f) Ensure that all regulations relevant to E-Learning are readily available via the E-Learning platform e.g., codes of conduct, E-Learning policy and University operational procedure and regulations, intellectual property policy and ICT policy document.

CHAPTER THREE

3. Registration, Course Developing and Course Contents

3.1. Registration

Both Students and staff are required to use LMS credentials that provided from E-Learning System Administrator. User should provide valid email address for receiving important instructions and information about the systems.

Operational Procedures

- a) Accounts are created by the E-Learning management system unit, which is under the Directorate of Information Systems, and provided to students directly through their personal emails.
- b) Access to the Moodle System (<http://41.59.201.3:8091/login/index.php>). Login with the username and password provided.

3.2. Developing Course into the System

All courses should be prepared for the LMS before the course begins, including clear student-faculty interaction strategies.

The E-Learning management system unit will assist in developing and identifying relevant technology to be used in the course material creation.

3.2.1. Faculty Members Procedures

Faculty members shall use CUHAS approved E-Learning platform.

Procedure for Course Development:

- a) Faculty Development unit shall receive courses contents before the beginning of the academic year from the Deans.
- b) All courses uploaded to the system shall be reviewed by the respective faculty before being published.
- c) Faculty members shall inform the E-Learning unit of how he/she anticipate utilizing technology for other logistics to take over.
- d) Faculty members shall develop LMS student's manual for the course requirements, conditions and faculty contact information.

3.3. Course Contents

Faculty members shall be responsible for creating course contents that required for participation or understanding content such as assigned readings, video recordings, exams, and any other material needed for learning.

Operational Procedures

- a) Faculty members shall provide course contents block that display a list of all visible sections in the corresponding course.
- b) With the assistance of the technical team shall accommodate into e-Learning system for easier accessibility.
- c) Students will access course contents through clicking at a link scrolls to that section or displays just that particular section, depending on the course layout setting.

CHAPTER FOUR

4. System Support, Privacy, Responsibilities and Data Backup

4.1. Privacy Protection

- a) As stipulated in the ICT policy.
- b) E-Learning Unit has the fullest right to monitor the learning management systems, as well as accessing data such as course contents, user information from the system. In the spirit of mutual trust, system users must also be aware that it is not the policy of the eLearning unit to alter the results without permission despite having all rights to access them.

4.2. Frequency of Review and Update

This policy will be reviewed by stakeholders on a regular basis to accommodate demands arising from advancement in technology. In normal circumstances the policy will be reviewed after every five years for continued alignment with the appropriate revised regulations and policies

4.3. Applicability and Compliance

All faculty, students, sections, and units responsible for academics shall be required to comply with this policy.

4.4. Data Backup and Restore

Site backups are recommended in order to have all data saved with the best confidence and the shortest recovery time. E-Learning Unit will provide a mechanism of doing backup of data.

4.5. Responsibilities

All users of the CUHAS Learning Management Systems are responsible for maintaining the security of usernames, passwords and any other access credentials assigned. The password used to enter the system is a secure credential. Access passwords may not be shared or given to anyone other than the user to whom they were assigned to for any reason.

Users are responsible for any and all uses of their account. Users are responsible for changing passwords periodically to maintain security. Students are responsible for providing accurate and true information about them in any identity verification process.

Faculty teaching courses have the primary responsibility for ensuring that their courses comply with the provisions of this policy. Faculty member is responsible for the course

content, delivery of instruction, and evaluation of student progress in online learning courses, and timely communication with students.

Faculty members are free to inform the CUHAS E-Learning Unit of any technologies they wish to explore so that the University can coordinate resources and services efficiently. Because technology and personal accountability may not verify identity absolutely or ensure academic integrity completely, faculty are encouraged, when feasible and pedagogically sound, to design courses that employ assignments and evaluations unique to the course and that support academic integrity.

Deans and Directors of different departments are responsible for ensuring that faculty are aware of this policy and comply with its provisions. Deans and Department directors are also responsible for ensuring that faculty members are utilizing the e-resources available to enhance teaching and learning.

ICT is responsible for ensuring university-wide compliance with the provisions of this policy and that deans and directors are informed of any changes in a timely fashion. ICT is responsible for publishing university-wide information on how identity verification processes protect student privacy. ICT is also responsible for coordinating and promoting efficient use of university resources and services.