



COMMONWEALTH *of* LEARNING

Benchmarking of Technology-Enabled Learning at the Open University of Mauritius



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Acknowledgements

This report was prepared with input from the TEL benchmarking team at the University of Mauritius, and reviewed and finalised by Dr Sanjaya Mishra, Education Specialist (Technology-Enabled Learning), Commonwealth of Learning, Canada. Staff of the Higher Education Commission, Mauritius coordinated the activities related to the benchmarking and provided support in the finalisation of the report. Special thanks to Dr Tomal Kumar Chadeea, Open University of Mauritius (OUM) institutional TEL coordinator, for preparing the first draft of this report and facilitating the team activities to ensure TEL implementation at OUM.

Published by:

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Abbreviations

COL	Commonwealth of Learning
HEC	Higher Education Commission
HEI	higher education institution
ICT	information and communication technologies
IT	information technology
LMS	learning management system
ODL	open and distance learning
OER	open educational resources
OUM	Open University of Mauritius
SAU	Student Affairs Unit
SIMS	Student Information Management System
TEL	technology-enabled learning

Introduction and Background

Benchmarking is an important tool for comparing and making deliberate progress in any field of human endeavour. For the integration of technology in teaching and learning, this is a relatively new field. The Commonwealth of Learning (COL) promotes the use of technology-enabled learning (TEL) — also referred to as “digital learning” — to improve the access to and quality of education and training in the Commonwealth. The approach has been to support policy development and improve institutional capacities and technological infrastructure to leverage the potential of TEL. The process involves three systematic phases: (i) Preparation, (ii) Development, and (iii) Maturation.

Benchmarking is part of phase three in the implementation model, which indicates that the educational institution has taken steps to implement TEL in a systematic manner and is ready to take the next leap to further mainstream TEL in the institution. Hence, the process of benchmarking is important; the institution as a whole is expected to participate, and the activities are validated by external experts to provide guidance and advice. It is therefore as much an internal exercise as an external validation activity.

This report presents the findings of the TEL benchmarking carried out at the Open University of Mauritius (OUM) during March–April 2025. It provides an overview of the methodology, the validated self-study report, and an action plan developed by the OUM TEL team.

COL Support at the Open University of Mauritius

The Open University of Mauritius (OUM) has been part of the TEL implementation project supported by COL at the Higher Education Commission (HEC), Mauritius. COL and HEC started the collaboration in 2022 to implement TEL in the four higher education institutions in Mauritius. Two more HEIs were also added, in succession. Over the last four years, COL has supported HEC in strengthening the TEL policy environment, building teachers’ capacity to develop and facilitate blended and online learning, and integrating open educational resources (OER) and artificial intelligence (AI) in teaching and learning. The collaboration has achieved the following outcomes:

- A baseline study on TEL was conducted at four HEIs.¹
- A baseline study on TEL was conducted at the Mahatma Gandhi Institute.²
- A baseline study on TEL was conducted at the Mauritius Institute of Education.³
- National TEL policy guidelines for Mauritius were developed.⁴
- All six participating HEIs have developed or revised their TEL policies.
- Over 100 teachers have been trained in developing and facilitating blended courses.
- 88 blended courses have been developed at the six HEIs.
- Policy guidelines on AI in higher education have been developed.

The OUM has been part of the TEL implementation project from the beginning in 2022. Established in 2012 under the Open University of Mauritius Act No. 2 of 2010, OUM is a public

¹ <https://doi.org/10.56059/11599/5359>

² <http://hdl.handle.net/11599/5376>

³ <https://doi.org/10.56059/11599/5256>

⁴ https://www.hec.mu/pdf_downloads/policy/TElpolicy.pdf

institution that provides accessible and flexible education through open and distance learning. Located in Réduit, OUM offers a wide range of undergraduate, postgraduate, and doctoral programmes delivered through open and distance learning (ODL) and blended learning modes. Its mission is: “Use technology and flexible mode of teaching to serve society, transform lives and make high-quality education, lifelong learning, and training accessible to everyone while promoting excellence in research.”⁵ Currently, it has 325 staff members and over 14,000 students at undergraduate, postgraduate and research degree levels. UoM teachers have developed 17 blended courses as part of the project.

Process and Methods

COL’s *TEL Benchmarking Toolkit*⁶ was used for undertaking the benchmarking exercise. HEC coordinated the activity and provided the necessary guidance, in consultation with COL. A brief description of the process followed is given below. The report was validated jointly by the COL and HEC staff (Annex-B). OUM nominated 11 staff members to work on the ten domains of the toolkit, with representation by both men (6) and women (5) (Annex-A).

The activities during the benchmarking exercise had five distinct stages:

- A. Set-up processes and documentation: The OUM team members were briefed and guided on the protocols related to evidence documentation and interpreting the toolkit’s ten domains. The initial meeting was held via Zoom on 17 March 2025.
- B. Self-review: This was carried out by the team members, and their reports and evidence were shared via an online storage and collaboration space. A Zoom check-in meeting of all the TEL coordinators of the six HEIs was held on 31 March 2025 to review the progress.
- C. Validation of self-review: COL and HEC staff visited the OUM to discuss the self-review process, verify the evidence, and provide guidance on how to prepare the action plan. Further review of the evidence was done at two levels (first at HEC and then at COL) to provide comments to the institution where there was a disagreement on the scores, the evidence provided was not sufficient to justify the scores, or the evidence was not aligned with the rationale.
- D. Action plan development: A draft three-year action plan was prepared by the institutional team and reviewed by at least one senior member of the institution to ensure its follow-up. Annex-C presents key actions needed to make OUM a strong TEL-implementing institution.
- E. Closing and reporting: HEC shared the final reviewed report with OUM for them to provide further comments and/or additional input. The report was finalised based on the input received from the institution.

Validated Self-Study Report

COL’s TEL Benchmarking Toolkit has ten domains to ensure that a base level of quality practices is present. Each of the benchmarking domains contains four to six performance indicators (PIs). Inherent within the PIs is the understanding that an institution may score well in one and not in another, but that this information is then used as a stimulus to improve in certain areas. The

⁵ <https://open.ac.mu/who-we-are>

⁶ <http://oasis.col.org/handle/11599/3217>

benchmarking domains are:

1. Policy
2. Strategic Plan
3. IT Support
4. Technology Applications
5. Content Development
6. Documentation
7. Organisational Culture
8. Leadership
9. Human Resource Training
10. Technology-Enabled Learning Champions

Figure 1 shows the consolidated scores for the ten domains of TEL benchmarking at OUM.



Figure 1. Ten dimensions of TEL benchmarking at OUM.

Policy

Score: 4.75

Description: The existence of a TEL policy provides direction for the use of technology in learning and teaching. It can be known by other names, such as an eLearning Policy, but its focus is to integrate technology in teaching and learning.

The OUM has formulated a comprehensive TEL policy for the period 2022–2025, aimed at fostering the effective integration of technology into teaching, learning, and research. This policy aligns closely with the strategic objectives outlined in the university’s broader strategic plan,

highlighting OUM’s steadfast commitment to delivering innovative, student-centred education through digital platforms.

Embedded within OUM’s broader mission statement, the TEL mission focuses on leveraging technology to expand access to quality education and lifelong learning. The TEL policy⁷ is available on the OUM website for wider dissemination. These statements are displayed in multiple locations across the campus to ensure their visibility and raise awareness among stakeholders. Their accessibility not only clarifies TEL’s purpose but also fosters a culture of digital transformation at OUM.

As a distance teaching university, OUM has a strong commitment from its institutional leaders to leverage technology in the achievement of academic goals. Considering the TEL policy is for 2022–2025, OUM may further review the policy’s impact and revise the document, based on new developments such as AI.

Strategic Plan

Score: 4.0

***Description:** The strategic plan ensures the commitment to TEL is implemented in a time-bound manner.*

OUM’s strategic plan⁸ for the period 2017 to 2025 highlights a strong commitment to embedding TEL across the institution. This commitment is operationalised through an action plan that is shared and implemented collaboratively across various university departments. As part of this strategic direction, the university continues to focus on developing innovative, technology-driven approaches to learning.

The TEL strategy is part of OUM’s strategic plan, and the senior management actively drives its implementation, ensuring alignment with national and global trends. To enhance execution, specific process owners have been designated, facilitating accountability and efficiency in achieving strategic objectives. OUM conducts a periodic review of its technology and funding requirements for the same. Over the past academic years, investment in TEL has varied, with 15% of the budget allocated in 2021/2022, 1% in 2022/2023, and 5% in 2023/2024. The significant allocation in 2021/2022 reflected a major strategic investment in a five-year licence for Blackboard Ultra, which was intended to support 11,000 learners annually.

To further strengthen the integration of TEL within OUM’s strategic planning, it is recommended that the university establish clear, measurable objectives and timelines for TEL initiatives, aligned with both academic priorities and technological advancements. This should be supported by a sustainable funding model that ensures consistent investment in infrastructure, training, and innovation, beyond individual procurement cycles.

IT Support

Score: 3.5

***Description:** The IT support department or a similar department is responsible for a centralised or decentralised approach to providing infrastructure support in the institution.*

⁷ <https://open.ac.mu/wp-content/uploads/TEL-Policy.pdf>

⁸ <https://open.ac.mu/wp-content/uploads/Strategic-Plan-2017-2025.pdf>

The IT support function within OUM is pivotal for ensuring smooth teaching and learning operations. The presence of a dedicated IT department signifies a mature approach to technology management. This department handles the full spectrum of IT services, including the procurement, installation, and maintenance of hardware and software systems. Such comprehensive support enables academic and administrative staff to perform their duties efficiently without being hindered by technical issues.

The reliability and performance of the university's IT infrastructure underpins the quality of education delivery and enhances the user experience at OUM. The Director of ICT and Multimedia oversees the IT department and reports directly to the senior management, with whom regular meetings and decisions are taken. OUM has skilled IT personnel, ensuring the quick resolution of technical issues, which promotes the effective use of resources and reduces downtime. Furthermore, proactive maintenance and regular system updates protect OUM from cybersecurity risks and hardware failures.

Currently, each department at OUM operates with its own committee for IT management, with the support of the IT department. Establishing a centralised framework or a dedicated IT policy committee could further streamline decision-making and ensure consistency across departments while maintaining compliance with ISO standards.

Technology Applications

Score: 4.25

Description: Appropriate technologies are deployed for teaching, learning, and assessment as per standard academic practices.

The university provides a robust hardware infrastructure to support teaching and learning. Staff have access to high-performance computing devices integrated into a secure network, ensuring seamless academic and administrative operations. The ICT team maintains system reliability with uninterrupted power supply and backup mechanisms, minimising disruptions. For students, well-equipped computer labs with high-speed Internet and updated software enhance digital learning. Convenient desktop stations across campus further support research, assignments, and technology-driven assessments.

Academics have access to a range of computing devices, including 176 desktop computers and 300 laptops, supported by servers and a high-capacity network infrastructure. All teaching rooms and labs are connected via a local area network and Wi-Fi, underpinned by reliable Internet connectivity (3 x 1 Gbps and a 100 Mbps backup) from multiple Internet service providers. This robust setup ensures 99.9%+ system uptime, enabling continuous access to essential platforms such as Blackboard Ultra, Zoom, and other cloud services that scale seamlessly to accommodate peak demand, especially during online examinations and lectures.

Learners benefit from five well-equipped computer labs offering access to industry-standard software like Adobe Creative Cloud for Education, R Studio, and SPSS, ensuring practical digital skills across disciplines. The institution's learning management system (LMS, i.e., OULearn Blackboard) supports digital pedagogy through integrated tools like SafeAssign⁹ for plagiarism

⁹ <https://help.blackboard.com/SafeAssign/Instructor>

detection and Blackboard Collaborate¹⁰ for real-time virtual classrooms. Complementary systems such as the Student Information Management System (SIMS) and the e-library offer centralised management of academic records and digital scholarly resources.

OUM's technology infrastructure is governed by service-level agreements with third-party vendors to maintain service quality and continuity across all platforms, including hosting, video conferencing, and storage services. Furthermore, all operations comply with the Data Protection Act¹¹ (Mauritius) and the General Data Protection Regulation, ensuring lawful, secure, and transparent handling of personal and institutional data. The OUM Code of Ethics¹² guides responsible digital practices and fosters a safe, compliant academic environment.

Content Development

Score: 4.5

***Description:** Availability of both infrastructure and human resource support for digital content development is crucial for effective TEL implementation.*

As OUM is a distance teaching university, digital content development is part of normal practice. The university has a professional studio and multimedia room,¹³ which facilitate the in-house production of high-quality audio and video materials. Senior management actively encourages academic staff to participate in multimedia content creation, including by contributing to developing e-courses, video tutorials, and a range of digital learning resources.

Although the university does not currently employ dedicated instructional designers, a collaborative team — including senior lecturers, ICT and multimedia specialists, and designated officers — provides training and support in content design and development. The majority of academic staff hold professional certifications, including Fellowship of the Higher Education Academy (UK), Blackboard Certified Associate, Blackboard Certified Practitioner, and TEL practitioner status. New academic staff members undergo a comprehensive induction programme that emphasises content development and the effective use of ICT tools.

The university has access to several online academic resources, such as EBSCOhost, Elsevier, and PressReader. In addition, the fully accessible e-library enhances course development by offering a broad array of digital materials to support both staff and students. The university's e-library, integrated within the LMS, supports open access to academic resources, enhancing learning equity and promoting inclusive education. A significant focus of OUM's TEL policy is adopting and promoting open educational resources (OER). The university has developed partnerships with international bodies, such as the Commonwealth of Learning, and its academic staff have been actively engaged in creating OER courses.¹⁴ In support of this initiative, senior management encourages all staff to complete COL's online course titled Understanding Open Educational Resources (OER), reaffirming the institution's commitment to openness, inclusivity, and innovation in digital education.

¹⁰ <https://www.blackboard.com/en-eu/resources/about-blackboard-collaborate>

¹¹ https://dataprotection.govmu.org/Documents/DPA_2017.pdf

¹² <https://open.ac.mu/wp-content/uploads/Code-of-Ethics-2017.pdf>

¹³ <https://open.ac.mu/ou-departments>

¹⁴ <https://oermu.uom.ac.mu/communities/29853822-f987-45d6-84ca-4a7b4b1a188a>

Documentation

Score: 3.25

Description: *There is adequate documentation in the form of guidelines, handouts, and manuals available (online/offline) for use by the stakeholders.*

OUM offers reasonable documentation and dedicated support to promote the effective use of technology in teaching and learning. Academic staff benefit from a suite of video tutorials and written resources designed to assist them in navigating both the LMS and the SIMS. Notably, the university has developed *Blackboard Learn Academic Guidelines*,¹⁵ which offer detailed support for educators who are integrating the platform into their pedagogical practices.

For students, OUM ensures readiness to engage effectively with the OULearn Blackboard LMS. The university provides a series of step-by-step video tutorials covering essential academic activities, including assignment submission, forum participation, and dissertation uploads. These resources are further supported by the *Blackboard Learn Student Guidelines*,¹⁶ which offer clear guidance for students wishing to leverage digital tools for their learning.

Formal documentation of lessons learned is yet to be produced, though valuable insights are shared informally through staff interactions, training sessions, and collaborative initiatives. There is a TEL Consultative Committee, which is responsible for setting the strategic direction and ensuring alignment with institutional goals, while the TEL Implementation Committee oversees operational deployment, monitors progress, and addresses emerging challenges. Together, these committees foster a coordinated, strategic approach to the continuous enhancement of TEL at OUM.

Organisational Culture

Score: 4.0

Description: *The organisational culture supports and fosters innovation, teamwork, learning, and sharing to strengthen TEL.*

OUM actively promotes the organisation-wide use of TEL through innovation, teamwork, and knowledge sharing. This culture is foundational for enhancing the effectiveness and reach of digital education across the institution. To promote collaboration and peer learning, OUM has implemented a structured mentorship model, including a “buddy system” that pairs newly recruited academic staff with experienced colleagues. This approach helps ease their transition into the university’s digital teaching environment and reinforces a supportive academic community.

Regular training sessions and hands-on workshops, coordinated by the Student Affairs Unit (SAU), ensure that both internal and part-time faculty are proficient in using the LMS (OULearn Blackboard) and can effectively embed digital tools such as H5P, tutor-generated videos, and external multimedia content into their teaching. These sessions enable staff to exchange practical insights and strategies, reinforcing a culture of continuous improvement.

OUM’s commitment to knowledge sharing is evident in its encouragement of collaborative content creation. Academics co-develop OER using tools such as Loom¹⁷ and Lumi,¹⁸ enabling the

¹⁵ <https://sites.google.com/open.ac.mu/oulearn-videos-tutor/home>

¹⁶ <https://sites.google.com/open.ac.mu/oulearn-videos-learner/home>

¹⁷ <https://www.loom.com>

¹⁸ <https://lumi.education/en>

production of high-quality digital learning materials. Feedback mechanisms embedded in the LMS allow tutors to gather student input in real time, enabling agile pedagogical responses and fostering a learner-centred approach.

Leadership

Score: 4.0

***Description:** Leaders in the organisation are enthusiastic about TEL and support an evidence-based approach to decision making in relation to technology adoption.*

Institutional leaders at OUM play an active and strategic role in championing TEL. Their commitment is evident in the structured support provided to academic staff, particularly through comprehensive induction programmes tailored for newly recruited lecturers. These programmes are designed to build staff capacity in digital pedagogy, ensuring that educators are equipped to adopt and innovate with TEL tools. This targeted support reflects a leadership ethos centred on empowering staff and fostering a culture of pedagogical innovation.

Prior to the Covid-19 pandemic, OUM primarily utilised Moodle as its LMS, valued for its simplicity and learner-friendly interface. However, the university undertook a significant transition to Blackboard Learn Ultra in the post-pandemic period. This platform, offering a more integrated and feature-rich environment, is now regarded as a comprehensive hub for teaching, learning, and student academic management. The shift to Blackboard enabled real-time interaction between tutors and learners, while also enhancing the university's ability to leverage data and learning analytics to improve student outcomes. This strategic adoption of advanced digital tools highlights the proactive role of OUM's leadership in modernising the learning ecosystem and reinforcing the university's TEL vision.

The senior management regularly review TEL practices through quality assurance measures such as weekly monitoring sheets and focus groups, ensuring ongoing improvement and consistency. Continuous professional development is also prioritised, with workshops and induction training helping staff build their digital skills. These efforts create a supportive environment where both academics and students benefit from enhanced teaching and learning experiences.

Human Resource Training

Score: 3.17

***Description:** Human resources are treated as key in delivering quality teaching and learning using technology. Staff training to strengthen the adoption of TEL is a regular feature in the institution's professional development programmes.*

Training activities at OUM are coordinated by the SAU, which offers regular training workshops and support to both academic and non-academic staff, including part-time and full-time faculty. In the past year alone, more than 75 staff members, including 33 tutors, participated in six targeted TEL workshops. There is also a structured induction programme for newly recruited lecturers. Peer mentoring is also an embedded practice, where experienced academics provide guidance on ODL approaches. Training activities at OUM are aligned to international best practices and its own *Quality Assurance Manual*,¹⁹ ensuring that digital teaching practices uphold high standards in teaching, learning, and assessment.

¹⁹ <https://open.ac.mu/wp-content/uploads/Quality-Assurance.pdf>

A key strength of OUM's TEL capacity lies in its highly qualified academic staff. The majority are certified Fellows of Advanced HE (UK)²⁰ and have successfully completed the Blackboard Digital Teaching and Learning Series,²¹ achieving certification as both Blackboard Certified Associates and Practitioners. These certifications underscore the institution's emphasis on pedagogical excellence and digital teaching proficiency.

While the IT department plays a crucial role in maintaining the LMS and supporting TEL-related systems, opportunities for its own continuous professional development are currently lacking. Addressing this gap, alongside investing in dedicated TEL personnel, would further strengthen OU's capacity to scale and sustain high-quality digital learning.

TEL Champions

Score: 2.75

Description: The existence of a group of teachers to champion TEL initiatives helps create a supportive environment for the adoption and scaling up of different technologies.

OUM is steadily developing a community of TEL champions who actively promote and support the integration of technology in teaching and learning. Although widespread adoption is still evolving, several academic staff members have emerged as early adopters, integrating digital tools into their teaching to enhance student engagement and learning outcomes. These individuals often experiment with learning management systems, virtual collaboration tools, and multimedia content to create more interactive and accessible learning experiences.

A core group of committed TEL advocates also plays a key role in supporting their colleagues through informal mentorship, sharing best practices, and contributing to discussions on effective pedagogical strategies. Some academic staff have demonstrated leadership in shaping institutional TEL policies, delivering workshops, and aligning TEL efforts with broader educational goals. Others are engaged in research and knowledge dissemination, presenting at conferences, publishing in TEL forums, and promoting digital teaching excellence. OUM staff have also contributed to international collaborative projects on delivering massive open online courses.

While the number of TEL champions remains modest, their influence is significant. Formal recognition and greater institutional support would help scale these efforts and encourage broader engagement with TEL across all faculties.

Key Observations from the Report

The overall score of **3.816** on a five-point scale indicates that TEL policy and practice at OUM are progressing towards maturation. The TEL benchmarking exercise has revealed that OUM has established a solid foundation for some of the domains of TEL, including policies, strategic investments, content development, technology applications, and institutional leadership. Other areas show progress towards maturity, as the scores are well above 3.5, except for documentation, human resource training, and TEL champions. These areas are important to further strengthen TEL practices and help OUM emerge as a leading open university in the world.

²⁰ <https://open.ac.mu/academics/>

²¹ <https://www.blackboard.com/services/consulting/blackboard-academy/digital-teaching-series>

Based on the self-study and discussion on future needs, the TEL team at OUM has developed a TEL Action Plan (Annex-C) to make further progress with TEL implementation. While the Action Plan is a key document to be considered by all stakeholders of the university, some of the key recommendations are highlighted below.

- Documentation
 - Launch a centralised TEL knowledge repository with manuals, templates, training recordings, and best-practice case studies for consistent institutional reference.
 - Share best practices and case studies related to TEL implementation in different disciplines.
 - Strengthen the documentation of lessons learned and institutional research through regular reflection workshops and dissemination events such as TEL Cafés and newsletters.

- Human Resource Training
 - Create a space for community engagement in the discussion and sharing of best practices, issues, and challenges.
 - Create a platform to share best practices via lectures, debate, and discussion on TEL.
 - Promote innovations in teaching and learning by recognising faculty contributions in the field.
 - Introduce formal recognition and incentive schemes such as awards, certificates, or inclusion in performance reviews for staff actively engaging in TEL initiatives.

- TEL Champions
 - Introduce a Certified TEL Practitioner Programme to build institutional TEL expertise.
 - Promote the scholarship of teaching and learning using technology by encouraging teachers to undertake action research on TEL topics.

Annex-A: The OUM Benchmarking Team

SN	Benchmarking Domain	Academic	Gender
1	Policy	Miss Palveena Devi Cheekoory	F
		Miss Jerusha Mookan	F
		Dr Tomal Kumar Chadeea	M
2	Strategic Plan	Mr Bhisham Ramkelawon	M
		Mr Dhanush Leelodharry	M
3	IT Support	Mr Bhisham Ramkelawon	M
		Mr Dhanush Leelodharry	M
4	Technology Applications	Mr Shoueib Bunnoo	M
		Mr Navish Samyan	M
5	Content Development	Mrs Padmini Gaya-Gookool	F
		Mr Bobbysingh Surroop	M
6	Documentation	Mr Bobbysingh Surroop	M
		Miss Palveena Devi Cheekoory	F
7	Organisational Culture	Mrs Veena Rughoobur-Mooruth	F
		Dr Shyama Ramsamy Goomany	F
8	Leadership	Miss Jerusha Mookan	F
		Mrs Padmini Gaya-Gookool	F
		Dr Tomal Kumar Chadeea	M
9	Human Resource Training	Mrs Veena Rughoobur-Mooruth	F
		Dr Shyama Ramsamy Goomany	F
10	Technology-Enabled Learning Champions	Mr Navish Samyan	M
		Mr Shoueib Bunnoo	M
		Dr Tomal Kumar Chadeea	M

Annex-B: Review Team

Dr Sanjaya Mishra, Commonwealth of Learning
 Prof Romeela Mohee, Higher Education Commission
 Dr Anjusha Durbarry, Higher Education Commission

Annex-C: OUM’s TEL Three-Year Action Plan 2025–2028

Important:

1) *These are some of the key actions identified by OUM staff.*

2) *None of the estimated figures have been reviewed/verified.*

Note: The actions under the 10 domains are listed in priority order.

	From when (month and year)	By when (month and year)	By whom (human resources)	With what resources (technical and monetary ²²)	Indicators of success (quantify where possible)
1. Policy					
Review the TEL Policy 2022–2025 to be renewed for 2026–2029.	Sept 2025	Nov 2025	OUM Board	TEL Unit	Policy distributed across all faculties, departments, institutes, and units.
Facilitate the official approval and endorsement of the revised OUM TEL Policy by the OUM Board.		Nov-Dec 2025	Senior Management		TEL Policy approved by OUM Board.
2. Strategic Plan					
Develop a strategy for TEL, with a clear monitoring and evaluation framework.	Sept 2025	Jan 2026	- Senior Management - Quality Assurance Unit of OU		- Approval by Board. - Quarterly TEL KPI reports produced and shared with all key stakeholders. - At least 80% of planned TEL activities monitored and evaluated annually using the established framework.
Allocate secure funding for the implementation of the TEL.	Jan 2026	Dec 2029	- Senior Management - TEL Unit - Finance Department	MUR 1,500,000	- Annual TEL project budget fully allocated and disbursed on time. - 100% of planned TEL activities financially supported within the fiscal year.
Set up a dedicated TEL Unit with instructional designers to lead content development and strengthen online and blended learning.	July 2026	June 2027	- Senior Management - Director of ICT and Multimedia	- Budget for TEL Unit already catered for in TEL Policy. - Budget for recruitment (e.g., salaries for 1–2 instructional designers). - Office space and equipment (e.g., computers, authoring tools, LMS access). - Administrative support for	- TEL Unit established and fully operational within the planned timeline. - At least two instructional designers recruited and supporting content development. - Increase in quality and quantity of digital learning materials produced annually (e.g., 50+ modules).

²² Reference to monetary requirements is indicative only. Disbursement of the allocated budget is subject to approval by the Ministry of Tertiary Education, Science and Research and the OUM Board.

	From when (month and year)	By when (month and year)	By whom (human resources)	With what resources (technical and monetary ²²)	Indicators of success (quantify where possible)
				coordination and communication within the unit.	
3. IT Support					
Review the available hardware and software to support digital learning environments.	July 2026	Ongoing	<ul style="list-style-type: none"> - Director of ICT and Multimedia - IT Unit - Procurement Unit 	<ul style="list-style-type: none"> - Servers, desktop computers, laptops. - Interactive displays, smart classroom equipment. - LMS licences (e.g., Blackboard Ultra). - Installation kits, system configuration tools. - MUR 500,000/year. 	<ul style="list-style-type: none"> - 100% of planned TEL equipment procured and installed on time. - 95% vendor SLA compliance and baseline configuration completed within seven days. - 99.99% Wi-Fi and server uptime achieved across campus.
Implement feedback-driven improvements to ensure high performance and user satisfaction.	July 2026	June 2027	<ul style="list-style-type: none"> - Director of ICT and Multimedia - IT Department 	<ul style="list-style-type: none"> - Annual IT surveys and feedback platforms. - Improvement fund for infrastructure updates. - Analytics dashboards and cloud services for scaling. 	<ul style="list-style-type: none"> - Minimum 75% positive feedback in annual IT satisfaction surveys. - At least three major improvements implemented per feedback cycle. - 100% of critical feedback addressed within one quarter.
4. Technology Applications					
Conduct regular Technology Effectiveness Reviews.	July 2026	June 2027	<ul style="list-style-type: none"> - Director of ICT and Multimedia - TEL Coordinators - Student Affairs Unit - Engineering Unit 	<ul style="list-style-type: none"> - LMS analytics tools for usage tracking and performance analysis. - Survey platforms for collecting staff and student feedback. - TEL coordinators and support staff to facilitate the review process. 	<ul style="list-style-type: none"> - At least 80% participation rate from academic and support staff in reviews. - Two effectiveness review cycles completed per academic year. - Actionable recommendations implemented from each review within three months.
Deploy an Integrated Library Management System after procurement and implementation.	July 2026	June 2027	<ul style="list-style-type: none"> - Director of ICT and Multimedia - IT Team - Library Services 	<ul style="list-style-type: none"> - Library management software (SaaS-based) with hosting and support. - IT support staff for system configuration and integration. - Training sessions for library staff and end-users. - MUR 1,500,000. 	<ul style="list-style-type: none"> - 100% migration of existing library records to the new system. - System operational and in active use within three months of deployment. - At least 85% user satisfaction from staff and students in post-deployment survey.

	From when (month and year)	By when (month and year)	By whom (human resources)	With what resources (technical and monetary ²²)	Indicators of success (quantify where possible)
Procure and launch an AI-powered academic support chatbot following procurement and setup.	July 2026	June 2027	<ul style="list-style-type: none"> - Director of ICT and Multimedia - IT Team 	<ul style="list-style-type: none"> - Natural Language Processing chatbot platform. - Integration tools to connect with Blackboard, SIS, and the OUM website. - Technical team and content developers to train and maintain the chatbot. 	<ul style="list-style-type: none"> - Chatbot resolves at least 70% of student queries without human intervention. - Reduction in helpdesk ticket volume related to routine academic queries. - At least 80% satisfaction rate in chatbot usability and effectiveness surveys.
5. Content Development					
Appoint dedicated instructional designers to lead the development of high-quality digital content.	July 2026	June 2027	<ul style="list-style-type: none"> - Senior Management - HR Department 	<ul style="list-style-type: none"> - Approval for new positions. - Job advertising, shortlisting, and onboarding. - Workstations and digital tools for instructional design (e.g., authoring tools, LMS access). - MUR 1,000,000. 	<ul style="list-style-type: none"> - At least two instructional designers recruited and onboarded within the year. - 50+ digital learning modules developed or improved annually. - Positive feedback (80% or above) from academics on instructional design support.
Strengthen cross-functional collaboration among academic, ICT, and multimedia teams to scale up content production.	July 2026	June 2027	<ul style="list-style-type: none"> - Senior Management - Director of ICT and Multimedia - Director of Academic Affairs Division 	<ul style="list-style-type: none"> - Training sessions with subject specialists and multimedia staff. - Scheduling and project coordination tools for collaborative content planning. - Shared production resources, including multimedia equipment and editing software. - MUR 500,000/year. 	<ul style="list-style-type: none"> - Minimum of five interdisciplinary content projects completed per year. - At least 80% of involved staff report improved collaboration in the annual survey. - Increase in multimedia learning resources produced by 30% year-over-year.
6. Documentation					
Create and maintain a central TEL repository for all guidelines, manuals, and best practices, accessible to staff and students.	July 2026	Oct 2026	<ul style="list-style-type: none"> - Senior Management - TEL Unit 	<ul style="list-style-type: none"> - Content management platform. - IT support staff for setup, updates, and technical maintenance. - Documentation team or TEL Unit to organise, upload, and review resources regularly. - MUR 200,000/year 	<ul style="list-style-type: none"> - 100% of TEL guidelines and manuals uploaded and accessible in the repository. - Repository updated quarterly with new or revised resources. - At least 75% of staff and students access the repository annually.
Capture and share lessons learned from TEL initiatives through structured documentation and dissemination processes.	Oct 2026	Dec 2029	TEL Unit	<ul style="list-style-type: none"> - Workshops or reflection sessions to collect institutional insights. - Templates and documentation tools for standardising lessons learned. - Budget for dissemination of 	<ul style="list-style-type: none"> - At least two documentation cycles of lessons learned completed per year. - 3+ TEL case studies or reports published and shared institution-wide annually. - Positive feedback (80% or more) from

	From when (month and year)	By when (month and year)	By whom (human resources)	With what resources (technical and monetary ²²)	Indicators of success (quantify where possible)
				activities (e.g., TEL Café, reports, newsletters).	staff on usefulness of shared insights.
Expand training resources and integrate feedback to keep TEL support materials relevant and user- focused.	Oct 2026	Dec 2029	TEL Unit	<ul style="list-style-type: none"> - Training development tools (video editing software, LMS content tools). - Feedback collection systems (surveys, forms, analytics dashboards). - Staff time and budget for updating and responding to training needs regularly. 	<ul style="list-style-type: none"> - Minimum of two new or updated training resources added each year. - Structured feedback collected from at least 70% of training participants. - Training materials revised annually based on user feedback and emerging needs.
7. Organisational Culture					
Implement a fully operational buddy system to enhance peer-to-peer learning.	July 2026	June 2027	<ul style="list-style-type: none"> - Senior Management - Academic Affairs Division - TEL Unit 	<ul style="list-style-type: none"> - HR and TEL Unit coordination to pair mentors and mentees. - Guidelines and mentorship tools to structure interactions. - Time allocation for mentors to support new or inexperienced staff. 	<ul style="list-style-type: none"> - At least 80% of new or inexperienced staff paired with a buddy within one month of joining. - Buddy system guidelines published and adopted across all faculties. - Positive feedback from 75% of participants in bi-annual mentorship surveys.
Offer bite-sized TEL interaction sessions to boost collaboration and learning effectiveness.	July 2026	June 2027	<ul style="list-style-type: none"> - TEL Unit - Instructional Designers 	<ul style="list-style-type: none"> - Instructional designers or TEL champions to facilitate sessions. - OULearn Blackboard for hosting and tracking participation. - MUR 500,000/year. 	<ul style="list-style-type: none"> - Minimum of five interactive sessions delivered annually. - At least 200 unique views or downloads per quarter of training materials. - 70% or higher satisfaction rate from staff evaluations.
Share institutional knowledge and research practices through regular dissemination activities.	July 2026	June 2027	<ul style="list-style-type: none"> - Senior Management - Academic Affairs Division - TEL Unit - Academics (FT and PT) 	<ul style="list-style-type: none"> - Budget for knowledge-sharing events (e.g., TEL Café, webinars). - Digital tools for documentation and dissemination (newsletters, repositories). - Staff time and content creators to prepare and present findings. - MUR 200,000/year 	<ul style="list-style-type: none"> - Minimum of five knowledge-sharing events held per year. - TEL Café or informal sharing sessions are conducted quarterly or biannually. - Institutional newsletter or repository updated with at least four contributions per year.
8. Leadership					
Launch a formal TEL leadership training programme to develop	July 2026	June 2027	<ul style="list-style-type: none"> - Senior Management 	<ul style="list-style-type: none"> - Budget for training workshops (e.g., facilitator fees, materials, logistics). 	<ul style="list-style-type: none"> - At least 75% of targeted faculty complete the TEL leadership

	From when (month and year)	By when (month and year)	By whom (human resources)	With what resources (technical and monetary ²²)	Indicators of success (quantify where possible)
faculty as digital champions.			- TEL Unit	- Expert trainers or partners (e.g., from COL, external TEL consultants). - Training modules and digital content tailored to leadership in TEL. - MUR 1,000,000	programme within the first year. - Minimum of two leadership training sessions conducted annually. - Positive feedback (80% or more) from participants on relevance and impact.
Strengthen data-driven decision making by expanding the use of learning analytics for strategic improvements.	July 2026	June 2027	- Senior Management - Director of ICT and Multimedia - Academic Affairs Division - IT Unit	- Learning analytics software and dashboards integrated with LMS/SIMS. - Trained personnel for data analysis and reporting. - Annual budget for tools, training, and departmental access to analytics platforms. - MUR 200,000/year.	- 60–70% of academic departments actively use learning analytics dashboards. - Monthly or term-based reports generated and shared with relevant teams. - Improvements implemented based on analytics insights in at least three academic areas per year.
9. Human Resource Training					
Upgrade the skills of IT staff, academics, and the TEL Unit to stay current with emerging educational technologies.	July 2026	June 2027	- Senior Management - Director of Multimedia and ICT Services	- Training budget for workshops, certifications, and specialised courses. - External trainers or industry experts in emerging EdTech tools and practices. - Digital learning platforms for continuous skill development (e.g., microlearning, self-paced modules). - MUR 500,000/year.	- At least two focused workshops are conducted annually for each target group. - 80% of participants report increased confidence in using new educational technologies. - Improved adoption of new tools and practices across departments within six months of training.
Expand staff training and OER initiatives through enhanced studio access and international partnerships.	July 2026	June 2027	- Senior Management - Director of ICT and Multimedia - TEL Unit	- Studio facilities equipped with recording, editing, and streaming tools. - Budget for workshops and facilitator fees (e.g., OER and TEL experts). - Partnerships with global bodies (e.g., COL) for content, support, and recognition. - MUR 500,000/year.	- At least two training workshops on OER/TEL conducted annually. - 20% increase in OER content published by staff each year. - 80% or higher satisfaction rate from participants in studio and training sessions.
Enable TEL champions to lead training initiatives and mentor peers across the institution.	Jul 2026	June 2027	TEL Unit	- Workshop tools and materials for delivering peer-led training. - Incentives or recognition mechanisms (e.g., certificates,	- Minimum of three peer-led training sessions conducted per year. - 90% satisfaction rate from participants in champion-led sessions.

	From when (month and year)	By when (month and year)	By whom (human resources)	With what resources (technical and monetary²²)	Indicators of success (quantify where possible)
				performance appraisals). - Time allocation and support for champions to design, deliver, and follow up on training sessions.	- TEL champions actively involved in mentoring and strategy discussions across departments.
10. TEL Champions					
Develop and implement a recognition and incentive framework to motivate TEL engagement.	Jul 2026	Oct 2027	- Senior Management - HR Department - TEL Unit - Director of Academic Affairs	- Recognition platform or system (e.g., digital badges, awards portal). - Budget for incentives (e.g., certificates, event recognition, small grants). - HR and TEL Unit collaboration to manage criteria, nominations, and communications.	- Recognition framework officially launched and operational within the academic year. - Minimum of ten staff recognised annually for contributions to TEL initiatives. - Increased participation (by 25%) in TEL activities following the introduction of incentives.
Introduce a Certified TEL Practitioner Programme to build institutional TEL expertise.	Jul 2026	Oct 2026	- Senior Management - Academic Affairs Division - External TEL Experts	- Collaboration with external TEL experts or accrediting bodies (e.g., COL, HEC). - Training modules, credentialing tools, and facilitator resources. - Programme budget for development, delivery, and certification issuance. - MUR 500,000/year	- Certified TEL Practitioner Programme launched and accessible via the LMS or partner platform. - At least 30 staff enrolled and 20 certified within the first 12 months. - Positive feedback (80% or above) on programme relevance and learning experience.
Promote scholarship of teaching and learning through technology by encouraging teachers to undertake action research for seminar and conference presentations, journal publishing.	Sept 2025	Ongoing	Senior Management	- Support for travel grants. - MUR 500,000/year.	Number of conference presentations and papers related to TEL increased.



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June 2025