



COMMONWEALTH *of* LEARNING

Benchmarking of Technology-Enabled Learning at the University of Mauritius



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The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources, and technologies.

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Abbreviations

AI	artificial intelligence
CILL	Centre for Innovative and Lifelong Learning
CITS	Centre for Information Technology & Systems
COL	Commonwealth of Learning
CPD	continuous professional development
FLM	Faculty of Law and Management
FMHS	Faculty of Medicine and Health Sciences
FoE	Faculty of Engineering
FoICDT	Faculty of Information, Communication, and Digital Technologies
HEC	Higher Education Commission
HEI	higher education institution
LCCS	Learner-Centred Credit System
OER	open educational resources
TEL	technology-enabled learning
UoM	University of Mauritius

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 University of Mauritius (UoM) during March–April 2025. It provides an overview of the methodology, the validated self-study report, and an action plan developed by the UoM team.

COL Support at the University of Mauritius

The University of Mauritius 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 UoM has been part of the TEL implementation project from its beginning in 2022. Founded in 1965 as a public HEI in Mauritius, its mission is to “empower and transform communities by

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

promoting academic excellence through innovative teaching methods, knowledge creation, engagement with the industry and acting as a think tank.”⁵ Currently, it has 886 staff members and over 8,000 students at undergraduate, postgraduate, and research degree levels. UoM teachers have developed 13 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). UoM nominated 17 staff members to work on the ten domains of the toolkit, with representation by both men (9) and women (8) (Annex-A).

The activities during the Benchmarking exercise had five distinct stages:

- A. Set-up processes and documentation: The UoM 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 UoM 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 UoM a strong TEL-implementing institution.
- E. Closing and reporting: HEC shared the final reviewed report with UoM 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 benchmarking domains are:

1. Policy
2. Strategic Plan

⁵ <https://www.uom.ac.mu/index.php/main-aboutus/introducing-uom/mission-vision>

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

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 of the ten domains of TEL benchmarking at UoM.



Figure 1: Ten dimensions of TEL benchmarking at UoM.

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.*

Distance Education and Online learning were introduced at UoM in 1994 with the establishment of the Centre for Professional Development and Lifelong Learning; the Virtual Centre for Innovative Learning Technologies was then established in 2012. In 2014, the two centres were

merged into the Centre for Innovative and Lifelong Learning (CILL). Over the years, various policies have been implemented to support online and blended learning initiatives. In 2019, the university moved to the Learner-Centred Credit System (LCCS), which encouraged independent learning and student-centredness. Prior to Covid-19, UoM was already using Google Suite and Google Classroom, which facilitated the transition to blended learning before the pandemic. With the move to the LCCS system, a blended approach to learning was adopted across all of the university's modules and programmes (postgraduate and undergraduate).

The Amended TEL Policy (2022) reflects lessons learnt and provides a framework to facilitate the integration of TEL on campus. The policy strongly aligns with the institutional mission to support innovative teaching and academic excellence. In addition to its TEL policy, UoM has several other supporting policies to promote TEL, including Guidelines for Online Learning (2022), Micro-credential Concept (2024), and UoM AI Policy (2025).

Strategic Plan

Score: 4.5

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

UoM's *Strategic Plan 2024–2030* lays substantial emphasis upon innovative learning approaches, with explicit key actions and key performance indicators.

- For Strategic Direction 1: Academic Excellence and Innovation in Teaching, one of the main objectives is to “enhance teaching methodologies and pedagogical approaches, including technology-enabled learning.”
- For Strategic Direction 7: Embracing Digital Transformation, the first objective is to “embrace technology for innovative teaching.”

UoM's *Digital Learning and Transformation Strategy*, approved during the 2020 lockdown, aims to unify and accelerate the university's ongoing digital initiatives within a structured framework. It aligns with the LCCS provisions, the TEL Policy, and the Teaching Standards Framework. The strategy adopts a holistic approach to ensure the short- and long-term digital transformation of UoM.

The strategy addresses key aspects like infrastructure, human resource issues, and finance. Even though there is no TEL strategic plan, ICT integration in teaching and learning is mentioned in the university's strategic plan and the annual operation plan. TEL implementation is fully supported by management and partially promoted, as demonstrated by its mention in the Deans' Committee and Senate documents. UoM also intends to have at least one fully fledged online programme per faculty.

IT Support

Score: 4.5

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

UoM has well-established and effective technical support structures and resources for

mainstreaming TEL. The Centre for IT and Systems (CITS) is the focal point for the university's ICT infrastructure and information systems. CITS also handles the procurement, installation, and maintenance of technologies for teaching and learning. The UoM IT Policy was approved by the UoM Council in 2014 and has been regularly updated to remain relevant to the institution's ICT use and the evolving digital environment. There is an understanding that IT support is an evolving area and that there is always room for improving existing support.

UoM's *Digital Learning and Transformation Strategy* also commits to embracing "digital transformation, which is a strategic move to position the institution for the future and to ensure that it remains adaptive, innovative and equipped to provide high-quality education in a rapidly changing technological landscape. This involves integrating digital technologies across various aspects of the institution to enhance operations, teaching and learning, research and overall effectiveness."

The Director of CITS reports to the Chief of Facilities and Services. Meetings with the CFS occur on an *ad hoc* basis, but updates are provided regularly. Various committees and working groups involving stakeholders and union representatives exist to monitor different projects. CITS has a dedicated helpdesk with a ticketing system and IT support staff to provide support for students and staff. The IT Strategy Committee is chaired by the Pro-VC Academia, who oversees the university's ICT policies and strategy.

The Director of CITS holds two master's degrees and is a Fellow of the British Computer Society (a chartered institute for IT). He also holds several technical certifications. The director's responsibilities are defined in the post's Scheme of Duty, but the director also performs additional tasks to ensure CITS functions properly.

CITS has a solid team to provide ICT support; however, certain vacant posts have not been filled due to budgetary constraints, which could have negative impacts upon future services.

Technology Applications

Score: 4.25

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

UoM has 20 computer labs on two campuses, containing around 650 PCs accessible to students. All lecturers have laptops, which are normally replaced every five years. After the pandemic lockdown, academics also received Wacom tablets and headsets to facilitate online teaching. All technical and administrative staff have a PC and access to printers/scanners.

As noted above, UoM introduced Google Classroom prior to Covid-19 and has been using it for blended learning. Some fee-paying programmes use the Moodle and Canvas learning management systems (LMS). Microsoft Office 365 is also accessible to all staff and students. Requests for specialised software are considered on a case-by-case basis. Many specialised applications are available for teaching and learning at UoM, including Matlab, Adobe Creative Suite, Photoshop, SPSS, and ArcGIS.

UoM has been regularly upgrading its Internet access, and the utilisation is relatively good. However, certain sites, such as social media, are blocked to optimise bandwidth utilisation. The

total bandwidth available at UoM (including its branches) is about 9 Gbps. Different Internet lines have been procured, based on the desired usage/purpose. UoM's IT policies define the acceptable use of the university's computing facilities and services to help establish a framework for consistency in UoM practices and processes pertaining to ICT. They include a General IT Policy document and different sub-documents that govern the usage and access to ICT facilities and provide the basic policies/guidelines on best practices. For suppliers, necessary privacy clauses are included in all contracts or letters of award. Where required, non-disclosure agreements are also signed, and the suppliers have to abide by existing regulations related to data protection. The Director of Legal Affairs is the Data Officer of UoM and is therefore responsible for enforcing data protection in the organisation.

UoM is effectively using key technologies for teaching and learning, such as LMS, video conferencing tools, and educational software. The university faces challenges in replacing obsolete hardware and systems due to dire budgetary constraints. More investment is required in core equipment such as servers, networking, hyperconverged infrastructure, cloud computing, and Wi-Fi connectivity.

Content Development

Score: 4.25

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

CILL is the focal point for providing support to create multimedia content for teaching and learning. It has three educational technologists/senior educational technologists, one visual communication designer (VCD), and one systems analyst (SA) on staff. The educational technologists assist the academics with instructional design and mounting content on LMS blended learning/online learning programmes. CILL's services are available to faculty upon request.

Over the past 25 years, the academics at UoM have also been trained in learning design to help them become autonomous content developers. Teachers have access to online resources through the university library. Some of the staff were trained in OER through the COL TEL project, and OER are now being promoted by these trained teachers. The university's TEL policy includes OER and serves as a guide. UoM also hosts the Mauritius National OER Repository. However, additional guidelines are needed to further mainstream OER at UoM. There may also be opportunities for greater faculty involvement in creating or sharing OER for the benefit of the broader academic community.

Documentation

Score: 3.75

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

Documentation of TEL-related work at UoM needs greater attention. Though CILL developed a Google Classroom with support materials for academic staff, and the CILL team is available to provide support to academic staff, the documentation related to TEL needs further strengthening using videos, PDF files, and HTML webpages to introduce the range of learning technologies available for teachers to adopt.

Students have a dedicated portal that acts as a single window for them and includes an induction kit, IT policies, the use of Turnitin, etc. There are also online learning guidelines and a short guide to Google Classroom. UOM 1000: Preparation for University Life was developed by CILL and is offered to all first-year students as a voluntary course; the topics address the transition to university life, study skills, academic writing, digital literacy and creativity, and emotional intelligence.

While some documentation is therefore available, lessons learned and case studies must be prepared to share success stories, as well as what works and what does not, to help teachers apply the best TEL practices. Also, while the CILL team is available for support when required, it is important to provide information on workflow mechanisms, to whom requests should be directed, at what time of the year, etc., to plan for the effective delivery of courses and programmes using and integrating ICT.

Organisational Culture

Score: 2.75

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

UoM shows pockets of innovation but needs to further strengthen the organisation-wide culture for TEL. CILL has to play a more proactive role to achieve a fully embedded culture of support for TEL, as there is growing awareness and acceptance of TEL practices among staff and departments. A more systemic and institution-wide cultural shift is therefore still needed. This includes fostering a shared vision for TEL, encouraging innovation and experimentation, recognising and rewarding TEL-related efforts, and ensuring that TEL becomes a normalised and valued part of teaching and learning practices across all levels of the institution.

The CILL team and some other teachers in the university are contributing to innovations in TEL implementation. Some staff have published in the fields of blended learning, massive open online courses, quality assurance in blended learning, etc. UoM has been using the Coursera online courses platform to offer mainstream programmes and a number of other professional development programmes.

UoM encourages innovation and TEL at UoM, but academic and administrative workloads as well as research commitments are often cited as major constraints.

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.

UoM demonstrates strong and committed leadership in supporting TEL activities. Senior management, including deans and directors of centres, are actively supporting TEL initiatives through clear vision, resource allocation, and strategic alignment with institutional goals, as well as policies and dedicated structures such as CILL and CITS. TEL activities fall under the portfolio of the Pro-VC (Academia), who is a member of the Council Senate and chairs the Teaching and Research Committee. The Pro-VC (Academia) also oversees the activities of CILL, which is the nodal office for TEL at UoM. The CILL Board has representatives who are nominated on a rotation basis (every two years) by faculty deans. These representatives provide valuable input on new

programmes and policies, as well as related matters.

Human Resource Training

Score: 4.0

***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.*

Since the inception of distance education and online learning at UoM, training has been a critical strategy to kick-start the early adoption of TEL. UoM has made significant progress in building staff capacity to support and implement TEL over the past 30 years. A range of training opportunities is available for academic, technical, and administrative staff, covering key areas such as LMS, digital content creation, online pedagogy, and the integration of emerging technologies. These initiatives are largely coordinated through CILL and CITS, with faculty representatives, demonstrating a clear commitment to professional development in TEL.

All new academic staff are required to follow the academic induction module (TAL 5010). Part-time lecturers also have to complete a five-week course on their academic and administrative responsibilities. UoM is currently working on a new continuing professional development (CPD) framework to further strengthen capacity building for teachers. CILL has professionally trained staff to provide necessary support and training on TEL-related topics to other teachers.

However, UoM could focus even further on strengthening its CPD framework, incentives, and training needs analysis, and on organising train-the-trainers (educational technologists) programmes.

TEL Champions

Score: 4.0

***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.*

UoM has successfully identified and engaged a core group of TEL champions (academics, technical staff, and educational technologists) who actively promote the integration of technology in teaching and learning. While there are many TEL champions, most are at CILL. Some of the CILL staff members have provided support for TEL-related activities in other Mauritius institutions and beyond through their leadership in this area. They also engage in research on and the dissemination of best practices. However, the university may need to rethink its approach and be more innovative about promoting TEL champions across the organisation by involving many teachers from different disciplines to focus on the scholarship of teaching and learning. A more structured and institutionalised approach could involve further empowering TEL champions in all faculties through a dedicated community of practice and showcasing innovations through a platform/website/wall of fame to amplify their influence across the university.

Key Observations from the Report

The overall score of **4.075** on a five-point scale indicates that the TEL policy and practices at UoM are progressing towards maturation. The TEL benchmarking exercise at the university revealed a strong institutional commitment to the integration of digital technologies in teaching and learning.

Across the ten benchmarking domains, the university demonstrates a well-rounded and mature approach, with several areas of strength and others showing clear potential for enhancement.

The domains related to policy, strategic planning, and IT support are some of the areas for the university to celebrate, as it has taken proactive steps there and demonstrates high levels of maturity. However, the TEL culture and the documentation related to TEL are two key areas that need to be further addressed carefully. The mainstreaming of TEL in the institution will largely depend on the organisational culture with respect to technology, while documentation will provide clarity and further guidance on improving the culture of sharing and caring for the effective integration of technology in teaching and learning. Based on the self-study and discussion on future needs, the TEL team at UoM 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
 - Develop a dedicated online space to share the documentation related to TEL practices and tools.
 - Share best practices and case studies related to TEL implementation in different disciplines.
 - Clearly document workflow processes and responsibilities to encourage more teachers to adopt blended and online learning voluntarily.
 - Prepare guidelines for integrating OER and quality assurance of TEL.

- Organisational culture
 - Regularly elicit feedback from teachers to understand their willingness to adopt TEL.
 - 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, debates, and discussions on TEL.
 - Promote innovations in teaching and learning by recognising faculty contributions in the field.

Annex-A: The UoM Benchmarking Team

Name	Gender	Department
Prof M. I. Santally	M	Pro Vice Chancellor (Academia)
Ms Rita Parthyneviko	F	Administrative Manager, Office of Pro-VC (Academia)
Mrs R. Rampersad	F	Educational Technologist/Senior Educational Technologist, CILL (Institutional TEL Coordinator for Phase 4)
Mr R. Halkhoree	M	Director, Centre for Information Technology & Systems (CITS)
Mr Girish Boojhawon	M	Manager, Information Technology Services (ITS)
Associate Professor G. K. Bahadur	M	Officer in Charge, CILL
Dr D. Cooshna Naik	M	Senior Lecturer, CILL
Mrs S. Gunness	F	Senior Lecturer, CILL
Mrs R. Ittea	F	Educational Technologist/Senior Education Technologist, CILL
Mrs S. Ajaheb Bahadoor	F	Educational Technologist/Senior Education Technologist, CILL
Mr R. Rajput	M	Systems Analyst, CILL
Mr A. Beetul	M	Visual Communication Designer, CILL
Mr Shailendra Gungah	M	Director, Human Resources
Raïna Ferhana Hossenbux	F	Administrative Manager, HR
Associate Professor Y. Tangman	M	Faculty of Science
Dr Geeta Somaroo	F	Faculty of Engineering
Mrs P. Sawock	F	Acting Chief Librarian, UoM Library

Annex-B: Review Team

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

Annex-C: UoM TEL Three-Year Action Plan 2025–2028

Important:

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

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

Note: The actions under the ten 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)	Indicators of success (quantify where possible)
Policy					
TEL policy to be reviewed and updated (e.g., emerging technologies)	June 2025	May 2027	ITSC	Technical	Policy updated and implementation in progress.
Strategic Plan					
Review the implementation of one online programme per faculty and set new targets.	June 2025	May 2027	ITSC CILL	Technical	Number of online programmes offered by UoM.
Review the budget allocation for TEL implementation vis-à-vis the need to replace obsolete hardware and include new software.	June 2025	May 2026	Pro VC (Planning and Resources) + CFS+ CITS	Monetary (annual budget of 30 million MUR)	<ul style="list-style-type: none"> - Increased availability of funds. - Procurement of new hardware and software.
IT Support					
Fill vacant posts at CITS	2025	2027	Management	Monetary (annual budget of 2 million MUR)	Number of key positions filled.
Technology Applications					
Regular audit of existing hardware and software to plan for future requirements and provide better support to the academic community.	July 2025	Ongoing	CITS, CILL	Technical Monetary (annual budget of 0.5 million MUR)	<ul style="list-style-type: none"> - Number of audits carried out yearly. - New hardware and software added to support content development and teaching and learning.
Content Development					
Create more opportunities to use OER in teaching and learning by providing guidance on quality assurance and the use of existing repositories.	July 2025	Ongoing	CILL	Technical	Guidelines on content development using OER and quality assurance available and shared with the academic

	From when (month and year)	By when (month and year)	By whom (human resources)	With what resources (technical and monetary)	Indicators of success (quantify where possible)
					community.
Documentation					
Develop an explicit workflow mechanism to inform the academic community and plan the development of online and blended courses with CILL support.	July 2025	July 2026	CILL	Technical	<ul style="list-style-type: none"> - Availability of the workflow mechanism. - Official communication of the new process to the academic community.
Have a more structured one-stop shop/website for facilities/self-learning materials available at CILL for content development and using EdTech tools in teaching and learning. Include best practices/case studies on the application and impact of TEL in various disciplines and study subjects at UoM.	July 2025	July 2026; Ongoing	CILL	Technical	<ul style="list-style-type: none"> - A user-friendly, comprehensive resource that can be consulted by the academic community. - Regular content updates.
Develop additional guidelines on OER, guidelines, and job aids for TEL/AI course development.	July 2025	July 2026	CILL	Technical	Availability of new guidelines for students on online blended learning, ethical use of AI.
Develop guidelines for students.	July 2025	July 2026	CILL	Technical	Number of guidelines developed.
Provide training to new students to ensure they gain the skills, confidence, and support needed to thrive in blended learning.	July 2025	July 2026	CILL	Technical	Dedicated site on Student Portal for online learning + induction week.
Organisational Culture					
Recognition of scholarship in teaching and learning.	July 2025	July 2026	Pro VC Academia	Technical	Academic promotion exercise to recognise scholarship in teaching and learning.
Recognition of “innovation in teaching and learning” in the academic promotion exercise.	July 2025	July 2026; Annual.	Pro VC Academia	Technical Monetary (0.2 million MUR per year)	<ul style="list-style-type: none"> - Academic promotion exercise to recognise innovation in teaching and learning. - Hold annual awards to recognise innovation in teaching and learning using AI.
Gather stakeholder feedback (students, faculty, IT staff) for improvements, on a yearly basis.	July 2025	May 2027	CILL	Technical	Feedback from staff and students
Create a community space for discussion around TEL (e.g., quarterly seminar/lectures, online community of practice, annual TEL learning events).	July 2025	July 2026	Pro VC Academia	Technical	Engagement in the community

	From when (month and year)	By when (month and year)	By whom (human resources)	With what resources (technical and monetary)	Indicators of success (quantify where possible)
Leadership					
Consider ways to incentivise academics toward TEL and ensure their optimum buy-in (e.g., for promotion exercise, CPDs, etc.).	July 2025	July 2026; ongoing	Pro VC Academia	Technical and monetary	Number of incentives for academics.
Human Resource Training					
Finalise the CPD framework for academic staff and the calendar for proposed training activities.	July 2025	July 2026	Pro VC Academia + CILL	Technical	Availability of the CPD Framework.
Training Needs Analysis to gauge the academic community's needs around TEL, including the training modality.	July 2025	July 2026	CILL	Technical	Training Needs Analysis report available.
Offer training programmes on TEL (e.g., designing micro-credentials, video editing, use of AI for content development, teaching and learning for academic staff (full-time and part-time lecturers).	July 2025	July 2026; ongoing	CILL	Technical	Number of CPDs offered.
Provide training to technical and academic staff on tapping AI for developing multimedia content.	July 2025	July 2026; ongoing	CILL	Technical	Number of CPDs offered.
TEL Champions					
Identify and empower TEL champions in all faculties.	July 2025	July 2026	Pro VC Academia + CILL	Technical	Database of TEL champions.
Regularly showcase innovations through a dedicated platform/website/wall of fame.	July 2025	July 2026; ongoing	Pro VC Academia + CILL	Technical	Number of projects showcased.
Encourage TEL champions to take up projects about scholarship on teaching and learning, and present their findings through seminars/conferences and research publications.	July 2025	July 2026; ongoing	CILL	Technical	Number of seminars/conference presentations and papers published about scholarship on teaching and learning at UoM.



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