

Use of Educational Technology Policy (APS15) - ACTION PLAN

Policy Aims	Objectives	Actions	Responsibility	Timing	Report via
Policy aim 1: <i>Learning technology will be integrated appropriately into the learning experience of all students, so as to facilitate effective learning</i>	Align learning technology development and delivery with University guidelines on pedagogy	Review and if necessary, revise University guidelines on pedagogy so as to align them with APS15 (Learning Technology Policy) policy	ULTSL with Kyriaki Anagnostopoulou (plus Mike Wing and Barry Jackson)	In time to be included in 2008-2009 LQE handbook	TLC Report on implementation of APS15 (Learning Technology Policy) for Nov 2009 TLC
		Undertake a university wide census of learning technologies (current use, barriers, future needs). Responses to be provided at departmental level. Final outcomes will inform this and other policies/strategies across the University	Kyriaki Anagnostopoulou with Mike Wing and Schools/Services	Schools report back by Dec 2008, analysis of data and report back next TLC (March 2009)	March 2009 TLC
	Facilitate learner engagement through the use of learning technology	(i) learning technology should be emphasised through the V&R cycle and highlighted in the V&R training (ii) Guidance/criteria to be produced for LQE handbook to enable a team/ panel to determine whether the use of learning technologies has been considered and	(i) Marie Sheehan with Kyriaki Anagnostopoulou (ii) Kyriaki Anagnostopoulou	(i) Over 2008-2009 (ii) February 2009	TLC Report on implementation of APS15 (Learning Technology Policy) for Nov 2009 TLC
	Use learning technology to provide greater flexibility of study, and to address issues related to student diversity and equality of opportunity	(i) Produce guidance as to the module/programme performance indicators (student feedback, retention, achievement, etc) and other module/programme characteristics that indicate areas which modules/programmes could benefit from the use of learning technologies to improve and enhance the student learning experience (ii) Review provision (in light of new guidance) to identify areas which could benefit from the use	(i) ULTSL with Kyriaki Anagnostopoulou (plus Mike Wing and Barry Jackson) (ii) Departments with schools (iii) Departments with schools (Kyriaki)	(i) Over 2008-2009 (ii) As part of Programme enhancements planned for 2009-2010 (iii) November 2009 TLC	TLC Report on implementation of APS15 (Learning Technology Policy) for Nov 2009 TLC
	Use technology to support and enhance teaching, learning and assessment and feedback	(i) Ability to use learning technology as part of learning should become a graduate skill for all MU programmes (ii) All new programmes from 2009-2010 onwards must include some element of the use of learning technology with which all students will engage - sufficient for students to develop learning technology skills. needs to be noted	(i) Barry Jackson (ii) Schools with Departments	(i) February 2009 (ii) As part of Programme enhancements planned for 2009-2010	(i) Revised graduate Skills to go to LQE Handbook Meeting. TLC Report on implementation of APS15 (Learning Technology Policy)
	Take a programme-wide view of technology enhanced learning opportunities offered to students	Introduce an e-portfolio system for PDP, assessment and careers planning (i) Clarify if OASISplus is to be one of the key ways in which students will be communicated to as part of the communication policy (ii) Review what must be put onto OASISplus in terms of programme and module materials	Kyriaki Anagnostopoulou with Barry Jackson, CCSS and Schools (i) Chair of Student Engagement Task group (Lucy Everest) with Kyriaki Anagnostopoulou (ii) Kyriaki Anagnostopoulou with ULTSL and Schools	September 2009 (i) and (ii) March 2009	TLC Report on implementation of APS15 (Learning Technology Policy) for Nov 2009 TLC

Policy aim 2: <i>Middlesex University will plan for the use of learning technologies in a strategic manner.</i>					
Strategically consider and evaluate appropriate technologies	Strategically consider and evaluate appropriate learning technologies and the pedagogical implications of their implementation	CLQE Research and Innovation team (Alex Moon) with Schools, LTS Team, CCSS and	Ongoing		
Develop, invest in, and embed such technologies across the University	(i) Review adoption University path that make new learning technologies available across the University (and partners applicable) to adoption of new technology will be timely and will take account of institutional ELTA priorities. Make proposals for amendments to path if necessary. (ii) Explore the need for a specific budget for learning technology projects	(i) CLQE (Kyriaki Anagnostopoulou) with CCSS (ii) Kyriaki Anagnostopoulou with Mike Wing	(i) March 2009 (ii) March 2009	TLC Report on implementation of APS15 (Learning Technology Policy) for Nov 2009 TLC	
Consider the sustainability and resources of learning technology activities and online teaching when it is introduced or developed.		APPG, CLQE (Kyriaki Anagnostopoulou), Schools	Ongoing		
Allocate time for staff involved in learning and teaching innovations to allow for updating and experimentation with emerging technologies and pedagogical models	(i) Where substantial development or experimentation required, then explicitly recognise in work programmes (ii) A learning technologies "play area"/test room/area to be set up for staff to use on a drop in basis to experiment and learn about how to use technology in their teaching.	(i) Schools with Departments (ii) CLQE (Kyriaki Anagnostopoulou) with Schools	(i) Ongoing - is part of work programme planning (ii) By March 2009	TLC Report on implementation of APS15 (Learning Technology Policy) for Nov 2009 TLC	

· Ensure that the implications of delivering and supporting learning technology are taken into account when determining staff workloads	To be considered when establishing work programmes	Schools	Ongoing	TLC Report on implementation of APS15
· Promote the sharing of resources	Create/identify sharable content for University-wide, school based and subject-based with which to populate higher levels of OASISplus hierarchy.	Schools/Departments, LRs with CLQE(Kyriaki Anagnostopoulou)	Ongoing	TLC Report on implementation of APS15
· Make effective use of existing resources wherever possible.	Develop an overview of existing content repositories and freely available reusable learning objects. Promote the use and adaptation and adoption of re-usable content.	CLQE(Kyriaki Anagnostopoulou) with LRs	Ongoing	TLC Report on implementation of APS15

Policy aim 3:

The University will seek to provide appropriate and timely support, guidance and staff development to engage and motivate all staff in enhancing learning and teaching through the use of technology.

· Develop and provide a full range of supportive and timely staff development programmes.	(i) Review the training guidance offered by CLQE(Kyriaki Anagnostopoulou) and Schools to establish if any gaps, opportunities for consolidation (see action below) (ii) Investigate the use/feasibility of offering 'carpe-diem' type events for the development of learning technology experiences (includes assistance with production) (iii) Investigate the use/feasibility of offering mentoring and co-teaching to develop online facilitation skills for staff	(i) CLQE(Kyriaki Anagnostopoulou) (ii) CLQE(Kyriaki Anagnostopoulou) with LRs and ULTSL (iii) CLQE(Kyriaki Anagnostopoulou) with Schools and ULTSL		
· Create opportunities for all staff (academic, technical and support) to identify and share best practice, ideas and experiences of using learning technologies to facilitate learning	(i) Progress and implement the "Quality Matters" initiative (ii) Create and populate a database/website of best practice examples (iii) Launch an internal online journal of learning technology highlighting best practice and research in this area	(i), (ii), (iii) - CLQE(Kyriaki Anagnostopoulou) with Schools	During academic year 2008-2009	TLC Report on implementation of APS15 (Learning Technology Policy) for Nov 2009 TLC.
· Ensure that reward and recognition schemes will acknowledge engagement with and pedagogically sound use of technology	Ensure that existing reward and recognition schemes recognise use learning technology	CLQE(Kyriaki Anagnostopoulou) with HR and Schools	During academic year 2008-2009	TLC Report on implementation of APS15
· Strategically acknowledge the HR and career development implications of learning technologists	Contribute to the Academic Staffing Strategy and University Staff Development Strategy	CLQE(Kyriaki Anagnostopoulou) with HR	During academic year 2008-2009	TLC Report on implementation of APS15 (Learning Technology Policy) for Nov 2009 TLC.
· Keep support levels and quality under review with a view to continuous improvement	Monitor the quality and impact of all staff development offered in learning technology (technical and pedagogical)	CLQE(Kyriaki Anagnostopoulou) with HR (Staff Development)	During academic year 2008-2009	TLC Report on implementation of APS15 (Learning Technology Policy) for Nov 2009 TLC.
	Introduce an integrated services approach for staff learning technology enquiries and support requests (a single logging/ticketing system can facilitate this).	CLQE(Kyriaki Anagnostopoulou) with CCSS, LRS	During academic year 2008-2009	TLC Report on implementation of APS15 (Learning Technology Policy) for Nov 2009 TLC.

Policy aim 4:

The University will seek to provide adequate, appropriate, timely and consistent levels of support to students engaged in learning technology.

· Define and provide support for appropriate levels of support for all e-learners	Develop plans for enhancing central student support for learning technology (initially for consideration by DVC (Academic)), based on three levels: · Level 1: helpdesk type queries, access, IT troubleshooting, etc · Level 2: Online facilitation support · Level 3: Academic/Subject specific support	Kyriaki Anagnostopoulou with Mike Wing	November 2008	TLC Report on implementation of APS15 (Learning Technology Policy) for Nov 2009 TLC.
· Effectively provide guidance, made available by a variety of means, to enable students to learn through the use of technology	Launch a "learning how to learn online" offering (workshop online component or other format(s)) to be incorporated into PDP activities and Bridging Materials.	CLQE(Kyriaki Anagnostopoulou) with LRs, ELLS	During academic year 2008-2009	TLC Report on implementation of APS15
· Provide clear guidance to students on learning and assessment processes mediated through learning technologies	Provide clear guidance to students on learning and assessment processes mediated through learning technologies Modules to note the degree of learning technology, used and support mechanisms offered, in module handbooks	CLQE(Kyriaki Anagnostopoulou) Schools	(i) During academic year 2008-2009	TLC Report on implementation of APS15 (Learning Technology Policy) for Nov 2009 TLC.

Keep support levels and quality under review with a view to continuous improvement	Based on the notion of integrated services approach (see action above in policy aim 3) across the University information, call logs, problems reported to be collected across the University and analysed annually in order to inform continuous improvements. (Can be achieved by all services using the same call login/ticketing system)	CLQE, LRs with CCSS	During academic year 2008-2009	TLC Report on implementation of APS15 (Learning Technology Policy) for Nov
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Policy aim 5:

The University will seek to ensure that the quality of the learning experiences offered via learning technology will be of a high standard.

Establish ownership and responsibility by appropriate staff for the quality of the content and the intended learner interactions	Produce guidance with respect to ownership/responsibility for the quality of the content and the intended learner interactions online to go into LQE Handbook	CLQE(Kyriaki Anagnostopoulou) with Schools	(i) March 2009	TLC Report on implementation of APS15
Evaluate the impact of technology supported learning offered in programmes and respond to such findings	(i) Establish systems which allow the evaluation of learning technology take up (ii) Evaluate annually the use of learning technology and student satisfaction through the analysis of server logs and module evaluation forms. (iii) Schools to consider this data alongside other information available about learning and teaching practices and quality enhancement activities (i.e., integrate with QMR processes etc) (iv) Carry out a bi-annual internal e-benchmarking exercise in order to monitor progress of APS15 (Learning Technology Policy) policy. Respond to findings and make recommendation to TLC as appropriate	(i) CLQE(Kyriaki Anagnostopoulou) , with CCSS, LRS and Schools (ii) CLQE(Kyriaki Anagnostopoulou) (ii) Schools (iii) CLQE(Kyriaki Anagnostopoulou) with Schools and Services	(i) CLQE(Kyriaki Anagnostopoulou) , with CCSS, LRS and Schools (ii) Ongoing (ii) Ongoing (iii) 2009-2010	(i), (iv) - TLC Report on implementation of APS15 (Learning Technology Policy) for Nov 2009 TLC
Provide convenient and appropriate access to suitably equipped learning and teaching spaces (physical and virtual) suitable for technology-supported provision.	Based on the information collected in the learning technologies census, a task group made up of the relevant services will work on identifying issues and making recommendations to the University through existing committee structures	CLQE, CCSS, Estates, LRS and specifically AV	During 2008-2009	Follow-up to learning technologies census

This Action plan was approved by Academic Board on 19 November 200