



TEACHING AND LEARNING POLICY

2018

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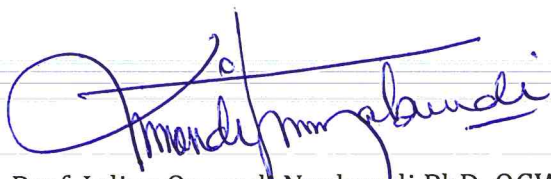
FOREWORD

Maseno University strives to contribute to national development through quality teaching, research and outreach. The University commits itself to an outward-oriented role within Kenya, in the rest of Africa, and globally, as an academic institution of excellence and a respected knowledge partner.

The University's commitment to excellence in teaching and learning is encapsulated in its vision, mission and values statement. Excellence is the underlying value in all undergraduate and postgraduate teaching and learning programmes at the University. It would not be possible to achieve these objectives without quality teaching. The University thus places a high premium on the promotion, acknowledgement and reward of good, accountable teaching practice and acknowledges the central role of the teaching staff in the realization of its Vision.

The higher education environment has changed substantially over the past few years and this presents us with new challenges in terms of the needs of learners – not only in terms of the types of skills that are required in the work environment, but also with regard to the innovative use of technology to support learning.

The policy aims at encouraging the University community to reflect on contemporary teaching and learning practices in a global society to better meet the diverse needs of the broad range of learners now and in the future and to provide a clear framework for making coordinated decisions in relation to the enhancement of teaching and learning activities across the University.



Prof. Julius Omondi Nyabundi PhD, OGW
VICE- CHANCELLOR

APPROVAL AND COMMENCEMENT

This policy shall be known as Maseno University Teaching and Learning Policy herein after also referred to as Policy No ACA/PO/ 007 and shall take effect on approval by Council.

In exercise of the powers conferred by section 23(1) and section 35(1)(a)(iii) of the Universities Act, Section 19(2)(q) of the Charter for Maseno University 2013 and Schedule I (1.2)(q) of the Maseno University Statutes, Maseno University Council certifies that this policy has been made in accordance with all relevant legislations.

Dated the12th..... day ofOctober.....2018

Signed Abdullah Naji Said Date 12/10/2018

Prof. Abdullah Naji Said

CHAIRMAN, MASENO UNIVERSITY COUNCIL

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VISION

The University of Excellence in Discovery and Dissemination of Knowledge

MISSION

To discover, harness, apply, disseminate and preserve knowledge for good of humanity

CORE VALUES OF THE UNIVERSITY

- **Relevance**
The University is committed to ensuring relevance in its programs and activities
- **Excellence**
Excellence shall be targeted in outputs of the university
- **Equity**
The University shall ensure that there is equity in all the opportunities within its jurisdiction
- **Quality**
All outputs and processes of the University shall ensure that quality is maintained
- **Integrity**
The University shall ensure integrity in all their undertaking

QUALITY STATEMENT

Maseno University is committed to quality through teaching, research and development, providing timely services to foster and develop academic excellence in basic and applied research at all levels of study by training practice oriented manpower, who can contribute effectively to social, intellectual and academic development.

The University is internally engaged with its employees, to continually improve its services, products, processes, methods, and work environment to ensure each customer is receiving the highest quality service or product at the committed cost and on time. It is committed to quality through teaching, research and development; providing on time services to foster and develop academic excellence in basic and applied research at all levels of study by training practice oriented manpower, who can contribute effectively to social, intellectual and academic development in the community, nation and community of nations. The University is committed to communicating exhaustively with its customers, and internally with its employees, to continually improve its services, products, processes, methods, and work environment to ensure each customer is receiving highest quality service or product at committed cost and on time.

In order to realize this commitment, the University Management will monitor and review its quality performance from time to time through implementation of an effective quality management system based on ISO 9001:2015 standard.

1.0 PREAMBLE

Teaching and Learning are core activities at the University. This policy identifies the principles informing key elements contributing to effective Teaching and learning at the University. This policy also seeks to provide guidance on effective teaching by academic staff.

MSU is committed to monitoring and improving the quality of teaching and learning through systematic course and teaching evaluation, interpretation, publication of results, benchmarking and actions arising from feedback.

The teaching and Learning policy therefore commits the University to the implementation of its strategic priority of providing relevant and high quality academic programmes at the post graduate and undergraduate levels, based on the University's strategy of learner -centered pedagogy

2.0 ABBREVIATIONS

DVC ASA	Deputy Vice-Chancellor Academic and Student Affairs
DVC AFD	Deputy Vice-Chancellor Administration, Finance& Development
VC	Vice-Chancellor

3.0 DEFINITION TERMS

Academic Staff/faculty: Member of the teaching staff of the university

Cross teaching: Teaching outside one's department in areas where one has a core competence.

Course: is that part of a subject described by a coherent syllabus and taught normally over a period of a semester.

Disability: a physical, sensory, mental or other impairment such as visual, hearing, learning incapacity which impacts adversely on one's social, economic or environmental participation in daily activities

Discrimination: a distinction, exclusion or restriction on the basis of a disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field; it includes both a denial of amenities and a use of derogatory words, gestures or caricatures

External Part-time Lecturer: A non-staff member of the university engaged to teach
A specific course(s) in a particular semester/term

Effective teaching: is when the teacher is doing what they are supposed to be doing and the students are learning

Internal Part-time Lecturer: Staff engaged by the University to teach a specific course in a particular semester/term above their teaching load.

Lecture hour: means a period of time equivalent to one hour and representing one such instructional hour in lecture form, two in a tutorial or open learning session, three in a laboratory practical or practicum and five in farm or similar practice

Part-time Studies: learning carried out during school holidays, evening and weekends.

Part-time Student:	Student taught during school holiday, evening and weekends
Regular student:	Student taught during normal semester dates
Regular teaching:	Teaching carried out during normal semester/term during the day.
Semester:	Is a period of study of normally not less than 16 weeks or such a period as may be determined by Senate for any academic year.
Student with Disability:	a person who has been diagnosed by an appropriate Professional as having a mental impairment, physical Impairment, neurological impairment, learning disorder, or Sensory impairment which may be permanent or Temporary and is likely to significantly interfere with Educational pursuits
Term:	Is a period of study of normally not less than 12 weeks or such a period as may be determined by Senate.
Teaching load:	number of courses a member of faculty is expected to teach in a semester/term
Teaching-research nexus	is used to refer to the relationships between research and teaching most particularly the role of research and skills in relation to student experiences in higher education.
Unit:	Is a one-hour lecture per week per semester or two hours of tutorials/seminars per week per semester or three hours of practical per week per semester.
Workstation:	The University teaching location of faculty

4.0 SITUATIONAL ANALYSIS

Quality Assurance in teaching has received growing interest. There is a need for education institutions to seek ways to continually improve its academic staff, programme design and delivery, administrative procedures and support services. Quality assurance is vital to ensure the continuous improvement of the content, delivery and development of initial teacher preparation.

The University has continued to engage part time lecturer and so there was need to develop a policy on teaching and learning to guide the operations of the part time lecturers.

5.0 POLICY STATEMENT

This policy describes the principles and practices that underpin effective teaching and learning at the University. These principles incorporate both learning processes and learning outcomes and are framed around providing better access for individuals, communities and businesses to lifelong learning that suits their circumstances, ways of learning, respects cultural differences and allows them to succeed in an innovative, global community. The aim of this policy is to provide academic direction to enhance the quality of teaching and learning.

6.0 OBJECTIVES

The objectives of the policy are to:

- i. Provide a framework for quality teaching.
- ii. Establish guidelines on teaching load.
- iii. Provide guidelines for hiring part-time lecturers to meet the demand of teaching.
- iv. Provide guidelines for accountability and remuneration for part-time teaching.
- v. To establish mechanism for monitoring and evaluation of teaching.

7.0 SCOPE

This policy covers matters relating to teaching and learning including teaching load and part time teaching,

8.0 GUIDING PRINCIPLES

In the pursuit of quality teaching and learning, MSU is committed to:

- i. *a focus on learning:* The primary outcome of quality teaching is the enhancement of learning in an enabling environment.
- ii. *going beyond knowledge transmission:* The University will enhance the ability of its students to think critically, to apply their skills and knowledge, to behave ethically and to make informed decisions both as professionals and citizens.
- iii. *promoting active learning:* The University will provide learning and teaching activities that actively engage students in learning. These activities will involve both autonomous learning and collaborative learning.
- iv. *learner-centred approaches:* The University will enable access to education by a wide range of students. The teaching and learning activities offered will accommodate the diverse backgrounds and needs of its students
- v. *providing learning pathways:* The University will provide a wide range of programs that both enhance career opportunities and provide learning pathways to other programs. It will also help students to make learning choices that are appropriate to their career direction
- vi. *flexibility in its programmes:* The University will design and deliver its programs in a way that is responsive to the needs of its students.
- vii. *recognizing prior learning:* The University acknowledges that all students bring relevant knowledge, skills, attitudes and beliefs to the learning environment. The University will formally recognise this prior learning where this is educationally appropriate.
- viii. *enhancing both employability and lifelong learning:* The University has the dual responsibility of enhancing the employability of its graduates and developing their effectiveness as lifelong learners.
- ix. *continuous improvement of learning and teaching:* The University will ensure that learning and teaching are continuously improved using the quality cycle Plan-Review-Improve-Monitor- Evaluate. This includes regular review of all programmes involving consideration of feedback from all key stakeholders, both internal and external.

9.0 IMPLEMENTATION FRAMEWORK

The Deputy Vice -Chancellor (Academic Affairs) shall oversee the implementation of this Policy. The implementation of this Policy shall be the responsibility of the Department of the Academic Registrar, Deans, Heads of Departments, and academic staff. Guided by this Policy, every Campus, School and Department will be expected to develop their own teaching and learning strategies.

9.1 Roles and Responsibilities

- i. The Chair of department shall ensure that quality and effective teaching occurs and conforms to the University Teaching Policy and Examinations Policy.
- ii. The Chair of department shall ensure that every part-time lecturer appointed teaches in person and not by proxy.
- iii. The Chair of department shall carry out induction of newly appointed part-time lecturers at least two weeks before commencement of the semester/term, to familiarize them with the Maseno University procedures regarding teaching and examinations, and the rules and regulations governing examinations.
- iv. The Directorate of Quality Assurance shall conduct lecturer and course evaluation for all courses taught at the end of each semester/term.

9.2 Quality teaching and Learning

Effective teaching and learning is achieved through the following strategies by:

- i. focusing on learning outcomes for students and making intended outcomes clear to learners
- ii. having clear communication with particular sensitivity to address language barriers for students with special needs
- iii. encourages awareness of ethical dimensions of issues and problems
- iv. use of examples, details, analogies, metaphors, and variety in modes of explanation to make learning not only understandable but memorable
- v. engaging students as active participants in the learning process, encouraging questions and criticism of accepted views and theories
- vi. attempting to excite students about innovative developments in their discipline areas
- vii. promoting the development of group discussions of teaching and learning among students and lecturers
- viii. making use of a wide range of teaching methodologies including the use of various information and communication technologies

- ix. providing appropriate tasks to develop analytical and critical thinking skills
- x For students with special needs the university will endeavor to facilitate them in their academic pursuits through the provision of these facilities: where there are fixed seats in lecture theatres, a few loose seats Or benches of appropriate size shall be provided for use in positions accessible to person on wheelchairs, audio equipment shall be installed for use by persons with visual impairment, tactile indications for persons with visual impairment shall be placed at the entrances of lecture theatres, use of course materials in all units offered in the university, sign language interpreters, Hearing aids, alternative learning mode, adaptive ICT with visual prompts and Laptops (for quiet, convenient note-taking in lectures)

9.3 The teaching-research nexus

A fundamental principle of high quality learning and teaching is the teaching-research nexus. The phrase 'teaching-research nexus' is used to refer to the relationships between research and teaching, most particularly the role of research and research skills in relation to student experience in higher education.

MSU has a commitment to introduce undergraduate students to research insights, methods and values as one of the distinguishing features of the 'MSU student experience'. There are many ways in which the MSU research activity and research culture permeate teaching and learning.

According to particular contexts, academic staff builds the teaching research nexus through approaches that include:

- i. drawing on personal research in designing and teaching units
- ii. placing the latest research in the field within its historical context in classroom teaching
- iii. designing learning activities around contemporary research issues
- iv. teaching research methods, techniques and skills explicitly within units
- v. building small-scale research activities into undergraduate assignments
- vi. involving students in faculty research projects
- vii. encouraging students to feel part of the research culture of faculties
- viii. infusing teaching with the values of researchers
- ix. conducting and drawing on research into student learning to make evidence-based decisions about teaching.

10.0 STRATEGIC FOCUS/INTERVENTIONS

Teaching and Learning are core activities of the University and its strategies are aimed at achieving internationally recognised academic standards of quality, delivering benefits and opportunities to students, graduates and the region. The following strategies shall be used to actualize the objectives of teaching and learning:

MSU is committed to all stakeholders to consistently deliver quality teaching to optimize student engagement and learning. The University shall attract quality staff and provide learning environment that are supportive and sensitive to diversity and gender equity.

The University shall establish teaching load for all lecturers including those with administrative positions to guide effective teaching.

The University shall engage part time lecturer as need arises to meet the demand of teaching and provide the guidelines for hiring part-time lecturers.

The appointment letters for part time teaching shall bear the guidelines for accountability and remuneration for part-time teaching.

Teaching and learning shall be monitored by students through evaluation of lecturers and also by quality assurance office. The mechanism for monitoring and evaluation of teaching and learning are clearly specified in the internal quality assurance policy

11.0 ACADEMIC ACTIVITIES

The following academic activities are traditionally categorized under the headings of teaching, and research. However, within these categories there is a wide range of activities which academic staff may undertake, depending on the nature of their academic appointment.

11.1 Quality Teaching and Learning

Quality teaching is teaching that leads to effective learning, which in turn means acquisition of the knowledge, skills and values. Numerous factors contribute to teaching quality including the quality and availability of staff, class size, teaching

load, and availability of necessary facilities that include lecture halls, teaching materials, laboratories and equipment. The Policy shall ensure that:

- i. All faculty have core competencies in the courses they are assigned.
- ii. Teaching load is rationalized and equitably distributed.

11.2 Research

Research activities may include the following activities:

- Individual or team research in a field of institutional priority
- Competency in the areas of research interest
- Preparation of competitive proposals for funding
- Writing and submission of monographs, journal articles etc.
- Supervision by research staff
- Attendance and presentations at conferences and seminars
- Commercialization of research output

12.0 TEACHING WORKLOAD

12.1 Full time staff

- i. The regular teaching load for staff shall be determined by Senate from time to time
- ii. Teaching load for faculty shall include courses taught at any of the University's campuses.
- iii. Where a department's lecturer cannot meet their teaching load the staff shall teach in other departments where there may be a shortfall of lecturers to meet their teaching load.
- iv. Faculty who have met regular teaching load within the department may teach extra units/courses as an internal part-timer in the same department or other departments in the University.
- v. The maximum teaching load for external part-time lecturer shall be 6 units per year normally distributed per semester.
- vi. Any extra teaching involved shall be compensated at the prevailing rate for part-time teaching.

12.2 Part-time Lecturers

12.2.1 Recruitment

Recruitment of part-time lecturers should be viewed as a stop gap measure, where the department does not have adequate academic

staff to teach the courses being offered. Recruitment of external part-timers shall only be done after, (1) all faculty within the department have met their teaching loads, and (2) if there is still a shortfall, efforts have been exhausted in engaging faculty from other departments to cross-teach in order to meet their regular teaching load.

12.2.2 Eligibility for Appointment

All appointments of part-time lecturers shall be considered based on departmental needs and the individual lecturer's qualifications.

The part-time lecturer shall meet the following requirements for the respective level of teaching:

- i. PhD degree or equivalent for Postgraduate teaching,
- ii. Master's degree or above for Undergraduate teaching,
- iii. Bachelor's degree or above for Diploma teaching,
- iv. Diploma or above for Certificate teaching.
- v. Preferably employed elsewhere to do a similar or same job

12.2.3 Procedure for Appointment

Recruitment and appointment of part-time lecturers shall follow the procedure outlined below:

- i. At least two months before the semester/term begins, the department shall draw up a tentative teaching timetable and identify any shortfalls in the required teaching staff, and submit to the DVC, ASA.
- ii. The DVC, ASA shall normally place an advertisement for the required part-time lecturers on the University website.
- iii. The Chair of Department shall convene a Departmental Board meeting to review and recommend qualified candidates for appointment.
- iv. At least one month before the start of the term, the Chair of department shall submit to the DVC, ASA through the respective Dean, and a request for appointment of the proposed part-time lecturers. The letter shall be accompanied by CVs of the applicants and Minutes of the departmental meeting clearly indicating all the candidates who were considered, their qualifications and why they are recommended or not recommended for appointment. In addition, the course allocation schedule for all full-time faculty and the proposed part-time lecturers shall be attached.

- v. The Deans' Committee shall consider and approve the appointment of the part-time lecturers on behalf of Senate.
- vi. A letter from the Registrar Academic Affairs to the Registrar Administration, with the accompanying Deans Committee minutes, shall form the basis issuance of appointment letters.
- vii. Letters of appointment shall be issued to part-time lecturers at least two weeks before commencement of semester/term.
- viii. In case a part-time lecturer declines the appointment, the Chair of department shall identify a suitably qualified person and submit a request for replacement to the DVC, ASA together with the CV and Minutes of the departmental meeting for consideration by the Dean's Committee.
- ix. All part-time lecturers shall be paid the prevailing rates for teaching and examination.

13.0 MONITORING, EVALUATION AND REPORTING

Responsibility for this policy lies with the Deputy Vice-Chancellor, Academic and Student Affairs who presents an annual teaching report to Senate on the state of teaching and learning at the University.

The implementation of the policy occurs via the Academic Calendar, where the relevant management and monitoring structures, as well as the strategic focus areas and operational priorities in the field of teaching and learning, are set out.

The existing Quality Assurance office provide for the evaluation of all teaching and learning at the university on a semester basis and any remedial steps taken. These evaluations are important as feedback to students, teachers, departments, university administrators, governmental policymakers, and researchers. The Evaluation report is then tabled in Deans Committee and Senate.

14.0 REVIEW

The policy shall be reviewed after every three years

15.0 RELATED LEGISLATION AND POLICIES

- i. Universities Standards and Guidelines 2014
- ii. Teaching and Learning Policy 2017
- iii. Human Resource Policy and Procedure Manual 2017
- iv. Examination Policy, 2018
- v. Student Admission Policy 2017
- vi. Curriculum Development and Review Policy, 2018
- vii. Research Policy 2017
- viii. Academic Integrity Policy. 2018

- ix. MSU Strategic Plan 2017-2022
- x. Intellectual Property Policy 2017