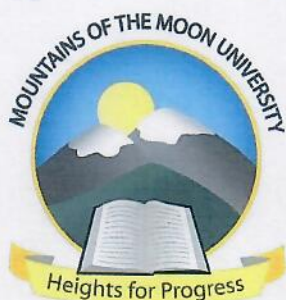
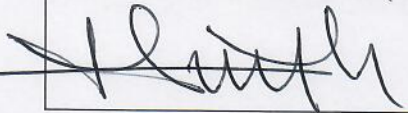


	MOUNTAINS OF THE MOON UNIVERSITY	Minute 191/12 th /MMU UC/Mar.25
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MOUNTAINS OF THE MOON UNIVERSITY

TEACHING AND LEARNING POLICY

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APPROVAL

Approved by the Mountains of the Moon University Governing Council on the 27 day of
March 2025 under minute number 191/12th/MMU VC/MAR/25

Signature Ben Manyindo

Name ENG. DR. BEN MANYINDO
CHAIRPERSON, UNIVERSITY COUNCIL

Date 27-03-2025

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1. Preamble

This policy promotes best practice and establishes consistency in Teaching and Learning processes across the whole University. It aims to ensure that all graduate and undergraduate students are provided with high quality learning experiences that lead to a consistently high level of student achievement and attitude that lie at the centre of the University's Vision and Mission.

The University strives to contribute to society at large, through advancing knowledge in service of society. At the University excellence is the underlying value in all undergraduate and postgraduate teaching and learning programmes at the University. Excellent learning means "deep learning," that depends on a student's mastery of disciplinary knowledge and know-how, their eagerness to identify as intellectually committed and curious individuals, and their creative application of concepts and skills to real-world problems, products, and productions. This requires the University to have qualified admitted students and competent academic staff that can deliver relevant academic programmes of high quality that are based on innovative pedagogical processes and the application of modern and appropriate technologies.

The Teaching and Learning Policy therefore commits the University to the implementation of its strategic priority of providing relevant and high-quality teaching and learning at the undergraduate graduate and graduate levels, based on the University's strategy of learner-centred pedagogy.

2. Policy Principles of Teaching and Learning

The principles outlined below inform the University's commitment to fostering excellence in teaching and learning and apply equally to all teaching and learning activities. These principles of the Policy apply to all programmes, undergraduate and (post) graduate in all faculties are:

- (a) Teaching and learning (are) is not limited to the transmission and acquisition of knowledge but involves the practices of knowledge and how knowledge is produced and used (research led teaching);
- (b) Teaching and learning should emphasize integrated and experiential and work-ready programs;
- (c) Teaching and learning shall emphasize work-based experiences to produce graduates with professional, personal and employability skills that are a prerequisite to succeed in and contribute to the global knowledge economy.

- (d) Teaching and learning should be student centred and facilitate access to knowledge and ways of knowing by building on the student's prior knowledge and learning experiences;
- (e) Teaching and learning should be "fit for purpose", that is, it should take into account the context in which it takes place;
- (f) Teaching and learning should be responsive to the needs of students from diverse backgrounds, society and the discipline, including the requirements of the different qualification and knowledge;
- (g) Teaching and learning should be based on an alignment between programme purpose, learning outcomes, assessment criteria, learning materials and pedagogical approaches;
- (h) Teaching and learning are underpinned by reflexive practice and research, which contributes to the professionalisation of academics as lecturers;
- (i) Teaching and learning (are) is enabled by appropriate resources provided by the university and faculties, including physical and virtual learning environments, technologies and infrastructure;
- (j) Teaching and learning comprise a continuum of modes of delivery from full face-to-face to fully, online; weekdays and weekend.
- (k) Teaching and learning involve the appropriate use of technology to enhance the student learning experience.
- (l) Teaching and learning should include acquisition of soft skills;

3. Goal of the Teaching and Learning Policy

The goal of the Teaching and Learning is to make students acquire new knowledge, skills and attitude required for their success in their later life. This Policy is designed to fulfil the University's functions of providing an enabling teaching and learning environment by:

- (a) designing, developing and implementing relevant programmes;
- (b) identifying, recruiting, deploying, developing and retaining competent staff, capable of contributing to the teaching and learning;
- (c) delivering, conducting examinations and assessments leading to the award of degrees, diplomas, certificates and other honours as may be determined by law; and
- (d) stimulating intellectual, social and cultural development of students and staff.

4. Graduate Attributes

The “graduate attributes” describe the qualities, knowledge and capabilities that students are encouraged to attain through out their studies throughout their studies at the University. While “graduate attributes” are fostered in the context of the curriculum, they are also developed within the total university experience as they encourage students to reflect on the broader purpose of their university education.

The following graduate attributes are to be achieved by all students:

- (a) Knowledge of the discipline including a global perspective.
- (b) *Digital knowledge and skills*—Graduates have the ability to navigate online websites and applications, use search engines effectively, apply basic computer programming concepts, and understand copyright laws are all examples of digital literacy.
- (c) *Critical and creative thinking skills*--Graduates will apply logical, critical and creative thinking to solve a range of problems.
- (d) *Writing and Communication skills*-- Graduates will convey ideas and information effectively to a range of audiences.
- (e) *Entrepreneurship and employability skills*—Graduate will be valued by the employer at the work place and exhibits efficient and effective performance at the workplace.
- (f) *Organisational and teamwork skills*
- (g) *Research skills, publication and information literacy*
- (h) *Ethical conduct and social responsibility skills*-- Graduates will be able to recognise, reflect on and respond appropriately to social, cultural and ethical issues.
- (i) *Self-directed and lifelong learning skills*-- Graduates will be prepared for lifelong learning in pursuit of personal and professional development.
- (j) *Independence and collaboration skills*-- Graduates will work independently and collaboratively to achieve individual and common goals.

All academic programmes shall be required to demonstrate how these graduate attributes will be integrated into curriculum design and assessment.

5. Implementation of the Teaching and Learning Policy

5.1. Policy Areas

The Teaching and Learning will focus on four key policy actions namely:

5.1.1. Curriculum development and review

The University aims to support the development and review of educational content to:

- i) Be in harmony with the National Development needs of the Country as provided for in the National Development Plan (NDP) and the mission and vision of the University;
- ii) Clearly highlight the set of skills, knowledge, attributes and attitudes that learners will be expected to acquire in order to function effectively as problem solvers in the modern society; and
- iii) Provide adequate and detailed course contents that Learners shall be expected to learn.

5.1.2. Teaching

The University offers the following as a guide to the processes and qualities that contribute to support teaching excellence:

- i) Use of pedagogical methods that help students to develop as independent and critical thinkers;
- ii) Use teaching approaches that stimulate creativity and innovation in students;
- iii) Effective use of technology to enhance learning;
- iv) Empathy, respect and support of students and the diversity that they bring in the lecture room environment;
- v) Confidence, enthusiasm and passion in the delivery of his/her subject area;
- vi) A reflective approach to teaching/learning;
- vii) Innovation in planning and design;
- viii) Use of contemporary theory and practices relevant to the discipline area;
- ix) Use of creative formative assessment (assessment during the course of the semester, that may or may not contribute to a student's overall mark for a module) in order to gauge the level of learning and adjustment of teaching on the basis of student feedback and results;
- x) Practice of offering students feedback on assessment outcomes that enhances learning and highlights areas for improvement;
- xi) Evaluation of practice that improves and enhances the learning experience;
- xii) Research activities that enhance the teaching and learning experiences of students and colleagues;
- xiii) Understanding the students and their needs;
- xiv) Evaluate the quality of teaching performance through a process involving learner evaluation, peer-evaluation, self-evaluation and evaluation by the Head of Department; and
- xv) Encourage and support research-led teaching that incorporates up-to-date research perspectives, processes and findings into the curriculum.
- xvi) Promote debate on current issues including climate change, environmental conservation and sustainable development, HIV Aids, issues of hunger etc.

5.1.3. Learning

The University aims to support students to:

- i) Become active learners, meeting their academic aims and developing their skills for life, work and citizenship;
- ii) Become independent learners and acquire the skills for lifelong learning, including information literacy;
- iii) Be challenging and enquiring in their learning through exposure to flexible, technology-enhanced, innovative Teaching and Learning strategies that create a highly engaging and relevant learning experience;
- iv) Meet their needs and aspirations in transition from secondary school through appropriate support initiatives, including for those with special needs;
- v) Improve their effective written and oral communication skills;
- vi) Learn how to apply knowledge to the solution of real-world problems;
- vii) Acquire international skills, cross-cultural perspectives, respect for different values and other skills useful in a diverse global environment;
- viii) Use information and communication technologies that allow flexible access to learning resources, lecturers and other students, and to actively participate in evaluating and improving the University;
- ix) Develop entrepreneurship and employability skills;
- x) Participate in living and learning communities that encourage and support reflective learning and the development of life-skills;
- xi) Benefit from a learner-centred approach and engage in reflective and critical thinking supported by on-going scholarship and learning;
- xii) Develop strong ethical values; and
- xiii) Have an active sense of citizenship and social responsibility and a commitment to the economic, social and cultural development of the diverse communities of Uganda and the Region.
- xiv) Promote debate on current issues including climate change, environmental conservation and sustainable development etc.

5.1.4. Assessment

The University ensures that learning assessment of all undergraduate and (post) graduate coursework subjects:

- i) facilitate student capacity to meet learning outcomes (formative);
- ii) develop student ability to become confident self-evaluators (sustainable assessment literacy); and
- iii) provide evidence of achievement of learning outcomes (summative).

5.1.5. Teaching and Learning Environment

The University aims to:

- i) Provide information resources that are accessible to students and staff in the library to support the teaching and learning;
- ii) Provide adequate lecture space to study and research with suitable public and safety conditions for staff and students, including persons with disabilities;
- iii) Operate in physical facilities that are safe for the staff and students;
- iv) Provide adequate laboratory facilities in close proximity to lecture room or other teaching facilities; and
- v) Provide adequate Utility Services to support the teaching and learning.
- vi) Create an appropriate outreach environment to support real life learning experiences.

5.1.6. Continuous Professional development

In carrying out their teaching role staff are required to:

- i) Have qualifications in a relevant discipline at least one level higher than is awarded for the program of study, or evidenced equivalent relevant experience or expertise.
- ii) Have a sound understanding of current and emerging concepts and/or professional practice in the discipline they teach, informed by continuing scholarship, research findings or advances in practice.
- iii) Teach and assess the curriculum (programs and courses) as approved by academic senate.
- iv) Engage with the university's e-learning management systems in ways that support student achievement and optimize their capability for success.
- v) Demonstrate academic integrity in the design and delivery of their teaching to promote academic integrity.
- vi) Report instances of student misconduct in line with the student code of conduct.
- vii) Embed current pedagogical and/or adult learning principles in ways that support students' learning and achievement in a higher education environment.
- viii) Monitor students' subject matter understanding throughout their learning and adapt teaching methods and/or materials accordingly.
- ix) Provide students with information about access to academic support or other types of support such as mental health and/or counselling support throughout their studies.
- x) Provide students with comprehensive and helpful assessment feedback.
- xi) Clearly communicate their availability to provide academic advice.
- xii) Engage in the evaluation of their teaching and communicate how they action students' feedback.
- xiii) Include critical evaluation, including student feedback on teaching, as a basis for assessing their effective practice.
- xiv) Engage critically and as appropriate with new digital and other technologies to achieve learning objectives and outcomes.
- xv) Seek peer review of their teaching for quality assurance and enhancement

5.1.7. Academic Leading in Teaching and Learning

The academic staff are required to provide academic leadership in faculties as requirement for their professional growth and promotion.

The University aims to support the faculty(s) academic leadership to:

- i) Strengthen the monitoring, support supervision and inspection functions in the teaching and learning in the different academic departments.
- ii) Lead in designing, updating, and delivering undergraduate, graduate or professional degree programs and sequences of study
- iii) Implement multiple, effective teaching approaches and styles appropriate to student learning needs and outcomes.
- iv) Provide advice on academic and career choices for staff and students.
- v) Propose policies/procedures for the recruitment, socialization, development, and performance assessment of faculty and staff
- vi) Acquire and manage the physical, technological, and financial resources to support teaching and learning functions on a sustained basis.

5.2. Policy alignment with other existing policies

The Academic Registrar Department shall be responsible for monitoring the alignment of this Policy with other University policies and strategies. Actions and strategies that are implemented in accordance with this Policy should not conflict with or contradict the goals of other University policies or strategies. Where a conflict or contradiction occurs with another University policy or strategy, the Academic Registrar Department shall be responsible for initiating measures to resolve the conflict and to ensure alignment between this Policy and the policy or strategy concerned.

5.3. Policy Implementation

The Office of the Deputy Vice-Chancellor (Academic Affairs) shall oversee the implementation of this Policy. The operationalisation of this Policy shall be the responsibility of the Academic Registrar Department, Directors, Deans, Heads of Departments and academic staff. As guided by this Policy, every Faculty and Department shall develop their own Teaching and Learning strategies. Support departments and units shall ensure appropriate and timely implementation of actions to support academic staff in realising their Teaching and Learning goals. Adequate and appropriate resources, such as classrooms, staff offices, Library facilities, IT facilities, laboratories and teaching equipment shall be in place to achieve the desired Policy goals. The provision of adequate resources for the realisation of the goals of this Policy will be achieved through the University's budget process and resource allocation model.