

Co-funded by the  
Erasmus+ Programme  
of the European Union



## Advancing Higher Education in Maldives Through E-learning Development

---



### MNU eLearning Roadmap – Annex 1 (Policy Analysis)

[Work Package 3, Project Deliverable 3.1.]

---

---

## CONTENTS

---

1.		2
2.		3
	E-LEARNING POLICY IMPACTS: Strategic Goals of the University in the view of e-Learning Policy	3
	E-LEARNING POLICY OUTCOMES - Strategic Objectives of the University related to the e-Learning	4
	E-LEARNING POLICY OUTPUTS	6
3.		10
4.		11
5.		12
6.		15
	Questionnaire 1: OUTCOMES OF THE E-LEARNING POLICY	18
	Questionnaire 2: OUTPUTS OF THE E-LEARNING POLICY	19
	Questionnaire 3: EXISTING POLICY ACTIVITIES FOR E-LEARNING	22
	Questionnaire 4: EXISTING POLICY MEASURES FOR E-LEARNING	27
7.		26

---

## 1. Introduction to the e-Learning Policy Analysis

---

This document is assembled within the framework of the project "AMED - Advancing higher education in Maldives through e-Learning Development"<sup>[1]</sup>, approved by Erasmus+ programme - KA2 Cooperation for innovation and the exchange of good practice, Capacity Building in the field of Higher Education, started with its activities in January 2019, with the partners - University of Zagreb - Faculty of Organization and Informatics, Maldives National University (MNU), The Open University of Catalonia and Croatian Academic and Research Network (CARNET).

The MNU e-Learning Policy Analysis (eLPA) is essential part of the Work Package 3 of the AMED Project and it is going to be the step towards the result - the MNU e-Learning Roadmap (eLR). The eLPA is also based on Work Package 1 findings, especially AMED Needs Analysis<sup>[2]</sup>, as well as current MNU practices and global trends in e-Learning.

The eLPA is analysing and proposing the needed changes including refining or re-prioritizing policy and organisation-level instruments and objectives, tracking result chains of different policies and organisation practice to e-learning development impacts.

For this goal CARNET, as Coordinator of Work Package 3, proposed a framework and tools for blueprinting, stakeholders' consultation and eLR development and subcontracted an external expert specifically for overall

---

<sup>1</sup> Project AMED, <https://amed-project.eu/en/about-project>

<sup>2</sup> AMED Needs Analysis (D1.1.) - explained in eLearning Roadmap



policy level assessment and recommendation (including needed actions to address e-learning as an innovation).

CARNET subcontracted Spinor Consulting d.o.o. Zagreb, with Hrvoje Meštrić (Research and Innovation Policy Expert) and Martina Tolić (Research and Higher Education Policy Expert), to provide services in policy assessment. CARNET Team was led by Dragana Kupres and Zoran Birimiša, while MNU Team was coordinated by Shimna Shakeeb and Aminath Zifna.

The e-Learning Policy Analysis is a part of the 2-step process of developing e-Learning Roadmap – policy analysis and roadmap development. The process of analysis and roadmap development was based on the methodology called ‘theory of change’<sup>[3]</sup> which models how policy activities produce a series of results that contribute to achieving the final intended strategic impacts to the advancement of the MNU, according to the University’s Strategic Plan 2013 – 2017<sup>[4]</sup>. The whole methodology is described in the document e-Learning Roadmap.

## 2. E-Learning Policy Analysis of the MNU

### E-LEARNING POLICY IMPACTS: Strategic Goals of the University in the view of e-Learning Policy

Several Strategic Goals are identified on the basis of the existing MNU policy document, through the policy analysis process during the Workshop in Barcelona, based on the inputs from the stakeholders and using the Impact-Outcome-Output Impact methodology. Out of the existing Strategic Goals as defined in the MNU Strategic Plan 2013 – 2017, some of them are singled out as relevant to the enhancing e-Learning at MNU and used as the desired impacts of the entire e-learning policy.

These proposed e-Learning Strategic Goals of the MNU to which the e-learning policy should lead to in long term are the following:

1 Academic Excellence
2 Outstanding Research and Innovation
4 Quality People
8 Conducive Working Environment
9 Student Empowerment and Success

The policy analysis process is going to identify all possible policy Measures and Activities that are going to be aligned with those selected strategic goals of the MNU.

<sup>3</sup> The Center for Theory of Change, Inc. What is Theory of Change, <https://www.theoryofchange.org/what-is-theory-of-change/>

<sup>4</sup> Maldives National University, Priorities for Excellence: Strategic Plan 2013 – 2017 <https://mnu.edu.mv/wp-content/uploads/2016/10/SP-2013-2017.pdf>



The finally proposed measures should contribute directly to the strategic Objectives and Goals as shown in Figure 1 and as developed in the following Section (ii).

The measures and activities planned in the e-Learning Roadmap may jointly contribute to one goal, and – vice versa – one measure may bring to realisation of more than one strategic goal, depending on the specific activities implemented.

## E-LEARNING POLICY OUTCOMES - Strategic Objectives of the University related to the e-Learning

In the process of mapping of the e-Learning Policy outcomes, selected Strategic Objectives of the MNU were assessed for their relative importance for the desired impacts (Strategic Goals). The Questionnaire 1 (see ANNEXES) served as a tool for assessing the relative importance for the possible Policy Outcomes of the e-learning development at MNU. The questionnaire was answered by the employees of the MNU (deans, lecturers and administration) and they evaluated by the numerical mark every Strategic Objective of the MNU (which are de facto Policy Outcomes of the e-Learning development processes) for its relevance for the successful implementation at the MNU, as well as their particular contribution to the Strategic Goals of the University.

The interviewees have been asked to assess by the numerical marks every selected policy outcome for its importance to the Strategic Goals (*I. POLICY OUTCOMES*) in view of e-learning development at MNU. Numerical marks' meaning was following: 4 – *Very important, without these outcomes any development of the e-learning at MNU is not possible*; 3 – *Important, because for the development of e-learning it is necessary outcome, however not of the immediate priority*; 2 – *Less important, the outcome is worth only in general, but not necessary for e-learning at MNU*; 1 – *Of no practical importance, the outcome is no relevant for the e-learning at MNU*.

The result of the Questionnaire is shown in Figure 3, where the average numerical mark is shown on the basis of the answers of the 34 interviewees in total.

In general, the average score of importance for the 19 proposed possible policy outcomes is 3.71 ( $\pm$  0.09), which is of the relatively high rank. The high average mark means that none of the outcomes are marked as “less important” or “not important”.

Top three “most important” policy outcomes, according to results of the questionnaire, which are scored over 3.80, are connected to ICT infrastructure at the MNU and the quality of student support service:

8.1. Ensure that infrastructural and technological support is provided to cater to high quality teaching with particular attention to subject requirements and student needs.

9.3. Widen online services for students and ensure appropriate ICT infrastructure and support for students

9.5. Provide quality student support and a contemporary and attractive learning environment that enhances students' educational experiences.



Three policy outcomes scored as “important” are encompassing physical infrastructure (not connected to ICT) and employability of graduates (scored under 3.60):

8.3. Ensure the provision of an appropriate physical environment suited to the teaching and learning needs of the university.

8.6. Invest in infrastructure consistent with the planned growth of the student numbers and university activities in Male and in all atolls.

9.2. Increase graduate employability rates

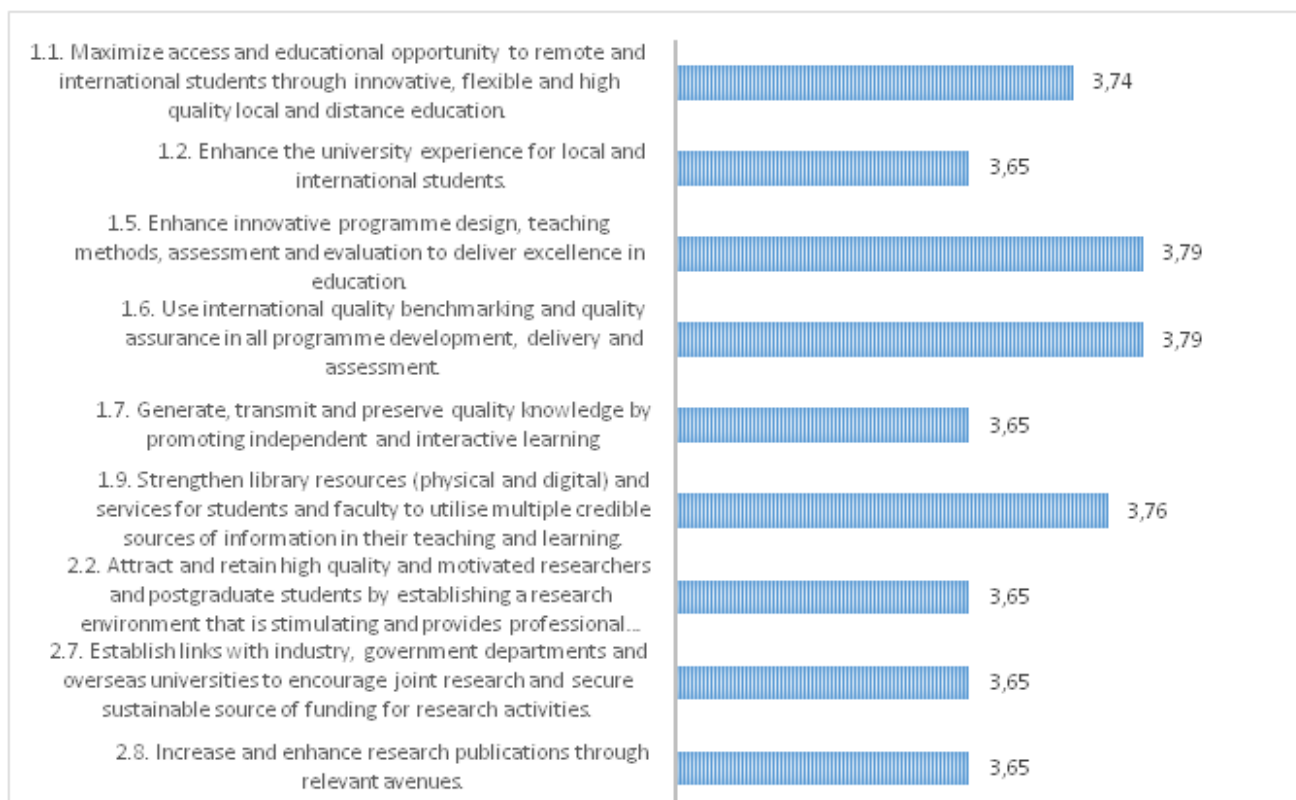


Figure 3. Results of the Questionnaire No. 1 – Policy Outcomes (Strategic Objectives) - part 1



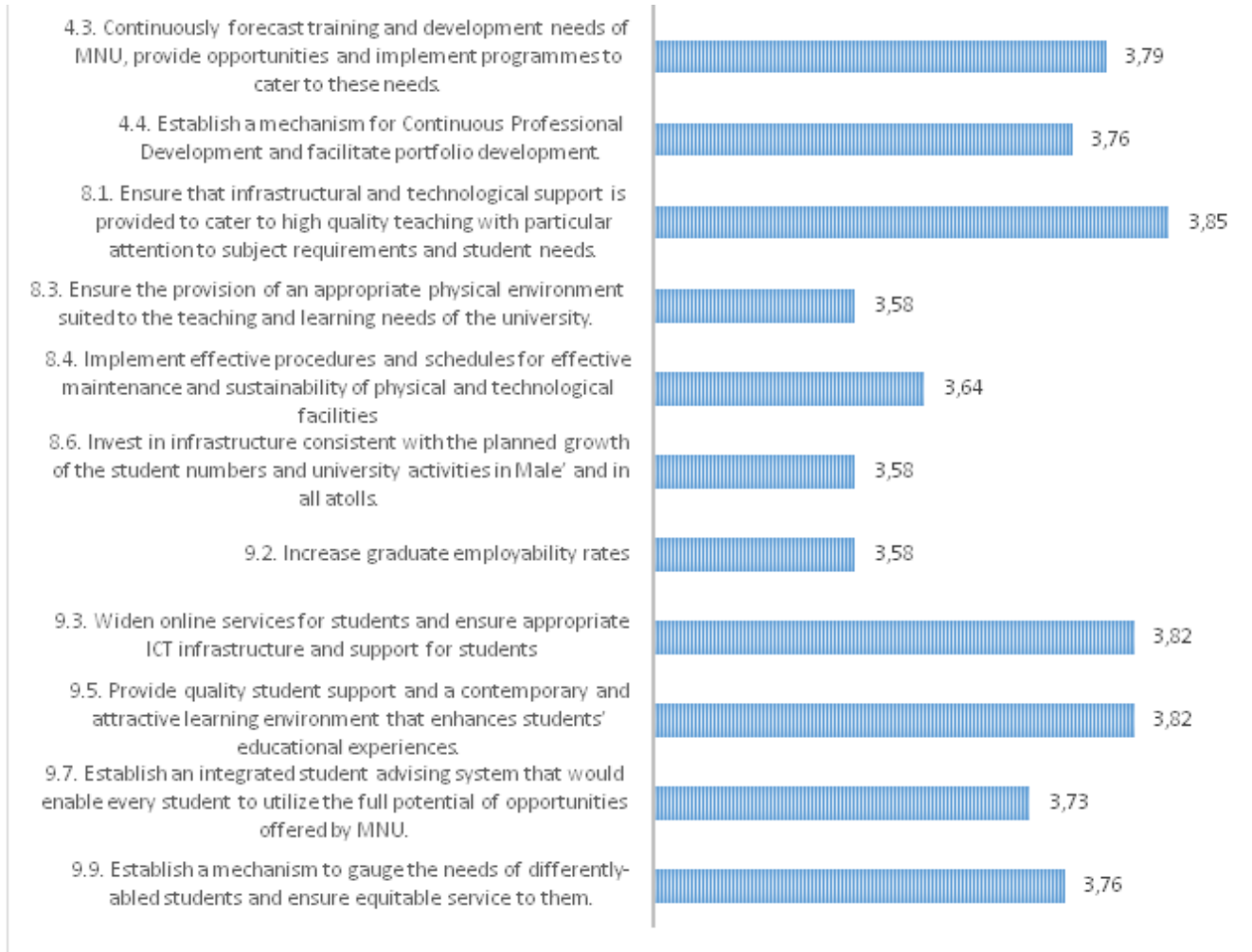


Figure 3. Results of the Questionnaire No. 1 – Policy Outcomes (Strategic Objectives) - Part 2

## E-LEARNING POLICY OUTPUTS

The proposed measurable Policy Outputs of the e-Learning policy have been evaluated by Questionnaire 2 (see ANNEXES). This Questionnaire was used to evaluate the practical achievability of the possible measurable Policy Outputs of the e-learning development at MNU.

All identified Policy Outputs in the Questionnaire are evaluated by the numerical marks for how relevant and achievable they are in order to be successfully implemented and relevant as the e-learning results to achieve the Strategic Objectives (ii. E-LEARNING POLICY OUTCOMES) of the University. Numerical marks have the following meanings: 4 – Very relevant, without this output any development of the e-learning at MNU is not possible; 3 – Relevant, necessary output for the development of the e-learning, but not of the immediate priority; 2 – Less relevant, the output is achievable in the longer period for but not necessary for e-learning at MNU; 1 – Not relevant, the output is not achievable and not relevant for the e-learning development at MNU.

The result of the Questionnaire is presented in Figure 4, where the average numerical mark is shown on the basis of the answers of the 34 interviewees in total.

Numerical marks for all 31 proposed outputs are *relevant* (3) or *very relevant* (4), on average it is 3.46 ( $\pm 0.14$ ).

Three possible policy Outputs are evaluated as of the highest priority (marked over 3.65) and they are connected to the support of the teaching staff– including resources, guidelines and network infrastructure.

**Output 1.7.1.** Facilitate teaching staff in using a variety of quality resources in their teaching and learning.

**Output 1.7.2.** E-learning guidelines are developed - specific didactic and technical support for teachers for e-learning is set up and operational.

**Output 8.1.1.** Stable network connection for work, studying, video or web conference lectures secured.

On the other side, three proposed Outputs which are considered not so relevant for e-learning are connected to cooperation with other universities, companies and using the state-of-the-art ICT.

**Output 2.7.1.** Promotion of international cooperation in teaching with e-learning with the aim of strategic alliances

**Output 2.7.2.** Establish private-public partnership with companies who support e-learning technology

**Output 9.2.1.** Students have improved all the key qualifications for e-learning using the state-of-the-art ICT.





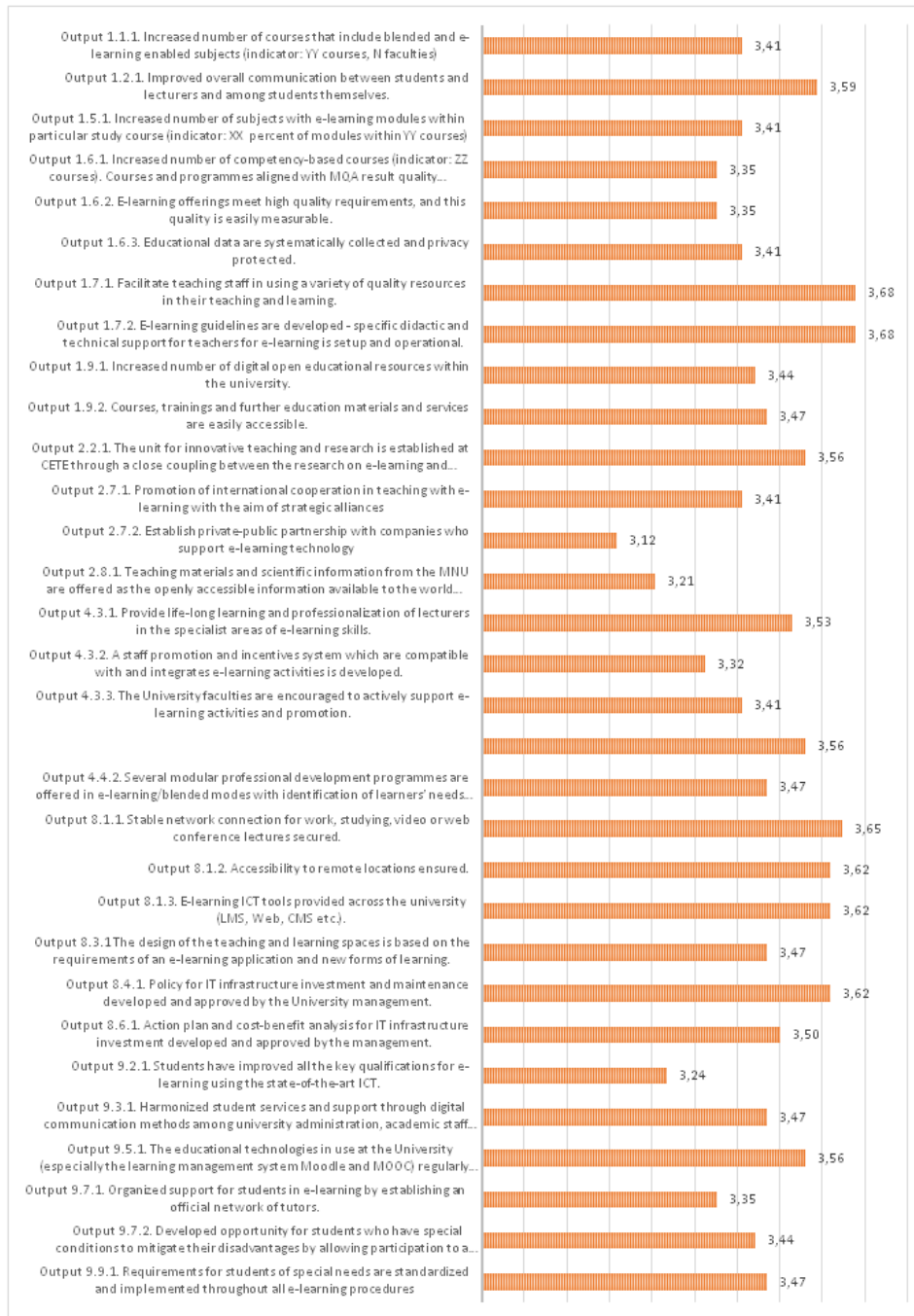


Figure 4. Results of the Questionnaire No 2 – OUTPUTS OF THE E-LEARNING POLICY





---

### 3. E-Learning Policy Analysis – Existing Activities and Policies

---

The evaluation of the existing policy activities of the MNU was carried out with the help of Questionnaire 3 (see Annexes) which was used to evaluate the practical and existing measures of the current policy as it is now implemented with regard to the development of e-learning at the MNU.

Through this Policy Analysis the activities are compared to the determined Policy Outputs and its prospective contribution to the corresponding Policy Outcomes (Strategic Objectives).

The interviewees have answered by *Yes, No or Not applicable* to the questions asking for the existing e-learning policies at the MNU (1 – Measure exists at the MNU and already contributes development of the e-learning at MNU, 0 – Not existing or not relevant, in general the measure is not present at the MNU, X – Not applicable or not relevant, because it cannot be said if the policy measure is existing at MNU, or the question cannot be answered.)

Assessment of the policy activities connected to e-learning are shown in the following figures, on the basis of 34 Interviews.

The policy activities are grouped according to the policy areas, in the so-called policy measures, and – according to the results of the questionnaires, their average marks in terms of current presence at the MNU is assessed. Majority of the measures have average marks less than 0.5, so it means that in general – the measures are not implemented at MNU so far.

However, there are some single activities which are scored higher than 0.5 and that means that they are to some extent implemented at the MNU. There is a list of them with the comments derived from the questionnaire.

- Do lecturers have an obligation to prepare and share with students any form of digital resources in their teaching process (ppt, pdf, online quizzes, video lectures, etc.)? (Score: 0.91)
  - Obligation was introduced due to COVID-19 pandemic.
- Are you aware that some lecturers develop and implement any e-learning modules and for some subject-specific parts of any study courses at your faculty? (Score 0.76)
  - There are generally some e-learning modules developed at the majority of the faculties.
- Is there a repository of e-learning resources in the library at MNU? (Score 0.56)
  - Very few materials are available in the form of e-books. This activity exists, but it is at a very early stage, and needs to be strengthened further.
- Is there a possibility of approving and recognizing e-learning modules as part of study courses according to the existing regulations of the MNU and/or Maldives Qualification Authority? (Score 0.61)
  - For blended mode courses e-learning module is compulsory in MNU. However, it is needed to ensure compliance to this regulation.



- Is there a possibility of organizing specialized trainings on e-learning for teachers, technical experts, support staff, IT support, etc...? (Score 0.91)
  - CETE and TDU have been very supportive; however, the trainings need to develop further.
- Are there any existing research/projects/publications connected to the area of e-learning (e.g. pedagogical, psychological, information technology...)? (Score: 0.55)
  - There is some research activity; however, it needs to be developed further.
- Is there a systematic approach to competency-based courses according to the Maldives National Qualification Framework<sup>5</sup>? (Score: 0.52)
  - There is the Maldives National Qualifications Framework (MNQF) regulation in place.
- Is the majority of information and services for students available through integrated MNU portal as e-service? (Score 0.53)
  - Only few services are available for students through a student help desk, however not for the majority of information and services.

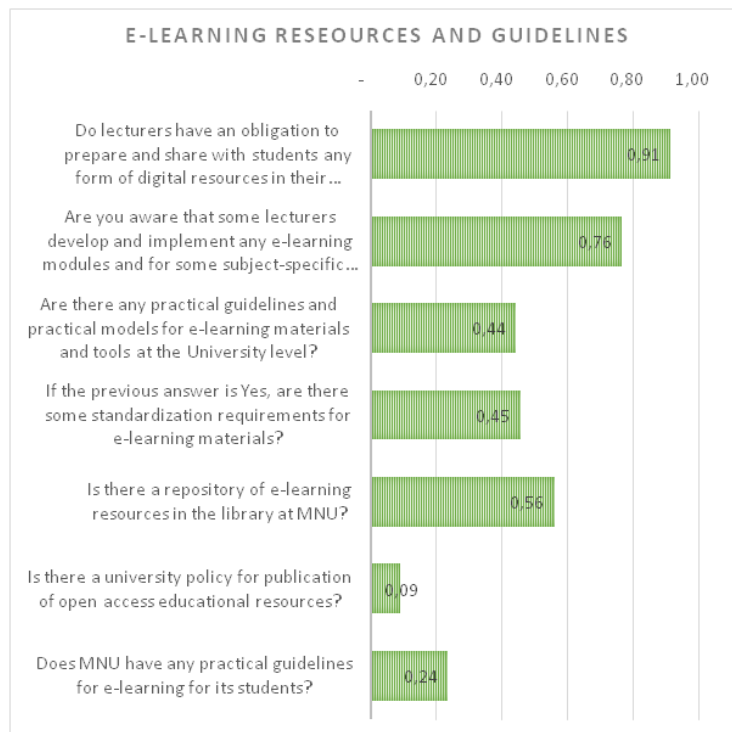


Figure 5. E-LEARNING RESEOURCES AND GUIDELINES (Average: 0.49)



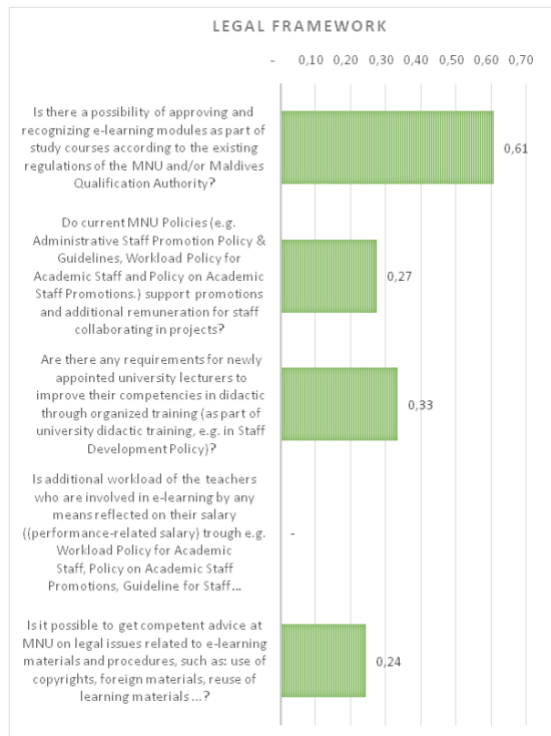


Figure 6. LEGAL FRAMEWORK ACTIVITIES (Average: 0.29)

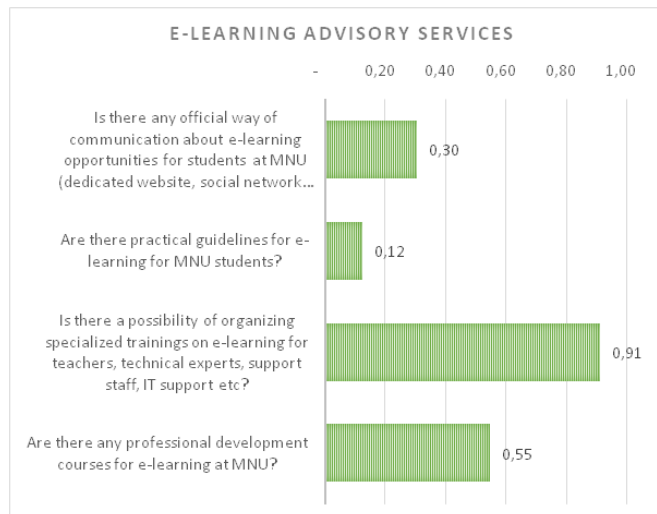


Figure 7. E-LEARNING ADVISORY SERVICES, Average: 0,47



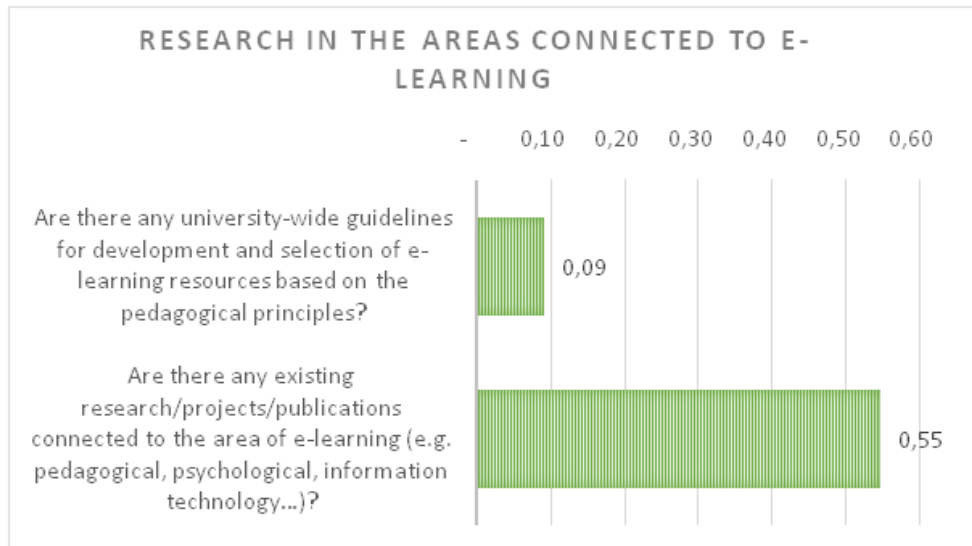


Figure 8. RESEARCH IN THE AREAS CONNECTED TO E-LEARNING (Average: 0.32)

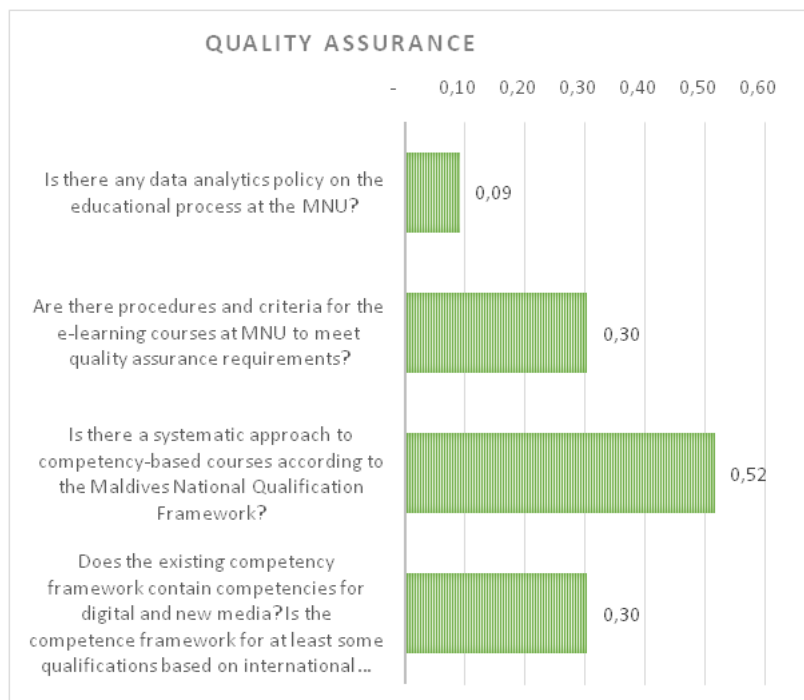


Figure 9. QUALITY ASSURANCE (Average: 0.30)



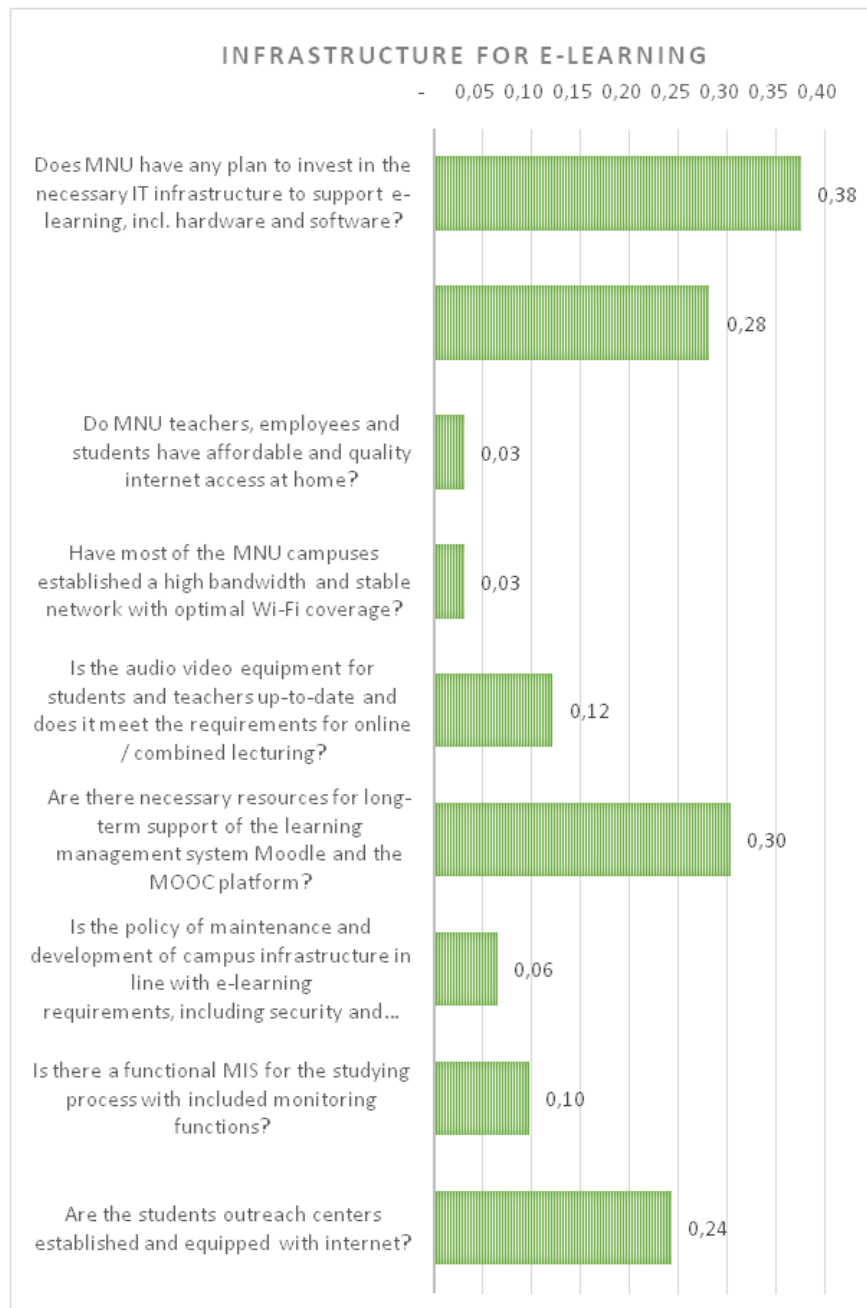


Figure 10. INFRASTRUCTURE FOR E-LEARNING (Average: 0.17)



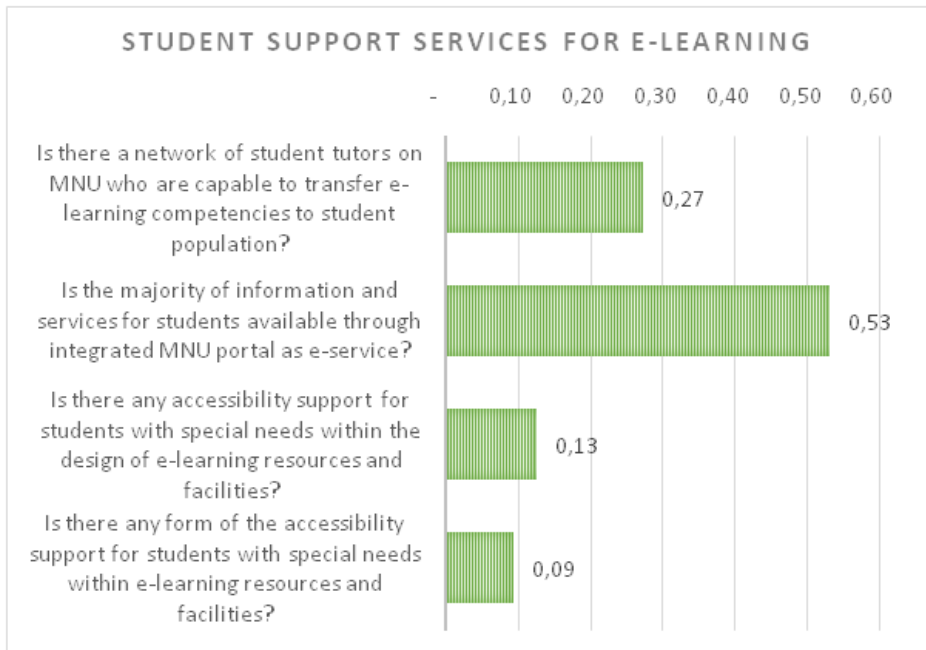


Figure 11. STUDENT SUPPORT SERVICES FOR E-LEARNING (Average: 0.26)

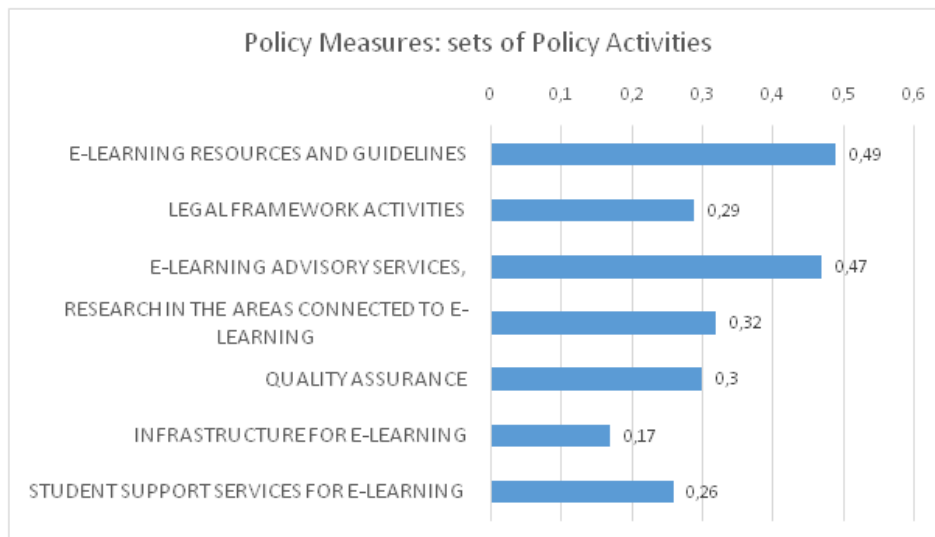


Figure 12. Policy Measures: sets of Policy Activities



#### 4. Analysis of Existing and Proposed Activities and Measures

The existing measures (sets of activities) are evaluated as part of the Policy Analysis to see at what level they are currently being implemented with regard to the development of e-learning at MNU.

The questions in the Questionnaire IV are used to assess which e-learning policies are already implemented at the MNU and to what extent are they relevant for achievement of the policy Goals.

The questions are answered with Yes (1) – Measure exists at the MNU and already contributes development of the e-learning at MNU, No (0) – Not existing or not relevant, in general the measure is not present at the MNU or X – Not applicable or not relevant, because it cannot be said if the policy measure is existing at MNU, or the question cannot be answered.

In addition, those measures are evaluated by the numerical mark for their importance to the e-learning development at the MNU. Numerical marks have the following meanings: 4 – Very relevant, without this measure any development of the e-learning at MNU is not possible; 3 – Relevant, because for the development of e-learning it is necessary measure, however not of the immediate priority; 2 – Less relevant, the measure is doable in the longer period for but not necessary for e-learning at MNU; 1 – Not relevant, the measure not related for the e-learning development at MNU.

The analysis based on the 34 answers are shown on the following Figure 13: EXISTING MEASURES OF THE E-LEARNING POLICY AT THE MNU

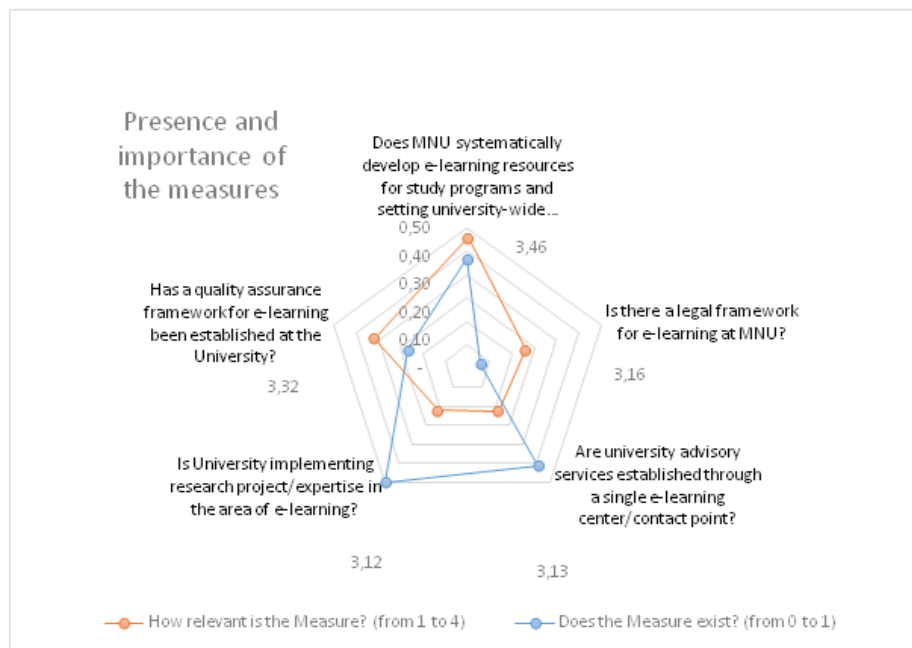


Figure 13. EXISTING MEASURES OF THE E-LEARNING POLICY AT THE MNU





According to the collected answers to the Questionnaire 4, all policy measures has assessed by the low marks lower then 0.5 – non-existent. However, with higher marks are evaluated “Systematically development of e-learning resources for study programs and setting university-wide guidelines” (0.39), “University advisory services established through a single e-learning centre/contact point?” (0.43) and “Implementing research project/expertise in the area of e-learning” (0.50). With lower mark (non-existent) evaluated measures: “A legal framework for e-learning at MNU” (0.05) and “A quality assurance framework for e-learning established” (0.22).

This result is in relative accordance with the average evaluation obtained by the Questionnaire III, in which interviewees assessed individual activities. This may be considered as the evidence for the congruency of the answers and important basis for policy development (e-Learning Roadmap).

When looking at the relevance, all measures are assessed as relevant in average (3.0 – 3.5), so the awareness of the need for introduction of activities is on the high level.

In addition, several comments are collected on existing measures, activities or policies relevant for the e-learning.

- Online assessment policy, currently shared is an initiative, an e-learning platform, framework application and process as well as assessment and evaluation should be an ongoing process of MNU over time
- With COVID-19 experiences MNU has realised the importance of e-learning and how important it is to regulate and monitor quality of education.
- To implement e-Learning as a sustainable strategy, commitment is need from top management of MNU, and effective support from CETE and MNU IT.
- The provision the needed resources to lecturers and help in a way that reduces the workload of lecturers, and motivate them
- However, with extremely large number of students in a class, E-learning has become a burden without much support, especially at an initial stage at helping to prepare resources and create online assessments in an effective manner.
- E-learning needs consistency in quality, hence quality control department must check whether e-learning is delivered in the same manner across faculties
- There is an existing policy document that indicates how a blended mode course (program) should be formulated.
- Guideline on how to assess students through Moodle platform should be developed, because Moodle is a relevant platform and lecturers should be encouraged to prepare online assessment and having online materials.
- There are no general policies for e-learning at the MNU, but it is important to have a standard policy and protocols for e-learning, which is inclusive.



- However, recently few guidelines were developed to cater for e-learning during COVID-19. There are some policies and activities designed to enhance e-learning and it accelerated as teaching and learning continues online.
- Online assessment policy should be an ongoing process of MNU over time.
- Staff should be given certified professional development on e-learning and workload should be reasonable for lecturers engaged in delivering e-learning.

---

## 5. Conclusion

---

From the policy analysis, several important conclusions leading to the development of the e-Learning Roadmap may be drawn.

1. There is a positive disposition among numerous lecturers at the MNU regarding the use of e-learning, and the commitment to improve e-learning continues to pose many challenges. However, at the majority of faculties there are initiatives to implement e-learning, especially because of the COVID-19 situation. **Existing policies to encourage these initiatives, provide support and systematically develop guidelines and processes for e-learning should be strengthened and supported by the management. Developing the guidelines, trainings and procedures are of the highest importance and these policies are proposed to be led by CETE.**
2. Creating favourable technical and framework conditions for the use of e-learning is of high importance and they are relatively non-existing until now. So, the commitment of management to **create ICT infrastructure and legal framework is also a very important policy development.**
3. **Innovation and research in e-learning has already some initiatives at the MNU but they have to be significantly strengthened.** Research and innovation in e-learning is a multidisciplinary area which would represent a solid scientific and pedagogical basis for concrete implementation scenarios of e-learning,
4. **Supporting teachers and students in use of ICT for e-learning through advising and services** should be a systematic MNU policy, supported by CETE, across all departments and faculties.

Execution of policies for e-learning must be coordinated both on the MNU management level and on the level of teaching. Management should show strong commitment for e-Learning development. Lecturers should implement innovative didactic concepts of presenting knowledge and teach via new technology, but also they should take care of the needs of the students for learning experience in face-to-face and community.



## 6. ANNEXES

### Questionnaire 1: OUTCOMES OF THE E-LEARNING POLICY

STRATEGIC OBJECTIVES OF THE UNIVERSITY AS THE OUTCOMES OF THE E-LEARNING POLICY	
	4– Very important 3 – Important 2 – Less important 1 – Of no practical importance
1.1. Maximize access and educational opportunity to remote and international students through innovative, flexible and high quality local and distance education.	
1.2. Enhance the university experience for local and international students.	
1.5. Enhance innovative programme design, teaching methods, assessment and evaluation to deliver excellence in education.	
1.6. Use international quality benchmarking and quality assurance in all programme development, delivery and assessment.	
1.7. Generate, transmit and preserve quality knowledge by promoting independent and interactive learning	
1.9. Strengthen library resources (physical and digital) and services for students and faculty to utilise multiple credible sources of information in their teaching and learning.	
2.2. Attract and retain high quality and motivated researchers and postgraduate students by establishing a research environment that is stimulating and provides professional support as well as quality infrastructure and equipment.	
2.7. Establish links with industry, government departments and overseas universities to encourage joint research and secure sustainable source of funding for research activities.	
2.8. Increase and enhance research publications through relevant avenues.	
4.3. Continuously forecast training and development needs of MNU, provide opportunities and implement programmes to cater to these needs.	
4.4. Establish a mechanism for Continuous Professional Development and facilitate portfolio development.	
8.1. Ensure that infrastructural and technological support is provided to cater to high quality teaching with particular attention to subject requirements and student needs.	
8.3. Ensure the provision of an appropriate physical environment suited to the teaching and learning needs of the university.	

8.4. Implement effective procedures and schedules for effective maintenance and sustainability of physical and technological facilities	
8.6. Invest in infrastructure consistent with the planned growth of the student numbers and university activities in Male' and in all atolls.	
9.2. Increase graduate employability rates	
9.3. Widen online services for students and ensure appropriate ICT infrastructure and support for students	
9.5. Provide quality student support and a contemporary and attractive learning environment that enhances students' educational experiences.	
9.7. Establish an integrated student advising system that would enable every student to utilize the full potential of opportunities offered by MNU.	
9.9. Establish a mechanism to gauge the needs of differently-abled students and ensure equitable service to them.	

## Questionnaire 2: OUTPUTS OF THE E-LEARNING POLICY

MEASURABLE OUTPUTS OF THE E-LEARNING POLICY	
	4– Very relevant 3 – Relevant 2 – Less relevant 1 – Not relevant
Output 1.1.1. Increased number of courses that include blended and e-learning enabled subjects (indicator: YY courses, N faculties)	
Output 1.2.1. Improved overall communication between students and lecturers and among students themselves.	
Output 1.5.1. Increased number of subjects with e-learning modules within particular study course (indicator: XX percent of modules within YY courses)	
Output 1.6.1. Increased number of competency-based courses (indicator: ZZ courses). Courses and programmes aligned with MQA result quality framework and contribute to more professionally oriented courses.	
Output 1.6.2. E-learning offerings meet high quality requirements, and this quality is easily measurable.	
Output 1.6.3. Educational data are systematically collected and privacy protected.	
Output 1.7.1. Facilitate teaching staff in using a variety of quality resources in their teaching and learning.	
Output 1.7.2. E-learning guidelines are developed - specific didactic and technical support for teachers for e-learning is set up and operational.	
Output 1.9.1. Increased number of digital open educational resources within the university.	

Output 1.9.2. Courses, trainings and further education materials and services are easily accessible.	
Output 2.2.1. The unit for innovative teaching and research is established at CETE through a close coupling between the research on e-learning and practice.	
Output 2.7.1. Promotion of international cooperation in teaching with e-learning with the aim of strategic alliances	
Output 2.7.2. Establish private-public partnership with companies who support e-learning technology	
Output 2.8.1. Teaching materials and scientific information from the MNU are offered as the openly accessible information available to the world wide scientific community.	
Output 4.3.1. Provide life-long learning and professionalization of lecturers in the specialist areas of e-learning skills.	
Output 4.3.2. A staff promotion and incentives system which are compatible with and integrates e-learning activities is developed.	
Output 4.3.3. The University faculties are encouraged to actively support e-learning activities and promotion.	
Output 4.4.1. Offer existing training and lifelong learning education through e-learning in order to better serve target groups and reach new ones to meet learning needs in business and society	
Output 4.4.2. Several modular professional development programmes are offered in e-learning/blended modes with identification of learners' needs (indicator: XX programs).	
Output 8.1.1. Stable network connection for work, studying, video or web conference lectures secured.	
Output 8.1.2. Accessibility to remote locations ensured.	
Output 8.1.3. E-learning ICT tools provided across the university (LMS, Web, CMS etc.).	
Output 8.3.1 The design of the teaching and learning spaces is based on the requirements of an e-learning application and new forms of learning.	
Output 8.4.1. Policy for IT infrastructure investment and maintenance developed and approved by the University management.	
Output 8.6.1. Action plan and cost-benefit analysis for IT infrastructure investment developed and approved by the management.	
Output 9.2.1. Students have improved all the key qualifications for e-learning using the state-of-the-art ICT.	
Output 9.3.1. Harmonized student services and support through digital communication methods among university administration, academic staff and students.	
Output 9.5.1. The educational technologies in use at the University (especially the learning management system Moodle and MOOC) regularly maintained updated in accordance with the technological developments	

Output 9.7.1. Organized support for students in e-learning by establishing an official network of tutors.	
Output 9.7.2. Developed opportunity for students who have special conditions to mitigate their disadvantages by allowing participation to a limited extent and by encouraging self-study	
Output 9.9.1. Requirements for students of special needs are standardized and implemented throughout all e-learning procedures	

### Questionnaire 3: EXISTING POLICY ACTIVITIES FOR E-LEARNING

EXISTING POLICY ACTIVITIES OF THE E-LEARNING POLICY	
1 – Yes, 0 – No X – Not applicable or relevant	
Please feel free to add any comments or explanations below each question!	
E-LEARNING RESOURCES AND GUIDELINES	
A.1. Do lecturers have an obligation to prepare and share with students any form of digital resources in their teaching process (ppt, pdf, online quizzes, video lectures, etc..)?	
A.2. Are you aware that some lecturers develop and implement any e-learning modules and for some subject-specific parts of any study courses at your faculty?	
A.3. Are there any practical guidelines and practical models for e-learning materials and tools at the University level?	
A.4. If the previous answer is Yes, are there some standardization requirements for e-learning materials?	
A.5. Is there a repository of e-learning resources in the library at MNU?	
A.6. Is there a university policy for publication of open access educational resources?	
A.7. Does MNU have any practical guidelines for e-learning for its students?	



LEGAL FRAMEWORK	
B.1. Is there a possibility of approving and recognizing e-learning modules as part of study courses according to the existing regulations of the MNU and/or Maldives Qualification Authority?	
B.2. Do current MNU Policies (e.g. Administrative Staff Promotion Policy & Guidelines, Workload Policy for Academic Staff and Policy on Academic Staff Promotions.) support promotions and additional remuneration for staff collaborating in projects?	
B.3. Are there any requirements for newly appointed university lecturers to improve their competencies in didactic through organized training (as part of university didactic training, e.g. in Staff Development Policy)?	
B.4. Is additional workload of the teachers who are involved in e-learning by any means reflected on their salary ((performance-related salary) through e.g. Workload Policy for Academic Staff, Policy on Academic Staff Promotions, Guideline for Staff Development Funding)?	
B.5. Is it possible to get competent advice at MNU on legal issues related to e-learning materials and procedures, such as: use of copyrights, foreign materials, reuse of learning materials ...?	
E-LEARNING ADVISORY SERVICES	
C.1. Is there any official way of communication about e-learning opportunities for students at MNU (dedicated website, social network group ...)?	
C.2. Are there practical guidelines for e-learning for MNU students?	
C.3. Is there a possibility of organizing specialized trainings on e-learning for teachers, technical experts, support staff, IT support etc?	
C.4. Are there any professional development courses for e-learning at MNU?	
RESEARCH IN THE AREAS CONNECTED TO E-LEARNING	



D.1. Are there any university-wide guidelines for development and selection of e-learning resources based on the pedagogical principles?	
D.2. Are there any existing research/projects/publications connected to the area of e-learning (e.g. pedagogical, psychological, information technology...)?	
QUALITY ASSURANCE	
E.1. Is there any data analytics policy on the educational process at the MNU?	
E.2. Are there procedures and criteria for the e-learning courses at MNU to meet quality assurance requirements?	
E.3. Is there a systematic approach to competency-based courses according to the Maldives National Qualification Framework?	
E.4. Does the existing competency framework contain competencies for digital and new media? Is the competence framework for at least some qualifications based on international standards?	
INFRASTRUCTURE FOR E-LEARNING	
F.1. Does MNU have any plan to invest in the necessary IT infrastructure to support e-learning, incl. hardware and software?	
F.2. Are there sufficient capacities of the IT department at MNU with the necessary professional teams, e.g. network operations centre, system engineers, DBA ...?	
F.3. Do MNU teachers, employees and students have affordable and quality internet access at home?	
F.4. Have most of the MNU campuses established a high bandwidth and stable network with optimal Wi-Fi coverage?	
F.5. Is the audio video equipment for students and teachers up-to-date and does it meet the requirements for online / combined lecturing?	

F.6. Are there necessary resources for long-term support of the learning management system Moodle and the MOOC platform?	
F.7. Is the policy of maintenance and development of campus infrastructure in line with e-learning requirements, including security and data protection policy?	
F.8. Is there a functional MIS for the studying process with included monitoring functions?	
F.9. Are the student outreach centers established and equipped with the internet?	
<b>STUDENT SUPPORT SERVICES FOR E-LEARNING</b>	
G.1. Is there a network of student tutors on MNU who are capable of transferring e-learning competencies to the student population?	
G.2. Is the majority of information and services for students available through integrated MNU portal as e-service?	
G.3. Is there any accessibility support for students with special needs within the design of e-learning resources and facilities?	
E.3. Is there any form of accessibility support for students with special needs within e-learning resources and facilities?	
Your comment/opinion:	

**Questionnaire 4: EXISTING POLICY MEASURES FOR E-LEARNING**

EXISTING MEASURES OF THE E-LEARNING POLICY AT THE MNU
---



	1 – Yes, 0 – No X – Not applicable or relevant	4– Very relevant 3 – Relevant 2 – Less relevant 1 – Not relevant
Does MNU systematically develop e-learning resources for study programs and setting university-wide guidelines?		
Is there a legal framework for e-learning at MNU?		
Are university advisory services established through a single e-learning center/ contact point?		
Is the University implementing a research project/expertise in the area of e-learning?		
Has a quality assurance framework for e-learning been established at the University?		
Your comment/opinion:		

---

## 7. REFERENCES

---

