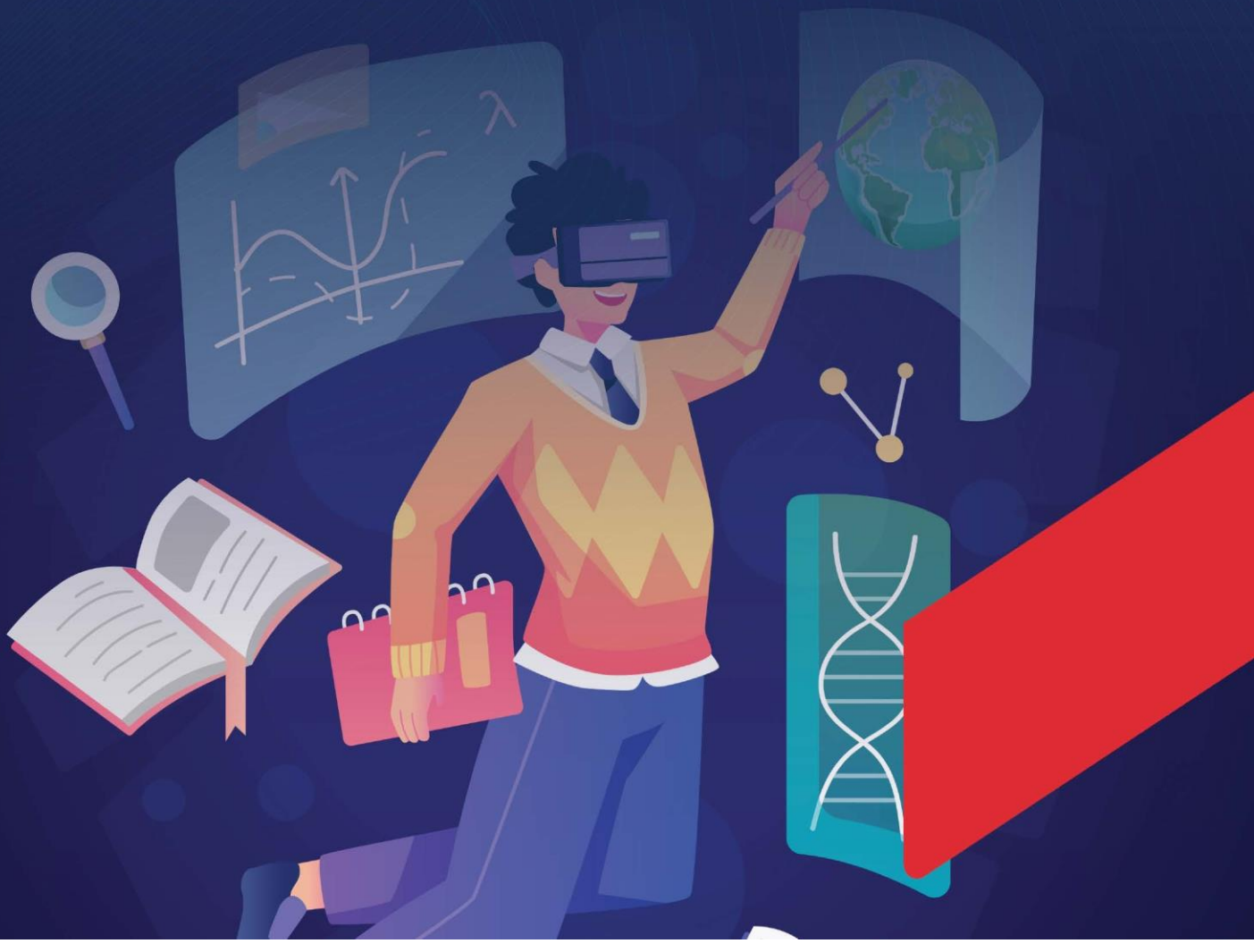
NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

# FLEXIBLE HYBRID LEARNING POLICY



# FLEXIBLE HYBRID LEARNING POLICY

| | | |
|---|---|---|
| Policy Number | *17/P/14/COUN/ADS* | |
| Coordinating SENEX Member | *Deputy Vice-Chancellor: Teaching, Learning and Technology (DVC-TLT)* | |
| Policy Custodian | *Director: Academic Development and Support* | |
| Contact Person and Contact Details | *Director: Academic Development and Support*<br>*+264 61 207 2779* | |
| Status | *Approved Policy* | |
| Legal Scrutiny | *Chief Legal Officer* | |
| Date of Approval by Senate | *10 June 2024* | |
| Date of Approval by Council | *27 June 2024* | |
| Effective Date | *27 June 2024* | |
| *Date of Review* | *June 2029* | |
| Related Policies and other Documents (Internal and External) | ***Legislation and/or Other Regulatory Imperatives (External)*** | ***Institutional Policies, Guidelines, Procedures, Rules and/or Frameworks (Internal)*** |
| | *Namibia Qualifications Authority Act (Act No. 9 of 1996)*<br><br>*Higher Education Act (Act No. 26 of 2003)*<br><br>*Namibia Copyright and Neighbouring Rights Protection Act (Act No. 6 of 1994)*<br><br>*Vocational Education and Training Act (Act No.1 of 2008)* | *Namibia University of Science and Technology Act (Act No. 7 of 2015)*<br><br>*NUST Statutes, Rules, and Regulations, 2016*<br><br>*NUST Intellectual Property Policy, 2023*<br><br>*Cooperative Education Policy*<br><br>*Cooperative Education Procedures and Guidelines*<br><br>*NUST Curriculum Framework, 2019*<br><br>*Quality Management Policy, 2019*<br><br>*Teaching, Learning and Assessment Framework, 2017*<br><br>*NUST OER Policy, 2024*<br><br>*NUST Employability Policy, 2024*<br><br>*NUST eLearning Policy, 2009*<br><br>NUST HR Code, 2017<br><br>*NUST Strategic Plan 2021 - 2025* |

| *Version Control and Change History* | | | |
|---|---|---|---|
| ***Version*** | ***Date Approved*** | ***Approved by*** | ***Amendment*** |
| 01 | 10 June 2024 | Senate | New Policy |
| 01 | 27 June 2024 | Council | New Policy |

**AUTHENTICATION**

**Vice-Chancellor's Signature:** _____ Date: 25/11/2024

**Registrar's Signature:** _____ Date: 20/11/2024

**University Seal:**

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# ACRONYMS AND ABBREVIATIONS

| Abbreviation | Meaning |
|---|---|
| OER | Open Education Resources |
| SDG | Sustainable Development Goal |
| OERR | Open Education Resource Repository |
| LTSM | Learning and Teaching Support Materials |

| Acronyms | Meaning |
|---|---|
| NUST | Namibian University of Science and Technology |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |

## DEFINITIONS

| Term | Definitions |
|---|---|
| **Flexible Learning** | Students can choose when, where and how they learn. Flexible learning may include the use of online learning, workplace-based learning, remote learning, and face-to-face teaching and learning. |
| **Hybrid Learning** | A technology-mediated instruction that combines online educational materials and opportunities for interactions online with physical place-based classroom methods. |
| **Open Education Resources** | Learning, teaching and research materials in any format and medium that either reside in the public domain or are under copyright that have been released under an open licence that permits no-cost access, reuse, re-purpose, adaptation, and redistribution by others. |

# 1. PREAMBLE

The Namibia University of Science and Technology (NUST) is committed to providing a progressive and adaptive learning environment. The integration of flexible hybrid learning at the university is grounded in the principles of academic excellence, inclusiveness, and responsiveness to the diverse needs of our student body. This policy reflects our commitment to providing cutting-edge education that embraces technological advancements and pedagogical innovation and prepares students for success in a rapidly changing world.

## 1.1 Purpose

The policy is required to guide the offering of flexible hybrid learning so that NUST students, regardless of where they reside, gain access to the same quality services and products. The policy supports full-time and part-time learning and aligns with the Open Education Resources (OER) commitment. This policy enables NUST to improve enrolment numbers of national and international students, reduce students' costs and enable the university to offer sustainable education meeting the United Nations Sustainable Development Goal (SDG) 4 relating to quality education.

## 1.2 Background

The university embraced flexible and hybrid learning in response to external influences such as the COVID-19 pandemic, the global surge in technology usage, especially on online communication platforms, and the UNESCO Recommendation on OER. The university's strategic plans focus on accommodating the students' circumstances, democratising education, and increasing students' access to quality education, including those in remote areas. Flexible learning accommodates students' diverse learning needs, pace of learning and financial needs. The flexible hybrid learning policy enables the university to improve the quality of education offered through high-quality open education resources and ensure the same quality regardless of place.

## 1.3 Objectives

The policy enables NUST to:

1.3.1 Leverage technology to enhance student engagement and the quality of learning through multi-modal education.

1.3.2 Enhance flexibility by ensuring students have various flexible choices of hybrid learning.

1.3.3 Enhance accessibility, engagement and the overall quality of education in support of human-centric digital transformation for industry 4.0 and beyond.

1.3.4 Plan and prepare against unforeseen emergencies like pandemics, climate change and economic challenges.

1.3.5 Optimise the utilisation of existing resources to improve the quality of teaching, learning, assessment, technology innovation, and research output.

1.3.6 Develop high-quality and user-friendly online learning resources.

1.3.7 Promote adaptive, inclusive and personalised educational practices.

## 2. SCOPE OF APPLICATION

The Policy is applicable to:

2.1 The academics, non-academic staff, and students.

2.2 Course developers and reviewers contracted by NUST to develop Learning and Teaching Support Materials (LTSM), regardless of whether this is on a temporary or permanent basis.

2.3 All programmes, courses and LTSM at the university.

2.4 Any agreement where programmes and courses are developed in collaboration with other entities and stakeholders.

## 3. POLICY STATEMENT

The Flexible Hybrid Learning Policy strategically advances the university's goals by enhancing access for students and fostering increased engagement and performance. This policy ensures the implementation of a flexible hybrid learning model in alignment with NUST's commitment to meeting diverse student needs and upholding high academic standards.

## 4. LEGAL FRAMEWORK

This policy aligns with all applicable university policies, regulations and the Strategic plan, ensuring the development of high standards of quality assurance, academic freedom, and fair use of licensing agreements for educational technology tools, software and resources used in the flexible hybrid learning environment.

## 5. GUIDING PRINCIPLES

Through this policy, NUST will ensure:

5.1 Access, equity, choice and inclusivity with a primary emphasis on fostering quality education for all students.

5.2 Employability skills such as proficiency in digital and artificial intelligence, and adaptability are strengthened. Students are familiarised with remote work environments preparing them to thrive in future workplaces.

5.3 Faculties are committed to lowering the barriers to education by employing technology-mediated environments in developing and delivering courses and other professional engagements.

5.4 Sustainable and effective use of its IT infrastructure and preparation for future disruptions, such as pandemics or climate change.

5.5 Development of quality technological advanced assessment tools and strategies that are subject to continuous improvement.

5.6 The development of quality LTSM within the flexible hybrid courses.

# 6. POLICY CONTEXT

The Flexible Hybrid Learning Policy aligns with the university's Quality Management Framework, which commits to ensuring that all media used in LTSM (including print, audio, video, and online) are accessible to students. Additionally, it is aligned with the eLearning and OER Policy and Namibia's international commitments to the educational goals of the United Nations Educational, Scientific and Cultural Organisation (UNESCO). It enables open access to education and thereby helps NUST meet the Sustainable Development Goals (SDGs), specifically SDG 4.

# 7. STRUCTURES GOVERNING THE POLICY

The office of the Deputy Vice-Chancellor: Teaching, Learning, and Technology (DVC-TLT) will oversee the development, implementation, and review of the Flexible Hybrid Learning Policy.

# 8. IMPLEMENTATION

## 8.1 Roles and Responsibilities

8.1.1 Council: The NUST Council is responsible for the final approval of this policy.

8.1.2 Deputy Vice-Chancellor: Teaching, Learning, and Technology (DVC-TLT) is the coordinating SENEX member of the Flexible Hybrid Learning Policy.

8.1.3 The ADS-TLT is responsible for the development, review, monitoring, evaluation and coordination of the implementation of the policy.

8.1.4 Faculties are responsible for the implementation of the policy at the programme and course level.

## 8.2 Support and Advice

ADS-TLT is the primary contact point for support and advice related to the policy.

## 8.3 Communication

This policy is accessible via the NUST staff intranet.

# 9. COMMENTS

9.1 Stakeholders may submit any proposal for the improvement of this policy to ADS-TLT.

9.2 Any major amendment to this policy, where it implies substantial changes to its objectives, is subject to the approval of the Council.

# 10. REVIEW

This policy shall be subject to review every five (5) years or as the need arises.

# PROCEDURES AND GUIDELINES

# FLEXIBLE HYBRID LEARNING POLICY PROCEDURES AND GUIDELINES

| | |
|---|---|
| **Approval Authority** | *DVC: Teaching, Learning and Technology* |
| **Procedures/Guidelines Custodian** | *Director: Academic Development and Support* |
| **Status** | *Approved* |
| **Date Procedures/Guidelines Approved and Take Effect** | *27 June 2024* |
| **Date Scheduled for Review** | *27 June 2029* |
| **Contact Person(s) and Contact Details** | *Director: Academic Development and Support*<br>*+264 61 2072779* |

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# ABBREVIATION AND ACRONYMS

| Abbreviation | Meaning |
|---|---|
| OER | Open Education Resources |
| SDG | Sustainable Development Goal |
| OERR | Open Education Resource Repository |
| TLSM | Teaching Learning Support Materials |

| Acronyms | Meaning |
|---|---|
| NUST | Namibian University of Science and Technology |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |

## DEFINITIONS

| Terms | Definitions |
|---|---|
| **Faculty/Academic** | It means an employee of NUST whose primary assignment is to give instruction (teach/lecture), research and service to the Institution and to the general public. |
| **Course** | In the educational context, it is a set of lessons or lectures that a student can attend to acquire knowledge and develop competencies in a particular discipline. It is designed for a teacher who has expertise in the discipline to share that expertise with the students. |
| **Hybrid Learning** | Hybrid learning is an educational model where some students attend class in person while others join the class virtually from remote areas. The lecturers teach remote and in-person students at the same time using technological tools like video conferencing and software. |
| **Innovation** | According to Nick Jain (2023), it is defined as the process of bringing about new ideas, methods, products, services, or solutions that have a significant positive impact and value. It involves transforming creative concepts into tangible outcomes that improve efficiency and effectiveness or address unmet needs. |
| **Offering Types** | 1. Full-time: where students commit to their studies, taking a full course load per semester.<br>2. Part-time: where students commit to their studies by taking a partial course load (fewer courses) per semester. |
| **Mode of Teaching** | This relates to how educators deliver the content and facilitate learning experiences. It involves the instructional strategies, techniques, and tools employed by teachers to convey information, foster understanding, and support student learning. Modes of teaching can include lectures, discussions, hands-on activities, multimedia presentations, and more. |

| | |
|---|---|
| **Mode of Studies** | This refers to how students engage with the learning material and resources. It encompasses factors such as whether students are studying independently, in groups, through online platforms, or in traditional classroom settings. It's about the methods and environment in which students learn and process information. |
| **Full-Time** | **Face-to-Face:** Students who attend in-person classes taking *a full course load per semester*.<br>**Online:** Students are taking a *full course load per semester*, with courses being delivered entirely online. |

| | |
|---|---|
| | **Flexible and Hybrid:** Students can attend classes simultaneously in person or online, either synchronously (online at the same time as the face-to-face) or asynchronously (going through learning resources on MS Teams at their own pace), *taking a full course load per semester.* |
| **Part-time** | **Face-to-face:** Students who attend in person take *a partial course load (fewer courses) per semester.*<br>**Online:** Students taking a partial course load (fewer courses) per semester may select courses that are delivered fully online.<br>**Flexible and Hybrid:** Students have a choice to attend classes in person, or online, either synchronously (online at the same time as the lecturer) or asynchronously (going through learning resources on MS Teams at their own pace), taking a partial course load (fewer courses) per semester |
| **Authentic Assessments** | Authentic assessments are tasks or activities that require students to apply their knowledge and skills in real-world, meaningful contexts. These include real-world problem-solving, case studies, performance tasks, portfolios, simulations, internships or work experience, presentations, and exhibitions. |

# 1. INTRODUCTION

In response to the dynamic landscape of higher education, the Namibia University of Science and Technology (NUST) has formulated comprehensive guidelines for implementing a Flexible Hybrid Learning Policy. These guidelines offer a nuanced approach, combining face-to-face, online, and flexible learning methods to enrich the university's teaching, learning, and assessment experiences.

# 2. PURPOSE

The primary purpose of these guidelines is to establish a set of principles that underpin the integration of flexible and hybrid learning models. This approach aims to provide a personalised learning experience, accommodate diverse learning styles, and promote effective technology use, collaboration, and innovative teaching methods. The overarching goal is to optimise overall student learning outcomes within evolving educational environments. The policy guidelines aim to promote effective modes of teaching and attainable modes of learning that promote flexibility, innovation, and creativity.

# 3. SCOPE OF APPLICATION

NUST implementation guidelines provide direction on implementing the teaching and learning approach using various methods, such as online (remote) learning, traditional face-to-face learning or both, to enhance the students' learning experience. The guidelines apply to all academic programmes and courses at various levels.

# 4. PROCEDURES AND GUIDELINES

## 4.1 Basic Principles

4.1.1 Ensure that Teaching and Learning Support Materials (TLSM) and activities are

accessible to all students, regardless of location, abilities, or technological constraints. Provide alternative formats for content and utilise technology that supports inclusivity.

4.1.2 Apply the flexible and hybrid learning model to allow all students to participate actively, both in-person and online. Foster a sense of community and ensure that online students have opportunities for engagement like those attending in person.

4.1.3 Leverage technology effectively to enhance the learning experience by utilising learning management systems, video conferencing tools, and collaborative platforms to facilitate seamless interaction between students and instructors in virtual and physical settings.

4.1.4 Design instructional strategies that accommodate various learning styles and preferences by incorporating various synchronous and asynchronous activities, allowing students to engage with content in a way that suits their individual needs.

4.1.5 Provide ongoing training and support for academics to adapt to the flexible hybrid learning environment by equipping them with the skills and resources needed to teach effectively in both in-person and virtual settings.

4.1.6 Ensure that all necessary resources, such as digital learning materials, library resources, and support, are readily available to students regardless of their physical location.

4.1.7 Establish regular feedback mechanisms to assess the effectiveness of the hybrid learning model by gathering input from students and faculty to identify areas for improvement.

4.1.8 Implement a continuous improvement cycle to refine and optimise flexible hybrid learning based on feedback, emerging technologies, and evolving educational needs.

4.1.9 Align the different offering types with flexible hybrid learning models to meet the needs of students.

## 4.2 Teaching, Learning, Assessment Technology Innovation

In the context of a flexible hybrid learning model, the following guidelines are related to the implementation of teaching, learning, assessment, and technology innovation. The

guidelines are separately provided according to the activity at hand, teaching, learning, assessment and technology innovation.

### 4.2.1 Teaching

Teaching using flexible and hybrid learning at NUST will:

4.2.1.1 Employ various teaching methods, such as lectures, discussions in plenary and smaller groups, group activities, hands-on experiences, and flipped classroom methods, both in-person and online.

4.2.1.2 Clearly communicate course expectations, schedules, and any changes to students through a centralised platform, such as the NUST eLearning platform and social media applications.

4.2.1.3 Conduct engaging and interactive synchronous virtual sessions using video conferencing tools by encouraging active participation of students through in-person or online discussions, polls, breakout groups, ePortfolios, and other interactive features.

4.2.1.4 Record lectures and virtual sessions for later access by students who may have scheduling conflicts or require review by ensuring that recorded content is easily accessible.

### 4.2.2 Learning

4.2.2.1 Ensure that all course materials, including readings, videos, simulations, and assignments, are accessible to students both in-person and online, or in print where necessary.

4.2.2.2 Foster collaboration among students through group projects, virtual discussions, collaborative assignments, and authentic learning by encouraging the use of online platforms for teamwork and communication.

4.2.2.3 Design flexible courses, allowing students to choose either face-to-face or online activities and attendance to promote inclusivity.

4.2.2.4 Implement strategies to maintain student engagement in virtual and physical settings by utilising diverse methods to keep students actively involved in the learning process.

4.2.2.5 Conduct regular check-ins with students, either virtually using artificial intelligence (AI) applications or in person, to address their questions and concerns.

### 4.2.3 Assessment

4.2.3.1 Implement assessment methods and tools that are fair, balanced and at the right level for in-person and online students by exploring various assessment types.

4.2.3.2 These assessments may include project-based assessments, authentic assessments, online exams where possible, and reflective assignments to achieve the graduate attributes.

4.2.3.3 This may include traditional exams, project-based assessments, online quizzes or assignments and eJournal or ePortfolio for reflective thinking assignments, just to name a few.

4.2.3.4 Implement various assessment methods suitable for in-person and online learning while ensuring that these methods align with the concept of constructive alignment.

4.2.3.5 Implement measures to ensure academic integrity in online assessments, such as using plagiarism and AI generative text detection tools and clear guidelines on referencing and citation by communicating the importance of academic

honesty to students and providing clear instructions and support for online assessments.

4.2.3.6 Ensure that all necessary assessment resources, including readings, software, and tools, are readily available to students, regardless of location.

4.2.3.7 Establish timely and constructive feedback mechanisms for student assessments by providing feedback through written comments, virtual meetings, or recorded messages to guide students' learning and improvement.

### 4.2.4 Technology Innovation

In addition to the technology integration in teaching, learning, and assessment already alluded to in this policy implementation guidelines document, the following technology innovation guidelines for the university will create a dynamic and inclusive learning environment that leverages the potential of technology to enhance the quality and accessibility of education in a flexible and hybrid learning setting:

4.2.4.1 Utilise a robust LMS to centralise course materials, assignments, communication, and access to additional resources in the university library or on the internet.

4.2.4.2 Equip physical classrooms with technology that supports hybrid learning, including cameras, microphones, and interactive displays, by implementing video conferencing solutions.

4.2.4.3 Implement lecture capture systems to record in-person lectures for later access by students by ensuring easy access to recorded lectures through the LMS or any virtual software.

4.2.4.4 Utilise the adaptive approach already available in LMS that personalises content based on individual student progress, performance, and needs.

4.2.4.5 Use data analytics through a variety of report generation to identify areas where students may need additional support and tailor learning experiences accordingly.

4.2.4.6 Optimise course materials and platforms for mobile devices to enhance accessibility.

4.2.4.7 Implement the integration of virtual labs and simulations or other technologies where possible for STEM and TVET programmes for effective hands-on experiences.

4.2.4.8 The use of Virtual Reality and Augmented Reality technologies, where possible, for immersive learning experiences for students.

4.2.4.9 Implement robust cybersecurity measures to protect sensitive student and institutional data by providing guidelines and training for faculty and students.

### 4.2.5 Research and Innovation

By embracing research and innovation in the context of flexible and hybrid learning, the

university will contribute to the advancement of effective teaching methodologies, technological integration, and the overall enhancement of the learning experience for students and faculty. These guidelines will enable NUST to:

4.2.5.1 Promote collaborative research initiatives among faculty at the university and other partner universities to explore the impact and effectiveness of flexible and hybrid learning models.

4.2.5.2 Implement a continuous assessment process to monitor the effectiveness of flexible and hybrid learning policies by collecting and analysing student performance, engagement, and satisfaction data.

4.2.5.3 Explore and pilot innovative assessment methods that align with flexible and hybrid learning goals by investigating the impact of alternative assessment strategies on student learning outcomes, engagement, and achievement of set competencies (graduate outcomes).

4.2.5.4 Conduct research on the integration of specific technologies within the flexible and hybrid learning environment by evaluating the effectiveness of virtual collaboration tools, adaptive learning approaches, and other technologies.

4.2.5.5 Investigate the impact of faculty professional development programmes on the successful implementation of flexible and hybrid learning by assessing the effectiveness of various instructional strategies.

4.2.5.6 Conduct research focusing on the experiences and preferences of students in flexible and hybrid learning environments by exploring this method on their learning.

4.2.5.7 Investigate the accessibility aspects of flexible and hybrid learning regardless of students' geolocation and if they can fully participate in effective learning.

4.2.5.8 Explore the potential of adaptive and personalised learning technologies by investigating how these technologies can cater to individual student needs and preferences in a flexible hybrid environment.

## 4.3 Administration and Governance

The following guidelines will ensure that NUST can effectively navigate the administrative and governance aspects of implementing flexible and hybrid learning, fostering a supportive environment for both faculty and students while maintaining institutional quality and standards. The office of the Deputy Vice-Chancellor: Teaching, Learning, and

Technology (DVC-TLT) will oversee the implementation of the Flexible Hybrid Learning Policy. These flexible and hybrid learning policy implementation guidelines enable NUST to:

4.3.1 Develop a comprehensive strategic plan outlining the institution's vision, goals, and objectives for integrating flexible and hybrid learning by aligning the strategic plan with the overall mission and values of the university.

4.3.2 Allocate sufficient resources, including funding, technological infrastructure, and professional development opportunities, to support the successful implementation of flexible and hybrid learning by prioritising investments in technology, capacity development programmes for faculty, and ongoing support services.

4.3.3 Establish mechanisms for quality assurance in flexible and hybrid learning, ensuring that courses meet academic standards and accreditation requirements by implementing regular assessments and evaluations to monitor the quality of hybrid courses and make continuous improvements.

4.3.4 Establish transparent communication channels to keep all stakeholders informed about the institution's flexible and hybrid learning initiatives by fostering open communication between administrators, faculty, students, and other key stakeholders.

4.3.5 Enhance student support services to address the unique needs of students in a flexible hybrid learning environment by providing academic advice, counselling, and technical support to ensure an effective and positive student experience.

4.3.6 Explore partnerships with external organisations, industry partners, and educational institutions to enhance the resources available for flexible and hybrid learning by collaborating on research initiatives, technology solutions, and best practices.

4.3.7 Establish a regular review process for flexible and hybrid learning policies to ensure alignment with emerging trends, technological advancements, and evolving educational needs by involving key stakeholders in the policy review and revision process.

4.3.8 Develop contingency plans and protocols for potential disruptions, such as natural disasters or public health emergencies, ensuring the continuity of flexible and hybrid learning in challenging circumstances.

4.3.9 Establish flexible teaching remote working and flexible employment contract incentives for academics, which will allow them to facilitate their teaching

while attending

workshops, conferences, short studies or other engagements while attending to assigned workload without forfeiting leave days. The policy shall, therefore, work towards eliminating geographical barriers, making work more flexible and productive by fostering internationalisation.

## 4.4. Implementation

4.4.1 Faculty readiness for implementing a flexible and hybrid learning policy is imperative. The university needs to assess the availability of digital devices, reliable internet connectivity, and other important digital resources to ensure a successful implementation of the policy.

4.4.2 Where required and possible, the university will provide the hardware and software to implement the policy sustainably and innovatively utilise existing resources. Considering the curriculum framework's requirements, faculties are invited to elaborate their technology implementation plan.

## 4.5 Readiness

4.5.1 Faculty and Staff Readiness: Faculty members must undergo training on effective hybrid teaching methodologies, technology tools, and course design. Technical support staff should be well-versed in supporting both in-person and online learning environments.

4.5.2 Infrastructure and Technology: Ensure classrooms are equipped with technology (e.g., cameras, microphones, projectors) for hybrid delivery. Verify that the learning management system is accessible and user-friendly for faculty and students.

4.5.3 Student Readiness: Communicate clear expectations to students regarding participating in proposed learning modes. Provide training sessions or resources for students to navigate the hybrid learning environment effectively.

4.5.4 Assessment and Evaluation: Regularly assess the effectiveness of hybrid learning through student feedback, faculty observations, and learning outcomes. Adjust policies and procedures based on feedback and emerging best practices.

4.5.5 Communication and Support: Establish communication channels for addressing technical issues, questions, and concerns related to hybrid learning. Promote a

supportive learning community where students feel comfortable choosing their preferred participation mode.

4.5.6 Readiness Clause Review and Updates: Periodically review and update this clause to align with changing educational needs and technological advancements.

4.5.7 The Hybrid and Flexible Learning Policy will be implemented per the requirements of Professional Bodies to address students' hybrid and flexible learning needs.

# 5. ROLES AND RESPONSIBILITIES

5.1 Council: The NUST Council is responsible for the final approval of this policy.

5.2 Deputy Vice-Chancellor: Teaching, Learning, and Technology (DVC- TLT) is the coordinating SENEX member of the Flexible Hybrid Learning Policy.

5.3 Deputy Vice-Chancellor: Research, Innovation and Partnership (DVC: RIP) overseeing the research initiatives undertaken by faculties and other internal stakeholders in terms of innovative technologies used to support teaching, learning, assessment and content development to implement the flexible hybrid learning model.

5.4 The ADS-TLT is responsible for developing, reviewing, monitoring, evaluating and coordinating policy implementation.

5.5 Faculties are responsible for the implementation of the policy in collaboration with other stakeholders within the university, as well as external stakeholders, where applicable.

## 5.1 Support and Advice

ADS-TLT is the primary contact point for support and advice related to the policy.

# 6. REVIEW

These procedures/guidelines should be reviewed on a semester basis from the implementation date, depending on the needs of academics and students.

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NUST Employability Policy, 2024

NUST eLearning Policy, 2009

NUST HR Code, 2017

NUST Strategic Plan 2021 - 2025
Employability Policy, 2024



NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

**FLEIBLE HYBRID LEARNINGPROCEDURES AND GUIDELINES**

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