



**HUMAN RESOURCE MANAGEMENT PROFESSIONALS
EXAMINATIONS BOARD**

**OPEN, DISTANCE AND E-LEARNING
ACCREDITATION POLICY**

FIRST EDITION

JUNE 2020

Human Resource Management Professionals Examinations Board (HRMPEB),
Mwalimu Towers – 1st Floor, Hill Lane - Off Mara Road, Upper-Hill.
P.O. Box 23733-00100 Nairobi, Kenya,
Tel. +254 20 2404455
Mobile: +254 799016630
Web: www.hrmpeb.or.ke

© HRMPEB

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transcribed in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

First published 2021

Designed and printed by Kenya Literature Bureau
P.O. Box 30022-00100 Nairobi, Kenya,
GPO, Nairobi
Website: www.klb.co.ke
Email: info@klb.co.ke

FOREWARD



The Open, Distance and e-Learning (ODEL) Policy operationalises the vision; mission and philosophy of the Human Resource Management Professionals Examinations Board (HRMPEB) to provide accessible and flexible teaching and learning using technology to enhance learning methods to prospective HR professionals in Kenya and beyond. HRMPEB seeks to meet the expectations of its stakeholders and comply with the standards and guidelines of the regulatory bodies. ODeL mode of content delivery ODeL aims at enhancing the quality of teaching and learning by utilising modern instructional materials and methods, including increased use of ICT; expanding access to education and training by developing capacity for increased enrolment through

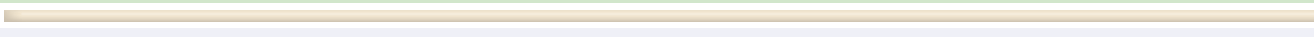
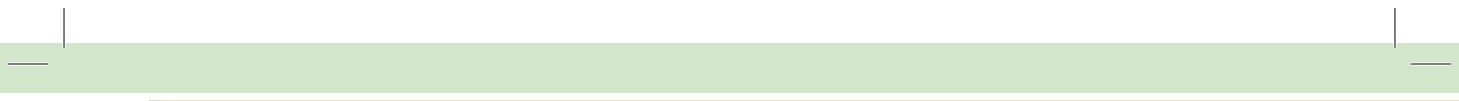
non-conventional approaches in teaching and learning; and exposing staff and students to ICT-driven teaching and learning experiences required in a competitive tertiary education environment. The principles and guidelines contained in this policy have been benchmarked with best practices in other world class training institutions to ensure that the vision and mission of HRMPEB is achieved.

A handwritten signature in black ink, appearing to be 'S. Kisire'.

CS Sharon J. Kisire CELC
Chairperson

HUMAN RESOURCE MANAGEMENT PROFESSIONAL EXAMINATIONS BOARD





PREFACE



The Human Resource Management Professionals Examinations Board (HRMPED) is established under Section 16 of the Human Resource Management Professionals Act, No. 52 of 2012, with the mandate to prepare syllabuses, make examination rules, issue certificates and promote recognition of the Human Resource Management profession locally and internationally. HRMPED offers examinations for the Certified Human Resource Management Professionals (CHRP) qualifications to enhance the competency of HR professionals.

HRMPED believes in adopting open, distance and electronic learning (ODEL) to enhance the academic profile of training institutions and improve learners' educational experience by enabling students to pursue world-class training and education in a flexible learning environment outside of a conventional classroom setting. The purpose of this Policy is to provide standards and guidelines for delivery of learning content by training institutions. This Policy is guided by the principles of equity, fairness, flexibility and scalability. The key objective is to support the mission of the Board by integrating distance learning and ICTs in curriculum delivery and assessment and using ODeL as an alternative to conventional approaches.

This Policy details the course of action that the Board will take on all matters related to open, distance and ODeL. The areas covered are staffing requirements for ODeL curriculum development, content development, examination procedures and regulations, learner support services, technological support, quality assurance, responsibilities of collaborating parties, monitoring and evaluation, communication and dissemination of the policy, and how the policy will be implemented.

This Policy was prepared by a taskforce of professionals from various institutions and professional background whose contribution and shared experience was invaluable.

A handwritten signature in black ink, appearing to read 'D. Ogolla'.

Dr. Douglas Ogolla, PhD
Chief Executive Officer

HUMAN RESOURCE MANAGEMENT PROFESSIONAL EXAMINATIONS BOARD

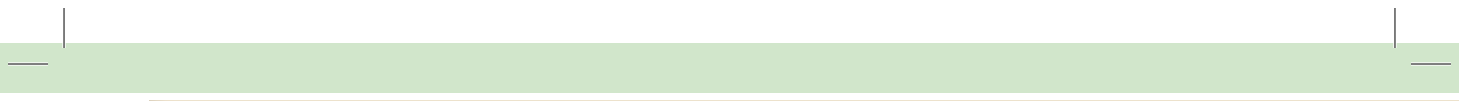


TABLE OF CONTENTS

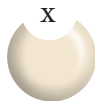
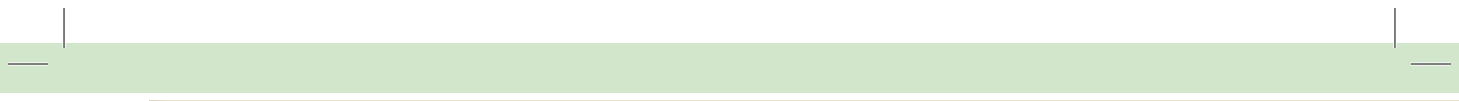
<i>Foreword</i>	<i>iii</i>
<i>Preface</i>	<i>v</i>
<i>List of Abbreviations and Acronyms</i>	<i>xi</i>
<i>Definition of Terms</i>	<i>xii</i>
1.0 INTRODUCTION	1
1.1 Background.....	1
1.2 Purpose.....	1
1.3 Vision	2
1.4 Mission	2
1.5 Core Values	2
1.6 Mandate.....	2
1.7 Principles and Guidelines.....	3
1.8 Policy Objectives	3
1.9 Policy Statement	4
1.10 Scope.....	4
1.11 ODeL Modes of Delivery	5
2.0 STAFFING FOR ODeL FUNCTIONS	6
2.1 Responsibilities.....	6
2.2 Qualifications.....	7
2.3 Training	7
2.4 ODeL Evaluation	7
2.5 ODeL Teaching Load.....	7
2.6 Compensation.....	7
2.7 Meetings	7
2.8 Faculty Support and Supervision	7
2.9 Interactions with ODeL Students.....	8
3.0 CURRICULUM DEVELOPMENT AND ASSESSMENT	8
3.1 Courseware Development, Production and Transmission.....	8
3.1.1 ODeL Approaches.....	8
3.1.2 Converting an Existing Course to an ODeL Course	8
3.1.3 Creating a New Course for ODeL.....	9
3.1.4 Course Review	9
3.1.5 Accessibility.....	9
3.1.6 Intellectual Property and Third Party Providers.....	9

3.1.7 Academic Integrity.....	9
3.1.8 Copyright Compliance	9
3.1.9 Invigilation of Online Courses	10
4.0 EXAMINATION	10
4.1 Examination Methods and Types.....	11
4.2 Closed-Book Examination.....	11
4.3 Open-Book Examination	11
4.4 Take Away Examinations	11
4.5 Oral Examinations	11
4.6 Spot Exams.....	11
4.7 Practical Examinations	11
4.8 Pocedure	12
4.8.1 Setting.....	12
4.8.2 Moderation.....	12
4.8.3 Submission to Examination Centre	12
4.8.4 Processing and Transmittal from Examination Centre to the Department .	12
4.8.5 Registration of Candidates for Examinations.....	12
4.8.6 Communication to Candidates	12
4.8.7 Preparation of Candidates.....	13
4.8.8 Administration of Examinations.....	13
4.8.9 Marking	13
4.8.10 Management of Results	13
4.8.11Circumstances for Administration of Special Examinations	13
4.8.12 Capacity Building Requirements and Technical Support.....	14
4.8.13 Reporting.....	14
4.8.14 External Examination	14
5.0 LEARNER SUPPORT SERVICES	14
5.1 Student Readiness.....	14
5.2 Student Services.....	15
5.2.1 Registration	15
5.2.2 Student Complaints/Grievance Procedure	15
5.2.3 Student Identification	15
5.3 Library Resources.....	15
6.0 TECHNOLOGICAL SUPPORT	15
6.1 ODeL Equipment and Facilities	15



6.2 Funding for ODeL.....	16
6.3 ODeL Tuition and Fees.....	16
6.4 Institutional Technology and ICT Responsibility.....	16
7.0 QUALITY ASSURANCE.....	16
7.1 The Role of HRMPEB.....	16
7.2 The Role of Training Institutions.....	17
8.0 RESPONSIBILITIES OF ODeL DEPARTMENT.....	17
8.1 The ODeL Department/Division Services.....	17
8.2 Oversight of Courses.....	18
8.3 Learning Management System (LMS).....	18
8.4 HRMPEB ODeL Advisory Committee.....	19
9.0 MONITORING AND EVALUATION.....	19
9.1 Monitoring and Evaluation.....	19
10.0 COMMUNICATION AND DISSEMINATION.....	19
11.0 POLICY IMPLEMENTATION.....	20
11.1 Implementation Date.....	20
12.0 REVIEW.....	20
13.0 REFERENCES.....	20
14.0 COMPLEMENTARY POLICIES AND GUIDELINES.....	21
15.0 ODeL ACCREDITATION MANUAL.....	21
15.1 Requirements for Training Institutions.....	21
15.2 Requirements for ODeL Implementation.....	22
15.3 ODeL Technical Committee.....	23
16.0 Building an ODeL Team.....	23
16.1 Team Member Roles and Responsibilities.....	23
Appendix 1.....	25





LIST OF ABBREVIATIONS AND ACRONYMS

HRMPEB	Human Resource Management Professionals Examinations Board
ODeL	Open, Distance and e-learning
CEO	Chief Executive Officer
HOD	Head of Department
ICTs	Information and Communication Technologies
LMS	Learning Management Systems
SME	Subject Matter Expert
MOODLE	Modular Object-Oriented Dynamic Learning Environment
SSO	Single Sign-On
CAT	Continuous Assessment Test
CUE	Commission for University Education
EC	Examinations Center
QA	Quality Assurance
QC	Quality Control
QMS	Quality Management System

DEFINITION OF TERMS

ODeL: Is an acronym for: Open, Distance and electronic Learning *and it refers to a systematic application and integration of Information and Communication Technologies in the process of teaching and learning, also synonymously referred to as Technology-enhanced Learning.*

Asynchronous Learning: Refers to learning where the learner is not online at the same time as an instructor or other learners.

Blended Learning: A form of learning that combines traditional instruction, print based and multimedia delivery with online instruction.

Mobile Learning: A form of learning that is offered through handheld mobile devices such as iPhones, iPads, and other PDAs and can also be used in addition to ODeL activities.

Social Media: Is associated with the use of Web 2.0 tools i.e., Blogs, Wikis, Facebook, Twitter, YouTube, RSS feeds etc. within an educational context to support collaborative activities among communities resulting in collaborative learning opportunities.

Virtual Learning Environment and a Learning Management System: Is a web-based system that allows learning activities to be integrated in a single multimedia enabled environment.

Peer Feedback/Assessment: Process in which students provide comments and critiques on their peers' submissions. It supports the learning process by providing consistent checks of student performance against assessment criteria.

Faculty: A body of educators, i.e., professors, or teachers, whose aim is to impart knowledge to the learners at the school, college or university. Academic staff of an educational system that are hired with a purpose of providing education to the students.

Online Learning: Describes e-learning that makes use of Internet technologies and teachers and learners can be located anywhere as long as they have access to a computer and a connection to the Internet. Online learning can happen on campus or at a distance from the campus. It can be synchronous or asynchronous.

Open Learning: Is defined as flexibility in terms of delivery modes, time, place, admission, examinations and target groups.

Synchronous Learning: Refers to learning where the learner is online at the same time as the instructor or other learners.

Distance Learning: Is a mode of learning where there is separation of the learners from the teachers in time and place, and teaching and learning is conducted through a variety of media.

Training Institution: Refers to the Colleges and Universities that HRMPEB partners with in offering its professional courses.

1.0 INTRODUCTION

The Human Resource Management Professionals Examinations Board (HRMPEB) recognises that academic institutions worldwide are harnessing Information and Communication Technologies (ICTs) to improve efficiency and effectiveness in their teaching, learning and research activities. The board, as a modern assessment body, believes in Open, Distance and e-learning (ODEL) as a key contributor to enhancing the academic profile of training institutions. It also has a potential for improving learners' educational experience by enabling students to pursue world-class education in a Flexible Learning Environment (FLE) outside of a conventional classroom setting.

The use of ODeL requires a paradigm shift that puts the student at the center of the learning process and gives the instructor more time for individual interaction with students. This enables students to have a two-way communication with effective interactive discussions with their instructors either synchronously or asynchronously. The ODeL mode of delivery, therefore, provides a strategy to respond to the three major elements of academic excellence at collaborating training institutions: equity, access and quality of education and training.

1.1 Background

Established under Section 16 of the Human Resource Management Professionals Act, No. 52 of 2012, the Human Resource Management Professionals Examinations Board (HRMPEB) is mandated to prepare syllabuses for Human Resource Management Professionals Examinations; make rules with respect to the examinations; issue certificates to candidates who have satisfied examination requirements; and promote recognition of its examinations locally and internationally.

In execution of its mandate, HRMPEB is offering examinations for the Certified Human Resource Management Professionals (CHRP) qualification to enhance the competency of HR professionals. The examinations are aimed at assessing the HR body of knowledge, practical skills and required attitudes for effective delivery of human resource management services to stakeholders, hence, provide qualified HR professionals with practical application of best human resource management practices within professional standards of conduct and ethics.

1.2 Purpose

The purpose of this policy is to ensure that the delivery of content using ODeL mode offered by training institutions not only meets the expectations of stakeholders but is also of high quality in line with the Board's vision of being a leading open, distance and electronic learning assessment body in the training and development of competent human resource professionals.

This Policy details the course of action that training institutions will take on all matters related to ODeL mode of delivery. Its purpose is to define the guidelines, regulations and procedures for all involved in this mode at the training Institutions. The policy manual must be followed when ODeL activities are carried out to ensure that there is uniformity and consistency. It also encourages all training institutions to adopt ODeL to ensure that all staff and students benefit from this initiative.

Through this effort, students are encouraged to become familiar with a virtual learning environments, while staff members and particularly academic staff members, are encouraged to develop ICT skills which are critical to the success ODeL learning.

1.3 Vision

To be a globally recognised leader in examination and certification of human resource professionals

1.4 Mission

To develop competency in Human Resource practice through curriculum development, conducting professional examinations and certification for a productive workforce and organisational efficiency.

1.5 Core Values

Integrity

Professionalism

Innovation

Sustainability

Responsiveness

Care

Teamwork

1.6 Mandate

The mandate of HRMPEB is to develop and prescribe human resource curricula, manage professional examinations and certify qualified candidates.

1.7 Principles and Guidelines

The development and implementation of ODeL activities will be guided by the following principles:

Equity – Training institutions will utilize various technologies to create and deliver ODeL courses to enable students who may not be able to attend conventional classes access training.

Fairness – Training institutions will ensure that students enrolled in ODeL courses have equal opportunity with students enrolled in traditional face-to-face courses in terms of course delivery, administrative and support procedures. It will also ensure that the workloads of staff members delivering their courses through ODeL mode are acknowledged.

Flexibility – Training Institutions will ensure an anytime, anywhere learning environment catering for all modes of learning.

Capacity – Training Institutions will create organisational trainer capacity and provide adequate infrastructural resources necessary for assuring continuous in-house ODeL development capabilities in the long-term.

Sustainability – Training institutions will ensure that they put in place mechanisms for continuous training of course facilitators to equip them with the requisite skills to fully exploit ODeL environment in their different disciplines.

Scalability – Training Institutions will expand ODeL services to all in order to reach the point where enough individuals will become comfortable users of ICTs.

1.8 Policy Objectives

The key objective of this Policy is to support the mission of the Board by integrating open, distance and electronic learning using ICTs in curriculum delivery and assessment. The use of ODeL is premised to offer alternatives to conventional approaches that enhance effective and flexible teaching and learning. This is in-line with the national ICT Policy, 2019, and Kenya's long-term development plan, Vision 2030 and tertiary education standards and guidelines. The specific objectives of this Policy are to:

1. Harness the emerging computing and internet technologies as a course delivery mechanism to assist and facilitate learning through non face-to-face training methodologies for the benefit of both distance students and their instructors in order to provide greater access to quality education by increasing enrolment opportunities.
2. Improve efficiency in administration, monitoring and evaluation of ODeL.
3. Provide guidance on the planning, designing, developing and delivering of content that use ODeL as a method of teaching and learning.
4. Create, maintain and execute the implementation plan of ODeL at the training Institutions.
5. Monitor and review progress of ODeL activities and implementation plan.
6. Produce human resource professionals who are well versed and ready to use digital technologies and capable of participating in knowledge-based human resource services.

HRMPEB is cognisant of the fact that the use of ICT does not necessitate physical co-location of students and instructors. Online content can be accessed remotely from anywhere as long as the student or instructor has access to the content. In addition, interaction and assessment activities can also be carried out online or offline.

1.9 Policy Statement

The HRMPEB supports the intentional use of technology-enhanced learning to increase equity, enhance efficiency and improve the quality of teaching and learning, to develop as a leading national examinations body in human resource management and to cultivate standards of excellence in all functions prescribed by the Kenya Education Act. The assessment body will take full advantage of opportunities provided by Information and Communications Technologies (ICTs) to provide instructors and students with a technology rich physical and online learning environment that is designed to appreciate diverse teaching and learning style preferences and accommodate the diversity of its users. This Policy provides the basis to harmonise open and distance learning and technology-enhanced learning implementation across the training institutions. ODeL This Policy will also guide staff in the process of planning, designing, development and delivery of digital course content.

1.10 Scope

This Policy details the course of action that the Board will take on all matters related to open, distance and electronic learning mode of delivery ODeL. Its purpose is to define the guidelines, regulations and procedures for all involved in ODeL activities ODeL at accredited training Institutions. These guidelines must be followed when activities are carried out to ensure that there is uniformity and consistency.

1.11 ODeL Modes of Delivery

- (a) The ODeL courses provided by training institutions assume that the learners and the teachers will be separated in time and place or most of the time. Therefore, the delivery shall be by open and distance learning involving multimedia approach categorised as follows:
 - (i) Open and distance learning.
 - (ii) E-Learning both online and offline.
 - (iii) Virtual learning.
 - (iv) Blended learning.
- (b) In addition, the institutions may conduct courses using face to face occasionally at times and places convenient to the students registered for ODeL mode of learning.
- (c) The main and support media choice and media mix will be determined by the Course content and the strength of individual instructional medium and the learners/target group for whom it is intended. Media available for consideration and use include the following:
 - (i) Print based media.
 - (ii) Audio and visual media.
 - (iii) Audio and video Conferencing.
 - (iv) Computer Mediated Learning Materials online and off line.
 - (v) Internet based media for online e-learning materials.

The media choice and media mix will take into account the following considerations: ease of using it by learners, teaching ability, cost and logistics of setting it, technical and organisational requirements and new approaches and currency of the media and the teaching value of the media against what it costs.

Teaching functions. All these are summarised by the acronym '**ACTIONS**':

- (i) **Accessibility of the media to learners** considers the availability of the media to the learners wherever they may be.
- (ii) **Cost Effectiveness** considers strengths of the media used as teaching strategy.
- (iii) **Interaction and user friendliness** refers to the extent in which it provides interactivity between the learners and the courseware with minimal challenges
- (iv) **Organisation requirement** considers the infrastructural set up that would be needed for its readiness for use.
- (v) **Novelty** considers the currency and latest modes of the media.

- (vi) **Speed** considers the logistics involved in setting up the media.
- (d) The **main media** for all the courses shall be the electronic and print media.
- (e) The **main media** will be supported by tutorial services online and limited **face to face**, which may not exceed one third of the approved hours of the course except in special circumstances e.g., practical subjects.
- (f) Except in exceptional cases, the face-to-face contact or online teaching will constitute only up to a maximum of 1/3 of the course duration.

2.0 STAFFING FOR ODeL FUNCTIONS

Training institutions shall have appropriate policies that ensure recruitment of an adequate number of academically and professionally qualified staff to administer and manage ODeL programs. To achieve this, the following shall be considered:

- (a) Clearly defined institutional policies on ODeL mode of delivery for training programs.
- (b) Employment of appropriate and competent staff as follows:
 - (i) Training staff hereafter referred as ODeL Staff Member with appropriate knowledge and skills in the distance education discipline and instructional techniques.
 - (ii) Technical staff with appropriate ICT and management skills.
 - (iii) Administrative staff with skills in human resource management, budget making and cost analysis.
 - (iv) The training institution engages an ODeL Staff Member on either full time or part-time employment.

2.1 Responsibilities

The ODeL Staff Member is responsible for the development of course content, delivery of instructions, evaluation of student progress in ODeL courses, and timely communication with students. The ODeL Staff Member will evaluate course content on a continuing basis to ensure study materials are current and up to date. The institution will be responsible for producing and disseminating the content in suitable media.

2.2 Qualifications

An ODeL Staff Member who provides training for ODeL courses must meet, in addition to ODeL delivery skills, the same minimum qualifications as outlined in the training institution's terms and conditions of service.

2.3 Training

Training Institutions will provide a variety of training workshops and individual training for faculty in the use of learning technologies including Learning Management Systems (LMS) and other technologies used in ODeL mode.

2.4 ODeL Evaluation

An ODeL Staff Member shall be evaluated in a comparable manner as those who teach traditional courses. Anonymous trainee course evaluations will be completed in all ODeL courses. Analysis will be done according to the training Institutions rules and regulations and will be used to guide course revisions.

2.5 ODeL Teaching Load

An ODeL Staff Member will receive the same credit towards their teaching load as do trainers engaged on traditional courses. The decision as to how many ODeL courses an ODeL Staff Member may teach shall be in line with regulations set by individual training institutions provided that they meet the minimum requirements set out in the Board's accreditation policy.

2.6 Compensation

Compensation for an ODeL staff member shall be comparable to those of a regular trainer. However, training institutions may offer incentives and facilitation to ODeL Staff Members.

2.7 Meetings

In addition to training and professional development related to teaching in ODeL formats, ODeL Staff members will be expected to meet periodically to share information and discuss ideas to enhance effectiveness of courses and quality of courses being taught.

2.8 Faculty Support and Supervision

Full-time and part-time ODeL faculty is supervised as a regular activity of the department head. ODeL courses and programs are integrated into an appropriate management framework within the training Institution.

2.9 Interactions with ODeL Students

Communication is essential to the success of all courses. An ODeL Staff Member will be required to use a variety of methods of interaction with trainees including email, phone, text messages, chat, discussion boards, or audio/video conferencing.

3.0 CURRICULUM DEVELOPMENT AND ASSESSMENT

HRMPEB curriculum development and review philosophy will apply in the development and implementation of ODeL. The curriculum should facilitate a structured interaction between Instructors, learners, curriculum content and the ODeL environment in a manner that transforms both the learner and Instructors into knowledgeable, skilled persons who can both communicate the discipline content, and apply the knowledge learned to resolve real life issues in the human resource management field.

3.1 Courseware Development, Production and Transmission

3.1.1 ODeL Approaches

- (a) **Courseware development:** Content shall be developed in conformance with the standard and procedure set by HRMPEB and the requirements of TVETA and KNQA.
- (b) **Distance Learning:** Study materials shall be produced in print format and made available offline.
- (c) **Facilitated/instructor-led:** Training shall be scheduled and delivered by an instructor and/ or facilitator synchronously and asynchronously using the LMS or any other relevant platform.

3.1.2 Converting an Existing Course to an ODeL Course

The process for converting an existing course to an ODeL course is as follows:

The faculty member will convert the course following the training institutions guidelines for ODeL courses and construct the course within the ODeL guidelines. It is recommended that faculty members' work with an assigned ODeL department member, with skills in instructional design throughout the development process to ensure the course meets the appropriate accreditation standards for ODeL courses.

The instructional designer and or ODeL administrator will evaluate the online course for the required standards as recommended in the Quality Management Systems Policies and notify the faculty member and the appropriate department head when all the course design criteria have been met. If the course does not meet the ODeL course standards and is not aligned to the principles and standards of quality ODeL course material, the study content may be returned to the faculty member with recommendations for changes. All ODeL courses will meet requirements established by this Policy and other relevant accrediting bodies.

3.1.3 Creating a New Course for ODeL

If an ODeL Instructor desires to create a new course specifically as an online course, the course must first be approved following the procedures outlined in training institutions Curriculum Policy guidelines for course approval. Once the new course has the training institutions approval, the online course must follow the same process as converting an existing course.

3.1.4 Course Review

The responsibility for ongoing assessment of ODeL courses rests with the appropriate department and their heads. The department heads will work with the ODeL Department in assessing course quality based on the training institutions Rules and Regulations and/or any other appropriate assessment tools.

3.1.5 Accessibility

As with face to face based courses, students taking ODeL courses may request an institution to meet individual needs of a learner with a documented disability. Special arrangements may be made to deliver the course in an alternative format as needed to meet the student's accessibility needs. It is the responsibility of the student to notify the head of ODeL in the training institutions prior to the start of class to request these accommodations.

3.1.6 Intellectual Property and Third Party Providers

ODeL courses are frequently designed and disseminated by other colleges, universities, corporations or nonprofit organisations. In the event that a training institution wishes to purchase or lease course content or entire courses from a third party, the appropriate department and the ODeL Department should ensure alignment with the departmental and training institution's standards.

3.1.7 Academic Integrity

The principle of integrity states that it is the responsibility of each student to be familiar with

the Code of Conduct and Policies concerning professional honesty and proper scholarship. Professional dishonesty includes plagiarism, cheating, fabrication, aiding and abetting dishonesty, collusion, and unauthorised possession or distribution of academic materials. Plagiarism software may be utilised by faculty and students to evaluate submitted assignments for illegal use and poor scholarship. The Code of Conduct and training institutions judicial procedures will be followed in the event of academic misconduct.

3.1.8 Copyright Compliance

ODEL Instructors are expected to understand and adhere to the copyright law of Kenya. Copyright law must be followed when performances, displays, copies or other reproductions of copyrighted material are made available to students. This includes the posting of copyrighted material in the training institutions ODeL or other online sites.

3.1.9 Invigilation of Online Courses

If an ODeL Instructor is interested in setting up an invigilated (proctored) testing site, either within the training institution or at a remote location, that Instructor will work with the ODeL and ICT departments in finding suitable locations. All HRMPEB examination rules and regulations will apply including timing, remediation, presence of an invigilator, presentation of valid examination card and/or student ID and having written material, phone in the examination room and other examination misconducts.

DELIVERY CHANNELS AND MEDIA

- (i) ODeL programs shall be delivered through a suitable combination of distance learning, e-Learning and blended learning.
- (ii) The primary channel of delivery will be the internet.
- (iii) Distance learning media will consist of and not limited to print, electronic and limited face-to-face interaction.

4.0 EXAMINATION

Students may be required to take examinations in a secured testing environment in the training institutions or at a nearby assigned examination center.

4.1 Examination methods and types

The appropriate assessment method depends on the level of study, and, therefore, should be aligned with objectives of the course. These could be matched with revised Bloom's Taxonomy of Educational objectives and/or any other appropriate taxonomy.

Types of online Assessment Tests

	Revised Bloom's Taxonomy of Educational Objectives	Appropriate Tests
	Recalling/Remembering	Multiple choice; True/False; Matching, Fill in the blanks, Short answer, Flash cards, Games, Quizzes.
	Understanding/Skill	Simulations, animations, tutorials.

Applying	Multiple choice, short answers, essay, tutorials, simulations, games, case studies.
Analysing	Multiple choice, essay, project, portfolio, Simulation, presentation, paper, virtual labs, case studies.
Evaluating	
Creating	

4.2 Closed-Book Examination

This is where the candidate is not allowed to bring any reference material to the examination room.

4.3 Open-Book Examination

Open book examination is where the candidates are allowed to bring into the examination room reference material including access to online materials. There are two types; restricted or unrestricted. In the former, the examiners may prescribe specific material to be used; while in the latter, the student may use whatever they choose.

4.4 Take Away Examinations

This is an examination where a candidate is given a task to perform over a prescribed period of time and returns the completed work for assessment.

4.5 Oral Examinations

Oral examinations are where the candidate presents their work orally for assessment. When standardised, they may be more objective in assessing a student's knowledge, application, reasoning and overall performance, competence and critical thinking skills.

4.6 Spot Exams

Examinations in which a candidate is required to perform task(s) of identification and short responses; performance of small tasks related to the structures can be administered effectively online, for example, using the QUIZ facility in LMS.

4.7 Practical Examinations

This is an exam where a candidate is supposed to perform a practical task and present the same online.

4.8 Procedure

These procedures supplement and modify the existing policies and procedures on examinations to the extent of aiding and facilitating online examinations.

For the purpose of this procedure, the use of electronic gadgets shall be allowed.

4.8.1 Setting

Course leaders shall set examinations as soft copies using appropriate online documents management software dedicated for this purpose.

Course leaders shall submit the draft examination to the Head of Department in soft copy.

4.8.2 Moderation

The Head of Department shall convene an appropriate panel to internally moderate the examination questions online.

The Head of Department shall organise appropriate external moderation online using a secure method.

4.8.3 Submission to Examination Center

- (a) After moderation, the Head of Department shall submit the examination online to the Examination Centre using a secure method.
- (b) Examination center will control the overall examinations administration, in particular, times of commencement, closure of examinations as per approved timetables and general control, custody and repository of examinations.

4.8.4 Processing and Transmittal from Examination Center to the Department

The EC shall further process the Examination in appropriate form and transmit it back to the Department using a secure method online.

4.8.5 Registration of Candidates for Examinations

The course leader shall ensure that only the students who have attended at least two thirds of the classes and are registered for the examination sit for the examinations or as per the training institutions Policy.

4.8.6 Communication to Candidates

The Academic coordinator shall communicate to the Examiners and Candidates the rules, modalities and the logistics of conducting online examinations.

4.8.7 Preparation of Candidates

The training Institution/Centre, Head of Department and course leader shall make the necessary preparation and communicate with the candidates on the rules, modalities, preparations and logistics of the examinations.

4.8.8 Administration of Examinations

Online examinations will be administered through an appropriate platform approved by the Board.

The identification of candidates shall depend on the platform selected for the administration of Exam.

In the administration of examinations, the training institution shall give considerations to candidates with special needs; and those with ICT challenges.

The Examiner and candidates shall maintain authenticity and integrity as follows:

- (i) The examination, in the appropriate format, shall be secured, and only disclosed to the candidates at the commencement of the Examination.
- (ii) The candidates shall be invited to the examination platform for the specific examination only through their official email addresses provided to HRMPEB.



- (iii) The Course Leader shall invigilate the examination online including confirming the identity of the candidate through appropriate software.
- (iv) The candidates shall sit each examination for a fixed duration.

4.8.9 Marking

Course Leader shall mark examinations either online using an appropriate platform; or download answers and mark manually.

4.8.10 Management of results

The moderated results shall be released through the Student Management Information System after approval by the Examinations board.

4.8.11 Circumstances for Administration of Special Examinations

Where the student has a certifiable and verifiable credibility that connectivity interruption prevented them from sitting the examination or terminated their progress within the designated period, the invigilator shall report to the Course leader/HOD for consideration within 24 hours.

The Course leader/HOD shall consider the request from the student and make an appropriate recommendation to the Head of Examinations for consideration and determination.

4.8.12 Capacity Building Requirements and Technical Support

The head of ICT shall undertake training for all staff and students on the use of the identified online platform.

The head of ICT shall designate technical staff to offer technical support to the entire process during administration of examinations.

The head of Examinations shall train and sensitise Heads of departments and examiners on procedure, regulations and modalities of examinations.

4.8.13 Reporting

The Heads of Department shall prepare and submit a report through their respective training institutions Academic Board indicating key findings, challenges and recommendations relating to online examinations.

4.8.14 External Examination

The head of a training institution shall give guidelines on external examinations following directions given by HRMPEB on external online examinations.

5.0 LEARNER SUPPORT SERVICES

1. Learner support services comprise administrative support, tutorial support, guidance and counseling support, library and ICT support
2. The learner support services will be provided primarily through the internet and intranet at the training institution
3. Learner support services shall be provided to the students throughout their study by putting in place evaluation strategies to gather student feedback and take corrective action.

4. The training institutions should develop handbooks for students, instructors, administrators and technical staff.

5.1 Student Readiness

Students need to be proficient in the following skills in order to be successful in an ODeL class; time management, academic performance, self-motivation, reading ability and computer skills. The ODeL department will provide them with instructions on how to navigate through the LMS. A self-assessment tool will assist students to determine if they can succeed in an ODeL class especially for the online courses.

5.2 Student Services

Online students apply for admission, register for classes, and check course availability online, as do traditional students. Information will be available online through the training institutions portal, including financial aid, placement services, remedial services, counseling, and academic advising. Students should consult an advisor before registering for online classes.

5.2.1 Registration

All registrations for online classes may be completed via e-mail and/ or online via the training institutions portal.

5.2.2 Student Complaints/Grievance Procedure

Any student who wishes to make a formal complaint to the training institutions should refer to existing rules and regulations, which will be available online.

5.2.3 Student Identification

Students enrolled in ODeL classes must be issued with a student ID through the Admissions Section. The request may be submitted by e-mail and the ID card will be mailed to the student. ODeL students who come to training institutions to utilise training institutions services must acquire a valid student ID prior to access.

5.3 Library Resources

The Training institutions will ensure that students participating in ODeL courses have access to adequate and appropriate ODeL resources. Students should have access to the virtual library resources within the training institutions. Library services available to distance students include the resources that are accessed through the online library catalog, electronic books, online databases, full-text journals available online, research assistance and inter-library loan.

6.0 TECHNOLOGICAL SUPPORT

6.1 ODeL Equipment and Facilities

Training institutions offering HRMPEB ODeL qualifications should provide the necessary equipment and facilities to effectively deliver synchronous courses at a distance. Computers with Internet access should be available on campus for students who may need to use campus facilities for ODeL purposes. All courses which cannot be completed via technology-based ODeL, should be handled with special arrangements made by the ODeL staff member and the department head.

6.2 Funding for ODeL

Sufficient funds for the operation of ODeL programs should be allocated to maintain instructional offerings. The annual training institutions budget should provide for the maintenance of equipment and networks.

6.3 ODeL Tuition and Fees

Tuition fees for ODeL classes will be the same as face to face, based on the student's residency status or as per the guidelines provided by the training institution. Other fees and penalties like Late Registration Fee will apply based on the published fees schedule.

6.4 Institutional Technology and ICT Responsibility

The LMS Administrator and the ODeL Department will provide the technical expertise necessary to maintain connectivity and to address faculty concerns with the technical issues of ODeL. A 24/7 telephone/email helpdesk should be available for faculty and students. In addition, the ODeL department should provide training of faculty and students in collaboration with the departments. Department heads may request additional training for faculty and staff on an as-needed basis.

7.0 QUALITY ASSURANCE

7.1 The Role of HRMPEB

HRMPEB shall provide quality assurance standards to promote delivery of quality ODeL programs, related learner support services and ensure compliance. The focus shall be on ensuring that:

1. ODeL policies, regulations and procedures for training institutions are aligned with those of the board, national educational policies and strategies.
2. Guidelines to facilitate harmonisation, development, validation and delivery of ODeL programs are available and in use.
3. ODeL programs are of appropriate quality and consistent with national and international standards and relevant Laws of Kenya.
4. Standards and guidelines for training and learning resources' (infrastructure) quality control are developed and in use.
5. Standards for governing the establishment of ODeL institutions are adhered to.
6. Appropriate mechanisms and guidelines for regulating the development and use of learning content in print and electronic versions is developed.
7. ODeL programs are validated.

7.2 The Role of Training Institutions

Institutions offering ODeL programs shall have the primary responsibility of ensuring maintenance of standards, quality and relevance in their training. Therefore, the institutions shall:

1. Establish an internal quality assurance system.
2. Monitor ODeL training activities and assure compliance with national standards.
3. Provide adequate and relevant training resources for ODeL delivery.

4. Integrate appropriate experiential activities for the development of practical and innovative skills.
5. Establish systems and processes for continuous review and improvement of training standards.
6. Establish an efficient and effective information management system to ensure appropriate feedback is provided to The Board.

8.0 RESPONSIBILITIES OF ODeL DEPARTMENT

8.1 The ODeL Department/Division Services

The department should manage the unit for learning and will provide the following additional services:

- (i) Design and maintain a course template to provide a standard look of the ODeL course. The department will assign these templates to instructional staff for development of course material.
- (ii) Provide workshops and online tutorials on course development standards, policies and best pedagogical practices.
- (iii) Provide assistance with development of course material, including general advice on organization of study material, as well as assistance with file formatting and development of course material.
- (iv) Certify courses to ensure quality and compliance with printed material and course site requirements.
- (v) Work with assigned faculty/instructors to develop institutional-owned courses;
- (vi) Support instructional staff with functions and use of LMS and other instructional software.
- (vii) Meet with the ODeL Advisory Committee on a regular basis to review policies, procedures and possible course site certification resolutions.

8.2 Oversight of Courses

The ODeL Head of Department/Division (HoD) will supervise the Department/Division and report directly to the Head of Examinations at HRMPEB. The ODeL department will provide opportunities for faculty/instructors and staff to discuss pertinent ODeL issues and offer guidance to maintain a quality programme.

8.3 Learning Management System (LMS)

A Training institution shall provide an interactive Learning Management System (LMS) that effectively supports ODeL. An LMS platform will enable instructors to teach online, create classes, add attendance, or register lists, set up and deliver pop-up quizzes and deliver learning materials. Instructors can also use the platform to give feedback.

The LMS shall provide for:

1. Learner to learner interactions.
2. Learner and Instructor interactions.
3. Evaluation of interaction.
4. Analytics and reporting.

The LMS Administrator shall provide the technical expertise necessary to maintain connectivity and to address learners' concerns with the technical issues of ODeL. A Helpdesk shall be made available for instructors and learners.

Training institutions should consider implementing any of the following Learning management systems:

- (i) MOODLE.
- (ii) Blackboard.
- (iii) Canvas.
- (iv) MELimu.
- (v) Google Classroom.
- (vi) Sakai.
- (vii) Any other that the institution finds suitable for their setting.

The learning management system shall be hosted locally (on premise) in the training institution's server room/data center or on a leased cloud service infrastructure as the training institution may find suitable.

8.4 HRMPEB ODeL Advisory Committee

There is a need for HRMPEB to establish an ODeL Advisory Committee to be responsible for the implementation of the ODeL Policy, related guidelines and regulations. The unit will work as an ODeL advisory function that plans and coordinates the implementation of all ODeL related activities at the board and training institutions. The Role of the committee will, therefore, be:

- (i) To conduct monitoring and evaluation of the effectiveness of this Policy in line with the Monitoring, Evaluation and Reporting framework.
- (ii) To investigate the different technology-enhanced learning methods available for both on and off college students and promote these methods to the academic community.
- (iii) To maintain, support and encourage the adoption of the online learning environment.
- (iv) Identify factors and devise methods to overcome the limited use of ICT effectively.
- (v) To ensure that ODeL courses adhere to the adopted workflow and Standards.
- (vi) To encourage research that critically analyses the working methods of ODeL.
- (vii) To monitor and evaluate ODeL at the training institutions.

9.0 MONITORING AND EVALUATION

9.1 Monitoring and Evaluation

The ODeL Advisory Committee shall conduct monitoring and evaluation of the effectiveness of this Policy in line with the Monitoring, Evaluation and Reporting framework.

The ODeL Advisory Committee shall:

1. Develop and maintain strategies and mechanisms for monitoring and evaluation of this Policy.

2. Undertake regular check on implementation of the Policy.
3. Carry out annual evaluation on the implementation of the Policy.
4. Use the information for planning and management.
5. Propose potential areas for review.

10. COMMUNICATION AND DISSEMINATION

Training institutions shall develop a Communication and Implementation Plan to ensure that the ODeL system is communicated to staff and students in a way that enables them to understand the approach and their individual roles. Key commitments of the institutions' communication and implementation strategy shall include:

1. Domesticating and implementing the policy where applicable.
2. Making the policy public to all stakeholders.
3. Developing and overseeing a detailed and costed strategic implementation plan.
4. Conducting monitoring and evaluation of the Policy implementation.
5. Providing adequate qualified professionals and managers to coordinate ODeL initiatives.
6. Conducting policy implementation through a partnership approach involving public and private organisations as well as development partners.

11. POLICY IMPLEMENTATION

Implementation Committee

Training institutions shall constitute an ODeL Implementation Committee, presided over by the Institutional Head of ODeL who shall be reporting to the Head of the institution. The Implementation committee shall be comprised of:

1. Head of ODeL department.
2. Head of Examinations.
3. Officer in charge of training.
4. Any other three members appointed by the Head of Institution.

The implementation committee shall put in place internal structures to facilitate development, coordination, support and management of ODeL programs.

The committee shall hold meetings at least once in three months.

The implementation committee shall regularly review their internal ODeL quality assurance system for continuous improvement.

11.1 Implementation Date

This Policy takes effect on the date it is approved by the HRMPEB Board of Directors.

12. REVIEW

The Policy will be reviewed after every three (3) years or as need arises with an aim to enhance efficient delivery of effective outcomes.

13. REFERENCES

- (i) University of Nairobi ODeL Policy.
- (ii) TVET Open, Distance and ODeL Policy.

- (iii) Kenya Methodist University Blended Learning Policy.
- (iv) Kenya Medical Training College ODeL Policy.
- (v) Kenya Technical Trainers College, Open, Distance and ODeL Policy.

This ODEL Policy shall operate within existing relevant legal, regulatory and policy frameworks and guidelines. These include:

- (i) Kenya National ICT Policy, 2019.
- (ii) Kenya Data protection act 2019.
- (iii) TVET Act, 2013.
- (iv) CUE standards and regulations on ODeL 2014.

14. COMPLEMENTARY POLICIES AND GUIDELINES

These policies shall be read and applied in conjunction with the following policies and other documents:

- (i) Quality Assurance Standards for Accreditation of Training Institutions.
- (ii) Examinations Risk Management Policy Manual and Framework.
- (iii) Examinations Policy and Procedures Manual.

15. ODeL ACCREDITATION MANUAL

15.1 Requirements for Training Institutions

Institutions offering ODeL shall be accredited by the Board. The institutions shall ensure that the quality of the programs offered through ODeL and those offered through face-to-face are comparable.

Accredited institutions shall establish a framework on management and governance structures to coordinate ODeL programs.

Programme Sustainability

Institutions shall have a policy and plan for sustainability of the ODeL programs that will incorporate adequate budgetary provisions and effective resource mobilisation strategies. The focus shall be on:

- (i) Ensuring that there is a plan for sustainability of the ODeL programme for a given cohort to complete a course.
- (ii) Promoting public-private partnerships to fund ODeL initiatives.
- (iii) Developing innovative mechanisms to make ODeL institutions financially self-sustaining.

15.2 Requirements for ODeL Implementation

- (i) A fully functional ODeL Centre responsible for coordinating all ODeL services as well as other services. The Centre requires staff members and an operational budget to enable execution of all services and activities. It will coordinate and manage the implementation of ODeL activities.
- (ii) Appropriate infrastructure - infrastructure readiness in terms of hardware and software, peripheral devices, and network connectivity.
- (iii) Platform deployment and administration - the use of an acceptable and functional Learning Management System (LMS).

- (iv) ICT competencies – It is important that staff members participating in ODeL are trained to use and implement ODeL effectively. Training should focus on developing the necessary ICT skills, as well as emphasise the pedagogical aspects of using ICTs in teaching and learning.
- (v) Quality design standards – Employ the services of qualified Instructional Designers (ID) following ID principles and theories.
- (vi) Support for users – It is critical to provide a walk-in fully functional unit for staff and students alike.
- (vii) Learning implications – Actively engage in learning and learning processes supported in various ways.
- (viii) Workload implications – It is important to recognize engagement in ODeL activities specifically for staff members, as part of the current workload formula. It is also important to consider incentivising and rewards, which does not automatically imply consideration of a monetary value, but can be reduced workload, promotional points, opportunities to publish, release time to attend ODeL conferences, workshops etc.
- (ix) Research and development – Support regular and frequent research into current ODeL trends.
- (x) Monitoring and Evaluation – Regular monitoring and evaluation of all ODeL activities through the subsequent implementation strategy.

15.3 ODeL Technical Committee

Training Institutions will establish the ODeL Technical Committee to advise Institution management on the ODeL implementation and activities of this Policy.

The main responsibility of this committee is to provide technical opinion on the courses to be converted to ODeL, and the manner and style of conducting such courses for effective delivery of the course content.

The courses selected for automation shall be forwarded to the Academic Board for deliberations and approval.

The Head of Institution shall forward the proposed ODeL courses for approval by the Board of Directors.

The Committee shall comprise the following members:

- (i) Head of examinations.
- (ii) Head of ODeL.
- (iii) Head of ICT.
- (iv) Head of Quality Assurance.
- (v) ODeL administrator.

16. Building an ODeL team

16.1 Team Member Roles and Responsibilities

The structure of the ODeL team will vary depending on the number of people in the training Institutions. On the bare minimum, the ODeL team will have at least three people,

the Project manager/ODeL Administrator, the instructional designer and the Editor. Below are the major roles needed for an ODeL team followed by the responsibilities of each role:

- (i) **Project Manager/ODeL Administrator:** Oversees the full life cycle of the project, interfaces between internal client and ODeL team, schedules deliverables, ensures the team has the information and resources it needs to get the job done. Provides the business analysis to ensure that solutions are aligned with business and organisational goals.
- (ii) **Instructional Designer/Writer:** Uses instructional design, cognitive psychology and adult learning theory to determine the appropriate solution to a knowledge or performance gap. Analyses content, organizes content, designs solutions, and writes storyboards, scripts, performance support, mobile learning and manuals. Knows how to use social media and collaborative tools to facilitate learning.
- (iii) **Editor:** Helps to improve overall writing, proofreads all writing.
- (iv) **Graphic Designer:** Creates the user interface, graphics and animations; designs the look and feel of courses, learning portals, mobile learning and print materials with an eye toward the clarity required for learning and information dissemination.
- (v) **Media Specialist:** Produces and edits audio and video when required for a project.
- (vi) **Authoring Tools Specialist:** Assembles all the elements into a running course, adds interactivity, and ensures the course can interface with a Learning Management System if required. The instructional designers can also handle this role.
- (vii) **Tester:** Runs Quality Assurance checks by testing the course from a technical perspective and ensuring it matches the storyboard.
- (viii) **Subject Matter Experts (SMEs):** The instructional designer works with subject matter experts to develop the content.

Notes:

1. Although the policy has allowed training institutions to decide on the LMS to use, there is need to decide whether or not HRMPEB could prescribe a standardised LMS.
2. There may be need to pilot the ODeL with one institution before fully rolling out.

APPENDIX 1

CHECK LIST FOR ODeL MODE OF DELIVERY READINESS

1. ODeL Governance and Structure:
 - Availability of strategies, administration, and organisational infrastructures and frameworks for the development, implementation, and sustainable delivery of ODeL programs.
2. Existence of adequate ICT Infrastructure i.e., Internet bandwidth, hardware and software (LMS):
 - Physical infrastructure and access points to ODeL programs (e.g., ODeL design and development centre).
 - Power availability (electricity, solar).
 - Technical infrastructure, and equipment for ODeL learning environments including computers, mobile devices, virtual labs.
 - ICT capacity and internet infrastructure.
 - Existence of educational technology for ODeL (e.g. social media or mobile learning).
3. Quality standards in ODeL.
4. Appropriate faculty competencies [section 16.1].
5. Learner support services:
 - Adequate infrastructure for and organisation of learner support systems.

