TVET STANDARD

TVET Standard — Open, Distance and e-Learning (ODeL) — Requirements and Guidelines

REVISION OF TVET STANDARDS

In order to keep abreast of progress in industry, TVET Standards shall be regularly reviewed. Suggestions for improvements to published standards, addressed to the Director General, Technical and Vocational Education and Training Authority are welcome.

TVET STANDARD

TVET Standard — Open, Distance and e-Learning (ODeL) — Requirements and Guidelines

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TVET STANDARD

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Second Edition

Foreword

Development of the Technical and Vocational Education and Training (TVET) Standards has been necessitated by the need for establishing requirements governing quality of training services in the TVET sector. It is envisaged that through standardization, service delivery disparities that are encountered when services are rendered within the TVET sector will be removed.

Technical and Vocational Education and Training Authority (TVETA) has established a Technical Standards Committee mandated to develop standards through consultations with stakeholders and Kenya Bureau of Standards (KEBS). The Committee is composed of representatives from the TVETA Standards Development Department, public and private sector organizations in the TVET sector.

TVET Standards are developed through a Technical Committee in consultation with key stakeholders and professional experts representing government, regulatory and professional bodies, curricula development and assessment agencies, academia, consumer groups, public and private colleges, universities and other interested parties.

Draft TVET Standards are circulated to stakeholders. The comments received are discussed and incorporated before finalization of the standards, in accordance with the principles and procedures for development of training Standards. Once finalized, the public are then notified through Government gazette.

TVET Standards are subject to review from time to time. Users of the TVET Standards are therefore expected to ensure that they always have the latest versions of the standards they are implementing.

Attention is drawn to the possibility that some of the elements of this document may be subject to patent rights. TVETA shall not be held responsible for identifying any or all such patent rights.

This second edition cancels and replaces the first edition (TVETS-05:2019) which has been technically revised.

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Introduction

The first edition of the Open, Distance and e-Learning (ODeL) TVET Standard was published in 2019. The standard prescribes requirements for approval of programmes offered through ODeL and establishment of ODeL centres. The Covid-19 pandemic resulted in a significant demand by institutions for online training which is undertaken remotely and on digital platforms. A number of TVET institutions have since adopted the standard to guide implementation of training through ODeL. It is envisaged that the demand for training through ODeL will become a normal practice in training institutions even post Covid-19 period.

The purpose of this standard is to guide TVET institutions on how they can implement ODeL in training. It has sections on the following: needs assessment, governance and administration, accreditation of the ODeL centre and programmes, human resource, infrastructure, programme and course materials development; course delivery, conduct of assessments and certification; trainee support services and monitoring and evaluation of ODeL.

The ODeL standard was reviewed to incorporate emerging issues that arose during its implementation over the past three years. Further, in view of the effect of Covid-19 pandemic on education and training, the standard was reviewed to consider issues affecting access and equity in provision of quality education and training.

The following changes have been made to the second edition of this standard:

(a)   Additional definition of terms for clarity;

(b)   A clear distinction between regional and learning centres was brought out;

(c)   Clarity on requirements for accreditation of an ODeL Centre, Regional Centre and Learning Centre;

(d)   Inclusion of hybrid learning, blended learning and Recognition of Prior Learning (RPL) in the scope;

(e)   Inclusion of diversity and inclusivity issues, mainly gender and PWDs;

(f)   Clarification that institutions can outsource ICT infrastructure (hardware and software) as a service; and

(g)   Reorganization and formatting of the standard.

TVET Standard — Open, Distance and e-Learning (ODeL) — Requirements and Guidelines

1 Scope

This TVET Standard prescribes requirements for Open, Distance and e-Learning (ODeL) centres offering education and training through traditional distance education; e-learning provisions; blended learning; hybrid learning and virtual education.

The standard is also applicable to recognition of prior learning (RPL).

NOTE   ODeL is one of the modes of delivery for RPL. However, RPL is covered in TVETS 02.

2 Normative references

The following documents are referred to in the text in such a way that some or all of their content constitutes requirements of this document. For dated references, only the edition cited applies. For undated references, the latest edition of the referenced document (including any amendments) applies.

TVETS 01, *TVET Standard — Competence-Based Education, Training and Assessment (CBETA) — Requirements*

TVETS 02, *TVET Standard — Prior Learning Assessment and Recognition (PLAR) — Requirements*

KS 2416-3, *Information Technology — Learning, education and training — Part 3: Network components to support e-learning*

3 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

3.1
authority
Technical and Vocational Education and Training Authority (TVETA)

3.2
blended learning
blended learning is defined as a learning mode that utilizes at least 30% - 79% of the course content delivered online to complement face-to-face learning (Sloan Consortium,2010)

3.3
curriculum
structured document that describes the goals, objectives, learning experiences, instructional resources and assessments that comprise a specific educational program. Additionally, it represents an articulation of what learners should know and be able to do and supports teachers in knowing how to achieve these goals.

3.4
distance education
delivery of learning or training to those who are separated mostly by time and space from those who are training. The training is done with a variety of mediating processes used to transmit content, to provide tuition and to conduct assessment or measure outcomes. The delivery modes may include traditional distance education by correspondence courses, e-learning and blended learning to open learning centres and face-to-face provision where a significant element of flexibility, self-study, and learning support, in an integral part.

3.5
e-learning
application of information and communication technologies (ICTs) to enhance distance education, implement open learning policies, make learning activities more flexible and enable those learning activities to be distributed among many learning venues

3.6
flexible learning
provision of learning opportunities that can be accessed at any place and time. It relates more to scheduling of activities than to any particular delivery mode

3.7
hybrid learning
education model where some trainees attend class in person while others join the class virtually synchronously

3.8
institution
organization founded for purposes of education, training and research

3.9
learning management system (LMS)
platform that supports the implementation of e-Learning. It enables course information, lecture notes, learner communication and other learning activities to be accessed online through the institution's computer network. It also serves to enhance collaborative activities among learners and instructor.

3.10
ODeL centre
institution where open, distance and e-learning modes of training are applied

3.11
organs of governance
entity that has responsibility for monitoring, supervising and directing the business affairs of an institution as directed the law

3.12
open learning
policies and practices that permit entry to learning with no or minimum barriers with respect to age, gender, location or time constraints with recognition of prior learning

3.13
programme of study
prescribed curriculum that trainees undertake for purposes of obtaining a qualification

3.14
remote learning
where the learner and the teacher are not physically present in a traditional classroom environment. Information is relayed through technology, such as discussion boards, video conferencing, and online assessments

3.15
virtual education
distance education and training which is largely web-centered, but does not necessarily limit itself to learners outside a conventional classroom. It uses multimedia and, besides delivering content, also enables a high level of interaction among learners, content, trainers, peers and administration both synchronously and asynchronously.

4 Requirements and guidelines

4.1 Needs assessment

4.1.1 The ODeL centre shall show evidence that an appropriate needs assessment or feasibility assessment has been undertaken giving the rationale or justification for setting up the institution or starting the programme as reflected in the beliefs and core values of the institution.

4.1.2 The feasibility study shall cover the following broad areas:

4.1.2.1 Target groups that are to be served by the institution focusing on their:

    a) Demographical factors;

    b) Education background;

    c) Motivational factors;

    d) Experiences, including work situation;

    e) Accessibility and familiarity to media and information;

    f) Ability to use information and communication technology; and

    g) Economic background to guide on level of support needed by target group.

4.1.2.2 The infrastructural situation in the catchment regions, especially telecommunication network, electricity and transport;

4.1.2.3 Educational resources such as facilities in the learning institutions, library services as well as human resource; and

4.1.2.4 Market demand for the ODeL programme(s).

4.2 Governance and administration

4.2.1 Establishment of the ODeL centre

4.2.1.1 ODeL centre shall either be established as a stand-alone entity or be part of an accredited training institution.

4.2.1.2 An ODeL centre may establish regional centres and learning centres to take their services closer to trainees.

4.2.1.3 The number of regional centres and learning centres within a region will depend on the trainee population and distribution.

4.2.1.4 The ODeL centre shall ensure that there are clear governance and administrative structures that involve stakeholders, where appropriate.

4.2.1.5 The ODeL centre shall put in place internal organizational structures to facilitate the development, coordination, support, and programmes offered through ODeL.

4.2.1.6 Institutional structures shall have the capability to:

    a) Facilitate the associated instructional and technical support relationships;

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b) Provide the required information technologies and related support services;

c) Develop and implement a marketing plan that takes into account the target trainee population, the technologies available and the factors required to meet institutional goals;

d) Provide training and support to participating instructors and trainees;

e) Assure compliance with copyright law;

f) Provide contract for products and outsourced services;

g) Assess and assign priorities to potential future projects;

h) Assure that electronically offered programmes and courses meet institution-wide standards, both to provide consistent quality and to provide a coherent framework for trainees who may enroll in both electronically offered programmes and traditional courses;

i) Maintain appropriate training oversight;

j) Maintain consistency with institution's training, planning and oversight functions, to assure harmony with institution's mission and allocation of required resources;

k) Assure integrity of trainees work and training staff instruction;

l) Ensure data and information security; and

m) Ensure infrastructure that takes into account data and information storage, server hosting and bandwidth to ensure good user experience.

4.2.2 Vision and mission statements

4.2.2.1 The ODeL centre shall have clearly stated vision and mission consistent with its beliefs and core values and make it known to its constituents.

4.2.2.2 The vision shall incorporate the advancement of global knowledge and 21st century skills of training and learning practices.

4.2.2.3 The mission shall include business, purpose and value statements. The key aspects of the vision and mission shall be reflected clearly to constitute the provider's commitment to social responsibility at policy level, and these shall include:

a) Accessible high quality interactive learning programmes and materials;

b) Affordable and learner centred flexible programmes;

c) Use of appropriate technology;

d) Collaboration with other providers; and

e) Commitment to excellence.

4.2.3 Objectives and strategies of the ODeL centre

4.2.3.1 The ODeL centre shall have clearly stated objectives and strategies for achieving its mission.

4.2.3.2 The objectives should, in the minimum, relate to:

a) Learners needs;

b) National goals; and

c) Industry/Employer's expectations or needs.

4.2.3.3   The strategies should include the mode and media of delivery for the CBET programmes offered.

4.2.3.4   The institution's objectives shall:

a) Be cascaded to the delivered programme; and

b) Ensure that it fulfils its mandate to trainees in programme.

4.2.4   Institutional ODeL policy and action plan

4.2.4.1   ODeL policy shall be developed and approved to guide the development and implementation of CBET programmes offered through ODeL.

4.2.4.2   The ODeL policy shall contain but not limited to:

a) Guidelines on organization of the ODeL Centre.

b) Course delivery approaches.

c) Content development.

4.2.4.3   The policy shall be communicated to all stakeholders based on the principle of transparency, accountability and authority.

4.2.4.4   The ODeL centre shall develop and implement comprehensive action plan for ODeL to achieve the stated vision and objectives in line with this standard.

4.2.4.5   The plan shall be well coordinated with all departments within the training institution to ensure that all the academic staff and trainees are fully engaged in ODeL practices on daily basis.

4.2.4.6   The training institution's strategic and operational plans shall recognize and support the use of technologies to facilitate learning and training.

4.2.5   Responsibility of organs of governance

The organs of governance shall be responsible for:

a) Institutional policy decisions;

b) Administrative issues;

c) Finance issues; and

d) Supervision and monitoring of TVET affairs.

4.2.6   Administrative structures

The administrative structures shall include those responsible for:

a) Management of development of programmes and study materials;

b) Management of production and distribution of study materials;

c) Management of trainee support services;

d) Management of information and records systems;

e) Management of data and information security;

f) Management of trainee assessment;

g) Planning and financial management;

h) Management of monitoring, evaluation and research; and

i) General management and administration.

4.2.7   Institutional budget and policy

4.2.7.1   The management of the institution shall be committed to provide the ODeL Centre with funding.

4.2.7.2   The ODeL centre shall have budgetary provisions for the programme to ensure its sustainability and this shall be reflected in the financial policy statements.

a) There shall be a policy and plan for sustainability of the programme and a teach-out plan;

b) Institutional budgetary allocation to the programme shall be reflected in the overall institutional budgetary structure to ensure viability and maintenance of facilities; and

c) There shall be viable ICT facilities used for the delivery of online programmes.

4.2.8   Marketing

4.2.8.1   The ODeL centre shall ensure that marketing, delivery and evaluation of programmes is done in a fair and ethical manner following acceptable best practices, to comply with all relevant legislation.

4.2.8.2   The ODeL centre shall develop effective marketing strategies. The provider shall ensure that advertising or promotional materials give clear and accurate view of the institution, its provisions, objectives and outcomes of the programme.

4.2.8.3   The material for promotion shall give, among others clear identification of the provider, indication of the body awarding any qualification and its status, indication of mode of delivery and the charges involved.

4.2.8.4   Enquiries from potential applicants shall be handled promptly by competent staff.

4.2.8.5   The trainee shall be given sufficient information to fully assess the suitability of a programme.

4.2.8.6   The trainee shall be made aware of all terms and conditions relevant to the programme.

4.2.8.7   Enrolment when completed shall be confirmed to the trainee, and the trainee given time to withdraw from the course;

4.2.8.8   The trainee shall be informed of the financial obligations and agreements with the provider and mode of payments.

4.2.8.9 The trainees shall be informed of rights, obligations and commitments expected of them.

4.2.9 Collaborative arrangements

4.2.9.1 The ODeL centre may enter into collaborative arrangements for delivery of open, distance and e-learning. Such collaborative arrangements shall be approved by the Authority.

4.2.9.2 Whenever ODeL is delivered by two or more providers the following shall be taken into account:

  a) A written agreement specifying respective rights and responsibilities between the collaborating providers;

  b) Declaration of ownership and legal responsibility of the programme;

  c) Declaration of the accreditation status of both institution and programme; and

  d) Resources available to support the collaboration.

4.2.9.3 E-learning consortium agreements, shall address the following:

  a) Defined agreements on collaborations in terms of-

    i. Web instructional framework;

    ii. Vendor for electronically delivered courses;

    iii. Library consortia;

    iv. Technical agreements;

    v. Publisher agreements;

    vi. Administrative services; and

    vii. Programmes being offered.

  b) Quality assurance in terms of-

    i. Defined performance expectations in contracts and agreements;

    ii. Adequate quality control and curriculum supervision;

    iii. Guaranteed redundancy and / or back-up services;

    iv. Defined and adequate training and staffing provisions; and

    v. Specific and beneficial fiscal arrangements.

  c) Accessibility to Persons with Disabilities (PWDs).

4.2.9.4 E-learning interactions between different parties shall address the needs of:

  a) Trainee to trainee interactions;

  b) Trainee to trainer interaction; and

c) Trainee to technical staff interaction.

4.2.10 Internal Quality Assurance (IQA)

4.2.10.1 ODeL centre shall establish a Quality Management System (QMS) and plans to support the ODeL strategy across the institution.

4.2.10.2 The QMS for ODeL centre shall include the following processes but not limited to:

a) ensuring quality in the delivery of ODeL offered programmes;

b) conception, development and approval of ODeL offered programmes;

c) monitoring, assessment and evaluation for incorporating results into programme revisions;

d) determination of technologies appropriate to content delivery and trainee learning;

e) institutional support and process for staff development and instructional design;

f) assurance of copyright compliance;

4.2.10.3 ODeL centre shall have IQA committee to monitor and ensure quality.

4.2.10.4 IQA committee shall ensure that the quality of the programmes offered through ODeL and those offered through face-to-face are comparable.

4.2.10.5 IQA committee shall conduct internal audits of the ODeL centre systems and processes.

4.2.11 Gender and diversity inclusion

The ODeL centre shall establish, implement and maintain a gender and diversity inclusion policy to ensure non - discrimination of a trainee based on gender and assure inclusion of the marginalized and PWDs in the training.

4.2.12 ODeL centre leadership

4.2.12.1 The appointed person to lead the ODeL centre shall be an experienced practitioner of ODeL.

4.2.12.2 The leader of the ODeL centre shall keep abreast of local and global e-Learning trends and advancements.

4.3 Accreditation of the ODeL centre and programmes

4.3.1 Each prospective ODeL centre shall apply to TVETA for its accreditation in a prescribed format for the purpose of conducting education, training and assessments through ODeL.

4.3.2 Programme to be delivered through ODeL in TVET shall be submitted to TVETA for accreditation prior to implementation.

4.3.3 The ODeL centre that applies for accreditation shall provide evidence of:

a) approved need assessment report;

b) qualified administrative, training and technical staff;

c) facilities and equipment that shall include but not limited to:

      i. administrative, training and technical staff offices;

     ii. reading rooms/seminar rooms/multi-purpose space;

    iii. physical library (with books, journals, cassettes and CD) or e-library (should have subscriptions to e-libraries, appropriate e-journals and other e-learning resources);

    iv. audio-video rooms for playback and viewing;

     v. internet connectivity with appropriate bandwidth;

    vi. trainees' records;

   vii. appropriate training/learning equipment;

  viii. conferencing facilities and equipment;

    ix. reprographic facilities;

     x. information leaflets on programmes, policies, study opportunities and career opportunities; and

    xi. storage facilities such as servers, physical or cloud for storage, LMS and hosting services necessary for ODeL.

NOTE 1   The facilities and equipment shall be based on the mode(s) of ODeL delivery to be used by an institution.

NOTE 2   For purely virtual programmes, reading/seminar rooms, computer rooms and reprographic facilities may not be applicable.

4.3.4   Regional centres and learning centres to be operated by ODeL Centre shall be accredited by the Authority.

4.3.5   ODeL regional centre shall fulfil the requirements under clause 4.3.3.

4.3.6   Learning centres shall provide the following services:

a) Academic, guidance and counselling services (trainers should be available in respective subject courses);

b) Study support services; and

c) Administrative support services.

4.3.7   The facilities at a learning centre shall depend on the programmes, media mix in use and trainees. The facilities may include:

a) Basic office equipment and office supplies;

b) Classroom/reading rooms;

c) Multimedia room with internet connectivity;

d) Appropriate equipment and supplies for programmes; and

e) Bookstore including course texts and reference books;

4.4 Human resource

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The management of the institution shall demonstrate commitment to provide the ODeL Centre with appropriate staff.

4.4.1 Human resource policy

4.4.1.1   The ODeL Centre shall have a human resource policy approved by institution's management.

4.4.1.2   The policy shall guide on recruitment and retention of qualified and competent staff to manage and deliver programmes offered through ODeL. The policy shall also guide on staff performance appraisal.

4.4.1.3   The provider shall ensure that it employs appropriate and competent staff as follows:

a) Training staff with appropriate competencies in the discipline and basic instructional systems design theories and techniques. They should have basic e-learning skills;

b) Professionals/technologists with appropriate communication and information technology and management skills; and

c) Administrative and financial staff.

4.4.2 Staff support

4.4.2.1 Orientation and training on development of learning materials

4.4.2.1.1   ODeL centre shall ensure appropriate orientation and training on requirements, skills and strategies of developing materials and training manuals for open, distance and e-learning.

4.4.2.1.2   The training manuals shall cover the following:

a) Overview of ODeL;

b) Learner characteristics and their implications to content development;

c) development of course outlines;

d) development of objectives and learning outcomes and their role in open, distance and e-learning instructional materials;

e) Presentation of materials for better understanding by the trainees;

f) Creating interactivity in open, distance and e-learning materials;

g) Use of visualization in open, distance e-learning materials; and

h) Collaboration and cooperation with partners.

4.4.3 Orientation of trainers

4.4.3.1   ODeL centre shall ensure appropriate orientation of TVETA accredited trainers by expert trainers

4.4.3.2   The focus of the orientation shall be on understanding the trainers' roles and strategies of operation for optimum benefits to the trainees. The orientation program shall include:

a) Overview of open and distance learning;

b) Understanding the trainee needs;

c) Understanding the training/learning process – mode of delivery;

d) Strategies of operation of the provider; and

e) Understanding the role of the trainers.

4.4.4 Orientation of non-training staff

4.4.4.1 ODeL centre shall ensure appropriate orientation of non-training staff.

4.4.4.2 The orientation shall focus on their roles and to their contribution to the programme. The areas to be covered shall include:

a) Vision, mission of the provider;

b) Strategies of operation of the provider;

c) The role of non-training staff in the training and learning environment and success to the programme; and

d) The customers who are trainees or target groups and their concerns.

4.5 Infrastructure

4.5.1 Institutional, technical and ICT support infrastructure

4.5.1.1 The ODeL centre shall ensure availability and adequacy of technical, and ICT infrastructure and appropriate technical support staff for the infrastructure.

4.5.2 Institutional Infrastructure

4.5.2.1 Institutional infrastructure shall be sufficient to address technical support in accordance to KS 2416-3 and as per:

a) Server space;

b) Redundancy or load balancing;

c) Technical help desk; and

d) Internet access, among others.

NOTE   This infrastructure could be owned or outsourced as a service.

4.5.3 Technical Services

4.5.3.1 Technical services shall be reliable in terms of

a) Back-up; and

b) Remote services.

4.5.4 ICT Support

4.5.4.1   The institution shall have an ICT plan for purposes of

a)   Maintenance of technologies,

b)   Upgrading of technologies, and.

c)   Ensuring reliability, privacy, safety and security.

4.5.4.2   The staffing structure shall be appropriate for the support of the available infrastructure.

4.6   Programme and course materials development

4.6.1   Curriculum development and implementation

4.6.1.1   Where the ODeL centre falls under the category of national polytechnic or other institutions mandated to develop curricula, the curriculum development and implementation shall be as provided in the TVET Standard, TVETS 01. For other categories, they shall implement already developed programmes from recognized curriculum development and assessment bodies.

ODEL centre shall ensure quality in the implementation of the programmes.

4.6.2   Duration and structures of CBET programmes

4.6.2.1   ODeL centre shall ensure that there is flexibility in the programme structures and duration.

4.6.2.1   Flexibility in the programme shall be provided in the following ways:

a)   Ensuring that the total units in a programme are tabulated with any prerequisites listed against such courses to guide the trainees' choice;

b)   Providing for varied unit load for trainees; and

c)   Ensuring that there is a minimum number of units to be taken to enable trainees complete the programme within the stipulated time.

4.6.3   Preparation of course materials for ODeL

4.6.3.1   For each media of instruction, the ODeL Centre shall have in place a clear process of preparation of course materials and orientation to ensure quality material is "fit for purpose".

4.6.3.2   For each media in use, the course materials preparation should involve:

a)   Identification of the course team to design an online course/digital content that includes the following;

   i. Instructional designer/curriculum expert

   ii. Subject matter experts

   iii. Multi media experts (graphic designers, audio and visual producers)

   iv. Storyboard and product experts who author (convert) the content for online purposes

   v. System admins to support the process.

b)   Training of the course team on writing for ODeL trainees by expert in structural designers;

c)   Writing and illustrating the course materials;

d) Reviewing the course materials by peer and other experts;

e) Editing the course materials;

f) Pre-testing of the materials on a trial basis; and

g) Production of the course materials ready for use.

4.6.3.3 Course materials shall be approved by the respective curriculum development bodies.

4.6.4 Self-Learning Materials (SLMs)

4.6.4.1 ODeL centre shall ensure availability of self-learning materials to suit trainees' needs.

4.6.4.2 The features of effective self-learning materials shall include the following:

a) Clear layout and format used consistently in all trainings;

b) Clear and appropriate learning objectives and learning outcomes;

c) Overview of content included in the introduction of both module and individual trainings;

d) Use of conversation or dialogue to provide for two-way communication;

e) Content divided and presented into units and elements;

f) Clear explanation of technical terms;

g) Illustrations which are set next to the text they illustrate with appropriate captions;

h) Clear guide to the trainees on the use of module provided including the time a learner of average ability might spend on each unit;

i) Keeping the trainees actively involved through the use of text and self-assessment questions and other activities involving application of the new knowledge and skills;

j) Situations and feedback to self-assessment questions to show the trainee his/her performance and progress;

k) Summaries for both the trainings and the unit / modules; and

l) Well directed and specific references at the end of each unit or training;

m) Accessibility to Persons with Disabilities (PWDs).

4.6.4.3 The provider shall take all reasonable steps to ensure that course materials are effective and do not contain significant errors of fact, misleading or outdated information, concepts or approaches.

4.6.4.4 Self-Learning Materials shall be approved by the respective curriculum development bodies.

4.6.5 Pre-testing or piloting learning materials

4.6.5.1 ODeL centre shall have in place mechanisms for pre-testing or piloting the learning materials to establish that they are at the learner's level and that the learners will use them without difficulties, and finally be able to achieve the objectives or intended learning outcomes.

4.6.5.2   The broad requirement in pre-testing shall be made available by providing reaction sheet addressing key aspects or areas of the study materials, including but not limited to:

a)   Trainees understanding of the objectives;

b)   The language of presentation;

c)   Explanation of concepts, ideas and theories;

d)   Use of examples for illustration;

e)   Use of illustrations and graphics;

f)   The activities and practice exercise given and feedback provided;

g)   Use of symbols or icons; and

h)   Equipment and infrastructure for online materials.

4.6.6   Review of curriculum and learning materials

ODeL centres which are established within National polytechnics or other institutions mandated to develop curricula shall put in place mechanisms for regular review of both the curriculum and learning materials by peers and experts. The review shall focus on relevance and appropriateness of content in relation to the syllabi and their objectives, discipline conformity and learner expectations.

4.6.7   Intellectual property and copyrights

The intellectual properties and copyrights of the online course materials and learning objects developed by instructors shall governed by the ODeL Centre Policy on Intellectual Property.

4.7   Course delivery, conduct of assessments and certification

4.7.1   Mode of delivery

4.7.1.1   The ODeL centre shall specify the media that is to be used for basic delivery of the programme and support to the trainees.

4.7.1.2   The provider shall indicate the media available for delivery and which should be combined for multi-media approach to meet the diverse nature of trainees;

4.7.1.3   The chosen media mix shall be based on the following **ACTIONS**:

A   How Accessible the media is to the trainees.

C   Cost of using it, both by the institution at installation and maintenance as well as learner cost.

T   It's Training strengths in relation to specific content.

I   Its capacity in creating Inter-activity.

O   Organizational requirements for development.

N   How Novel it is.

    S   Speed within which it can be set up.

4.7.2   Learning management system

4.7.2.1   The ODeL Centre shall provide an interactive learning management system that effectively supports e-learning.

4.7.2.2   The Learning Management System shall provide for:

    a)   Trainee to content interactions;

    b)   Trainee to trainee interactions;

    c)   Trainee and trainer interactions; and

    d)   Evaluation of interaction.

4.7.3   Assessment requirements

4.7.3.1   ODeL centre shall, prior to admission, inform the trainee of assessments that would be required and declare the requirements of the said assessments.

4.7.3.2   Requirements for external assessments shall be the responsibility of the provider and trainee, specifying:

    a)   Nature of any prior qualification or other entrance requirements imposed by such external organization;

    b)   How the assessment would be conducted;

    c)   Where and when the assessments would be undertaken; and

    d)   Assessment fees, if any.

NOTE   Assessments may be conducted physically or virtually.

4.7.4   Assessments regulations

4.7.4.1   The assessment agencies regulations shall be brought to the attention of the trainee during admission.

4.7.4.2   The assessments regulations shall include:

    a)   Types of assessments (Continuous Assessment, End of Semester or Term or Module, Final Assessments);

    b)   Ratio of Continuous Assessment to the Final Assessments;

    c)   Grading of assessments;

    d)   Disciplinary and mode of appeal;

    e)   Special requirements that provide for flexibility and convenience to trainees, to include:

       i. Organizing assessments at regional centres if possible.

       ii. Accumulate credits; and

iii. At most three sittings in a unit.

4.7.5 Assessment procedure

4.7.5.1 ODeL centre shall put in place appropriate assessment procedures that will ensure proper assessment of the trainee's ability and achievement and communication of results to the learners as provided by the assessment agencies.

4.7.5.2 The assessment procedures shall include:

a) Clear guidelines on setting, moderating, administration, marking and processing of assessments results.

b) Assessments regulations;

c) Documented trainee assessment and achievement in the course with respect to e-learning, the institution shall document trainee assessment;

d) Performance of online trainees against intended learning outcomes;

e) Security and Integrity of assessment tools and personnel; and

f) Personal Information Security.

4.8 Trainee Support Services

4.8.1 Communication to trainees before admission

4.8.1.1 The ODeL centre shall establish mechanisms for communicating with trainees.

4.8.1.2 Prior to admitting trainees, the ODeL centre shall ensure that trainees are fully informed of the issues that affect them with respect to the management of the programme.

4.8.1.3 There shall be up-front advice to trainees on programme, technical, financial and time commitments.

4.8.1.4 The information to trainees shall be developed and documented

4.8.2 Orientation of trainees

4.8.2.1 ODeL centre shall facilitate orientation of trainees to prepare them to undertake ODeL programmes.

4.8.2.2 The orientation shall focus on skills for ODeL. The areas to be covered shall include:

a) Basic skills on ODeL; and

b) Orientation and socialization including:

 i. Provision of pre-entry guidance and counselling;

 ii. Course support after admission;

 iii. Post-course support service; and

 iv. Career opportunities.

4.8.2.3 The ODeL centre shall develop user manual/guidelines detailing how to access, use and navigate through the LMS as well as general guidelines about the program.

4.8.3 Technical support

4.8.3.1 The ODeL centre shall assure consistency and coherence of the technical support for trainees and training staff, and ensure that any change in technology is introduced in a way that minimizes any negative impact on trainees and training staff.

4.8.3.2 The institution shall have the following:

a) A clear structure of communicating changes in software programme, hardware or technical system/procedure when a trainee or staff proceeds from one course to another;

b) A training programme for both staff and trainees when a new software or system is adopted;

c) Access to training by trainees and trainers; and

d) Policy on new software when a trainee proceeds from one course to another.

4.8.3.3 The institution shall have hardware, software and technical support to facilitate technical support to the learners as follows:

a) A help desk that is functional 24 hours,7 days a week;

b) A system for monitoring and supporting a range of hardware/software;

c) Clearly stated technical expectations; and

d) A system for frequently asked questions (FAQs) which should be assessed and feedback given to trainees and staff.

4.8.4 Residential sessions

4.8.4.1 ODeL centre may organize face to face sessions for trainees for effective administration of the ODeL programmes.

4.8.4.2 These sessions may be conducted at a central place for a given cohort or organized on regional basis to serve the following purposes:

a) To provide general orientation and introduction to the course materials at the commencement of the course;

b) To provide special sessions for difficult aspects of the course at middle of the programme/course; and

c) To provide some revision work to trainees before assessments.

4.9 Monitoring and evaluation of ODeL

4.9.1 M & E mechanisms

4.9.1.1 The ODeL centre shall establish mechanisms for carrying out monitoring and evaluation of the programmes delivered through ODeL.

4.9.1.2 The evaluation shall be documented and disseminated.

4.9.2 Trainee Evaluation

4.9.2.1 ODeL centre shall ensure that evaluation and assessment of trainees meet the objectives and learning outcomes of the curriculum and objectives of the trainees and the world of work.

4.9.2.2 The provider shall consider the following key aspects of trainee evaluations:

a) Collect data on the trainee profiles and competencies in order to determine their entry behaviour;

b) Undertake intermediate evaluation to establish the progress of trainees and identify trainees' difficulties for corrective measures; and

c) Undertake a summative evaluation to show how far the objectives have been achieved.

4.9.3 Course evaluation

4.9.3.1 ODeL centre shall ensure regular evaluation and review of programmes and courses to be carried out in the context of regular programmes evaluation.

4.9.3.2 The provider should put in place a mechanism for receiving feedback from stakeholders on the programmes;

4.9.3.3 The provider shall undertake periodic self-assessment to address:

a) Requirements of stakeholders and expected learning outcomes;

b) The process;

c) The inputs;

d) Internal quality assurance and control;

e) Achievements and graduates;

f) Stakeholders' satisfaction; and

g) Analysis of strengths and weaknesses.

4.9.3.4 Records shall be kept to ensure overall programme effectiveness.

4.9.4 Evaluation of trainees support services

4.9.4.1 ODeL centres shall ensure that trainees support services are constantly assessed for effectiveness of the mode and medium of delivery.

4.9.4.2 The assessment of trainees support services shall address among other things:

a) Availability and adequacy of facilities for trainee support;

b) Utilization of the services provided at the learning centres by the trainees;

c) Adequacy and competency of staff; and

d) Accessibility of the facilities and services to all trainees registered in the programmes.

4.9.5 Appraisal of staff

4.9.5.1 ODeL centre shall put in place mechanisms for evaluation of staff to establish their performance and effectiveness.

4.9.5.2 Appraisal of staff should address the following:

a) Programme delivery

b) Training needs;

c) Priorities for training; and

d) Training effectiveness.

111Bibliography

[1]   TVET Act, 2013

[2]   TVET Regulations, 2015

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