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FOREWORD

It is with great pleasure and anticipation that I introduce to you our institution's ODeL Policy. This comprehensive document is crafted to serve as a guiding beacon for the successful implementation and operation of ODeL programs within our esteemed institution. The landscape of education is rapidly evolving, and with it, the demands and expectations of learners. Recognizing the imperative to adapt and innovate, the TENP community has embarked on a journey towards embracing ODeL as a pivotal component of our educational framework. This policy represents a culmination of rigorous research, thoughtful deliberation, and unwavering commitment to providing accessible, inclusive, and quality education to all.

At its core, the ODeL Policy embodies our institution's dedication to fostering a dynamic learning environment that transcends geographical barriers and caters to diverse learning needs. Through strategic integration of technology, pedagogical innovation, and learner-centered approaches, we aim to empower individuals to pursue their educational aspirations irrespective of constraints. Key principles such as quality assurance, equity, flexibility, and continuous improvement underpin the fabric of this policy. By upholding these principles, we pledge to uphold the highest standards of educational excellence while ensuring equitable access and support for every learner, regardless of their circumstances.

Moreover, this policy underscores our unwavering commitment to leveraging ODeL as a catalyst for fostering lifelong learning and promoting socio-economic development. By harnessing the potential of ODeL, we endeavor to cultivate a culture of innovation, critical thinking, and lifelong learning that transcends traditional boundaries and prepares learners to thrive in an ever-changing world. As we embark on this transformative journey, I extend my sincere gratitude to all stakeholders who have contributed their expertise, insights, and unwavering support in the development of this policy. Together, we have laid the groundwork for a future where education knows no bounds and empowers individuals to realize their fullest potential.

In conclusion, I urge all members of the TENP community to familiarize themselves with the ODeL Policy and actively engage in its implementation. Let us embrace this opportunity to shape the future of education and empower generations to come. Thank you for your dedication, collaboration, and commitment to excellence.

Warm regards,

Charles Koech

CHIEF PRINCIPAL/SECRETARY, GOVERNING COUNCIL

PREFACE

This policy serves as a foundational cornerstone, outlining our institutional commitment to excellence in the realm of ODeL programs and matters.

In an era marked by rapid technological advancements and evolving educational paradigms, the significance of ODeL in higher learning cannot be overstated. As an institution dedicated to academic excellence and societal impact, TENP recognizes the pivotal role of ODeL in expanding access to education, fostering inclusivity, and enhancing learning outcomes. The impetus behind the formulation of this policy stems from our unwavering commitment to harnessing the transformative potential of ODeL to meet the diverse needs of learners, irrespective of geographical location, socio-economic status, or other barriers to access. Through the strategic deployment of technology, innovative pedagogies, and robust support mechanisms, we aim to create an inclusive learning ecosystem that empowers learners to thrive in an ever-changing world.

Central to the ethos of our ODeL Policy is the notion of holistic support for every stage of the ODeL journey. From the initial conceptualization and rollout of ODeL programs to the provision of technological infrastructure, content development, quality assurance, and ongoing monitoring and evaluation, this policy articulates comprehensive guidelines and best practices to ensure the success and sustainability of our ODeL initiatives. In line with our commitment to academic excellence, quality assurance lies at the heart of our ODeL endeavors. By adhering to rigorous standards and continuous improvement processes, we endeavor to uphold the highest benchmarks of quality in ODeL program delivery, content development, assessment practices, and learner support services.

Furthermore, robust mechanisms for monitoring and evaluation have been instituted to facilitate evidence-based decision-making, foster continuous improvement, and ensure accountability in the implementation of ODeL programs. Through regular assessment and feedback loops, we remain steadfast in our commitment to optimizing learning experiences and outcomes for all learners.

In conclusion, I invite all members of the TENP community to embrace the principles and guidelines outlined in this policy and to actively contribute to the realization of our collective vision for ODeL at TENP. Let us seize this opportunity to shape the future of higher education and empower learners to realize their full potential.

Thank you for your dedication, collaboration, and commitment to excellence.

Warm regards,
Dr. Paul K. Murgor

Chairman Governing Council

ACKNOWLEDGEMENT

We extend our heartfelt gratitude to the esteemed individuals whose unwavering dedication and invaluable contributions have shaped the development of the TENP ODeL Policy.

Chief Principal Charles Koech's visionary leadership, guidance, and unwavering support have been instrumental in driving this initiative forward, ensuring that our institution remains at the forefront of educational innovation and excellence. We are deeply grateful to the Governing Council for their foresight, wisdom, and commitment to advancing the mission of TENP through the establishment of robust policies that promote accessibility, inclusivity, and quality in education.

We also extend our sincere appreciation to the Heads of Departments and Departmental ODeL Coordinators for their expertise, insights, and collaborative efforts throughout the crafting of the ODeL Policy. Their dedication to excellence, tireless commitment to student success, and willingness to embrace change have been instrumental in shaping the policy framework and ensuring its alignment with departmental goals and objectives. Together, their collective contributions have laid the foundation for a transformative ODeL ecosystem that empowers learners to thrive in the digital age. We are profoundly grateful for their unwavering support and commitment to the advancement of ODeL at TENP.

Kind regards,

Vincent K. Sabulei

Coordinator ODeL & ICT Integration

THE ELDORET NATIONAL POLYTECHNIC

LIST OF ABBREVIATIONS AND ACRONYMS

TENP-The Eldoret National Polytechnic

ODeL- Open, Distance and e-learning

HOD- Head of Department

ICTs- Information and Communication Technologies

LMS- Learning Management Systems

SME- Subject Matter Expert

MOODLE- Modular Object-Oriented Dynamic Learning Environment

CAT- Continuous Assessment Test

QA- Quality Assurance

QC- Quality Control

QMS- Quality Management System

TVETA-Technical and Vocational Education and Training Authority

KNQA-Kenya National Qualifications Authority

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 trainees 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., Hods, 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 trainees.

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.

1.0 INTRODUCTION

This comprehensive ODeL Policy lays the foundation for the effective management and operation of ODeL programs and matters at TENP. In an era marked by transformative technological advancements and evolving educational paradigms, the adoption of ODeL is not just a strategic imperative but a moral obligation to ensure equitable access to quality education.

At TENP, we recognize that successful ODeL implementation requires a multifaceted approach that addresses various aspects of program delivery and support services. This preface encapsulates our commitment to excellence across a spectrum of ODeL functions, including staffing, curriculum and content development, trainee and trainer support services, assessment and examination procedures, technological support, quality assurance, departmental responsibilities, monitoring and evaluation, policy implementation, and complementary guidelines for effective program delivery.

Central to the success of ODeL initiatives is the **recruitment and retention of qualified personnel** to oversee key functions. Our policy emphasizes the importance of staffing ODeL departments with competent professionals possessing expertise in instructional design, technology integration, and learner support services. Through targeted recruitment and professional development initiatives, we aim to build a cadre of dedicated ODeL practitioners capable of delivering impactful learning experiences.

Curriculum and content development form the bedrock of ODeL pedagogy. Our policy underscores the need for rigorous curriculum design informed by best practices in online and distance education. By engaging faculty members and subject matter experts in the development of engaging and relevant learning materials, we strive to enhance the quality and effectiveness of ODeL programs.

Trainee and trainer support services play a pivotal role in ensuring the success of ODeL learners and educators alike. Our policy outlines comprehensive support mechanisms, including academic advising, counseling, and professional development opportunities, to empower learners and trainers to excel in their respective roles.

Assessment and examination procedures are designed to uphold academic integrity and rigor in ODeL programs. Our policy advocates for the implementation of robust assessment strategies, including formative and summative evaluations, to gauge learner progress and attainment of learning outcomes.

Technological support is fundamental to the delivery of ODeL programs. Our policy underscores the importance of investing in state-of-the-art infrastructure and user-friendly platforms to facilitate seamless communication, collaboration, and learning experiences.

Quality assurance is a cornerstone of our ODeL endeavors. We are committed to upholding the highest standards of academic excellence and rigor across all facets of ODeL program delivery. Through rigorous assessment, accreditation processes, and continuous improvement

mechanisms, we strive to ensure that our ODeL programs meet or exceed established benchmarks for quality and efficacy.

The responsibilities of ODeL departments and departmental coordinators are delineated to ensure clarity and accountability in program management and oversight. From program development to learner support and faculty training, each stakeholder plays a critical role in the success of ODeL initiatives.

Monitoring and evaluation are essential for gauging the effectiveness and impact of our ODeL initiatives. Our policy advocates the implementation of robust monitoring and evaluation frameworks to track progress, identify areas for improvement, and inform evidence-based decision-making.

Policy implementation is a collective endeavor requiring the commitment and collaboration of all stakeholders. Our policy provides a roadmap for the phased implementation of ODeL initiatives, with clear timelines, milestones, and accountability mechanisms to ensure successful outcomes.

Complementary policies and guidelines are outlined to address specific aspects of ODeL program delivery, including accessibility, privacy, and data security. These policies work in tandem with the overarching ODeL policy to provide a comprehensive framework for program management and oversight.

Finally, methods of delivery, including fully virtual and blended approaches, are explored to accommodate diverse learning needs and preferences. Our policy encourages flexibility and innovation in program delivery while ensuring consistency and quality across modalities.

In conclusion, the preface to our ODeL policy serves as a testament to our institution's unwavering commitment to excellence online and distance education. By embracing the principles outlined in this document, we reaffirm our dedication to providing accessible, inclusive, and quality education to all learners, regardless of geographical location or background. Together, let us harness the transformative power of ODeL to shape the future of higher education and empower individuals to realize their full potential.

2.0 BACKGROUND

The Eldoret National Polytechnic (TENP) is an institution of higher learning in TVET set up by the government, under the Ministry of Education and managed by a Governing Council.

TENP caters for Artisan, Craft certificate, Diploma, Higher National diploma and under-graduate trainees who are either sponsored by industry or commerce or self-sponsored. They undertake training programmes in order to acquire relevant knowledge, skills and attitudes to enable them to rise in both status and responsibility in the world of work. These training programmes lead to professional (technician and technologist) qualifications. It is envisaged that TENP will mount degree programmes in future in collaboration with other technical Universities. In addition, the institution offers Higher Diploma training and short courses for skills improvement. TENP is geared towards Competency Based Education and Training (CBET).

TENP maintains close contacts with government ministries, industry and public service organizations. The type of courses offered are determined by the demand of the Public and Private sectors of the economy. The Heads of Departments will be pleased to advise trainees and sponsors on the selection of the most suitable course of study.

3.0 PURPOSE

The purpose of the ODeL Policy at TENP is to serve as a guiding beacon, illuminating our institution's commitment to innovation, inclusivity, and academic excellence in the realm of Open and Distance Education and Learning. This policy is crafted with a singular goal: to facilitate the seamless implementation and management of ODeL programs, ensuring equitable access to quality education for all learners, irrespective of geographical constraints or socio-economic backgrounds. By delineating clear guidelines and best practices across key areas such as curriculum development, technological support, quality assurance, and monitoring and evaluation, the ODeL Policy empowers stakeholders to navigate the complexities of online and distance education with confidence and efficacy. It underscores our unwavering dedication to fostering a dynamic learning environment that transcends traditional boundaries, harnessing the transformative potential of ODeL to shape the future of higher education at TENP and beyond.

In essence, the ODeL Policy embodies our institution's vision for a more accessible, inclusive, and responsive educational landscape, where learners are empowered to pursue their academic aspirations without limitations. It signifies our commitment to leveraging technology, pedagogical innovation, and continuous improvement to enhance learning experiences, promote lifelong learning, and drive societal impact. Through strategic implementation and steadfast adherence to the principles outlined in this policy, we endeavor to chart a course towards a future where education knows no bounds, and every individual can thrive and succeed in an ever-changing world.

4.0 VISION, MISSION AND CORE VALUES

4.1 VISION

A center of Excellence in Technological Advancement.

4.2 MISSION

To produce human capital through Innovative Training for a dynamic economy.

4.3 CORE VALUES

Customer Focus, Integrity, Professionalism, Creativity and innovation, Teamwork

5.0 PRINCIPLES AND GUIDELINES

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

i.   **Equitable Access**: Ensuring that all learners have equal opportunities to access quality education through ODeL programs, regardless of geographical location, socio-economic status, or physical ability.

ii. **Quality Assurance**: Upholding the highest standards of academic excellence and rigor in ODeL program delivery, content development, assessment practices, and learner support services.

iii. **Innovation:** Embracing technological advancements and pedagogical innovations to enhance the effectiveness and efficiency of ODeL initiatives, fostering a culture of continuous improvement and adaptation.

iv. **Flexibility:** Offering diverse modalities of delivery, including fully virtual and blended approaches, to accommodate the diverse learning needs and preferences of learners.

v.   **Learner-Centeredness**: Placing learners at the forefront of the ODeL experience, tailoring learning materials, support services, and assessment strategies to meet their individual needs, interests, and aspirations.

vi. **Inclusivity**: Promoting diversity, equity, and inclusivity in all aspects of ODeL program design and implementation, fostering an environment where every learner feels valued, respected, and empowered.

vii. **Continual Improvement**: Engaging in ongoing monitoring, evaluation, and feedback mechanisms to assess the effectiveness and impact of ODeL initiatives, identify areas for improvement, and drive evidence-based decision-making.

6.0 POLICY OBJECTIVES

i.   **Promote Lifelong Learning**: To cultivate a culture of lifelong learning by providing opportunities for individuals to acquire new skills, knowledge, and competencies through flexible ODeL programs that accommodate their personal and professional commitments.

ii. **Ensure Academic Rigor and Integrity**: To uphold the highest standards of academic excellence, integrity, and rigor in ODeL program delivery, assessment practices, and content development, thereby maintaining the credibility and reputation of the institution.

iii. **Foster Inclusive Learning Environments**: To create inclusive learning environments that celebrate diversity, promote equity, and accommodate the needs of learners with disabilities, ensuring equal opportunities for all individuals to participate and thrive.

iv. **Comply with Regulatory Standards**: To adhere to relevant regulatory standards, accreditation requirements, and legal frameworks governing ODeL program delivery, data privacy, copyright compliance, and other relevant areas to ensure compliance and accountability.

v. **Promote Research and Innovation**: To foster a culture of research and innovation in ODeL by supporting faculty research, scholarship, and professional development activities that advance knowledge and best practices in online and distance education.

vi. **Forge Strategic Partnerships**: To collaborate with government agencies, industry partners, educational institutions, and community organizations to enhance the quality, relevance, and impact of ODeL programs, leveraging resources and expertise to achieve shared goals.

By pursuing these policy objectives, TENP is committed to harnessing the transformative potential of ODeL to advance educational opportunities, empower learners, and contribute to the societal development and well-being of communities locally and globally.

7.0 POLICY STATEMENT

TENP 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 polytechnic and to cultivate standards of excellence in all functions prescribed by the Kenya Education Act. TENP will take full advantage of the opportunities provided by Information and Communications Technologies (ICTs) to provide trainers and trainees 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 harmonize ODeL and technology enhanced learning implementation across the institution. This Policy will also guide trainers in the process of planning, designing, development and delivery of digital course content.

At its core, the ODeL Policy reflects our institution's vision for a future where education transcends traditional boundaries, embraces diversity, and catalyzes positive change in communities around the world. Through strategic partnerships, continuous improvement, and a relentless pursuit of excellence, TENP is committed to realizing the transformative potential of ODeL, shaping the future of higher education, and empowering learners to realize their full potential.

8.0 SCOPE

The ODeL policy will provide a structured framework for the planning, execution, and evaluation of all ODeL activities at the institution. It will address key areas such as curriculum design, technology infrastructure, student and faculty support, assessment procedures, and quality assurance mechanisms.

9.0 ROLE OF MANAGEMENT

The roles of TENP management in the ODeL program include but are not limited to:

i. **Strategic Planning and Visioning**: Management is responsible for setting the strategic direction of the ODeL initiatives. This involves establishing clear goals, objectives, and outcomes that align with TENP academic policy and other applicable laws and regulations.

ii. **Resource Allocation**: Implementing ODeL policies requires significant resources, including technology infrastructure, educational content, and human resources. Management shall ensure that adequate resources are allocated efficiently to support the development and delivery of ODeL programs.

iii. **Policy Development and Governance**: Management plays a crucial role in the development, approval, and governance of policies related to ODeL. This includes creating/reviewing policies that address quality assurance, accreditation, accessibility, and equity issues within ODeL programs.

iv. **Capacity Building and Staff Development**: For ODeL to be successful, trainers and staff need to be skilled in delivering content in an online or distance format. Management shall be responsible for facilitating professional development opportunities, training, and support to build the necessary capacity among staff and trainers.

v. **Technology Implementation and Support**: Effective ODeL programs rely on robust technology platforms and tools. Management shall oversee the selection, implementation, and maintenance of technology solutions that facilitate online learning, as well as providing ongoing support to trainers and trainees.

vi. **Monitoring and Evaluation**: To ensure the effectiveness and continuous improvement of ODeL initiatives, management shall establish mechanisms for monitoring and evaluating the implementation of the ODeL policy. This includes tracking progress towards objectives, assessing trainee outcomes, and gathering feedback from stakeholders.

vii. **Stakeholder Engagement and Communication**: Engaging with internal and external stakeholders is vital for the successful implementation of ODeL policies. Management should ensure effective communication channels are in place to keep stakeholders informed, involved, and supportive of the ODeL programs.

viii. **Research and innovation**: The management, in collaboration with other stakeholders shall continuously undertake research and innovate ODeL, technologies and practices aiming to enhance the quality and effectiveness of ODeL programs

10.0 RESPONSIBILITIES OF ODEL DEPARTMENT

i. **Strategic Planning**: The ODeL Department is responsible for developing and implementing strategic plans and objectives aligned with the institution's vision, mission, and goals for ODeL. This includes setting priorities, defining targets, and establishing strategies to enhance the quality, accessibility, and effectiveness of ODeL programs.

ii. **Program Development**: The ODeL Department oversees the development, review, and revision of ODeL programs and courses to ensure alignment with academic standards, accreditation requirements, and learner needs. This includes collaborating with faculty members, subject matter experts, and instructional designers to design engaging, interactive, and pedagogically sound learning experiences.

iii. **Curriculum Design**: The ODeL Department collaborates with faculty members and instructional designers to design and develop curriculum frameworks, learning objectives, course materials, and assessment strategies for ODeL programs. This includes ensuring that curriculum design reflects best practices in online and distance education, promotes active learning, and accommodates diverse learner needs.

iv. **Faculty Support**: The ODeL Department provides support and guidance to faculty members involved in teaching ODeL courses. This includes offering training and professional development opportunities on online pedagogy, technology integration, course design, assessment practices, and learner engagement strategies.

v. **Learner Support Services**: The ODeL Department oversees the provision of comprehensive support services to ODeL learners, including academic advising, counseling, tutoring, technical assistance, and disability accommodations. This includes ensuring that learners have access to the resources and support they need to succeed in their academic pursuits.

vi. **Technological Infrastructure**: The ODeL Department is responsible for managing and maintaining the technological infrastructure and learning management systems used to deliver ODeL programs. This includes ensuring that technology platforms are user-friendly, reliable, and accessible, and providing technical support to learners and faculty members as needed.

vii. **Quality Assurance**: The ODeL Department implements quality assurance mechanisms to ensure the integrity, effectiveness, and relevance of ODeL programs. This includes conducting regular reviews of course materials, assessment practices, and learner outcomes, and implementing improvements based on feedback and evaluation data.

viii. **Policy Compliance**: The ODeL Department ensures compliance with institutional policies, accreditation standards, and regulatory requirements governing ODeL program delivery. This includes staying informed about changes in policies and regulations, updating departmental procedures as needed, and providing guidance to faculty members and staff on policy compliance.

ix. **Stakeholder Engagement**: The ODeL Department fosters collaboration and communication with internal and external stakeholders, including faculty members, administrators, trainees, alumni, industry partners, and regulatory agencies. This

includes soliciting feedback, addressing concerns, and building relationships to support the success and growth of ODeL programs.

x. **Continuous Improvement**: The ODeL Department engages in ongoing monitoring, evaluation, and assessment of ODeL programs to identify areas for improvement and innovation. This includes analyzing data, benchmarking against industry standards, and implementing strategies to enhance program quality, effectiveness, and efficiency.

xi. **Resource Management**: The ODeL Department manages financial, human, and technological resources allocated to ODeL programs in a responsible and efficient manner. This includes developing budgets, allocating funds, and prioritizing expenditures to support departmental goals and objectives.

xii. **Communication and Reporting**: The ODeL Department communicates regularly with stakeholders and provides updates on departmental activities, achievements, and challenges. This includes preparing reports, presentations, and other communication materials to share information and solicit input from stakeholders as needed.

11.0 **SWOT ANALYSIS**
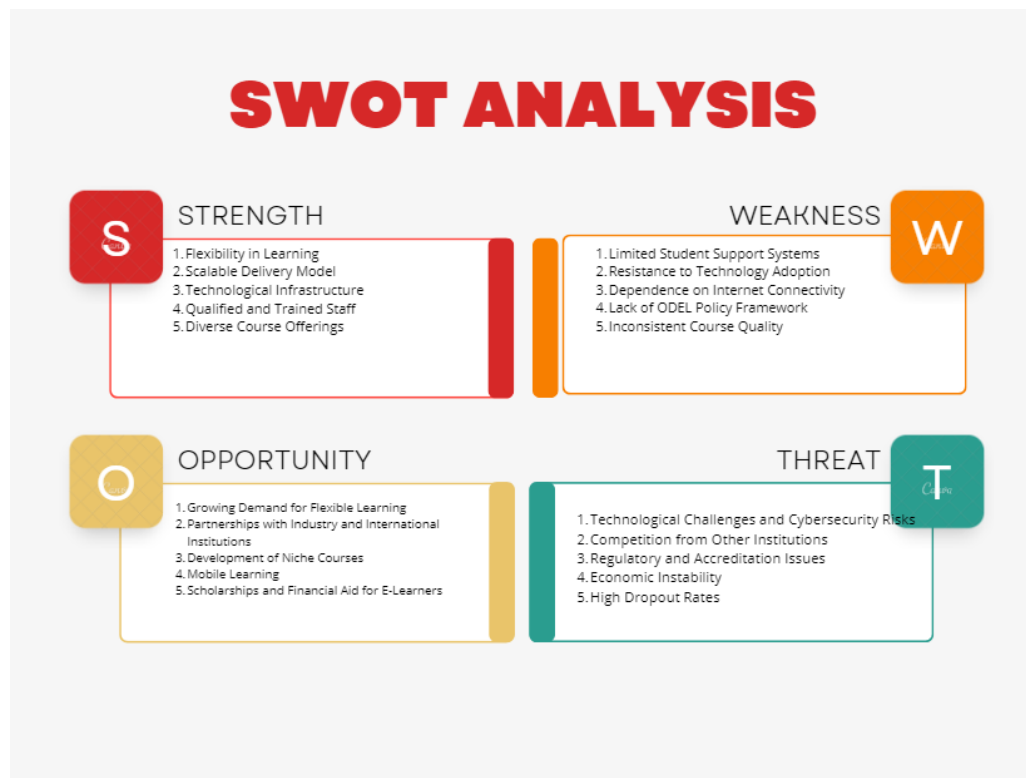
Strengths

1. **Flexibility in Learning**

   o ODeL provides learners with the ability to study at their own pace, place, and time, making it accessible for working professionals and students with other commitments.

2. **Scalable Delivery MODeL**

   o E-learning can accommodate a larger number of students without the need for physical infrastructure, allowing for cost-effective scaling.

3. **Technological Infrastructure**

   o Access to modern technology tools, learning management systems (LMS), and e-learning platforms support efficient content delivery and student interaction.

4. **Qualified and Trained Staff**

   o The ODeL department is supported by skilled and experienced staff who are trained in instructional design and online teaching methodologies.

5. **Diverse Course Offerings**

o The department offers a variety of accredited programs and courses, catering to a wide range of learners' needs.

Weaknesses

1. **Limited Student Support Systems**

   o The current student support services for e-learners, such as academic advising, tech support, and counseling, may not be robust enough to cater to all students' needs.

2. **Resistance to Technology Adoption**

   o Some instructors and students may be resistant to fully adopting new technology platforms or e-learning tools due to a lack of familiarity or training.

3. **Dependence on Internet Connectivity**

   o Access to reliable internet services can be a challenge, particularly for students in rural or underserved areas, limiting participation.

4. **Lack of ODeL Policy Framework**

   o The absence of a formal ODeL policy can lead to unclear guidelines on content delivery, assessment, and quality assurance.

5. **Inconsistent Course Quality**

   o Course materials and delivery quality may vary between instructors, leading to inconsistency in learning experiences.

Opportunities

1. **Growing Demand for Flexible Learning**

   o Increasing demand for distance and online education, especially post-pandemic, provides an opportunity to expand ODeL programs and enrollment.

2. **Partnerships with Industry and International Institutions**

   o Collaborations with industry players, government bodies, and international institutions can create avenues for joint programs, funding, and research.

3. **Development of Niche Courses**

   o The ability to offer niche, industry-specific, or certification-based courses that cater to emerging technologies, enhancing the department's competitive edge.

4. **Mobile Learning**

    o   With the growth of mobile device usage, there is an opportunity to develop mobile-friendly courses that increase accessibility and engagement for learners.

5. **Scholarships and Financial Aid for E-Learners**

    o   Establishing scholarships or financial aid opportunities specifically for distance learners can attract a larger pool of students, especially from underserved communities.

Threats

1. **Technological Challenges and Cybersecurity Risks**

    o   The reliance on digital platforms exposes the ODeL department to risks such as cyber-attacks, data breaches, or technical failures that could disrupt learning.

2. **Competition from Other Institutions**

    o   The increasing number of institutions offering e-learning programs poses a competitive threat, making it difficult to attract and retain students.

3. **Regulatory and Accreditation Issues**

    o   Changes in government regulations or slow accreditation processes for online courses could limit the ability to expand programs or offer recognized qualifications.

4. **Economic Instability**

    o   Economic challenges, such as inflation or budget cuts in educational funding, could affect both student enrollment and institutional support for the department.

5. **High Dropout Rates**

    o   Online learners, especially those with limited access to support or technology, may struggle with motivation and self-discipline, leading to higher dropout rates.

12.0   STRATEGIES

12.1   STAFFING FOR ODEL FUNCTIONS
Goal

At TENP, we recognize the critical role of staffing in the successful implementation and operation of ODeL programs. This policy is established to ensure that qualified personnel are recruited, trained, and supported to effectively fulfill their roles and responsibilities in delivering high-quality ODeL services.

Strategies

i. **Recruitment and Selection**: We are committed to recruiting talented individuals with expertise in instructional design, technology integration, learner support services, and other relevant areas to staff ODeL departments. Recruitment processes will adhere to principles of fairness, transparency, and equal opportunity, ensuring that candidates are assessed based on their qualifications, experience, and alignment with the institution's values and objectives.

ii. **Professional Development**: We will provide ongoing professional development opportunities to enhance the skills, competencies, and knowledge of ODeL staff members. Training programs will be tailored to meet the evolving needs of ODeL practitioners, covering topics such as online pedagogy, technology tools, accessibility, diversity, and inclusion.

iii. **Workload and Support**: We will establish clear workload expectations and support mechanisms to enable ODeL staff members to effectively carry out their responsibilities. Adequate staffing levels, manageable workloads, and access to administrative support, technical assistance, and professional development resources will be prioritized to promote job satisfaction and productivity.

iv. **Performance Evaluation**: We will implement performance evaluation processes to assess the effectiveness and impact of ODeL staff members in fulfilling their roles and responsibilities. Performance criteria will be aligned with institutional goals, ODeL program objectives, and professional standards, providing constructive feedback and recognition for exemplary performance.

v. **Collaboration and Communication**: We will foster a culture of collaboration and communication among ODeL staff members, promoting teamwork, knowledge sharing, and continuous improvement. Regular meetings, interdisciplinary collaborations, and online forums will be utilized to facilitate information exchange, problem-solving, and innovation.

vi. **Retention and Recognition**: We will implement retention strategies and recognition programs to retain talented ODeL staff members and acknowledge their contributions to the success of ODeL programs. Opportunities for career advancement, professional growth, and recognition of achievements will be provided to encourage staff retention and motivation.

The implementation of these strategies will be overseen by the ODeL Department, in collaboration with HR and the administration. Regular reviews and updates will be conducted to ensure the effectiveness and relevance of staffing practices in supporting the achievement of ODeL program goals and objectives.

12.2 RESPONSIBILITIES OF DEPARTMENTAL ODEL COORDINATORS

i. Developing and executing a comprehensive ODeL strategy in alignment with TENP mission and vision

ii. Collaborating with the ODeL Coordinator and Heads of departments to review TENP ODeL policy.

iii. Overseeing the development of high-quality online courses and educational content, ensuring they meet the standards.

iv. Collaborating with Course coordinators and subject matter experts to design engaging and effective online learning experiences

v. Implementing best practices in online pedagogy and ensuring continuous improvement of ODeL learning materials.

vi. Monitoring and analyzing the performance of online subjects, making data-driven decisions to enhance student engagement and success.

vii. Liaising with ODeL Coordinator to Provide ODeL training for staff and carry out orientation for trainees.

12.3 CURRICULUM DEVELOPMENT

Goal

Curriculum development is the process of determining what trainees will learn in a specific course of study. Curriculum developers consider what subjects or topics are appropriate for the learning group in form of required skills and documents such as OS and Curriculum. To achieve this the following shall be done.

strategies

i. The curriculum shall be developed in conformance with the standards and procedures set by TENP and the requirements of TVETA and KNQA.

ii. It shall be developed in conjunction with relevant curriculum development bodies and will comprise of occupational standards and curriculum, which are responsive to industry and market needs.

iii. The process shall be conducted by a team comprising of Subject Experts, Industry experts, Instructional designers among other experts and approved by TENP Academic Board.

iv. The curriculum should be updated and revised when necessary.

12.4 CONTENT DEVELOPMENT

Goal

Developing content for open distance learning involves creating educational materials that are accessible, engaging, and effective for trainees who are studying remotely. To achieve this the following shall be done.

strategies

i.   The content shall be developed in accordance with the OS and curriculum in conformity to TENP academic policy.
ii. The content development process shall be done by the trainer in liaison with the
   a.   instructional designer and other experts.
iii. The content developed shall use a variety of instructional strategies to keep trainees engaged such as videos, images, diagrams, interactive simulations, quizzes and multimedia presentations as may be described by the OS.
iv. The content shall be accessible to all trainees by using accessible formats such as screen reader friendly text, the appropriate color orientations, and videos with captions.
v.   Trainers shall be facilitated by the institution to develop Content, and the content shall belong to TENP.
vi. Learning materials shall be provided to trainees in digital format while printed learning material may be available at an additional cost to the student.
vii. The content shall be updated and revised when necessary.

12.5 COPYRIGHT

Goal

Copyright shall protect original works of authorship including literary, dramatic, musical, and artistic works, such as poetry, novels, movies, songs, computer software, and architecture. It shall give TENP the rights to control how their work Is used, reproduced, and distributed as well as the ability to authorize others to use it through licenses or agreement.

To achieve this the following shall be done.

strategies

i.   It shall be the responsibility of the author of the content to comply with the expectations when revising or remixing existing content to ensure that the TENP ODeL policy is not violated.
ii. The content developed shall ensure that they have the necessary permissions and licenses for any third party. The content developer should respect copyright laws and give proper attributions when necessary.
iii. The Institution shall be the absolute owner of the copyright of any content created.

12.6   METHODS OF DELIVERY

Goal

To create a balanced learning experience by combining virtual and physical components

Strategies

12.7   LESSON DESIGN:

i. All lessons within an academic term shall be designed to be delivered both virtually and physically (blended).
ii. The specific learning objectives, content, and learner needs shall be considered when designing lessons.

12.8   50% VIRTUAL, 50% PHYSICAL:

i. **A 50-50 approach shall be used**: **50% shall be conducted physically (in person) in the first term** of study and **50% of Unit workload allocation shall be conducted virtually (online) during the second term**.
ii. Trainers shall ensure consistency in content delivery across both modes.
iii. The timetabler shall timetable Common and Basic units with a room in the first term and indicate "**virtual**" in the timetable during the second term.
iv. Trainers shall ensure seamless integration between physical and virtual components.
v. Trainers shall ensure that orientation of trainees into the LMS is conducted during the first term.

12.9   SYNCHRONOUS AND ASYNCHRONOUS LEARNING:

i. synchronous (real-time) and asynchronous (self-paced) learning activities shall be blended.
ii. Discussions, collaborative activities, and assessments shall be used for asynchronous learning. Trainers should be required to ensure that the course content developed includes learner-centered, self-paced learning activities.

12.10   ASSESSMENT STRATEGIES:

i. Assessments that accommodate both virtual and physical settings shall be designed.
ii. Use a mix of online quizzes, assignments, and in-person exams shall be used.

12.11   VIRTUAL CLASSES:

i. Trainers shall Use synchronous (live) virtual classes for real-time interaction.
ii. Trainers shall Leverage video conferencing tools, discussion forums, and chat platforms.
iii. Trainers shall encourage active participation and engagement.

iv.   Trainers shall be required to capture class attendance using a class attendance registration software designed by the ODeL office.

12.12 CLASS ATTENDANCE

Goal

Trainer class attendance is essential for creating a supportive, engaging, and effective learning environment in ODeL systems.

Trainees' timely and consistent attendance is not only a requirement but should also demonstrate their commitment to achieving success in their overall performance. This strategy shall borrow the guidelines of the TENP Academic policy.

Strategies

12.12.1   TRAINER CLASS ATTENDANCE

i.   Monitor and evaluate trainees' progress and enhance learning outcomes for trainees.
ii.   Prompt all scheduled physical and online classes by trainers and give ample time for preparation and setup.
iii.   Maintain regular attendance at virtual and face-to-face sessions throughout each unit of competence and minimize disruptions to the learning process.
iv.   Communicate any absenteeism or delays to the Head of Department for action and make appropriate arrangements for session make-up.
v.   Maintain professionalism, and respect, and serve as a positive role mODeL for trainees.

12.12.2   TRAINEE CLASS ATTENDANCE

i.   Enhance trainee attendance at all scheduled classes, workshops, and training sessions unless excused for valid reasons.
ii.   Promote timely and prompt log-in to all scheduled sessions and commitment to their classes and training.
iii.   Maintain effective class attendance for both virtual and physical sessions and active engagement in the learning process.
iv.   Enhance trainee participation in class discussions, activities, and exercises to maximize the value of their educational experience.
v.   Trainees joining the ODeL synchronous classes (virtual classes) to log in with their correct registered email addresses.

12.13 ASSESSMENT/EXAMINATION

Goal

Examinations or assessments are the necessary tools that serve to evaluate or gauge trainees understanding and mastery of the course contents.

Strategies

i. Promote the administration of examinations in a secure physical environment at TENP or online, depending on the course and level of study.

ii. Ensure the assessment method chosen aligns with the course objectives and matches the revised Bloom's Taxonomy as provided for by CBET/CDACC or any other appropriate taxonomy.

iii. Enhance the use of various types of examinations as provided by CBET/CDACC based on course objectives and level of study.

iv. Ensure that only eligible trainees sit at the end of an academic term or course examinations after attaining at least 75% of class attendance as per the academic policy of Eldoret National Polytechnic.

v. Monitor that trainers conduct at least one online examination within an academic term using a dedicated online software approved by the Academic Board.

vi. Advocate that the Head of Department controls the administration of examinations, including start and end times, general control, custody, and storage of examinations.

vii. Advocate that the Head of Department inform the examiners and candidates of the guidelines and procedures for conducting both virtual and face-to-face examinations.

viii. Advocate that the Eldoret National Polytechnic make considerations for candidates with special needs and ICT challenges during online examinations.

ix. Maintain that the Chief Principal provides guides for external examinations through CDACC examination guidelines.

12.14 TRAINER SUPPORT SERVICES

Goal

TENP management should have appropriate policies which ensure the recruitment of an adequate number of academically and professionally qualified staff to administer and manage ODeL programs. To achieve this, the following should be considered.

Strategies

12.14.1 TRAINING (CAPACITY BUILDING)

i. The ODeL department should carry out continuous capacity building for all trainers at least twice a year.

ii. The administration shall facilitate ODeL trainers and technical staff for any training needs emanating from the TNA.

12.14.2 ICT TOOLS SUPPORT

i. The ODeL Department shall ensure that the necessary software for teaching and learning is procured for trainers.

ii. The TENP management shall procure computing devices for the ODeL department.

iii. The laptops/tablets shall be shared by all academic departments for online classes.

iv. The trainer shall bear full responsibility for the computing devices allocated.

12.14.3 CONTENT DEVELOPMENT SUPPORT

The ODeL department shall offer technical support to trainers during content development.

12.15 TRAINEE SUPPORT SERVICES

Goal

The Training Support Services will prioritize the well-being and support of trainees during their training progression.

Strategies

i. Track administrative support, orientation and registration support, tutorial support, guidance and counselling support, library and ICT support, and assessment.
ii. Evaluate strategies put in place to gather trainee feedback and take corrective action.
iii. Promote e-tutoring and face-to-face learning at the Eldoret National Polytechnic.
iv. Facilitate orientation to the trainees on the implementation of the ODeL program.
v. Assure provision of the ODeL handbook for trainees, trainers, administrators, and technical staff.
vi. Ensure that trainees enrolled in ODeL programs have access to necessary and relevant ODeL resources, as well as a virtual library.
vii. Advocate for trainees joining ODeL classes to have their own ICT access devices.

12.16 TRAINEE ORIENTATION

Goal

The goal of student orientation in ODeL encompasses several key objectives aimed at facilitating trainees' successful transition into the ODeL environment and ensuring their academic success.

Strategies

i. **LMS Manual:** All trainees shall be given an ODeL manual during the admission process.
ii. **Introduction to ODeL Platform**: Every individual trainer shall be required to Orient trainees to the ODeL platform, its features, and functionalities to ensure they are comfortable navigating through online courses, accessing resources, and participating in discussions. **This shall be done during the first face-to-face physical lesson between the trainer and the trainee.** Attendance registers shall be forwarded to the ODeL office.
iii. **Understanding Expectations**: trainers shall be required to Clarify academic expectations, including course requirements, assessment methods, deadlines, and communication protocols, to help trainees establish clear goals and manage their time effectively.
iv. **Technical Requirements:** Providing guidance on technical requirements, software installations, internet connectivity, and troubleshooting procedures to minimize technical barriers and ensure smooth participation in online activities.

v. **Academic Integrity**: trainers shall be required to Educate trainees about academic integrity principles, plagiarism policies, citation practices, and ethical behavior in online learning environments to uphold academic standards and promote intellectual honesty.

vi. **Evaluation and Feedback**: Trainers shall be required to explain the evaluation process, grading criteria, feedback mechanisms, and opportunities for a trainee assessment and self-assessment to empower trainees to monitor their progress and improve their performance.

12.17 TECHNOLOGICAL SUPPORT

Goal

TENP management shall provide the necessary equipment and facilities to effectively deliver ODeL training. strategies

12.17.1   INTERNET CONNECTIVITY FOR TRAINERS AND TRAINEES

i. The MIS Manager shall ensure that there is adequate internet connectivity (ethernet and Wi-Fi) for ODeL trainers and trainees within TENP premises.

ii. ODeL trainers and trainees attending online classes outside TENP premises shall be responsible for the provision of their own internet.

12.17.2   CONTENT DEVELOPMENT STUDIO

The management shall identify and equip a content development and delivery studio for online classes.

12.17.3   SUBSCRIPTION TO CONTENT DEVELOPMENT AND DELIVERY SOFTWARE

The management shall facilitate subscription to content development and delivery software (including but not limited to) Microsoft 365, iSpring, mTutor, and gamification softwares.

12.18 E-RESOURCES

The ODeL department ensure provision of access to e-Resources to trainers and

trainees.

12.19 QUALITY ASSURANCE, MONITORING AND EVALUATION

12.19.1   QUALITY ASSURANCE

Goal

To operationalize quality assurance in TENP ODeL programs that guarantees high standards, consistency, accessibility, and continuous improvement.

Strategies

i. To maintain the highest quality standards in the design, development, and delivery of open and distance learning programs, ensuring they are equivalent in rigor and outcomes to traditional face-to-face programs.

ii. To prioritize trainee-centered learning by providing accessible, flexible, and supportive ODeL environments that cater to diverse learning needs and styles, ensuring all trainees achieve competency-based outcomes.

iii. To support and develop departmental expertise in ODeL methodologies, ensuring trainers are equipped with the skills and resources to deliver high-quality, engaging, and effective online training.

iv. To commit to the ongoing development and maintenance of robust technological infrastructure (Software and Hardware) that supports interactive, accessible, and reliable ODeL experiences for all trainees

v. To ensure ODeL programs are accessible to all trainees, including those with disabilities, and to promote inclusivity and diversity in course content, materials, and delivery methods.

vi. To uphold the highest standards of academic integrity among trainers, trainees and TENP, implementing effective measures to prevent plagiarism, cheating, and other forms of academic dishonesty in ODeL contexts to encourage originality.

vii. To adhere to national and international standards for quality assurance ensuring ODeL programs are accredited and recognized for their excellence, encouraging and supporting research and innovation in ODeL pedagogies, technologies, and practices, aiming to continuously enhance the quality and effectiveness of ODeL programs

viii. To implement a continuous improvement process through regular review and evaluation of ODeL programs and courses, based on feedback from trainees, trainers and industry stakeholders, to enhance learning outcomes and trainee satisfaction.

ix. To establish effective channels of communication and feedback mechanisms between trainees, Department, and Administration, foster an ODeL community that values transparency, collaboration, and mutual respect

12.19.2 MONITORING AND EVALUATION (M&E) FRAMEWORK

Goal:
To ensure the successful implementation, continuous improvement, and achievement of the goals of the ODeL (Open, Distance, and E-Learning) department through systematic monitoring and evaluation processes.

12.19.2.1 KEY AREAS TO BE MONITORED

a) Student Enrollment and Retention Rates

- **What to Monitor:**
  - The number of students enrolled on each course per intake.
  - Dropout rates and retention rates for all ODeL programs.
- **How to Monitor:**

- o Enrollment data from the institution's Learning Management System (LMS) and student registration systems.
- o Surveys to understand reasons for dropout.
- **When to Monitor:**
  - o Quarterly basis after each enrollment cycle.

b) Course Content and Quality

- **What to Monitor:**
  - o Relevance and currency of course materials.
  - o Compliance with e-learning best practices (interactive content, multimedia use).
  - o Alignment with the competency-based curriculum and ODeL policy.
- **How to Monitor:**
  - o Course audits and peer reviews of course content.
  - o Feedback surveys from students and instructors.
- **When to Monitor:**
  - o At the beginning and end of each academic year, or during major course revisions.

c) Student Performance and Learning Outcomes

- **What to Monitor:**
  - o Grades and pass rates in ODeL courses.
  - o Achievement of learning outcomes for each program.
  - o Comparison of performance between ODeL and traditional learning students.
- **How to Monitor:**
  - o Analysis of student performance data from the LMS and examination results.
  - o Surveys or focus groups with students to assess skill development.
- **When to Monitor:**
  - o At the end of each academic term/semester.

d) Instructor Performance and Engagement

- **What to Monitor:**
  - o Quality and timeliness of course delivery by instructors.
  - o Instructor engagement with students (feedback, grading timelines, availability).
  - o Instructor adoption of e-learning tools and platforms.
- **How to Monitor:**
  - o Student feedback surveys on instructor performance.
  - o Review of instructor logs on to the LMS to measure engagement.
  - o Observation of e-learning tools usage.
- **When to Monitor:**
  - o End of every term/semester.

e) Technology Infrastructure and Support Systems

- **What to Monitor:**
  - Reliability and uptime of the LMS and other e-learning platforms.
  - Adequacy of IT support for students and instructors.
  - Issues with accessibility, connectivity, and software updates.
- **How to Monitor:**
  - Technical reports on platform performance (uptime, downtime, speed).
  - Help desk logs and support tickets from users.
- **When to Monitor:**
  - Continuous throughout the year with quarterly reports.

f) Student Support Services

- **What to Monitor:**
  - Availability and responsiveness of student support services (academic advising, technical support, counseling).
  - Use of online forums, tutoring, and other student assistance programs.
- **How to Monitor:**
  - Student satisfaction surveys focused on support services.
  - Logs and feedback from help desks or support teams.
- **When to Monitor:**
  - Every semester.

g) Financial Performance

- **What to Monitor:**
  - Cost-effectiveness of ODeL programs.
  - Tuition revenue from ODeL students.
  - Budget allocation for ODeL resources and infrastructure.
- **How to Monitor:**
  - Financial reports and audits.
  - Comparison of revenue against costs for ODeL-specific programs.
- **When to Monitor:**
  - Annually at the end of the financial year.

h) Marketing and Student Recruitment Efforts

- **What to Monitor:**
  - Effectiveness of marketing campaigns aimed at ODeL students.
  - Number of inquiries and applications from prospective students.
  - Demographic trends in student enrollment.
- **How to Monitor:**
  - Analytics from websites, social media, and marketing campaigns.
  - Surveys or interviews with students on how they learned about the ODeL programs.
- **When to Monitor:**
  - At the end of each recruitment period (biannually).

12.19.2.2 EVALUATION METHODS

a) Quantitative Methods

- **Surveys and Questionnaires:**
    - To gather data on student satisfaction, instructor performance, and student support services.
- **Data Analytics:**
    - To analyze student performance, enrollment trends, and technological infrastructure usage.
- **Financial Analysis:**
    - To evaluate the financial sustainability of the ODeL programs.

b) Qualitative Methods

- **Focus Group Discussions:**
    - To gather detailed feedback from students and instructors on course quality and delivery.
- **Course Reviews:**
    - Peer reviews of course materials and teaching methods.
- **Interviews:**
    - One-on-one interviews with students, faculty, and staff to understand challenges and opportunities.

12.19.2.3 MONITORING AND EVALUATION TIMELINE

Activity	Frequency	Responsible
Student Enrollment & Retention Monitoring	Quarterly	ODeL Administrator
Course Content Quality Audits	Annually or upon major revision	TENP Quality Assurance Team
Student Performance Analysis	End of each term/semester	Head of ODeL
Instructor Performance Monitoring	End of each term/semester	Head of ODeL & Academic Team
Technology Infrastructure Reports	Continuously (Quarterly reports)	MIS Department
Student Support Services Satisfaction Survey	Every semester	ODeL Support Team
Financial Performance Review	Annually	Finance Department
Marketing Effectiveness Evaluation	Biannually after recruitment periods	Registrar Admin

12.19.2.4   REPORTING AND FEEDBACK

- **Quarterly Monitoring Reports:**
  Each key area monitored will be compiled into a report every quarter, summarizing progress, issues, and recommended actions.
- **Annual Evaluation Report:**
  An annual report will be generated to review the overall performance of the ODeL department, covering all key areas, evaluations, and lessons learned.
- **Feedback to Stakeholders:**
  Findings from monitoring and evaluation activities will be shared with instructors, students, the IT team, and other relevant stakeholders to ensure continuous improvement.

12.19.2.5   MITIGATION PLANS FOR IDENTIFIED ISSUES

- **Low Enrollment or Retention:**
  If enrollment is below target, adjust marketing strategies and consider partnerships or financial incentives for students.
- **Course Quality Issues:**
  Revise courses based on peer reviews and student feedback and provide instructors with additional training on e-learning best practices.
- **Technological Challenges:**
  If technological issues are identified, invest in infrastructure upgrades and improve IT support services.
- **Instructor or Student Support Deficiencies:**
  Offer additional resources or hire more support staff to assist instructors and students with their needs.

By systematically monitoring and evaluating key areas of the ODeL department, the institution can ensure the effective delivery of online learning while continuously improving the quality of services offered.

13.0   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
iv.   TENP Academic policy
v.   TENP ICT policy
vi.   TVET National ODeL policy
vii.   TVET ACT 2013
viii. Kenya Data protection act 2019

14.0   COMMUNICATION AND DISSEMINATION

This policy shall be made known to the staff, trainees and other stakeholders by the ODeL department assisted by departmental ODeL Coordinators and Heads of academic departments, by;

    i.   Making it visible on and downloadable from the polytechnic's main website
    ii.   Sending soft copies to the relevant stakeholders by e-mail
    iii.   Printing and circulating copies to academic departments.
    iv.   Highlighting the areas the policy is addressed during trainees' orientations.
    v.   Informing staff members about the ODeL policy during TENP fora including but not limited to staff meetings, departmental meetings.

15.0   POLICY IMPLEMENTATION AND REVIEW

The ODeL Policy will be implemented under the oversight of the ODeL Department, in collaboration with relevant stakeholders, including Departments, administrators, trainees, and external partners. Responsibilities for policy implementation will be clearly defined, with designated individuals tasked with coordinating activities, monitoring progress, and addressing challenges as they arise.

The ODeL Policy will be reviewed after 3 years or when need arises to assess its effectiveness, relevance, and impact on program outcomes. Feedback from stakeholders, evaluation data, and emerging best practices in ODeL will be considered in policy review processes, with revisions made as necessary to enhance policy effectiveness and alignment with institutional goals.

16.0   REFFERENCES

    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 School of TVET(KSTVET), ODeL Policy.