COMMISSION FOR UNIVERSITY EDUCATION

FORMAT FOR PREPARING A SELF-ASSESSMENT REPORT

FOR

OPEN, DISTANCE AND e-LEARNING (ODeL) PROGRAMMES AND INSTITUTIONS IN KENYA

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PREAMBLE

The world over higher institutions of learning and the accreditation agencies are making strategic efforts to expand access to university education. One way to achieve this goal is to provide ODEL education that is credible but available to a wide assemblage of clientele, who are off or on-campus. This approach is also being used for internationalization of university education, enhancement of various university's brand, assurance of stability of teaching and learning regardless of adverse circumstances (such as COVID_19 and other emergency situations), increasing student diversity while diversifying revenue streams. Such a process will involve not only the approval of the curriculum content and staff but also the electronic and other facilities that support the teaching and learning electronically, particularly the Learning Management System (LMS).

As spelt out in Section 5 of The Universities Act No. 42 of 2012, The Commission for University Education is charged with the responsibility of regulating University education in Kenya. In this regard, the Commission for University Education seeks to establish the quality of ODeL education in our universities. As a provider of the academic programmes through the ODeL mode of delivery, the University is expected to generate a Self-Assessment report, in the format provided, on the programmes on offer and how the university is prepared for the accreditation of specific programmes and ODeL Centres. To this end, a format guiding the preparation of a Status Report is hereby presented.

GENERAL INSTRUCTIONS

Give detailed information on your institution in the areas outlined below. In all sections stick to the format of the questionnaire and provide relevant evidence. Kindly provide the on-line links and access rights (where necessary) for evidences that are on the e-platform/portal.

1.0   BACKGROUND INFORMATION OF THE UNIVERSITY

Summarize the institutional background information as below:
  a) Name, address and physical location of the institution;
  b) Historical background of the institution, highlighting major milestones in the development; of ODeL including needs assessment, justification and stakeholder involvement; and
  c) Vision, mission, objectives and strategies of ODeL and how they relate to the institutional and national development agenda.

2.0   GOVERNANCE AND MANAGEMENT

Summarize the governance and management of your institution along the following broad areas:

a) the integrated institutional framework in place (highlight the units, leadership and administrative structure, including ODeL centres if existing) in support of ODeL;
b) University ODeL Policy (highlight the key aspects included in the policy e.g. with regard to ODeL programmes curriculum development, copyright on course materials, intellectual property rights, providing for learners with different abilities, research by online students;
c) other university policies and guidelines available that support ODeL (outline how they support ODeL);
d) how ODeL is managed and monitored in the University; and
e) how the ODeL offerings are aligned to the university vision, mission and philosophy.

3.0   FINANCE, MARKETING, & STUDENT RECRUITMENT

Demonstrate the University management's financial support for ODeL programmes by providing detailed information on the following:

a) budgetary allocation and expenditure for ODeL programmes and related infrastructure;
b) a computation of financial viability and sustainability projections specifically for ODeL, of at least 5 years;
c) short and medium term marketing plans available for ODeL programmes; and
d) projected student recruitment trend for the next 5 years

4.0   ODeL PROGRAMMES

4.1   CURRICULUM DESIGN AND DEVELOPMENT
a) Give a highlight on:
    i) the policies guiding curriculum design and development for ODeL programmes
    ii) how ODel course design teams are formed and managed
    iii) the roles of subject matter experts in course design and delivery teams
    iv) Appropriateness and adequacy of the Technologies in place
    v) adequacy and relevance of instructional materials

a) Briefly outline:
    i) the curriculum design, development and review process for ODeL programmes;
    ii) University's guidelines on meeting requisite instructional hours for OdeL programmes;
    iii) Outline the internal approval processes at the various levels of the University, for ODeL programmes including how this process is linked to the Commission's requirements.

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b) Tabulate the programmes that the university is currently offering under ODeL mode.

SN	PROGRAMME TITLE	APPROVAL DATE *(for face to face mode)*	PROPOSED ODeL MODE *(indicate whether blended or online)*

c) Describe how the Intellectual Property Rights are safeguarded in instructional content design
d) How does the institution implement policies and guidelines to cater for learners with different abilities?
e) How does the University ensure that the packaging of course units promote inclusion and equity
f) Highlight how the University ensures course design in ODeL programmes:
   i) enhances accessibility and learner-centered education; and
   ii) provides clear programme instructions with regard to course structure

4.2   COURSE DELIVERY

a) Give a highlight on:
   i) the policies and guidelines the University has put in place for online course delivery;
   ii) how the courses are organized in the LMS;
   iii) the obligations of the lecturer and the learner in online teaching and learning; and
   iv) how the University promotes innovativeness in online course delivery.
b) Indicate how the academic programmes being offered through ODeL accommodate the practical aspects of learning;

S/N	PROGRAMME TITLE	PRACTICAL REQUIRED	HOW PRACTICALS ARE PROVIDED FOR

c) Provide evidence of facilitation for asynchronous learning;
d) Provide policies and guidelines for research by online students;
e) Briefly highlight:
   i) how the University supports online students to undertake their research, including

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but not limited to provision of guidelines on how to conduct supervised research projects, assessment and online supervision of the research project, and software tools for supporting online supervision of projects;

ii) how learners are facilitated to explore additional instructional materials outside what is prescribed for online programmes;

iii) how the University ensures the instructional materials provided for the academic programme(s) are accessible to the students, current, adequate, and relevant to the programme learning outcomes;

iv) the collaborative learning activities that promote a sense of community among the learners and with the instructor;

v) how the University promotes inclusion and equity in ODeL programmes; and

vi) how the University utilizes partnerships and collaborations in courses delivery for ODeL programmes.

5.0 TECHNOLOGY INFRASTRUCTURE AND MEDIA

a) What IT infrastructure does the institution have that will ensure delivery of quality ODeL programmes, including but not limited to infrastructure that facilitate:

i) access to the internet;

ii) faculty to learner interaction;

iii) learner to learner interaction;

iv) access to learning/information materials;

v) processing, storage and access to student information;

vi) student and faculty support; and

vii) security of all online education information/transactions, including security of system for hosting, archiving, saving and exporting data.

b) Describe the technologies available at the institution that will be used to offer the ODeL programmes *(where technologies will be availed through collaborative arrangements, evidence of such arrangements should be provided)*

c) Provide a highlight of:

i) Software in place to detect academic dishonesty including deception, plagiarism, theft and fraud.

ii) the capacity of internet connection available to faculty and learners, indicating the average internet capacity per learner and how the institution ensures reliability of access to the internet;

iii) the systems that the institution has for online admission and registration of learners, highlighting how reliability of the systems is ensured;

iv) the web-based systems through which the institution communicates with the public and avails academic resources required by learners and faculty, including mechanisms in place for maintaining and supporting the systems.

v) the institution's policies and plans for business continuity and recovery from business interruptions, including how it ensures that they are reliable;

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    vi)   the system in place for archiving past examination questions and results for ease of retrieval; and

    vii)   the mechanisms in place for integrating and sharing data and information that may be available in different systems in use at the institution including integration between the LMS and the student management information system.

d) Describe how the design, development, and integration of multimedia materials is organized and supported in the institution.

e) State the specific assistive facilities and adaptive technologies in place to support learners with special needs.

f) Outline the electronic library resources and access mechanisms in place to support teaching and learning in the institution. This should include but not limited to:

    i)   links to the e-library portal;

    ii)   evidence of subscription to electronic resources, indicate the links to the resources (databases) from your website;

    iii)   evidence of subscription to off-campus/remote access software for the resources;

    iv)   evidence of a digital repository;

    v)   delivery mechanisms has the institution put in place for core texts that are not in digital format to its users;

    vi)   evidence of interlibrary loan arrangements; and

    vii)   provision for persons with special needs.

g) Outline the features of your LMS with regard to:

    i)   Scalability;

    ii)   ease of use;

    iii)   availability of online technical support;

    iv)   ease for the lecturer to engage learners;

    v)   meeting the needs and capabilities of diverse users; and

    vi)   compliance with World Wide Web Consortium (W3C) standards.

h) Give a highlight on how the University's LMS supports the following:

    i)   the various operating systems, browsers and mobile platforms;

    ii)   privacy and data protection;

    iii)   social presence in terms of allowing learners connect and interact as a community of learners;

    iv)   teaching presence in terms of facilitating instructors in the design and facilitation of learning experiences, direct instruction and monitoring performance of learners;

    v)   cognitive presence in terms of engaging learners in higher order thinking to construct and confirm meaning, receive feedback and monitor progress; and

    vi)   student research and supervision in terms of monitoring, feedback and provision of progress reports.

6.0   PHYSICAL INFRASTRUCTURE

a) Summarize the available physical facilities dedicated to ODeL, including but not limited to:

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i) instructional systems design studios;
ii) multimedia production facilities;
iii) data centres/server rooms;
iv) offices;
v) lecture rooms;
vi) laboratories;
vii) workshops;
viii) library; and
ix) assistive facilities to support learners with special needs.
b) Summarize the available equipment dedicated to ODeL, including but not limited to:
i) servers;
ii) computers;
iii) projectors;
iv) cameras;
v) smart and interactive boards;
vi) scanners;
vii) printers; and
viii) special equipment.
c) Document the existing ODeL centres the University has *(where applicable),* outlining the:
i) Location;
ii) Accreditation status;
iii) Academic resources available, including Technology infrastructure and media, Physical infrastructure, and personnel; and
iv) Services offered.

NB: where facilities or equipment will be availed through collaborative arrangements, evidence of such arrangements should be provided

7.0 HUMAN RESOURCES

7.1 HUMAN RESOURCE POLICIES AND PROCEDURES ON ODeL

a) Highlight the human resource policies and procedures related to ODeL, describing how they provide for:
i) recruitment and/or deployment of staff dedicated to ODeL;
ii) faculty development on:
a. instructional systems design;
b. ODel course design;
c. course delivery; and
d. preparation of learning materials.
iii) orientation of staff on ODeL.

7.2 STAFF ESTABLISHMENT AND RECRUITMENT

a) Tabulate the following staff dedicated to ODeL highlighting their rank, qualifications and where obtained, specialization and years of experience in a university environment:
   i) Academic staff;
   ii) Instructional system designers;
   iii) Multimedia specialists;
   iv) IT staff;
   v) Library staff; and
   vi) Other support staff.

7.3 STAFF TRAINING/ORIENTATION
a) Give an overview of:
   i) faculty capacity building on:
      a. instructional systems design;
      b. ODel course design;
      c. course delivery;
      d. access to e-resources; and
      e. preparation of learning materials.
   ii) continual upgrading of faculty on skills and methods/pedagogy in ODel; and
   iii) orientation of faculty after technology changes.
b) Provide an overview of how the University conducts orientation and capacity building for support staff in ODeL.

8.0 FACULTY AND STAFF SUPPORT
a) Outline the mechanisms and resources the University has in place for faculty and staff support for ODeL.
b) Give an overview of how staff involved in ODel are supported to:
   i) access appropriate, adequate and timely IT support;
   ii) execute ODel programmes with specific emphasis on financial, administrative and any other form of support;
   iii) access e-library services;
   iv) design, develop, and integrate multimedia materials and;
   v) navigate through the LMS and generate relevant reports.

9.0 STUDENT SUPPORT
a) Highlight the University policies aligned to student support for ODeL, including support for students with special needs;
b) Explain how new students are provided with orientation into ODeL indicating the:
   i) key aspects of the orientation programme;
   ii) ODeL orientation package provided, including student handbook;

iii) Introduction to the tools for teaching and learning;

iv) Programme requirements, including cost and registration procedures; and

v) key expectations of ODeL students during orientation.

c) Outline how students with special needs are supported in ODeL, including integrating relevant tools into the LMS;

d) Describe the available administrative unit where students can access support services;

e) Highlight the mechanisms in place for:

i) advising and counseling ODeL students;

ii) support on use of IT for ODeL students;

iii) continuous training of students;

iv) A variety of student's learning experiences

v) student appeals and grievance resolution; and

vi) communication.

10.0 ASSESSMENTS

a) Outline the University policy on student assessment, highlighting:

i) its implementation for ODeL;

ii) formative and summative assessments in ODeL programmes, including their weighting;

iii) criteria for the evaluation of student work and participation;

iv) grading and providing feedback on assessment; and

v) how the assessment policy is articulated to the students.

b) Highlight how the University ensures integrity of assessments by utilizing technologies to authenticate students and students' work.

c) Describe the mechanisms in place to ensure reliability of assessment tools;

d) Give a highlight on how:

i) assessments are conducted;

ii) student assessment reports are generated, analysed, and archived;

iii) feedback on assessment is communicated to the students; and

iv) feedback on assessment is integrated to review of the curriculum

11.0 EXAMINATIONS

a) Describe how examinations are administered for ODeL programmes;

b) Outline the tools methods in use for student authentication during examinations.

c) Outline how the University ensures students adhere to examination protocols, including invigilation and checking academic dishonesty;

d) Highlight the security mechanisms in place for ODeL examinations during setting; handling, packaging, execution, and marking; and

e) Highlight the documented procedures for quality assurance of ODeL examinations.

12.0 COMMUNITY OUTREACH AND INTEGRATION

Give a highlight on:

a) the University policy on community outreach and integration;

b) administrative structure for co-ordinating, supervising, and evaluating the University's community outreach and integration programmes;

c) strategy for community outreach and integration specific to ODeL, including communication strategy to relevant stakeholders;

d) management of feedback on community outreach and integration, including feedback on its impact on staff, students and the community; and

e) resources the University has provided for community outreach and integration.

13.0   QUALITY ASSURANCE

a) Outline the policies, strategies, and instruments in place for Quality Assurance of ODeL;

b) Highlight how the Quality Assurance for ODeL has been institutionalized in the University, including ODeL organisational structure, budgetary allocation, staffing, roles, and responsibilities;

c) Outline the mechanisms in place for monitoring, evaluating, and reporting the quality of ODeL offering;

d) Specify how the internal and external stakeholders are identified, engaged, and their feedback incorporated in the development, implementation, and improvement of ODeL;

e) Outline how the University utilizes benchmarking to promote the quality of ODeL; and

f) Highlight how teaching and learning is monitored and how faculty and student performance reports are utilized for improvement of ODeL.