



## MIOG NATIONAL POLYTECHNIC

### OPEN DISTANCE E- LEARNING POLICY

Version#	Action	Date	Reason
1.0	Authored by MIOG - NP		
1.0	Adopted by BHRC		Adopted without amendments
1.0	Approved by Board		Adopted by the Board

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	<b>Version</b>	<b>1.0</b>
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	<b>Effective Date</b>	<b>11<sup>th</sup> June 2025</b>
<b>APPROVAL</b>  <b>NAME:</b> _____ <b>SIGNATURE:</b>		

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### 1. Policy Approval

This policy shall be known as the Open Distance E-Learning Policy of Morendat Institute of Oil & Gas National Polytechnic (herein after also referred to as “the Policy”) shall take effect on approval by Governing Council.

In exercise of the powers conferred by statute 17 (2d) of Morendat Institute of Oil & Gas National Polytechnic, section 35(1) (iii) of the Universities Act No. 42 of 2012 and section 19 of the Charter for Morendat Institute of Oil & Gas National Polytechnic 2013, Morendat Institute of Oil & Gas National Polytechnic Council affirms that this policy has been made in accordance with all relevant legislations.

Dated the 11<sup>th</sup> day of JUNE 2025

Signed: .....

XXXXXXXXXXXXXXXXXX

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## 2. Policy Preamble

The Morendat Institute of Oil and Gas National Polytechnic (MIOG-NP) Open Distance eLearning (ODEL) policy document provides direction for the operations of Open Distance Learning (ODL), as well as clarity in the implementation of its functions for effective ODL programming. The MIOG-NP explicitly provides that it shall “generally facilitate the development and provision of appropriate and accessible academic and other programs”. In response to these developments, the development of the current policy positions MIOG-NP Institute of Open and Distance Learning (M-IODL) within these provisions.

Odel approaches include emerging digitally based innovative approaches to learning, as part of its flexible curriculum delivery approaches to enhance and improve access to MIOG-NP education. The overall goal of ODeL is to embrace digital preparedness in learning as one of the fundamental demands of the digital age in the 21<sup>st</sup> Century. A dynamic approach to learning through ODeL prepares graduates to navigate the digital world of learning through an exposure to top-notch, emerging learning innovations in higher education.

The complexities and challenges, as well as the exciting opportunities to offer learning through such flexible approaches, is inherently complex without a policy. Therefore, the policy will provide both a direction and a promise in supporting IODL provisions in a dynamic Higher Education world.

## 3. Definition of Terms

<b>Academic cycle:</b>	Refers to the structured period during which academic programs are delivered, assessed, and completed, in line with institutional and regulatory guidelines
<b>Blended Learning:</b>	The combination of conventional education (CE) and e-learning practices

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**Distance Education:**

The delivery of learning or training to learners who are separated, mostly by time and space, from those who are teaching or training. The teaching 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, on-line provision and interactive CD ROMs, e-learning and blended learning to open learning centers and face-to-face provision where a significant element of flexibility, self-study, and learning support, in an integral part.

**Dual Mode:**

Provision of academic programs in CE and ODL modes by the same Institution

**E-learning**

The 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.

**Instructors**

These are academic staff charged with the management of the ODeL courses. The term Instructor can be used interchangeably with lecturer, tutor or academic staff

**Intellectual Property:**

Is the sole ownership for an entity's range of creative intellectual production of singly or corporately owned

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original content in pursuit of a creative intellectual pursuit.

**Learning:**

The activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something: the activity of someone who learns: knowledge or skill gained from learning (Webster Online Dictionary)

**Module:**

Is the structured and redesigned course content equivalent to a complete semester load, usually a 3 unit per week course over 13-week duration, or as may be determined by College Secretariat from time to time.

**ODeL Academic Board**

Coordinates the training of academic staff the development of Self Learning Instructional Materials and uploading of content. This Board is made up of Hods of departments offering ODeL. It is chaired by the Registrar (AA)

**ODeL Management Board:**

The policy making and resource mobilization organ for the Institute of Open and Distance Learning. It is chaired by the Registrar (AA) and the members are the Principals, Head of Quality Assurance and the ICT Officer.

**Open & Distance Learning**

All or most of the teaching is conducted by someone removed in time and space from the learner and that the mission aims to include greater dimensions of openness, and flexibility, whether in terms of access,

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curriculum or other elements of structure (UNESCO 2002 *Trends Policy and Strategy Considerations*)

**Student Centric:**

Encompasses methods of teaching that shift the focus of instruction from the teacher to the student, aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students (Jones, 2007).

**Student Support:**

Are services provided through institutional identified contacts, such as, academics responsible for giving orientations to the MIOG-NP services and procedures, feedback and guidance on academics and other emerging issues

**Tutoring in ODL:**

The act of instructing students and/or small groups in learning a specific subject to assist and guide them to become independent learners (Tutor handbook, 2015)

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#### 4. Acronyms and Abbreviations

<b>CAT</b>	Continuous Assessment Test
<b>CE</b>	Conventional Education
<b>DP(F)</b>	Deputy Director (Finance)
<b>DE</b>	Distance Education
<b>DD (AP&amp;D)</b>	Deputy Director (Administration, Planning & Development)
<b>DD (TAL)</b>	Deputy Director (Academic Research & Extension)
<b>DD(SA)</b>	Deputy Director (Student Affairs)
<b>DVD</b>	Digital Versatile Disc
<b>FO</b>	Finance Officer
<b>HE</b>	Higher Education
<b>HOD</b>	Head of Department
<b>ICT</b>	Information and Communication Technology
<b>IMDDP</b>	Instructional Media Design Development and Production
<b>IODL</b>	Institute of Open and Distance Learning
<b>ISO</b>	International Organization Standards
<b>MIOG-NP</b>	Morendat Institute of Oil & Gas National Polytechnic
<b>MNPSOMI</b>	Morendat National Polytechnic System of Managing Instruction
<b>LMS</b>	Learner Management System
<b>LSSS</b>	Learner/Staff Support Services
<b>MNP-VLI</b>	Morendat National Polytechnic Virtual Learning Institute
<b>ODeL</b>	Open, Distance and Electronic Learning
<b>PCE</b>	Professional and Continuing Education
<b>P&amp;D</b>	Planning and Development
<b>PR</b>	Principal

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<b>PRS</b>	Public Relations
<b>QAO</b>	Quality Assurance Officer
<b>QA</b>	Quality Assurance
<b>SLIMs</b>	Self Learning Instructional Materials
<b>TVET</b>	Technical Vocational and Education Training

## 5. Introduction

### 5.1 Brief History and School

Morendat Institute of Oil & Gas National Polytechnic (MIOG-NP) is a Centre of Excellence within Kenya Pipeline Company Ltd (KPC) established under Northern Corridor Integration Projects (NCIP) to offer human resource capacity building in Pipeline Management, Operations and Maintenance. The Centre was established to address the lack of requisite skills for Oil and Gas in the region and the need to offer capacity building. MIOG-NP strategy and operations are guided by stated vision of becoming an 'International Centre of Excellence for Oil and Gas skills Development'.

### 5.2 Vision, Mission and Core Values

**5.2.1 Vision-** An international center of excellence for energy, oil and gas Skills development

**5.2.2 Mission-** To build capacity in the energy sector by offering internationally accredited courses, research and consultancy services for sustainable development

#### 5.2.3 Core Values

- i. Excellence
- ii. Innovation
- iii. Sustainability
- iv. Collaboration
- v. Integrity

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vi. Equity

**6. Purpose**

The purpose of this policy is to provide guidelines on ODeL services offered to students of the MIOG-NP ensuring accessible, flexible, and quality education through open, distance, and e-learning modalities. The policy aims to standardize the development, delivery, monitoring, and evaluation of ODeL programs in alignment with national TVET standards, while enhancing learner support, digital literacy, and equitable participation for all students regardless of geographical location.

**7. Policy Statement**

MIOG-NP is committed to providing quality education and services that meet the needs of its customers and stakeholders through quality and relevant teaching, research and consultancy services. The MIOG-NP is committed to a quality working and learning environment that is grounded in intellectual and academic freedom, teamwork, a quest for excellence, professionalism, discipline and continuous improvement of its products (programs/activities) and services to achieve client/customer satisfaction.

**8. The MIOG-NP Institute of Open Distance Learning (MNP-IODL)**

**8.1 Introduction**

MNP-IODL shall spearhead ODeL courses in line with the provisions and principles of the Commission for MIOG-NP. To successfully comply with the regulator's provisions, and to conscientiously provide for robust ODeL programming, MIOG-NP has included deliberate ODeL objectives into its 2022-Onwards strategic plan. Strategy 1.1.2: aims to mainstream teaching and learning approaches in Open and Distance learning (ODL).

**8.2 The Vision, Mission, Objectives of IODL**

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**8.2.1 Vision-** To be a center of excellence in expanding access to MIOG-NP academic programs through Open and Distance Learning.

**8.2.2 Mission-** To spearhead the utilization of alternative and flexible approaches to education provision through distance, open, electronic and virtual learning, and provide possibilities for accelerating completion of studies.

### **8.2.3 Objectives IODL**

The Institute sets out to achieve the following objectives.

- i. Offer flexible approaches to the provision of MIOG-NP academic programs through ODL,
- ii. Provide alternative opportunities for further education to those who are eligible,
- iii. Utilize ICT and other media in the provision and expansion of higher education,
- iv. Leverage technology to enhance School and Departmental effectiveness by using ODL in instruction, learning and research,
- v. Undertake research in ODL,
- vi. Monitor and evaluate performance of ODL in the MIOG-NP.
- vii. Provide an avenue for lifelong, continuing, professional education and training,
- viii. Develop networks and linkages with other similar institutions with a view to adopting best practices to enhance our competitiveness,
- ix. Support the Morendat National Polytechnic mission in enhancing access, quality and equity in education,
- x. Provide relevant teaching and learning resources relevant to OdeL modes of delivery.

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## 9. Curriculum

The MIOG-NP recognizes the expertise of the academic staff in the respective schools and sdepartments to develop appropriate curriculum content as may apply.

The Institute shall provide a platform for delivery of curricula developed MIOG-NP Schools and departments. A standard curriculum approved through the MIOG-NP procedure for curriculum development for offer to students on face-to-face mode shall also be delivered to all students admitted to the MIOG-NP through ODeL, to ensure parity in quality and equity in access to education.

## 10. Review of Academic Programs

To satisfy the dynamic knowledge and changing demands of a customer- oriented curriculum, and to incorporate current knowledge, a review of Instructional Materials and program content offered through ODL shall be done after every academic cycle, or as shall be deemed necessary.

## 11. Program and Course Management

The respective leaders in their respective Schools and departments., and whose programs are provided through ODL mode of delivery shall take full responsibility for the development of such curriculum delivery, and management of students in the respective school. However, within the provisions of the quality assessment checks, experts from IODL together with subject experts from the respective schools shall support in redesigning and assessment of both the course content and instructional design for its appropriateness for ODL mode of delivery. Programs and courses shall be implemented and managed by the academic staff of the respective schools, while staff of the IODL will provide technical support.

### 11.1 Management of Learning centers

Learning centers shall be established to support distance education students in areas difficult to reach by modern technology. The operation of these learning

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centers shall be guided by supplementary guidelines relating to this policy document. Such centers shall have staff and infrastructure commensurate to the number of students enrolled as determined by commercial viability of such centers.

### **11.2 Course Design and Development**

Course content shall be developed and redesigned by the academic staff with the support of the IODL technical team and Instructional designers. The content shall be appropriately designed to include all relevant instructional design elements; indicating the intended learning outcomes, instructional, learning and assessment methods, and the curriculum delivery strategies adopted.

### **11.3 Validation of Courses/Module**

Provided that courses/modules are intended for an academic qualification, it shall be validated by subject reviewers and the Evaluation Committee of the IODL management Board, through the IODL QA department, in accordance with the TVET Standards and Guidelines as long as the curriculum has been duly approved by College Secretariat.

### **11.4 Curriculum Delivery Channels**

The delivery channels shall include MNPSOMI E-learning platform, SLIMs, DVD's and any other new media formats and/or face-to-face to support independent and gradual release of responsibility characteristic of ODeL. The self-learning instructional materials shall be designed, developed and provided to learners based on their varied access possibilities. There shall be mechanisms to ensure communication between the learner and tutor, learner and learner, learner and support team.

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### 11.5 Self-Learning Materials

The MNP-ODeL recognizes the need to support a gradual release of responsibility of learning to the learner in a tutor-supported, learner engaged and monitored learning framework. Self-Learning Instructional Materials (SLIMs)/ modules shall be designed as per the Commission for Morendat National Polytechnic Education (TVET) ODeL Standards and Guidelines, and current theory in instructional design, requiring chunking, conversational language style and active, and collaborative learner participation.

Appropriate resources shall be availed to learners. These materials shall include SLIMs, self-run DVD's, media, and content uploaded on the E-learning platform. Other media with interactive possibilities such as video conferencing, gamification software among others are recommended to cater for dynamic learner needs. Printed instructional materials shall be availed for learners who are in areas whose location restrict use of other technological means of delivering learning.

### 11.6 Learner/Staff Support Services

The ODL learner shall receive support in an array of need areas from the level of application to the admission, through learning, to graduation time. Each of these learner support needs shall be assessed and directed to the relevant sections and structures for student support at the MIOG-NP. There shall be a dedicated 24-hour service call centre to receive and re-direct ODeL learner needs as they arise. This centre shall be manned from IODL ICT services, but there shall be adjunct personnel in different support sections dedicated to ODL students.

Staff managing ODeL courses shall be supported through orientation and training on development of learning materials. Orientation on ODeL delivery

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mode shall also be provided for course tutors before they provide support to the learners.

### **11.7 Admissions Criteria**

The admission of ODeL students shall be based on the MIOG-NP College Secretariat Criteria for certificate, diploma and higher diplomas. Admissions shall be processed through the procedure governing MIOG-NP privately sponsored students' admission.

### **11.8 Academic support services**

The learner shall be supported through the relevant structures of the MIOG-NP. For example, for direct curriculum related needs, the course developer/manager shall endeavor to monitor, assess and support individual students in line with the motivation approaches used for sustained learning. To do so, each lecturer shall use the LMS statistics to evaluate the learners' overall engagement, and satisfaction of their learning. Library, fees, admission and examination processing shall be supported through the already established MIOG-NP structures.

#### **11.8.1 Adjunct Learner support services**

The following areas are part of learner support services that ought to be provided in line with the requirements and needs of online and distance learners; Academic support in the form of tutoring, advising and library resources, administrative support financial resources, disability services, Technical Support (Help desk, Guidance and counselling, mentoring, Orientation).

#### **11.8.2 General Guidance and Counselling for students**

The IODL shall offer both socially and academically related guidance and counselling for students through and appropriate and



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commensurate staff in the LSSS department in line with common practice. These services shall include, but not limited to supporting learners during admission, registration, integration, ongoing examination results provision, accreditation assistance and further guidance on career advancement. Other support services provided through LSSS include postage of printed and other physical learning materials; Instruction on Online Learning strategies, maintaining bulletin boards for comments other than those related directly to teaching, including responding to general inquiries on email.

#### **11.8.3 Support provided by Tutors**

Tutors are academic staffs conversant with subject area and ODeL mode of delivery who provide support to students at learning centers. They shall initially be inducted by the Institute of Open and Distance Learning and given mandate to work at the study centers. Such tutors shall offer online tutorials to support learners in meeting their learning goals.

#### **11.8.4 Synchronous interaction**

Where applicable, the lecturer shall facilitate online and/or face to face tutorials that support the students in meeting their learning objectives through synchronous interactions. Where such an arrangement is made, prior communication shall be required.

#### **11.8.5 Access to Library Resources**

All MIOG-NP ODeL registered students shall be entitled to access library services. The MIOG-NP shall provide adequate resources to support open, distance and e- learning library services.

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## **11.9 Evaluation of the Learning experience**

In line with the quality provisions of TVET and the MIOG-NP quality curriculum delivery quality standards, IODL shall collect, collate and evaluate the courses on offer during the Semester. The review of the course provisions will be done in liaison with the course tutors. A review report shall be discussed and used for further evaluation of successful learning. The course lecturer shall normally embrace the MIOG-NP procedures for assessment.

## **11.10 OdeL Learner Assessment and Examination**

### **11.10.1 Automated Assessment.**

The automated assessment of the course shall be the prerogative of the course lecturer who may choose the design of amount of assessment in line with MIOG-NP Secretariat regulations governing examinations. The tutor might choose the assessment towards CATs for certification, or CATs for learner self-evaluation and practice, the latter of which the lecturer has the prerogative to grade. However, students shall adhere to the rules of automated assessment as defined and communicated by the lecturer concerned.

### **11.10.2 Feedback on Assessment:**

The course lecturer shall provide continuous feedback to the learners to support their interest in learning and ultimate completion of the course. The head of the school and respective HoD's shall assess the Lecturer's class management tool to manage teaching in the schools.

### **11.10.3 Assessment of ODeL Courses**

The MIOG-NP shall ensure that the outcomes of assessment for ODeL courses meet the specified academic level of the award. Assessments for ODeL courses shall be like those used for conventional programs

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with consistency of standards being eminent. The program review process shall be used to assess and evaluate courses established prior to their implementation in line with this policy.

## 12. Incentives for module development

There shall be benefits for a set of modules considered as ready to launch as a complete programme where students can enroll for an academic year. Two specific benefits are incentives

- i. A token equivalent of one term amount of teaching the course or as may be determined by MIOG-NP Management, shall be paid for each of a set of complete, evaluated and launched modules, and which constitute a programme for one academic year. One module that is run in isolation has no immediate return on investment, the basis for which isolated modules are not viable to reward.
- ii. An evaluated and launched module earns six (6) promotion points in its totality. The value of any co-published modules shall be prorated and distributed as per TVET regulations on promotion criteria

## 13. Programme/Course duration

College Secretariat procedures and criteria for course and programme duration shall apply. However, a flexible mode of delivery in line with ODL principles shall be applied as appropriate, but variation behind schedule may not exceed the load for the entire duration of two semester's equivalent modules. The choice of the course modules shall be as per the structure of the sequential nature of the curriculum. The proposed duration of the program shall normally be 2 years and 3 years for Higher Diploma and Diploma respectively or as determined by the examining body.

Such conditions that allow for the variation in the program shall be communicated as necessary.

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#### **14. Units qualifying for a Higher diploma and Diploma award**

The total number of units for an award of any higher diploma and diploma shall be as per the MIOG-NP course loading, attained through successive years. The course attendance and participation shall be as per the MIOG-NP policy on course/semester duration. No candidate shall proceed to the subsequent years before satisfying the board of examiners for the academic year being considered.

#### **15. Examination Regulations**

MIOG-NP Rules and Regulations Governing the Conduct of Examinations shall apply. The details of the procedure, examination fees and lecturer facilitation may vary as determined by distance from MIOG-NP examination centers. For students outside Kenya, an examination supervision fee shall be determined and levied from time to time.

##### **15.1 Supervision of off campus examination Centers**

It shall be done in collaboration with prior established and College Secretariat approved centers and communicated to the concerned students in advance. The Institute shall coordinate and manage such centers in line with its learner support principles.

##### **15.2 Credit Transfer**

Credit transfer shall apply as guided by the TVET principles of credit transfer, subject to the fulfillment of requisite conditions by the learner.

#### **16. Responsible Open Academic Procedure**

MIOG-NP respects intellectual and copyright, as well as ethical standards in its operations. In this regard, both staff and students shall uphold the highest level of ethical integrity in line with international standards of academic integrity; that support principles of high standards, honesty, openness, accountability, integrity, inclusion and safety. These principles shall be in line with copyright and other laws

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governing ethical academic practice (see relevant MIOG-NP policies- e.g. research policy, Intellectual copyright, student conduct)

## **17. Infrastructure and centralized services**

The infrastructure provided shall be commensurate to the number of online programs and users. MIOG-NP shall endeavor to provide web related support for versatile and vibrant/ robust LMS.

### **17.1 Management and Administration of ICT System**

MIOG-NP will take all practicable steps regarding the security of its e-learning delivery systems in accordance with the ICT policy.

The security of the system will be restricted through controlled password access to the LMS. IODL will be responsible for the access to web-based learning materials through passwords and course enrolment keys to validate and authorize individual's uses, and to safeguard MIOG-NP ODeL programs.

IODL will make every effort to ensure that delivery systems for ODeL programs are reliable, fit for purpose, and that a contingency plan is available in the event of short-term failure of the designated modes of delivery.

### **17.2 Availability of Technical support**

MIOG-NP will rely on well-defined procedures and robust organizational ICT System Support. To facilitate instruction that is appropriate for selected technologies, professional support in the use of the technology is necessary. Such support shall include training in the use of e-Learning tools, applications, development and production of online and mediated materials; content developers, tutors, and other users who shall engage with ongoing consultation with Institute of Open & distance learning staff for specialized support.

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## **18. Human Resource Provision and Development**

The institute shall have staff with varied knowledge, skills and competencies that are related to ODL education provision.

### **18.1 Staff Competence of ODL**

The MIOG-NP will support the Institute to procure and engage expertise to provide technical support to lecturers; The qualifications and competencies for optimal IODL operations include: - ICT & Media; Information Science; Instructional Design; administration; Guidance and Counselling; Research; Education; Communication PR & Marketing; Business & Finance; and Distance Education, and as may need arise

## **19. Capacity Building**

### **19.1 Capacity for Academic staff:**

Shall be provided for them to manage ODL programs appropriately. This will be done through ongoing capacity building workshops, and trainings organized by the Institute in collaboration with the schools, and open discussion fora that promote a community of practice across the MIOG-NP in the emerging discourse and practice in ODL.

### **19.2 Capacity for IODL staff**

The emerging technology in a digital age makes both technology and its capabilities to be dynamic. In this regard, continuous professional and general capacity building for IODL staff shall support their ongoing need to support current learning approaches.

## **20. Engagement with research**

The Institute shall spearhead research in ODL and other related areas to update the Institute on current and emerging trends to ensure that updated and quality trainings and print modules are sustained.

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## **21. Sustained Scholarship**

MIOG-NP is committed to scholarly teaching in ODeL as well as the scholarship of teaching and learning.

## **22. Academic Collaborations**

Collaborations shall be established with relevant institutions for benchmarking and to enhance competitiveness. Agreements specifying the rights, responsibilities and any legal matters between IODL, Schools and the collaborating institutions shall be undertaken before implementation of the programs, as per the MIOG-NP procedure for launching a collaboration.

## **23. Quality Assurance**

**Evaluation subcommittee:** The committee may convene, in person or by phone, a module developer to review and give feedback regarding the Quality Assurance of the modules. This workgroup may also assist in the review of data and trends to ensure meaningful development and revision of the system to identify and to evaluate all objectives of ODeL as presented in the Quality manual. The Institute shall periodically review the performance of ODeL in line with its strategic plan.

## **24. Usage of the platform**

All approved curricula of MIOG-NP shall normally be offered solely through the MIOG-NP eLearning platform. Any exceptions shall be sought and justified for exemption, but only as presented and approved by the IODL Management Board.

## **25. Implementation Strategy**

Any program intended for launch shall have as a prerequisite, a complete set of modules, usually for one academic year prior to initial implementation. After the initial launch, all modules for the following academic year shall be ready and approved by the end of the first semester, preceding the academic year for which modules are being prepared. Otherwise, independent modules which do not

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constitute modules for a full online programme are deemed insufficient to launch a fully online programme.

## **26. Implementation of the Policy**

Effective implementation of the ODeL policy shall be done through the relevant structures of the MIOG-NP. It shall also require support and goodwill from the MIOG-NP Council, Management and the entire MIOG-NP fraternity.

## **27. Revenue and procurement of services**

This shall be managed as per the ODeL budgets, procurement and Financial plans.



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## 28. APPENDICES

### Appendix 1: TVET principles for Open, Distance and E-Learning

There are nine (9) key principles that govern open, distance and e-learning (ODEL):

- i. ODEL is appropriate to the MIOG-NP mission and purposes.
- ii. The MIOG-NP policies and plans for developing, sustaining, and, if appropriate, expanding ODEL offerings, are integrated into its regular planning and evaluation processes.
- iii. ODEL is incorporated into the MIOG-NP systems of governance and academic oversight.
- iv. Curricula for the MIOG-NP ODEL offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional face-to-face.
- v. The MIOG-NP evaluates the effectiveness of its ODEL offerings, including the extent to which the ODEL goals are achieved, and uses the results of its evaluation to enhance the attainment of the goals.
- vi. Staff responsible for delivering ODEL curricula and evaluating the students' success in achieving the ODEL learning goals are appropriately qualified and effectively supported.
- vii. The MIOG-NP provides effective student and academic support services.
- viii. The MIOG-NP provides sufficient resources to support and, if appropriate, expand its ODEL offerings.
- ix. The MIOG-NP assures the integrity of its ODEL offerings. Maintain parity standards between ODEL and other offerings.

