Open, Distance and eLearning

Policy

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FOREWORD

Kenya Technical Trainers College (KTTC) was primarily established, by a legal order, to train technically skilled personnel to teach in technical training institutions (TTIs) in Kenya. This was after the Kenya Government reached a bilateral agreement with the Government of Canada to build KTTC through the Canadian International Development Agency (CIDA) between 1973 and 1978. The college became operational in 1978 and the first graduation ceremony was held in 1981.

Although the original mandate of KTTC was to train technically and technologically skilled personnel to teach in technical training institutions, it has expanded and currently trains middle level personnel to work in education and other sectors of economy. This is mainly due to the unemployment problem and the need for competency based work that has resulted in increase in the student population who want to study practical and marketable courses leading to employment.

KTTC offers teacher and non-teacher programs in all Engineering and Business, Agriculture, Foods Technology, Clothing Technology, Computer Studies, Information Studies, Instructor Training Programmes, Applied Sciences, Entrepreneurship Education and Development and Human Resource Management. It also offers short flexible skills development courses that respond to the changing societal needs and target groups from both formal and informal sectors.

As a college, KTTC has a policy of partnership, collaboration and linkages with government organs, NGOs and CBOs, COL, private sector and other relevant stakeholders in various fields such as education, research, training and technology.

As the need for self-employment and of wealth creation arises, the college has to live by its motto and logo of being the "Gear" – technologically leading the country forward. Our operations are in line with Education Act (2013), TIVET Act (2013), Vision 2030, KTTC Strategic Plan and Academic Policy, UN Millennium Goals and ILO Practices in terms of employment and wealth creation among other relevant Policy documents. All these documents stress on competency based skill development using Flexible and Blended approach and other methodologies in the most effective and efficient way to achieve desired outcomes.

It is in the light of the above that KTTC calls on all of its departments to "Get Involved".

Jamleck Maina,

Principal.

PREFACE

The 21st Century business focuses a great deal on information. Competitive businesses need to provide vital information about processes to their partners, customers and other stakeholders. They need to have comparative advantage over their competitors in terms of market intelligence, knowledge of worker satisfaction, and competitive scanning of global business environment.

The scenario is the same in the teaching realm. Teachers would be depriving learners of their valuable tomorrow if today they teach the way they, themselves, were taught. In education sector, students today come to class more surrounded with information than they were before. It should be noted that for a long time, TVET institutions have lagged behind in addressing changes in the education sector. There is need for total shift in the teaching paradigm. In order to adequately address the anomaly TVET should apply practical and competence based approaches in provision of training.

The college endeavours to create and maintain strategic partnerships and linkages to engender ODeL programmes. Commonwealth of Learning (COL), through INVEST Africa, is one of the progressive bodies that has strongly undertaken to challenge education managers to rethink on how to provide technical and vocational skills training. INVEST Africa plays a key role in addressing the issues of quality, efficiency and access, three tenets on which the flexible and blended approaches are based. KTTC is also partnering with the United Nations Educational, Scientific and Cultural Organization (UNESCO) and seeks for more partners to assist drive the flexible skills development agenda forward.

This policy addresses ways in which Kenya Technical Trainers College will use Flexible and Blended approaches specified in its Strategic Plan, Academic Policy and other relevant education documents when dealing with Open Distance and eLearning (ODeL). Courses will be designed to appeal to the needs of learners in the most flexible manner in terms of: timing, course duration, mode and available materials. The flexibility will not only help to increase access and bring out success but also address the needs of the critical mass in the informal sector.

Therefore, with God's blessing, administrative support, individual and team effort, KTTC will achieve its ultimate goal of being the 21st Century TVET Institution.

Robert Okinda,
Head of Department - Open Distance & eLearning/ INVEST Champion.

EXECUTIVE SUMMARY

The policy outlines KTTC's ODeL purpose, mission, vision, goals, objectives, principles and Commitments. Policy guidelines focus on: curriculum; curriculum development process; guidance, counseling and business incubation; admission procedures; approaches and methodologies; learning materials; learner support; instructors; assessment; regional infrastructure and services outside the main campus; role definitions; coordination of the policy; communication of the policy, and, policy review.

Internet based Information and Communication Technologies and the move towards knowledge intensive, interdependent and internationalized societies have drawn attention to education and training delivery systems. *Open learning* and *distance learning* are approaches that offer *flexible learning* opportunities to trainees besides opening access to education and training provision, freeing trainees from constraints of distance, space, time and hostel accommodation.

In embracing this policy, KTTC targets the potential of ODeL to increase capacity and cost-effectiveness of its training programmes. By using ODeL approaches, KTTC will reach its target groups, with limited access to training, enhance quality and relevance of existing educational structures; ensure connection between its curricular and emerging networks and information resources; and, promote innovation and opportunities for lifelong learning.

KTTC FSD initiatives at KTTC were put in place in the early 1980s by embedding ICTs and capacity building for staff through CIDA. From 1990s to date, the Government, through KESSEP, NEPAD and the Economic Stimulus Package, the development partners like VVOB, ADB, DEVOTRA and COL have given support to infrastructural development and capacity building. However, it is through COL that structures for formalizing FSD initiatives such as research on automation levels and e-readiness, identification of departmental ODeL representatives, installation of MOODLE, design and development of online courses were put in place.

Implementation of ODeL process will include policy communication, coordination, approvals, monitoring, collaborations and linkages. Evaluation of the effectiveness of ODeL policy will include policy research and analysis. Evaluation findings will be used to review the policy

ACRONYMS

CIDA	Canadian International Development Agency
COL	Commonwealth of Learning
CBOs	Community Based Organizations
FSD	Flexible Skills Development
HDEM	Higher Diploma in Education Management
ICTs	Information Communication Technologies
INVEST	Innovative Vocational Educational Skills Training
FaB	Flexible and Blended
FSD	Flexible Skills development
ICT	Information Communication Technology
IT	Institutes of Technology
KICD	Kenya Institute of Curriculum Development
LRC	Learning Resource Centre
NGOs	Non-Governmental Organizations
OERs	Open Educational Resources
ODeL	Open, Distance and eLearning
PLWDs	People Living with Disability
MSMEs	Micro, Small and Medium Size Enterprises
TTIs	Technical Training Institutes
TVET	Technical, Vocational Education and Training
TVETA	Technical, Vocational Education and Training Authority
VVOB	Flemish Association for Development Cooperation and Technical Assistance

DEFINITION OF TERMS

Blended learning: is a comprehensive use of practical multiple teaching and learning strategies, a range of technologies in combination with face-to-face interaction and the use of both physical and virtual resources; methodologies such as simulations, role play and focus groups.

Distance education: is a set of methods or processes for teaching a diverse range of learners located at different places and physically separated from the learning institution, their tutors/teachers as well as other learners. However, the learners must be equally engaged in the same manner like the campus learners.

Learning: is an active process of acquisition of attitudes, knowledge, and values as well as developing skills using a variety of resources including people, printed material, electronic media, experiential and work-integrated learning, practical training, reflection, and research among others. Learning is also associated with personal behavioral change and empowerment as an aspiration to improve and sustain oneself in order to help others in need.

Open distance learning: is a multi-dimensional concept aimed at bridging the time, geographical, economic, social, educational and communication distance between learners and institution, learners and Micro, Small, and Medium Enterprises (MSMEs), learners and courseware, and learners and peers. Open distance learning focuses on removing barriers to access learning; flexibility and blending of learning provision; learner-centeredness, supporting learners and constructing learning programmes with the expectation that learners will succeed.

Open learning: is an approach to learning that enables learners to exercise flexibility and choice over what, when, where, at what pace and how they learn. Open learning is all encompassing and includes distance education, resource-based learning, correspondence learning, flexi-study and self-paced study within a given timeline.

Responsible open admission: is aimed at identifying potential and appropriate support for learners. It constitutes competency based evaluation and recognizes learners' educational background. It promotes equity of access and the provision of appropriate learner support interventions aimed at bridging the gaps in learners' academic and social readiness for higher education geared towards sustainability and employment creation. Learner centeredness requires that the learner is seen as the main foci of the educational process and that all learners are supported to take progressive responsibility for their learning and research; and learners are encouraged to explore areas suiting their immediate needs. The pedagogy employed should however:

- Enable successful learning through rich environments for active learning.

- Establish links between learners' current meanings and contexts and new knowledge to be constructed, and encourage independent and critical thinking which enhances personal building.

Open Educational Resources (OER): Based on the Paris OER Declaration (UNESCO, 2012, p.1), KTTC ODeL interprets OER as "teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work".

OER Creation: This refers to the development/production of digital open content and its publication online with an open license

OER Integration: This is viewed as a logical and systematic approach to the "five Rs" (Hilton, Wiley, Stein & Johnson, 2010) of reusing, revising, remixing, redistributing and retaining of OER.

Knowledge Society: This is viewed as a community or formal association of people who acknowledges the strength of knowledge creation and are committed to make effective use of networking of people with similar interests and in this process contribute to this knowledge.

Learner support: is a generic term that is applied to a range of services that are developed and offered by KTTC to assist learners to meet their learning objectives and to gain the knowledge and skills for them to be successful in their studies. Learner support includes:

- Tuition support in the form of detailed, individualized and timely feedback to formative and summative assessment; regional tutorials in a medium (face-to-face, online, telematic and teleconferencing) that is accessible to learners; remedial interventions such as responsible open admission programmes to help under-prepared learners achieve success in order to enhance the learning rapport between learners and teacher.

- Peer support in the form of institutionally, and informally arranged and supported peer self-help groups or focus in-text support in the form of well-designed, well-integrated courseware creating rich environments for active learning with sensitivity to context, different voices, and encouraging dialogue between teacher and learners in order to decrease the distance between learners and study materials and other facilities.

- Administrative support in the form of timely, accurate and accessible information from institution to learners about all aspects of the learning process - from registration to graduation.

Tutoring in ODeL: encompasses a broad range of teaching, coaching, mentoring, apprenticeship, monitoring and evaluating activities that guide learners through their courses, mediating the packaged learning materials, facilitating the learning process, and ensuring simplicity and effectiveness.

Widening participation: denotes activities that are aimed at bringing in and supporting groups of people who are identified as under-represented for higher education. By so doing, it takes into account the diverse needs of people in different sectors of economy, as well as different racial, gender and age groups, people living with disability (PLWD) and other cohorts who participate in higher education.

1.0   INTRODUCTION

1.1   Institutional Overview

Kenya Technical Trainers College (KTTC) was established through a ministerial legal order in1978 to train teachers in technical, business and technology areas and produce graduates who were not only able to teach in technical institutes and secondary schools, but also work in industry. The College has since expanded and offers both teacher and non-teacher programmes responsive to the dictates of the labour market.

The 2013-2018 Strategic Plan of Kenya Technical Trainers College states what the College wants to be in order to respond to local and global market demands. At present, KTTC is the only technical teacher training college in the region. This positions the college at the central point to offer Open, Distance, and eLearning (ODeL) to be accessed by those whose circumstances did not allow them opportunity to access their formal education.

KTTC has an obligation of advancing technical, technological and entrepreneurship education and achieving its aim of conceptualizing the ODeL. This will be accomplished through the concept of operationalizing an effective system for the provision of TVET programs through the ODeL mode. The idea of "Collapsing Classroom Walls" will be cascaded to the regional communities by the technical teacher graduates. It will also enable the untrained technical teachers in the technical institutions in the East Africa region to upgrade their qualifications through KTTC ODeL programs. Emphasis will be on redress, equity and empowerment of the previously disadvantaged groups such as, women, youth, people living with disabilities, the rural and urban poor and adults who might want to further their education and to improve certain skills.

1.2   Institutional Goal

KKTC's institutional goals were set for achievement of its strategies which focus on its key result areas: academic excellence, institutional capacity, financial sustainability, good governance, effective communication and research and innovation. The main goal is; 'to provide quality training and education in order to excel in academics, improve productivity and competitiveness through science, technology and innovation.'

1.3   KTTC Mandate

'Training of Technical Teachers for all Technical Training Institutions in the Country'

1.4   Vision

'A First Class Institution in Technical Teacher Education and Training'

1.5 Mission

'To Provide Quality Training in Technical Teacher Education and Technology by Offering Relevant Programmes'

1.6 Core values
- Transparency and accountability
- Professionalism
- Teamwork
- Innovation and creativity
- Quality service delivery
- Diligence and commitment to duty
- Non discrimination
- Efficiency and timeliness
- Flexibility in service delivery

2.0 PURPOSE, GOALS AND SCOPE OF THIS POLICY

2.1 Purpose of the ODeL policy

The purpose of KTTC - ODeL Policy is to help in guiding stakeholders to have quality delivery of open & distance learning with regard to instruction and procedures. The policy shall help stakeholders approach distance learning activities with the recognition of the mission to assist student trainees in their timely achievement of their professional and career goals.

2.2 Policy Goals

Goals of the KTTC ODeL Policy are, to:

- Respond to society's needs through improving livelihoods, by enhancing entrepreneurial activities and promoting an enterprise culture among the marginalized, rural/urban poor, youth, women, and people living with disabilities (PLWD)

- Uphold a culture and practices that promotes gender mainstreaming in the educational set up

- Identify opportunities for promoting empowerment of women, youth, PLWDs and other vulnerable groups to enable them utilize resources within their localities

- Commit KTTC to a continual, responsive interaction with current and emerging national and international imperatives and developments with relevance to quality ODeL provision.

2.3   Scope of the Policy

This policy focuses on the rules and regulations; standards to be upheld; systems and structures to be put in place; delivery modes, roles of learners; learner support, lecturers' and departmental roles; and that of the administration.

2.4   ODeL Vision

Kenya Technical Trainers College will be a premier provider of high-quality Open, distance and eLearning courses and programs that respond to market needs.

2.5   ODeL Mission

To position KTTC as a leading provider of technical, technological and entrepreneurship studies through open, distance and elearning approaces in the East African Region and beyond.

2.6   ODeL Commitment

KTTC will promote, foster and reward all efforts towards the creation, integration, sharing, re-using and re-purposing of Open Educational Resources (OERs) in course design, development and delivery in a blended learning environment for achieving increased quality and cost-efficiency.

KTTC academic and academic support staff will be committed to the philosophy of Open Educational Resources in building capacity and positive attitudes for effective OER creation and OER integration for the development and delivery of courses as well as other professional engagements.

All members of KTTC academic and academic support staff will plan and implement suitable academic activities involving the creation and use of Open Educational Resources by learners and thereby helping them acquire competencies required for a knowledge society.

2.7   Guiding Principles

In implementing this policy, the following the guiding tenets will be upheld:

- Institutional autonomy

- Quality

- Efficiency and effectiveness

- Academic freedom

- Democratic participation

- Honesty and integrity

- Openness

- Transparency and accountability

KTTC will promote and implement creation, reuse, remix, repurpose and redistribution of OER within an Open Licensing framework.

3.0   ODeL POLICY AIMS
In order to realize success, KTTC will aim at achieving its long term ODeL goals by:

- Developing its capacity in distance education delivery through reflective practice, and staff development processes as out-laid in Education Act (2013), TIVET Act (2013), KICD Act (2013), KTTC Legal Notice (2014) and KTTC Training (2010) and Academic (2012, revised) Policies respectively.

- Developing curriculum prior to registration and teaching. This will give learners adequate time to make informed decision, preparation; and give trainers ample time for the development of more comprehensive and coherent programmes.

- Providing opportunities for social advancement for disadvantaged social groups such as learners in the rural areas, small towns, the urban/rural poor and those who did not have opportunity to formally access higher education.

- Enabling development of capacity in open, distance education delivery through reflective practice, including staff development processes as laid out in Education Act (2013), TIVETA Act (2013), KICD Act (2013) and KTTC Training Policy respectively.

3.1   ODeL Policy Objectives
- To Increase learner's participation in and access to post-registration learner support services for example incubation, monitoring and advisory services.

- To respond to the societal needs through improving livelihoods, by enhancing entrepreneurial activities and promoting enterprise culture among the marginalized rural/urban poor, youth, women, and People Living with Disability (PLWD).

- Formulate necessary strategic inputs and outputs, tasks and performance indicators to achieve OER creation and integration in the development and delivery of courses:

  o Monitoring & Evaluation

    ▪ continuously monitor and ensure that OER policies are implemented effectively.

- develop and incorporate an effective feedback mechanism that will enable the institution to make informed decisions for any mid-term revisions in the implementation of OER integration;

o Teaching/Academic Staff

- develop awareness about the concept and practices related to OER among all staff.

- build capacity among the academic and academic support staff for the creation, identification, storing and integration of OER in their professional engagements;

o Student Support Services

o Technical Issues and Services

- establish an OER repository in the public domain containing the Institution's open licensed materials and an in-house repository of external OER for use by staff.

- procure/develop and install the required hardware and software infrastructure for OER creation and integration.

o Managing changes in attitudes and institutional culture

- consider and incorporate changes in the process according to international developments in the field and the requirements of the institution.

o Legal and Contractual Issues

  prepare all required guidelines and manuals for OER creation and integration including open licensing procedures.

- To uphold culture and practices that promote gender mainstreaming in the educational set up.

- To identify opportunities for promoting empowerment of women, youth, PLWDs and other vulnerable groups to enable them utilize resources within their localities.

- To offer market oriented courses and programmes.

3.2   Commitments

KTTC is committed to harmonizing traditional methods and open, distance and flexible learning approaches that address learners' needs in relation to technical, technological,

business areas of study, entrepreneurship and business development services for informal sector. This is because KTTC has the obligation to:

- Commit KTTC to a continual, responsive interaction with current and emerging national and international imperatives and developments with relevance to quality ODeL provision.

- Encourage and support inactive learners, monitor retention and value addition by implementing necessary interventions for improvement in individual learner's life

- Engage in research and development of open, distance and flexible learning practices through collaboration with stakeholders and funding agencies.

However, by adhering to the above commitments, it is imperative that the pedagogy employed should:

- Enable active and successful learning through rich environments

- Set links between learners' current meanings and contexts and new knowledge to be constructed, and encourage independent and critical thinking which improves personal capabilities.

- provide quality education in an affordable and cost-effective way

- Incorporate Flexible and Blended (FaB) skills development courses to address technical, technological and entrepreneurship development problems.

4.0   EXISTING FSD INITIATIVES AT KTTC

Since its establishment KTTC had incorporated FSD courses in its programmes. It also endeavoured to integrate information and communication technology to train technically skilled personnel. The Canadian International Development Agency (CIDA) was instrumental in embedding technology and capacity building in the 80s and 90s.

The following initiatives were taken by CIDA in collaboration with the college to enhance technological development and capacity building of staff:

- A media centre, two dark rooms, audio rooms and computers (Kypro 4, Kypro 16, 286, 386, 486, Pentium II, Pentium III, Pentium IV) were set up and had been used over time to enhance learning.

- An English Language Laboratory was set up as English is the official language of instruction.

- In the mid-eighties, CIDA sponsored production of training material –"Shorter Intensive English Course (SIEC) Module that is still in use as a reference.

- Members of staff were sponsored by CIDA to pursue short-term and full time computer courses.

- In the 1990 CIDA also sponsored a one-week seminar, in Nakuru, on Women in Technology (WIT) - women in engineering, architecture, quantity surveying and land economics. They were drawn from universities, polytechnics and private practice.

- In the early 1990s Evening classes were mounted for employed people who wanted to improve their skills and further their formal education in technical and business areas.

- School-based (holiday) learning programmes were also introduced in the mid-nineties to create access for untrained teachers with diploma in technical education to pursue diploma in technical teacher education.

- In the year 2000 school based Higher National Diploma in Entrepreneurship Development; and in 2004 Diploma in Entrepreneurship Courses were started.

- Efforts that were made at formalizing distance and open learning at KTTC were initially made when the Flemish Association for Development Cooperation and Technical Assistance (VVOB) partnered with KTTC in 2002 to set up the Learning Resource Centre (LRC). The aim was to introduce the Higher Diploma in Education Management (HDEM) that was to be delivered through distance learning. Although the learners were on campus, a total of 14 print based distance learning manuals were developed and are still being used for the HDEM course. The project started off with four Pentium IV computers. Later, 16 others were bought and internet connectivity set up to enable staff to make use of educational resources available online. VVOB were also instrumental in capacity building for staff to effectively integrate ICT in teaching, learning and administration.

- In the year 2005, the mixed mode learning programme was introduced to provide pedagogical skills to untrained technical teachers in the national polytechnics, technical training institutes, technical and vocational centres, secondary schools and youth polytechnics. The course was flexible and learners were engaged in different campuses nearer to their locations, and learning took place in the evenings, during week-ends and holidays. Currently the learners on the program attend classes on campus for a period of two weekends a month.

- The Government, through programmes - the Kenya Education Sector Support Programme (KESSP) and the Economic Stimulus Package, equipped computer labs and constructed the ICT Centre respectively. The New Partnership for Africa's

Development (NEPAD) carried out capacity building for staff on Integration of ICT in Education and Management.

- Partnership with the African Development Bank (ADB) played an integral part through infrastructural developments within the college. A Building & Civil Engineering workshop building replete with lecture theatres and tutorial rooms were constructed to facilitate learning.

- The Netherlands (Devotra) – GOK equipment support project enabled staff in the engineering departments to undergo training on use of state of the art equipment that should invariably enhance flexible and blended learning initiatives as the trained staff were to in-service their colleagues.

- In 2010 Flexible Skills Development initiatives were introduced in the college when the Commonwealth of Learning (COL) partnered with KTTC to build capacity of staff to enhance flexible and blended learning approaches. To date, COL facilitated staff to undertake short-term and long-term courses both on and off campus. Some studied courses are offered online.

The capacity building efforts have had positive outcomes. The facilitated staff have been able to: develop and administer short courses for the informal sector through FSD; set up the institution's e-learning centre on the COL Moodle platform; digitize and upload course content for HDEM; create instructional videos and presentation slides and, develop print based distance learning modules, among others.

Students are able to access their timetables, course outlines and marks online through the student portal. Email, social networking sites, online collaboration sites and document sharing sites are being used by staff and students. Surveys were conducted on automation level and e-learning readiness and the results were encouraging. Initial mechanisms were put in place to draw a strategic plan, work plan, training and infrastructure plans to set operationalization of e-learning. As a result, Departments identified staff (representatives) who were ready to champion ODeL initiatives in order for the college to increase access to and improve quality of training.

5.0   THE CURRICULUM

The curriculum will be developed in conjunction with relevant curriculum bodies and will comprise of syllabi, and developed flexible and blended skill courses which are responsive to industry and market needs. The curriculum development will comprise the subject matter experts, instructional designers and system developers and will be approved by the KTTC Academic Committee.

The curriculum will therefore:

- Exhibit quality and integrity and be responsive to KTTC Vision and Mission, Academic policy, Vision 2030, Millennium Development Goals, TIVETA Act, Education Act, KICD Act, and societal and industry needs.

- Be aligned to learners' profiles.

- Design learning and assessment strategies to realise articulated outcomes.

5.1   The Curriculum Development Process

The curriculum process is conducted by a team comprising of Subject Experts, Instructional Designers, and System Developers among other experts, and approved by KTTC Academic Committee.

The process will be:

- Learner centered, through use of constructivist approaches.

- Subject to continual quality assurance and incorporates authentic assessment strategies.

5.2   Learning Materials

Departments will produce appropriate and relevant learning materials for the courses they offer. Each department will prepare annual budgets to cater for material production and revision. At the same time Open Educational Resources will also be used to facilitate learning as are applicable. The administration will, on its part, solicit for funding from the parent ministry and other funding agencies.

5.3   Assessment

Assessment, whether formative or summative, will play a pivotal role in determining how learners will respond to courses. Short courses will be assessed either formally and informally or in both ways depending on prevailing factors:

- Enhancing learner's self-esteem in the learning scene will be of paramount importance

- Employing the modes of assessment supporting the delivery of content

- Ensuring the achievement of the desired outcomes in actualizing the vision

- Helping monitor learner- tutor relations with respect to feedback

- Adoption and implementation of integrated strategies will be done as stated in the policy.

6.0   ODeL APPROACHES AND METHODOLOGIES

The approaches and methods for programmes or courses will be:

- Determined by the nature of the programme, the profile of the learners, learners' access to resources and the length of time allocated to the programme.

- Constructivist.

- Work-integrated learning as a planned component of a curriculum in cases where the outcomes could only be achieved through work-based experience.

- Flexible and blended to suit the learner's specific needs.

7.0   ADMISSION PROCEDURES

- KTTC will adhere to open admission policy which recognizes prior learning experiences

- The admitting departments will determine the kind of courses, learner's entry level, duration of learning and other details.

- Learner profile carried out before admission

- Learners informed in advance about reporting date, fee structure, course duration and mode of registration among other requirements

- Gender parity will be considered on admission in line with Government policy on gender mainstreaming

8.0   LEARNER SUPPORT

The learner support will include assessment of learners' levels of academic preparedness, and remedial follow-up. Learners with specified problems will be appropriately attended to given guidance and counseling support, as need be.

Appropriate support systems will be designed for learners who need help in addressing academic skills gaps while social and special preconditions for successful study will also receive attention. The support will be provided through actions such as foundation courses, extended programmes, academic literacy skills facilitation, as well as orientation to studying at a distance and effective personalized follow-up. For the support to succeed:

- Materials will be posted online for all learners to access after which tutorials may be held for remedial purposes

- The diversity in needs of learners as well as their level of study will be considered as critical component for training, learning and management of Open, Distance and Flexible Learning

- Various facets of tuition will be encouraged – peer, problem based learning, simulation, and focus groups

- Tuition support includes complete formative and summative mechanisms

- Mechanisms which enhance new learning paradigm of learner centeredness will be incorporated

- ICT, lifelong learning, and entrepreneurial skills training will be offered to all learners.

8.1   Guidance and Counseling

Learners will be guided and counseled in making appropriate career decisions and in choosing study programmes that help them realize their career goals. The services will be provided online and through face-to-face sessions on campus and off campus.

Learners will be assisted during their studies and on their exit from the College to prepare for entry into the world of work. Those with viable business ideas are incubated, at will, for a period not exceeding 18 months for them to gain entrepreneurial skills for self-employment.

8.2   Regional Infrastructure and Services outside Campus

The infrastructure at satellite campuses will set platforms to provide learner support particularly by paying attention to needs of People living with disability (PLWD) and other vulnerable groups. This will be through:

- Decentralized structure to bridge gaps between the college and the learners' help needs in easing tasks.

- Sharing of facilities especially virtual ones (OERs, digital libraries) will be done

- Satellite and other off- campus facilities to help increase access

- Constant review of the services offered by KTTC, for continual improvement

- Taking flexibility into account tin terms of distance, number of trainees, location and in case there is need to hire premises

- Regional networks will provide an expanding range of services to learners such as:

i. access to facilities for individuals and, discussion and study groups, library facilities, material collection, computer facilities, counselors, tutors and for literacy and skill development

ii. Constant review and development of the regional and decentralized services, including access to and support in the use of emerging technologies, will be carried out. The centres will also arrange for facilities for limited contact classes and manage decentralized tutoring. However, the regional networks will ascribe to policies made by KTTC.

iii. Regional offices will assist with the placement of learners for work –integrated learning, as stated in KTTC policies.

- Is effectively implemented.

9. IMPLEMENTING ODeL POLICY

9.1 Communicating the policy

9.1.1 The design, development and production of course materials which include the reusing and repurposing of available OER.

9.1.2 Commitment of the college in making available through the eLearning Web Portal selected content as OER for the greater use of the community.

9.1.3 Physical resources, human resources, financial resources and other relevant resources necessary for the implementation of the policy.

9.1.4 A college policy on copyright aligned to its commitment and practice for OER adaptation and implementation.

9.2 Coordinating/overseeing policy implementation

9.2.1 OER Concept and Philosophy

9.2.1.1 OER creation and integration is viewed as a shared responsibility executed in centralized and decentralized ways.

9.2.1.2 The Governing Council of the College shall play a major role in driving, promoting and supporting the College's OER integration initiative.

9.2.1.3 All members of the Institution to recognize and support OER practices.

9.2.1.4 Heads of Departments are responsible for ensuring that policy requirements are fulfilled among their own staff;

9.2.1.5   All key staff will receive intensive training followed by regular ongoing expert support to become competent in OER creation and integration in courses.

9.2.2   OER Steering Committee (OER-SC)

9.2.2.1   An OER Steering Committee (OER-SC) plans and implements the OER integration initiative.

9.2.2.2   The composition of OER-SC shall be:

- HOD ODeL
- HOD Computer Studies
- ICT Manager
- OER Coordinator
- Systems Administrator

9.2.2.3   The OER-SC will meet at least once in every three months. The deliberations of the OER-SC meetings will be reported at the Academic meeting.

9.2.3   Copyright

9.2.3.1   The Institution is the absolute owner of the copyright of any content created by it.

9.2.3.2   The Institution will adopt a Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) [https://creativecommons.org/licenses/by-sa/4.0/]

9.2.3.3   The license declaration on OER created by the Institution will be as follows:

© 2016 KTTC Institution. Except where otherwise noted, this work is licensed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0). To view a copy of this license, visit https://creativecommons.org/licenses/by-sa/4.0/ or send a letter to CreativeCommons, 444 Castro Street, Suite 900, Mountain View, California, 94041, USA.

9.2.4   It is the responsibility of the author of the content to comply with the expectations when revising or remixing existing OER into the material to ensure that the KTTC ODeL policy on OER is not violated.

9.3 Monitoring and evaluating policy implementation

9.3.1 Provision of training and incentives to staff and faculties/departments/centers who are actively demonstrating adoption of OER policies.

9.3.2 The day to day operations under OER creation and integration initiative will be monitored and managed by KTTC.

9.3.3 The Library will be the custodian of managing the various OER repositories centrally.

9.4 Reviewing the policy

9.4.1 The OER Steering Committee (OER-SC) will annually review the effectiveness of the OER aspects of the Policy and prepare a OER Review Report.

9.4.2 OER-SC Review Report shall be presented to the ODeL Steering Committee and subsequently to the Senior Management and College Council for endorsement and approval.

9.4.3 If revisions are endorsed and approved, the OER-SC shall disseminate the revised policy to all stakeholders.

9.5 Role Definitions

In the ODeL system, roles will periodically be defined to ensure quality. The efforts put towards achieving this should be recognized and rewarded accordingly.

9.6 Administration

The ODeL Steering Committee and college administration will ensure policy implementation, evaluation and review.

9.7 Instructors

Lecturers will implement policy by designing instruction, developing content, tutoring and assessing the learning process.

9.8 Technical staff

Technical staff will provide technical support; ensure procurement and maintenance of ODeL infrastructure.

9.9 Coordinating Policy Implementation

ODeL Steering Committee, Departmental Representatives Committee and Technical Committee shall be set up to and be responsible for enforcing this policy.

9.10 Communicating Policy Implementation

This policy shall be communicated to all stakeholders through minutes, reports, letters, website and assembly.

10.0 POLICY REVIEW

This policy shall be reviewed after every KTTC strategic plan period