

**THE UNIVERSITY OF EASTERN AFRICA, BARATON**

**A SELF ASSESSMENT REPORT SUBMITTED**

**TO THE**

**COMMISION FOR UNIVERSITY EDUCATION**

**IN PREPARATION FOR**

**ODeL CENTRE ACCREDITATION**

**1st November, 2022**

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# BACKGROUND INFORMATION OF THE UNIVERSITY OF EASTERN AFRICA, BARATON

1. **Name:** University of Eastern Africa, Baraton

**Address:** P. O. Box 2500 30100 Eldoret, Kenya

**Physical Location:** Baraton, Kapsabet Municipality, Nandi Central District, Nandi Country, Approximately 50 Kilometers from Eldoret and/or 35 Kilometers from Eldoret International Airport

1. **Historical background of the Institution highlighting major milestones in the development of Online Teaching including needs assessment, justification and stakeholder involvement**

The University of Eastern Africa, Baraton (UEAB) was established in 1979 as a University College under an affiliation arrangement with Andrews University in Berrien Springs, Michigan, USA. It was granted a university charter in March 28, 1991 by the Republic of Kenya, making it the first private institution in Kenya. Currently, 5000 students are enrolled in the University's 33 baccalaureate degree programs, The University is organized into four schools and three directorates, namely: School of Business (SOB), Education, Humanities and Social Sciences (SEHSS), Nursing and Health Sciences(SNHS), Science and Technology(SST), Directorate of Graduate Studies(DGS), Open Distance and eLearning (ODeL) and Quality Assurance.

The University is currently accredited by the Adventist Accrediting Association (AAA) of the Seventh-day Adventist Church and the Commission for University Education (CUE) of the Republic of Kenya. UEAB has also formed Affiliations and collaborations agreements and linkages with a number of African and International Universities as well as other institutions for training.

The history of attempting online teaching at University of Eastern Africa, Baraton dates back to 2012, when in partnership with two other Universities from Finland (Diakonia University of Applied Science, and Arcada University of Applied Sciences), UEAB mounted a joint master’s degree program in Global Health Care. Each University followed its own business processes in the accreditation of the program and admitting students. Faculty from the three institutions would co-teach different units through a common Learning Management System. Through this initiative, a number of faculty and Staff from UEAB were exposed to Online teaching in the absence of its accreditation. and those who were not opposed to it gained requisite knowledge and skills. A total of four students graduated through this program. Afterwards, the program was accredited by the Commission for University Education using the face to face mode of delivery.

In 2014, UEAB collaborated with four other Universities to enhance online teaching in the school of Health Sciences. This program entailed students and faculty exchange program in which they would be exposed to different learning cultures including Online teaching and learning. The program that was then attempted teaching online was the Master of Science in Global Health Care.

Since 2018, UEAB has been participating in the Partnership for Enhanced and Blended Learning (PEBL), a program aimed at helping universities across East Africa share valuable teaching resources through the development of quality assured, credit-bearing courses delivered through blended learning. In this way, PEBL will enhance teaching quality and student outcomes, and help to address the growing shortage of academic staff faced by universities.

Through these exposures and experiences, UEAB had identified Online teaching and learning as a strategic pillar through which it will be able to advance its mission of providing and advancing a technology enhanced wholistic quality Christian education which develops men and women to be earnest seekers of truth and be adequately equipped with appropriate knowledge, skills and attitudes for service to God and humanity. The University has conducted several pedagogical and instructional design workshops form all UEAB faculty to build capacity for developing eLearning modules and Online teaching. When the covid-19 pandemic broke out, the university suspended the face to face teaching and quickly adopted the remote teaching methods to complete the remaining weeks of the semester and conduct its final examinations online using the university LMS integrated with online proctoring using Respondus Monitor and Lockdown Browser.

In early 2020, the university while in anticipation of online teaching visited Kenyatta University, Mount Kenya University and Strathmore University to bench mark on online teaching. This visit assisted handling the online teaching during the pandemic period, putting up of an online centre and establishing a new governance structure of online learning. Another benchmarking visit was carried out in March 2021 in 7 universities namely; Moi University, United States International University (USIU), Kenyatta University, KCA University, Daystar University, Strathmore University and Mount Kenya University. The output from the benchmarking included the integration of LMS with University Management Information System, enhancement of synchronous teaching through adoption of Zoom Education tool for video conferencing, identification of potential programmes for ODeL and the developing of UEAB roadmap for ODeL.

The University adopted a blended mode approach. In order to manage the new teaching and learning dispensation, it on boarded the Moodle Learning Management System for its asynchronous teaching. In 2021, he university further purchased 200 zoom licenses for its faculty for conducting synchronous teaching as a supplement to its face to face programs. The University also established the Directorate of ODeL to coordinate eLearning activities, constructed its ELearning Centre which was commissioned in March 13th 2022 as part of improvement of its physical infrastructure for ODeL.

UEAB conducted a needs assessment for its ODeL Centre and proposed ODeL Programs in August 2022. The aim of the Survey was to establish the opinions of stakeholders and prospective learners on readiness to uptake of ODeL Programs. The survey looked at the demographics of respondents, their catchment, the motivating factors on online programs, internet connectivity, programs of interest, availability of library and related resources and likely challenges they may face with regards with online learning among others. The assessment was conducted using google forms that was shared widely through various Whats App group walls of various stakeholder groups namely, business community, church organizations, institutions and students.

The summary of the finding from the survey are as follows;

The total number of respondents were 156 spread in 5 countries, Kenya, Uganda, Tanzania, Rwanda and Burundi. 70% of the respondents were over 30 years. 68% were male and 32% were female. 65% of the respondents were graduates already with a 79% being employees. The motivating factors for wanting to study online were identified as cost, convenience and tight work schedules.

94% of the respondents indicated that they are able to access media and information mainly through smartphone of laptops. In terms of access to resources, 59% of respondents indicated that they could access internet and 23% could access library resources.

58% of the respondents were interested in degree and postgraduate programs and 16 percent interested in short courses. 40% of the respondents would wish to start of immediately if the programs were on offer while another 37% would prefer to enroll in the subsequent year. This indicate an urgent demand for ODeL programs and identifies what level of programs UEAB should focus on.

However, the challenges raised by respondents on internet connectivity which is critical in online learning was connection to electricity at 22% and network coverage at 23%. The challenges therefore informs the Blended Learning approach that the University seeks to adopt in its ODeL Programs.

UEAB sought CUE accreditation of its ODeL Centre in 2022 and after inspection of the facility on 29th November 2022, a provisional accreditation was granted on 3rd March 2023.

1. **Vision, mission, objectives and strategies of Online Teaching and how they related to the institutional and national development agenda**

**Vision**

To be a leading centre of excellence in offering ODeL programs that are market oriented and competitive.

**Mission**

To provide UEAB ODeL programs that advances wholistic, quality Christian education using modern technology in equipping learners with appropriate knowledge, skills and attitudes for service to God and humanity.

**Philosophy**

UEAB ODeL operates on the Seventh-day Adventist worldview which holds that God is the Creator and Sustainer of the universe and life and the Source of true knowledge. The entrance of sin caused man’s alienation from God, therefore, the restoration of man’s relationship to God is the foundation of Christian education, which leads students into self-actualization and to discover and understand the truth through critical thinking. UEAB ODeL believes that technology can be used in providing learners with the true knowledge of God.

**Objectives**

1. To provide a framework for mainstreaming ODeL into different UEAB Academic Programs.
2. To ensure effective utilization of various ICT platforms and systems in ODeL.
3. To ensure that the learning process for ODeL courses is comparable to other established modes of teaching and learning.
4. To ensure that potential ODeL learner has basic computing skills to enable them undertake ODeL courses.
5. To ensure that ODeL Programs conform to the Mission and Vision of UEAB.
6. To ensure that both local and international pedagogical principles of ODeL are met.
7. To ensure there is integration of faith and learning in the development and delivery of ODeL Programs.
8. To ensure that all ODeL Programs are affordable and competitive.

## 2.0 GOVERNANCE AND MANAGEMENT

**Summary of the governance and management of the university along the following broad areas:**

1. **Integrated institutional framework in place (highlight the Units, leadership and administrative structure, including ODeL Centers if existing) in support of ODEL**

UEAB ODeL is governed under the following institutional framework depicted in the organogram below;

Open Distance and eLearning (ODeL) Committee

University Senate

Director of Open Distance and eLearning

University Council

Academic Standards Committee

Elearning Coordinator

Instructional Designer

Elearning Support

Media Assistant

Subject Matter Expert/Content Creators

The functioning of directorate is enabled by the Online Learning and Distance Education Committee which is answerable to the University Senate. The University Senate is answerable to the University Council and Administrative Board.

In terms of Leadership, the Chief Executive Officer of the University of Eastern Africa, Baraton is the Vice-Chancellor. The Vice-Chancellor has three Deputy Vice-Chancellors (Deputy Vice Chancellor for Academic Affairs; Deputy Vice Chancellor for Finance, Administration and Planning; and the Deputy Vice Chancellor for Student Affairs and Services). The Directorate of Online Learning and Distance Education is headed by the Director who reports to the Deputy Vice-Chancellor for Academic Affairs, and holds a PhD degree. He is assisted by a team of professionals in charge of content development, server administration and user support, as shown in the table earlier.

**ODeL Centres**

The University does not have ODeL centres outside the University.

1. **University ODEL policy (highlighting the key aspects included in the policy e.g. with regard to ODEL program curriculum development, copyright, on course materials, intellectual rights, providing for learners with different abilities, research by online students)**

The University has an eLearning policy entitled ODeL Policy. This policy document gives a general policy on the procedures regarding ODeL at the University. In its introductory background, it explains the rationale for teaching online; it gives the objectives for ODeL; its philosophy, mission and vision; the beliefs and values; the governance and administration of ODeL; the ODeL programs; infrastructure; user support; procedure of developing modules and payment processing, online examination guidelines as well as copyright issues.

On the aspect of learners with different abilities, the online teaching provides all learners to access the subject matter for a specific period. Therefore, students, can go through the information written for the whole period, discuss it and ask questions.

Modules are still in development stage and therefore process of patenting is still outstanding. In principle it will include the materials for reading and the same information will be transmitted in audio and/or video format. Students who are not able to read can listen to the recorded audio/video. The learning materials are available in the Learning Management System.

1. **Other university policies and guidelines available that support ODeL**

The University has other policies that are significant to teaching. These include but not limited to Intellectual Property Rights Policy, Information Technology Services Policy, Anti-Plagiarism Policy, Employee Handbook, Disability Policy, Examination Policy, Recruitment, Selection and Hiring Policy and Quality Assurance Policy, Spiritual Affairs Policy, Research Policy, Student Hand Book, University Academic Bulletins, Professional Growth Policy and Procurement Policy. All these are included in the University of Eastern Africa, Baraton Policies & Procedures Manual 2021 Edition. Updates of 2022 edition is ongoing. Currently, Data protection, data retention policies are at advanced stage of development and these are expected to guide the institution on all matters regarding handling personal data, in which ODeL is also involved.

1. **How ODeL is managed and monitored in the University;**

Online teaching is coordinated, managed and monitored by a Director of online Learning and Distance education holding a PhD degree in Business management. He is well versed in teaching online. He works with ODeL committee members who membership includes HoDs who are in-charge of eLearning at the department level.

The subjects within the department are assigned to individual lecturers in the department to develop modules. These modules are reviewed by a reviewer at the department and approved by the department committee, if they meet the learning outcomes. Sections of the module which are not yet developed are identified as the lecturer continue teaching using the same materials.

Modules approved by the department are submitted to the school boards who the recommend forward them to the ODeL Committee who further review and recommend them to the senate for final approval before they are uploaded to the university LMS.

The eLearning which is done through the blended approach is monitored by Directorate of Online Learning and Distance Education. ELearning Reports from the LMS and Zoom analytics are generated by the ODeL Director and feedback given to the school deans and head of department, who in turn communicate to the faculty. The LMS has in-built features that enables individual teachers to monitor student engagement in learning activities. Feedback from students is managed through an automated system known as Zamad. A formal instrument has been developed to evaluate and monitor the performance of lecturers in the eLearning.

The Deputy Vice Chancellor in charge of Academic Affairs and Director of ODeL supported by their team also keep on checking the activities going on in the online platform. When students are assessed, the Deputy Vice Chancellor for Academic Affairs and the Director of ODeL supported by their team together with lecturers monitor student activities and respond to some challenges encountered by learners.

**e) How the ODeL offerings are aligned to the vision, mission, and Philosophy**

ODeL is aligned with the vision, mission, and philosophy of the university. All courses are taught using a blended approach and are the very courses that have been taught on face to face for several years.

The course descriptions are the same. The course outlines are adjusted to include online activities and where feasible, the course integrates faith with learning. Students attend church physically and also on Baraton TV which is on YouTube. Students do periodically ask questions using the platform and questions are answered.

Since the University has adopted a blended approach, practical sessions are still conducted physically. The university intends to continue with a blended learning mode where online teaching compliments face to face teaching. Library books are being subscribed online, and accessed by the links provided to lecturers and registered students by the librarian. Integration with e-resources has also been done through LTIs with various websites.

# 3.0 FINANCE, MARKETING, AND STUDENT REQUITMENT

**Demonstrate the University Management’s financial support for ODeL programs by providing detailed information on the following:**

1. **Budgetary allocation and expenditure for ODeL programs and related infrastructure**



1. **A computation of financial viability and sustainability projections specifically for ODeL, of at least 5 years;**



A projection of the sustainability of ODeL is incorporated in the University document on Strategic Planning for 2020-2025. It will be availed when the inspection is being carried out. This will also be incorporated in the strategic plan 2025-2030 which is now being developed.

1. **Short and medium term marketing plans available for ODeL programs;**

The University also uses its website to do the marketing.

1. **Projected student recruitment for the next 5 years.**

The projected student population for online, face-to-face and blended is presented for 2025-2030 in the attached in Appendix VII.

# 4.0 ODeL PROGRAMS

## 4.1 CURRICULUM DESIGN AND DEVELOPMENT

**a) Highlights on:**

**i) The policies guiding curriculum design and development for ODeL programs**

Guidelines on curriculum design and development for online programs are specified in the UEAB ODeL Policy attached in Appendix 2. Generally, the university seeks to adopt blended learning approach.

**ii) How ODeL course design teams are formed and managed**

The department chair is the overall supervisor of writing down modules for online learning in the department. He/she works with the subject lecturers who are grouped in relation to the subjects they teach and work as a team to bring up the subject matter. Moreover, the subject matter is the same that was being taught using face to face mode. The groups just translate each subject into an online module.

**iii) The roles of subject matter experts in course design and delivery team**

The lecturers who teach the courses using face to face mode, are the very ones who are re-designing their lecture notes into modules for blended learning.

**iv) Appropriateness and adequacy of technologies in place**

The university has measures and facilitates lecturers to acquisition of laptops. The University also purchased software that go with eLearning. Lecturers and students have been trained on how to use this blended mode of teaching and learning. The Directorate of ODeL will continue updating the materials and the software as need arises.

The University further purchased 200 zoom licenses for its faculty to enable them conduct video conferences as part of synchronous teaching and learning. Zoom basic accounts for all students was also acquired to enable student to student online interactions

**v) Adequacy and relevance of instructional materials**

The teaching materials are being developed as per guidelines in the university ODeL Policy. The materials used are extracted from the course outline and the same subject notes that lecturers have been using and teaching the subject matter using face to face mode. Lecturers have just modified them to suit the blended teaching. The teaching materials are relevant to the subject matter because they utilize the same content that has been taught and by the same lecturers in the face to face mode.

Materials also provide a section subscribed by the University Library. The University library will continue purchasing and subscribing the online book, and journals as lecturers keep on updating the librarian of materials relevant to their teaching areas. The smart phone is also used in accessing the online teaching materials.

**b. Brief outlines on:**

**i) The curriculum design, development and review process for ODeL programs**

The University is using the already existing curriculum which had been prepared for face to face mode. Lecturers have been provided with a template on writing blended learning materials. The template is available on the Appendix of the university ODeL policy.

Department chairs (head) and school deans work with lecturers in developing these modules following the template. A clear procedure has been put in place for the review all the materials internally.

**ii) University’s guidelines on meeting requisite instructional hours for ODeL programs**

The instructional hours meet with those required by the Commission for University Education. The course online is taught for the whole semester. The lecturer will teach students for a period of 13 to 14 weeks. The 15th and 16th weeks are meant for examinations.

The course credit determines the frequency for the meeting between the lecturer and the learner. Basically, the lecturer will meet with students face to face twice a week, and then meet online once a week for 14 weeks depending on the number of credits.

The subject matter online will be open for that particular week for the whole week, (before releasing more learning materials), so that the student can read and do assignment as long as it is available.

The student can ask questions any time and the lecturer will be accessing the platform as many times as possible to answer the questions. In online teaching, the lecturer is in constant contact with the learner more times than he does with regular face to face mode. Besides the scheduled time for a particular subject, both the student and lecturer can interact even at night as long as they have arranged so.

**iii) An outline of the internal approval processes at the various levels of the University, for ODeL programs including how this process is linked to the Commission’s requirements.**

As it has already been outlined in this document before, the University has an ODeL Policy (Appendix 2) which outlines the approval process of ODeL programs in line with CUE guidelines. The Policy specifies that the programs must first be approved by the Department Committee, then the School Board and lastly by the University Senate.

The University ODeL Committee shall sit at a specific time to review the modules after approval by the School Board and recommend to the senate for approval.

**c. Programs the university is currently offering under ODeL mode**

All Programs offered at the university are in blended mode.

|  |  |  |  |
| --- | --- | --- | --- |
| **S/N** | **Program title** | **Approval date for face to face mode** | **Proposed date for online Mode (Blended)** |
|  | **SCHOOL OF BUSINESS** |  |  |
| 1 | Bachelor of Business Administration (Accounting, Management, Secretarial Administration) | 1991 | TBA |
| 2 | Bachelor of Business Administration (Marketing, Office Administration) | 2005 | TBA |
| 3 | Bachelor of Business Administration in Finance | 2013 | TBA |
| 4 | Bachelor of Business Information Technology | 2005 | TBA |
| 5 | Bachelor of Science in Software Engineering | 2006 | TBA |
| 6 | Bachelor of Science in Networking and Communication Systems | 2005 | TBA |
|  | **SCHOOL OF EDUCATION HUMANITIES AND SOCIAL SCIENCES** |  |  |
| 7 | Bachelor of Education (Arts) | 1991 | TBA |
| 8 | Bachelor of Education (Science) | 1991 | TBA |
| 9 | Bachelor of Arts in Counseling Psychology | In progress | TBA |
| 10 | Bachelor of Arts in Development Studies | 2016 | TBA |
| 11 | Bachelor of Arts in Social Work | In progress | TBA |
| 12 | Bachelor of Arts/Science in Geography | 1991 | TBA |
| 13 | Bachelor of Arts in History | 1991 | TBA |
| 14 | Bachelor of Arts in Kiswahili | 1991 | TBA |
| 15 | Bachelor of Arts in Journalism and Mass Communication | 2019 | TBA |
| 16 | Bachelor of Music in Music Education | In progress | TBA |
| 17 | Bachelor of Arts in Theology | 1991 | TBA |
| 18 | Bachelor of Arts in Religion | 1991 | TBA |
| 19 | Bachelor of Arts in English Language | 1991 | TBA |
| 20 | Bachelor of Arts in Literature in English | 1991 | TBA |
|  | **SCHOOL OF HEALTH SCIENCES** |  | TBA |
| 21 | Bachelor of Science in Medical Laboratory Sciences | 2006 | TBA |
| 22 | Bachelor of Science in Public Health | 2009 | TBA |
|  | **SCHOOL OF NURSING** |  |  |
| 23 | Bachelor of Science in Nursing | 1991 | TBA |
|  | **SCHOOL OF SCIENCE AND TECHNOLOGY** |  |  |
| 24 | Bachelor of Science in Agriculture | 1991 | TBA |
| 25 | Bachelor of Science in Agri-business | 1991 | TBA |
| 26 | Bachelor of Science in Biology | 1991 | TBA |
| 27 | Bachelor of Science in Hotel Management | In process | TBA |
| 28 | Bachelor of Science in Clothing and Textile | In process | TBA |
| 29 | Bachelor of Science in Foods, Nutrition and Dietetics | 2022 | TBA |
| 30 | Bachelor of Science in Chemistry | 1991 | TBA |
| 31 | Bachelor of Science in Mathematics | 1991 | TBA |
| 32 | Bachelor of Science in Automotive Technology | 1991 | TBA |
| 33 | Bachelor of Science in Electronics | 1991 | TBA |
|  |  |  |  |
|  |  |  |  |
|  | **Graduate Studies** |  |  |
|  |  |  |  |
|  | **School of Business** |  |  |
| **34** | Master of Business Administration | 2007 | **TBA** |
|  | PhD in Business Administration | 2022 | **TBA** |
|  |  |  |  |
|  | **School of Education** |  |  |
| **35** | Doctor of Philosophy in Education | 2011 | TBA |
| **36** | Master of Education | 2020 | TBA |
| **37** | Post-Graduate Diploma in Education | 1991 | TBA |
|  |  |  |  |
|  | **School of Nursing and Health Science** |  |  |
| 38 | Master of Public Health | 2014 | TBA |
| 39 | Master of Science in Global Health Care | 2019 | TBA |
| 40 | Master of Science in Nursing | 2014 | TBA |
|  |  |  |  |
|  | **School of Science and Technology** |  |  |
| 41 | Master of Science in Biological Sciences | 2011 | TBA |

**d. Description on how the intellectual property rights are safeguarded in instructional content design**

The university has a copyright policy as well as antiplagiarism policy (University of Eastern Africa, Baraton Policies & Procedures Manual 2021 Edition) to safeguard instructional content design. Aspects of this is captured also in the ODeL policy (Appendix 2). A new policy on data protection is also being developed and is almost due for council approval. This will complement intellectual property rights policy.

**e. The way the institution implements policies and guidelines to cater for the learners with different abilities**

Currently, the university complements its face-to-face learning with a blended learning approach using notes that have been used for those who hear and see. The university has chairs meant for left and right-handed learners. The university continues to assess its facilities and resources to align them with the requirements of people with disabilities.

**f. The way the university ensures that the packaging of course units promotes inclusion and equity**

The university ensures packaging of course units promotes inclusion through use of open source LMS which is affordable and easily accessible through low end smart phones. The course units are also available in a blended approach which ensures that those that have challenges in accessing technology still have an opportunity to learn. The University however will continue upgrading its facilities so as to ensure inclusivity and equity as continue developing.

**g. Highlights on how the University ensures course design in ODeL programs:**

The university designs ODeL programs using the existing ODeL Policy as a guideline. The policy guidelines have all the requisite sections of how the course design should be done. It also has a sample module as a reference. It is upon this document that the courses being taught will be approved by the academic departments through schools and senate.

**i) Enhances accessibility and learner-centered education**

The University has procured three educational technologies to supplement the face to face learning thus ensuring access and learner centric education. This is Moodle LMS for its asynchronous learning and Zoom education for the synchronous learning and Ispring Suite for instructional design. It has also integrated with JOVE for accessing video and assessment content in various disciplines.These Education technologies offer opportunities for learner centered education. The LMS is self-paced and allows for the learner to access the resources at their own time. The Zoom allows also for sharing of class recording which ensures that the materials remain available long after the class and for review by the student. The University has provided lecturers with appropriate laptops to access these platforms. The University has also worked with internet providers to give bundles to students to access the platforms.

**ii) Provides clear program instructions with regard to course structure**

The University has provided a template that guides in writing of modules. This template gives a clear outline on the course design. Further, training of lecturers on how to prepare the online modules is regularly done both internally and also through external experts.

## 4.2 COURSE DELIVERY

1. **Give a highlight on:**
2. **The policies and guidelines the University has put in place for online course delivery;**

The policy guidelines regarding development of modules is contained in the ODeL Policy document (Appendix 2). This policy outlines how the online learning and teaching has to be conducted. The delivery shall through a suitable combination of Open and Distance Learning synchronously through video conferencing, asynchronously through (LMS) and blended learning.

1. **How the courses are organized in the LMS;**

The university has a moodle based LMS which aid the face to face teaching and learning. The course in the LMS are organized in various categories i.e. Academic year and semester, schools and departments. Each course is organized into various topics, chapters or lessons.

1. **The obligations of lecturer and the learner in online teaching and learning;**

**a. Obligation of the lecturer**

Guiding the learners in registering the for the relevant courses; Conducting on line tutorial sessions; Interacting with students; Providing feedback on their work Conducting and recording continuous assessment; Supervising and moderating learners’ online discussion forums; Setting the examination paper; Marking and grading the examination; Presenting the examination to the Department head for moderation; Monitoring learners as they write the examination online and providing feedback to the Department head

* + - 1. **Obligation of the students**

Registering for the courses/units; Securing a university based e-mail from the Information Technology Services (ITS) office; Attending class as per the instructions given by the lecturer on the module platform; Participating in discussions on the forum; Submitting assignments; Writing and submitting quizzes, tests and examination papers.

**iv) How the University promotes innovations in online course delivery**

The ODeL policy outlines how lecturers are to use variety of media or edtech tools that offers the synchronous and the asynchronous platforms. The lecturer can use various methods i.e. power points, or lecture notes, e-resources, recorded videos, discussion forums etc. The lecturer can also create or down load relevant documentaries that are relevant to the subject matter and post them to the platform for students to use. The lecturer also uses a combination options in writing the exam such as Essay, multiple choice, matching, true and false etc.

**b) The way academic program being offered through ODeL accommodates the practical aspects of learning:**

All programs currently are face to face but integrates technology to enhance learning. The technologies used are moodle for asynchronous and zoom for synchronous. **Practical are done physically.**

**c) Provide evidence of facilitation for asynchronous learning;**

**The institution provides the LMS, train faculty and students on its usage, internet infrastructure, and provides technical support. The LMS provides evidence of asynchronous learning and are backed up and available in the university servers. E-learning monitoring reports are also available as evidence of asynchronous learning activities.**

**d) Provide policies and guidelines for research by online students;**

The University uses the research guidelines contained in the Research Policy and anti-plagiarism policy that have been in existence for the traditional learning. The ODeL policy provides a guideline for gradual alignment to blended approach through provision of online resources by way of university e-library. Online links for student to get information for research in e-books and journals are accessed by all students who are registered for course(s) every semester.

**e) Briefly highlight:**

**i) How the University supports online students to undertake their research, including but not limited to provision of the research projects, assessment and online supervision of their research project, and software tools for supporting online supervision of projects.**

Students shall benefit from online research guidance by using either Zoom Web conferencing which is embedded on the university LMS; Students also present their work to each other through the same Web conferencing platforms; Presentations at all levels like research topics, research proposals and thesis presentations are all done through zoom. The students can access resources in the university library remotely throu MyLOFT software. The antiplagiarism software is also integrated with LMS.

**ii) How learners are facilitated to explore additional instructional materials outside what is prescribed online program.**

Learners also get the link for e books and journals which they can use to download more materials to use in their course and research work.

**iii) How the University ensures the instructional materials provided for the academic program(s) are accessible to the students, current, adequate, and relevant to the learning outcomes.**

Through UEAB eLearning Moodle Platform, the university ensures that instructional materials provided for the academic programs are accessible to students. Students also do respond back to the lecturer. Learners are given assignments related to the subject matter. Most of the instructional materials given to the learner emanate from the course outline which is provided by the lecturer**.**

The library receives requests from each faculty on acquiring relevant online resources and materials. These material are made available to both the faculty and students within a shortest possible time.

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

Through an interactive UEAB eLearning Moodle Platform complemented ZOOM the faculty posts discussion forums, group activities, and presentations that promote a sense of community among the learners and with the instructor**.**

**v) How the university promotes inclusion and equity in ODeL programs**

Constant review is being conducted to ensure inclusivity and equity on an ongoing basis as outlined in the relevant policies, including the policy on disability.

**vi) How the University utilizes partnerships and collaborations in courses delivery for ODeL**

Currently the University has no partnership when it comes to teaching online. However, training of faculty on online pedagogy has been done with a partnership with Carnegie Africa Diaspora Fellowship Programme.

In the Past, schools of Nursing and Health Sciences developed the Master of Science online program in Global Health Care through a collaboration with Universities in Finland. But that collaboration ended before the program was approved by the Commission for University Education.

# 5.0 TECHNOLOGY INFRASTRUCTURE AND MEDIA

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

**i) Access to the internet;**

The University has unlimited internet subscription from Kenya Education Network (KENET) of 1500Mb/s that facilitate access to various resources located on the intranet and internet.

To facilitate access to the network resources for both faculty and students, UEAB has invested in an expansive campus wireless network that connects faculty homes and student’s residences both for those living within and out of the campus.

Each faculty is facilitated with data and bundles whenever there is a challenge in the internet connectivity at the campus. Laptops integrated with webcams and microphone for recording and conducting synchronous teaching have been procured for faculty.

**ii) Faculty to learner interaction;**

To facilitate faculty to learner interaction, the University has acquired specialized equipment that allow recording, editing and live streaming of eLearning content. Content that need video recording and editing as indicated in the eLearning modules is scheduled with the media development team for shooting and editing.

Through the laptops that are integrated with a webcam and microphone, the faculty are also able to schedule video and web conferences within the University LMS. In addition, the LMS in use (Moodle) allows creation of discussion forums, chats and announcements that allow interaction between the faculty and the learners

**iii) Learner to learner interactions;**

The same tools available for faculty to learner’s interaction are also available for learners to learner’s interaction. Learners participate and discuss among themselves during the video and web conferencing sessions. The discussion forums and group work/assignments enhance learner to learner interactions. Through the University email system, learners are able to create their own online video conferences from which they can schedule for group discussions and interactions. The LMS in use allows creation of discussion forums and chats that permit interaction between learners.

**iv) Access to learning/information materials;**

The University has invested significantly in e-resources as described in detail in the library and finance sections of this report.

**v) Processing, storage and access to student information**

To manage student information effectively, the University has developed student information System (iCampus) that allows online access, and registration and integrated with LMS so that students are automatically enrolled to the courses they have registered.

The iCampus also allows all the parties concerned to check out pertinent information regarding the student. The HoDs are able to approve students when they are registered and generate the class list for all the courses within their department. Each member of the faculty is able to check the list of registered students and enter grades after evaluations.

Students are also able to access and register through an online web-portal provided by the system. They are also able to check grades and raise queries regarding any issue that concerns information related to them.

**vi) Student and faculty support;**

The University has a team of support professionals, under the supervision of the Director of ODeL, who are in charge of supporting both faculty and students. As a proactive measure, the support team carries out frequent online trainings for both faculty and students to build capacity, thus reducing the number of support needs. There are also eLearning champions in every school who offer support to the faculty at the school level.

There also exists at the Directorate an eLearning Helpdesk called Zammad where all issues on online learning are logged, itemized and resolved.

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

In line with best business practices, the eLearning system has a layered security implementation that looks at the People, Processes and Technology aspects of information security.

* People – The greatest security vulnerability is due to unskilled technical staff or ignorant end users. Apart from conducting extensive training with a focus on system security, our LMS incorporates multiple factor authentications, strong passwords enforcements and clear role definitions.
* Processes – The implementation of eLearning system ensures that there are clear business processes in relation to security enforcements. The system maintains an elaborate audit trail of all actions by user, date, time and type of action performed.
* Technology – This includes Extensive Firewall implementation, multiple factor authentications, Password Change Policy.
  1. **Describe the technologies available at the institution that will be used to offer the ODeL programs (*where technologies will be availed through collaborative arrangements, evidence of such arrangements should be provided*)**

The technologies are Moodle LMS for asynchronous and zoom for synchronous learning, Ispring Suite for instructional design and several plugins and extensions.

**c) Provide a highlight of:**

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

To mitigate issues of academic dishonesty, the University uses two software’s;

* Turnitin – Helps to check the integrity and originality of students’ work.
* Respondus Monitor and Lockdown Browser and – Use to capture exam environment and to limit site visits respectively.
* Moodle proctoring features and exam shuffling tool.
* Zoom proctoring to compliment respondus monitor.

**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**

As has been indicated above, the University has unlimited internet subscription from Kenya Education Network (KENET) of 1500Mb/s that facilitate access to various resources located on the intranet and internet. The average internet capacity per learner is 10Mb/s

To ensure reliability, the University has implemented redundancy in regards to power infrastructure and internet connectivity through arrangements with several internet service providers.

To facilitate access to the network resources for both faculty and students, UEAB has invested in an expansive campus wireless network that connects faculty homes and student’s residences both for those living within campus and out the campus.

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

The iCampus provides the students with an online portal from which they are able to apply for semester and course registrations, and checking of grades. The system is hosted on the University Data Centers which have redundancy in regards to power and internet connectivity to ensure high levels of reliability. The Web and Database server are installed on separate hardware machines and are backed up both locally and on offsite locations.

**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**

The University’s website provides a platform through which it avails information both to the public and internal users. Various news and communications including tutorials and downloadable documents such as school fees structures, calendar of events, and other important communication are done.

v**) The institution’s policies and for business continuity and recovery from business interruptions, including how it ensures the they are reliable**

The University’s has a policy on business continuity and recovery from business interruptions which was recently approved by the university council.

**vi) The system in place for archiving past examination questions and results for ease of retrieval**

The University LMS enables for the archiving of all learning activities. The eLearning LMS has cloud resources and carries automated backups.

**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.**

The iCampus has been integrated with LMS. This has resulted in high levels of efficiency where the student can finish the whole process of registration and online learning through a web portal.

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

The University has a Media Centre that operates Hope Channel Baraton TV whose main role is the design, development, generation multimedia resources. If any resource or activity requires development of multimedia materials, the media, under the department is notified and they schedule a session with the concerned faculty for recording of the resource. The University has conducted several training on eLearning instructional design and pedagogy and in this regard, the faculty concerned works with the media team to ensure that the multimedia content developed is pedagogically sound.

The second aspect of development of multimedia material involves the use of basic tools integrated in the laptops which have been provisioned to all faculty whereby they can be able to carry out simple recording and editing of video clips to explain certain concepts.

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

The University has a disability policy in place to ensure that all eLearning content is suitable for learners with special needs and is available in different formats, Video, Audio, and text so that learners with special needs can be catered for. The university has acquired ReadSpeaker, a Text-to-speech plugin to aid those with visual impairment.

1. **Outline the electronic library resources and access mechanism in place to support teaching and learning in the institution. This should include but not limited to:**
2. **Links to the e-library portal:**

The electronic library resources that support teaching and learning are

1. Subscribed electronic journals

2. Subscribed eBook packages

3. Open access databases

Students are able to access the library portal through the following link:

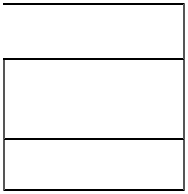
www.ueab.ac.ke/library/resources. They are accessible both on campus through IP ranges and off-campus through the subscribed remote system known as MyLOFT.

1. **Evidence of subscription to electronic resources, indicate the links to the resources (databases) from your website;**

The University library has subscribed various electronic resources indicated in the Appendix 1

1. **Evidence of subscription to off-campus/remote access software for the resources;**

The University library has subscribed to MyLOFT System that supports off campus access to electronic resources. The link to the MyLOFT System is available at https://app.myloft.xyz



1. **Evidence of a digital repository;**

Digital repository aims to select, store and disseminate scholarly output of the University of Eastern Africa Baraton. The repository operates on open software called Dspace. The repository holds thesis, dissertations, articles, conference publications and research publications and modules produced in the University. The repository is accessible via the internet hence students, Faculty members and other University researchers are able to access the content**.**

1. **Delivery mechanisms has the institution put in place for core texts that are not in digital format to its users;**

The University library has made use of subscribed eBook packages to provide access to core texts. Similarly, students are able to access the eBook packages remotely through the remote system.

Further, eBook requests had been received from Faculty members and the institution is in the process of acquiring some eBooks from various publishers to facilitate remote teaching and learning.

1. **Evidence of interlibrary loan arrangements;**

UEAB is affiliated to other Seventh-day Adventist institutions within and outside the country, and as such, the library is able to send requests of loaning books from and to them upon receiving request from Faculty members.

1. **Provision for persons with special needs.**

The library serves all users equally and this category of users is also taken care of. The library identifies such special group immediately registration to the University is undertaken. Having noted them, the library provides special services to them.

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

**i) Scalability**

The Moodle Learning Management System that the University has adequate features. In regards to scalability; Provides a customizable layout and design; Has multilingual capability; Easily define and manage different user roles and permissions: Allows for bulk course creation and easy backup; Supports open standards; High interoperability; Simple plugin management; and has a wide support community. The concurrent usage is about 1500 users.

**ii) Ease of use**

The Moodle LMS is easily accessed through an online web portal. As has been our case, it allows integration with existing systems. Once logged in, it provides a clean layout that allows users to easily navigate through the different resources and activities that have been created.

**iii) Availability of online technical support**

The Moodle LMS has a large community of users who provide extensive support for various aspects. It has a comprehensive documentation that covers all important features that are required for eLearning.

**iv) Ease for the lecturer to engage learners**

Forum discussions, chats, and video conferencing tools are integrated within the Moodle LMS and provide invaluable ways to interact and engage with the students.

**v) Meeting the needs and capabilities of diverse users;**

Moodle LMS allows development and population of different content types that are able to meet the diverse capabilities of different users.

**vi) Compliance with World Wide Web Consortium (W3C) standards.**

The Moodle LMS scales to the different screen sizes, complies with W3C standards such as HTML/XHTML, Cascading Style Sheets (CSS), the Document Object Model (DOM), image formats such as Portable Network Graphics (PNG), and Scalable Vector Graphics (SVG), as well as accessibility technologies like WAI-ARIA.

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

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

Being a Web-based system, the University’s LMS system supports all the current Operating Systems and browsers. The LMS also has an android mobile app that can be accessed through Google Play Store.

**ii) privacy and data protection;**

In line with best business practices, the eLearning system has a layered security implementation that looks at the People, Processes and Technology aspects of information security. Apart from conducting extensive training with a focus on system security, our LMS incorporates multiple factor authentications, strong passwords enforcements, Idle Session Time Out and clear role definitions are among innovative technological solutions to enhance our LMS.

**iii. social presence in terms of allowing learners connect and interact as a community of learners**

Integrated discussion forums, chats and video and web conferencing tools provide ingenious ways for learners to interact with each other as a community of learners. The lecturers also facilitate and guide in the online discussions and interactions, and give timely feedback to learners.

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

The LMS provides a platform where faculty can be able to conduct both synchronous and asynchronous teaching. In synchronous teaching, both the faculty and students are present at the same time through video and web conferencing tools. Synchronous teaching is through the LTE integration with zoom education. In asynchronous teaching, students are able to go through self-paced learning activities.

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

The LMS system provides a way in which faculty and learners are able to engage in higher order thinking through the use of subjective evaluations such as open-ended assignments and research work which is submitted through the system for review by the faculty.

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

The LMS system allows submission, review and supervision of research work. When students submit a research work, the teacher can download work and subject it to plagiarism checker and make comments in the LMS. If it has met the required score, the supervisor is then in a position to review and give feedback to the students on the corrections that need to be effected. The LMS system provides a way to monitor the whole aspect of supervision. However the university is currently engaging a vendor to develop an online supervision system.

# 6.0 PHYSICAL INFRASTRUCTURE

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

**i) Instructional systems designs studios**

Lecturers and learners use computers with internet connectivity because LMS is cloud based. The university has provided the preferred online video conference platform i.e. Zoom. The learners obtain links from the LMS to the conference and students use that link at the time of meeting, thereafter classes are convened.

**ii) Multimedia production facilities**

UEAB has a fully equipped Video Conferencing Room and a Media Centre that host Hope Channel Baraton. Also, the faculty have computers/ laptop with internet connectivity which is sufficient for the lecturers to use for video conferencing.

**iii) Data centers/server rooms**

The University has two data centers with requisite power, internet and cooling systems and redundancy. To enhance reliability, the University has also hosted off-site cloud based LMS backup and load-balancing instance

**iv) Offices**

The university has an eLeaning Centre which houses the directorate of ODeL. It comprises offices for the Director, the Elearning Coordinator, eLearning support and Instructional Designer as well as the Video Conferencing Centre.

**v) Lecture rooms**

With opportunities of online teaching there less pressure for lecture rooms. Lecturers can teach from wherever they are, and students can access lectures or content as long as they have computers or laptops or smart phones.

**vi) Laboratories**

Practicals that need laboratory work are done physically.

**vii) Workshops;**

Practicals sections that need workshop work are done physically.

**viii) Library**

The same university library at the main campus is utilized for online teaching and learning. The university librarian sends links of accessing online library materials to lecturers and enrolled students to access the university online library books and journals.

**ix) Assistive facilities to support learners with special needs.**

Identification of learners with special needs is done at the time of admission and a room is available at the University Library for such learners.

**b) Summarize the available equipment dedicated to ODeL, including but not limited to:**

**i) Servers;**

The University has two servers.

**ii) Computers;**

All the eLearning workers and faculty have been provided with laptops integrated with a Webcam and microphone.

There are computer labs in all schools and a Resource Centre at the eLearning Centre where students can access the learning management system, e-resources and also participate in video conferencing.

**iii) Projectors;**

Several lecture rooms have overhead projectors mounted. The University has been on a program of facilitating faculty to purchase personal projectors through book and equipment allowance. The ODeL directorate and all departments have projectors.

**iv) Cameras;**

The University has Three High-end Video and Still Cameras and Logitech Video Conferencing Set dedicated for eLearning.

**v) Smart and interactive boards;**

Some lecture rooms are fitted with interactive boards to facilitate online teaching. The Video Conferencing room at the eLearning Centre has Creative Drawing Pen Tablet to enables interactive online teaching. The LMS and zoom being used has in built interactive modes.

**vi) Scanners;**

The University has a leased contract with MFI that provides 14 high-end multipurpose scanners and printers

**vii) Printers;**

The University has a leased contract with MFI that provides 14 high-end printers

**viii) Special Equipment**

Special conferencing equipment has been sourced to enhance delivery of eLearning.

**c) Document the existing ODeL centers the University has (where applicable), outlining the:**

**i) Location;**

The University has one ODeL Centre in the main campus in which accreditation is being sought. The centre is being used by faculty and students.

**ii) Accreditation status;**

The University is accredited. However, the ODeL centre has provisional accreditation by CUE dated 3rd March 2023.

**iii) Academic resources available, including technology infrastructure and media, physical infrastructure and personnel;**

The resources listed below are available and dedicated to supporting ODeL programs. Continued review of additional resources are being done need basis.

|  |  |
| --- | --- |
| Academic Resources |  |
| Technology Infrastructure and media | LMS (Moodle) |
| Zoom Conferencing facility |
| Ispring Suite (Instructional design) |
| Hope Channel Baraton TV |
| Digital Cameras +Microphone set 1 |
| LCD Screen 1 |
| Projector 1 |
| 10 Computers |
| Physical Infrastructure | Elearning conference room |
| Elearning resource centre |
| 30 Seats |
| 15 tables |
| Personnel | Director- ODeL (1) |
| Elearning Coordinator (1) |
| Elearning Support personnel 1 |
| ITS Support Team |
| Hope Channel Media team |

**iii) Services Offered;**

The services offered by the ODeL Centre as outlined in the ODeL Policy include the following;

1. Providing and maintaining appropriate ODeL Infrastructure.
2. Administering ODeL courses in the Learning Management Systems.
3. Managing of ODeL user’s records and online exam records.
4. Maintaining users Help Desk.
5. Training users of ODeL Platforms.
6. Marketing of ODeL programs.
7. Evaluation of ODeL programs
8. Secretariat to ODeL Committee

7.0 HUMAN RESOURCES

## 7.1 HUMAN RESOURCE POLICIES AND PROCEDURES ON ONLINE TEACHING

**a) Highlight the human resource policies and procedures related to ODeL, describing how they provided for:**

**i) Recruitment and/or deployment of staff dedicated to ODeL;**

Staff dedicated to ODeL are recruited just as any University Employees as per Recruitment, Selection and Hiring Policy and the Employee Handbook.

**ii) Faculty development on:**

**a. Instructional system design;**

Lecturers have been given seminars online on how to develop the online module and how to use it. Training is both internal and external.

**b. ODeL course design;**

Lecturers have also been given internal and external training on module development. Thereafter they developed the very subjects they have been teaching for several years.

**c. Course delivery**

Lecturers have been trained on online pedagogy and how to use the LMS and video conferencing. Refresher training is done internally every semester.

**d. Preparation of learning materials.**

The online learning materials are being developed and reviewed as outlined in the ODeL Policy. The University subscribed for more learning materials to enable lecturers have source of information.

**iii) Orientation of staff on ODeL.**

The lecturers have been oriented on the online teaching as they were being trained on its development, design and delivery.

## 7.2 STAFF ESTABLISHMENT AND RECRUITMENT

**a) Tabulate the following staff dedicated to ODeL highlighting their rank, qualifications and where obtained, specialization and years in a university environment:**

**i) Academic staff**

All lecturers listed below have been trained in online pedagogy and in developing eLearning modules.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Accounting** | | |  |  |
| 1 | Rael Ogake Ogechi | Tutorial Fellow | Regular | MBA | Finance | Egerton University |
|  |  |  |  | BBA | Accounting | Nairobi University |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 2 | Amose Mule | Tutorial Fellow | Regular | MBA | Business Administration | Solusi University |
|  |  |  |  | BBA | Accounting | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 3 | David Aunga | Senior Lecturer | Contract | DODT | Organization Development and Transformation | Cebu Doctors University, Philippines |
|  |  |  |  | MCom | Accounting and Taxation | DEVV University, India |
|  |  |  |  | BCom | Accounting and Taxation | DEVV University, Indas |
|  |  |  |  |  |  |  |
| 4 | Sharon Waley | Tutorial Fellow | Contract | MBA | Accounting | Kisii University |
|  |  |  |  | BBM | Accounting | Moi University |
|  |  |  |  | CPA | 0 | KASNEB |
|  |  |  |  |  |  |  |
|  | **Information Systems & Computing** | |  |  |  |  |
| 5 | Mbata, Kevin Mayaka | Tutorial Fellow | Regular | MSc | Information Technology | Bharathidsan University, India |
|  |  |  |  | BCA | Computer Applications | Perivar University, India |
|  |  |  |  |  |  |  |
| 6 | Nyamwamu, Roseline W | Tutorial Fellow | Regular | MSc | Information Technology | Moi University |
|  |  |  |  | PGDE |  | University of Eastern Africa, Baraton |
|  |  |  |  | BBIT | Information Technology | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 7 | Omambia, Andrew Aunda | Tutorial Fellow | Regular | MIS | Information Systems | Kisii University |
|  |  |  |  | BBIT | Business Information Technology | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 8 | Dickson Omari | Tutorial Fellow | Contract | MSc | Computer Science & IT | Madurai Kamarai University (2014) |
|  |  |  |  | BSc | Computer Science | Madurai Kamarai University (2012) |
|  |  |  |  |  |  |  |
| 9 | Felix Kipchumba Chepsiror | Tutorial Fellow | Regular | MPhil | Computer Science | Gandhgram Rural Institute Deemed University, Inida |
|  |  |  |  | MSc | Computer Science | Periyar University, India |
|  |  |  |  | BSc | Computer | Periyar University, India |
|  |  |  |  |  |  |  |
| 10 | Jefferson Mwakio Mwatati | Tutorial Fellow | Contract | MSc | Computational & Cognitive Neuroscience | Eotvos Lorand University |
|  |  |  |  | BSc | Computer Networks and Systems Administration | Bugema University |
|  |  |  |  |  |  |  |
| 11 | Fred Mobisa | Tutorial Fellow | Contract |  |  |  |
|  |  |  |  |  |  |  |
| 12 | Enock Adegu | Lab Assistant | Regular | BSc | Networks and Communication | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 13 | Bonface Bett | Graduate Assistant | Contract | BBIT | Business Information Technology | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
|  | **Management** | | | |  |  |
|  |  |  |  |  |  |  |
| 14 | Abunda, Joshua | Tutorial Fellow | Regular | MCom | Accounting and Statistics | Mohanlan Sukhadia University, India |
|  |  |  |  | BCom |  | Mohanlan Sukhadia University, India |
|  |  |  |  | BTh |  | Bugema University |
|  |  |  |  |  |  |  |
| 15 | Mambo, Richard | Tutorial Fellow | Regular | MBA | Management | Aston University, UK |
|  |  |  |  | BBA | Management | Andrews University-UEAB |
|  |  |  |  |  |  |  |
| 16 | Omondi, Richard M | Tutorial Fellow | Regular | MBA | Business Management | University of Eastern Africa, Baraton |
|  |  |  |  | BCom | Accounting | Kenyatta University |
|  |  |  |  |  |  |  |
| 17 | Sang, Monica | Lecturer | Regular | PhD |  | Adventist International Institute of Advance Studies |
|  |  |  |  | MBA | HRM & Marketing | University of Eastern Africa, Baraton |
|  |  |  |  | BBA | Office Administration | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 18 | Amon Tenai | Tutorial Fellow | Contract | MEcon | Economics | Kenyatta University |
|  |  |  |  | BEcon & Fin | Economics & Finance | Kenyatta University |
|  |  |  |  |  |  |  |
| 19 | Chidozie Ibeneme | Professor | Regular | PhD | Marketing Management | Marathwada University, India |
|  |  |  |  | MCom | Marketing Management | Marathwada University, India |
|  |  |  |  | BA | Religion | Andrews University |
|  |  |  |  |  |  |  |
| 20 | Nathan Gitonga | Lecturer | Contract | PhD | Economics | Tilak Maharashtra Vidyapeeth, Pune India. |
|  |  |  |  | MA | Economics | Tilak Maharashtra Vidyapeeth, Pune India. |
|  |  |  |  | BA | Liberal Arts | Spicer Memorial College, Pune, India. |
|  |  |  |  |  |  |  |
| 21 | Moses Kibirango | Ass. Professor | Regular | PhD | Business Adminisration | Makerere University |
|  |  |  |  | MA | Economics | Tilak Maharashtra Vidyapeeth, PUNE |
|  |  |  |  | BLA | Economics | Spicer Memorial College, India |
|  |  |  |  |  |  |  |
| 22 | Meshack Misoi | Senior Lecturer | Regular | PhD | Business Administration | JKUAT |
|  |  |  |  | MBA | Strategic Management | Catholic University of Eastern Africa |
|  |  |  |  | BSc | Forestry | Moi University |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 23 | Gideon Masese Nyabando | Tutorial Fellow | Contract | MECON | International Trade & Finance | Kenyatta University |
|  |  |  |  | BCON &Fin | Economics & Finance | Kenyatta University |
|  |  |  |  |  |  |  |
|  | **Education** | | |  |  |  |
| 24 | Amimo, Catherine | Ass. Professor | Regular | PhD | Curriculum & Instruction | University of Eastern Africa, Baraton |
|  |  |  |  | MEd | Curriculum & Instruction | University of Eastern Africa, Baraton |
|  |  |  |  | BEd | Curriculum & Instruction | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 25 | Ayiemba, Jane | Lecturer | Regular | PhD | Curriculum & Instruction | University of Eastern Africa, Baraton |
|  |  |  |  | MEd | Education | University of Eastern Africa, Baraton |
|  |  |  |  | BA | Education | Bugema University, Uganda |
|  |  |  |  |  |  |  |
| 26 | Kinuthia, Benson Ngigi | Senior Lecturer | Regular | PhD | Curriculum and Teaching | University of Eastern Africa, Baraton |
|  |  |  |  | MEd | Curriculum and Teaching | University of Eastern Africa, Baraton |
|  |  |  |  | BT | Agro-Education |  |
|  |  |  |  |  |  |  |
| 27 | Mwangi, Petronilla | Senior Lecturer | Regular | PhD | Curriculum & Instruction | University of Eastern Africa, Baraton |
|  |  |  |  | MEd | Curriculum & Instruction | University of Eastern Africa, Baraton |
|  |  |  |  | BSc | Home Economics | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 28 | Odek, Salome Njagi | Senior Lecturer | Regular | PhD | Educational Administration | AIIAS, Philippines |
|  |  |  |  | MA | Administration and Supervision | Adventist University of the Philippines |
|  |  |  |  | BA | Secondary Education | Adventist University of the Philippines |
|  |  |  |  |  |  |  |
| 29 | Ojwang, Millicent | Ass. Professor | Regular | PhD | Educational Administration | University of Eastern Africa, Baraton |
|  |  |  |  | MEd | Educational Administration | University of Eastern Africa, Baraton |
|  |  |  |  | BA With Edu | Religion | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 30 | Dorcas Marundu | Lecturer | Contract | PhD | Education | University of Eastern Africa, Baraton |
|  |  |  |  | MEd | Education |  |
|  |  |  |  | BA |  |  |
|  |  |  |  |  |  |  |
| 31 | Tabitha Kamundi |  | Regular | PhD | Education Psychology | Masai Mara University |
|  |  |  |  | MEd | Education | Kenyata University |
|  |  |  |  | BEd | Education | Bugema University |
|  |  |  |  |  |  |  |
|  | **Medical Laboratory Sciences** | | | |  |  |
|  |  |  |  |  |  |  |
| 32 | Jeptoo, Jane | Lab Technologist | Contract | BSc | Medical Laboratory Sciences | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 33 | Kittur, Abraham | Tutorial Fellow | Regular | MSc | Immunology | Moi University |
|  |  |  |  | BSc | Biology/Chemistry | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 34 | Magondu, Richard Ngaru | Tutorial Fellow | Contract | MSc | Biology-Biomedical Option | University of Eastern Africa, Baraton |
|  |  |  |  | BSc | Medical Laboratory Sciences | University of Eastern Africa, Baraton |
|  |  |  |  | Dip | Applied Sciences-Medical Lab Tech | Kenya Polytechnic |
|  |  |  |  |  |  |  |
| 35 | Njagi, Esther Wanjiru | Tutorial Fellow | Regular | MSc | Clinical Cytology | University of Nairobi |
|  |  |  |  | BSc | Medical Laboratory Sciences | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 36 | Obaga, Juliet | Lab Technician | Contract | Diploma | Medical Laboratory Sciences | Nyanchwa Adventist College |
|  |  |  |  |  |  |  |
| 37 | Ogot, Amy | Lecturer | Regular | MSc | Clinical Laboratory Science-Biomed | Andrews University, USA |
|  |  |  |  | BSc | Medical Technology | Andrews University, USA |
|  |  |  |  | BSc | Biology | Oakwood College, USA |
|  |  |  |  |  |  |  |
| 38 | Walter Lelei | Tutorial Fellow | Contract | MSc | Infectious disease &Vaccinology | JKUAT |
|  |  |  |  | BSc | Medical Laboratory Science with Information Technology | Maseno University |
|  |  |  |  |  |  |  |
|  |  | **Nursing** | | |  |  |
| 39 | Akinyi, Edina Akuru | Tutorial Fellow | Regular | MSc | Nursing Educator | LLU |
|  |  |  |  | BScN | General | University of Eastern Africa, Baraton |
| 40 | Giftson, Susan | Tutorial Fellow | Regular | MScN | Obstetrics and Gynecology in Nrsg | Tamil Nadu Dr MGR Medical Univ |
|  |  |  |  | BScN | General | Tamil Nadu Dr MGR Medical Univ, |
|  |  |  |  |  |  |  |
| 41 | Korir, Abi Jebet | Clinical Instructor | Contract | BScN | General | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 42 | Korir, Isaac Kipchumba | Tutorial Fellow | Regular | MScN | Medical Surgical Nursing | University of Cebu Normal, Philippines |
|  |  |  |  | BScN | General | San Carlos University, Philippines |
|  |  |  |  |  |  |  |
| 43 | Mochah Evans Motanya | Clinical Instructor | Contract | BScN | General | Adventist University of the Philippines |
|  |  |  |  |  |  |  |
| 44 | Ramasamy, Poornima | Senior Lecturer | Regular | PhD | Medical Education | Mo University |
|  |  |  |  | MScN | Obstretics & Gynecology in Nursing | Tamil Nadu Dr MGR Medical Univ |
|  |  |  |  | BSc | Nursing | Tamil Nadu Dr MGR Medical Univ, |
|  |  |  |  |  |  |  |
| 45 | Elizeba Rono | Clinical Instructor | Contract | BSc | Nursing | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 46 | Gladys Chepchirchir | Clinical Instructor | Contract | BSc | Nursing | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 47 | Patricia Chelang;at | Clinical Instructor | Contract | BSc | Nursing | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 48 | Ruth Vuzigwa | Clinical Instructor | Contract | BSc | Nursing | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 49 | Tabitha Boke Bilham | Clinical Instructor | Contract | BSc | Nursing | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 50 | Brian Too | Clinical Instructor | Contract | BSc | Nursing | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 51 | Collins Kibet | Clinical Instructor | Contract | BSc | Nursing | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 52 | Brian Arito | Clinical Instructor | Contract | BSc | Nursing | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 53 | Franklin Ndiema Kwemoi | Clinical Instructor | Contract | BSc | Nuring | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 54 | Lorraine Catolico Villagomez | Lecturer | Regular | PhD | Nursing | Saint Paul University Manila. |
|  |  |  |  | DPH | Preventive Health Care | Adventist University of the Philippines |
|  |  |  |  | MScN | Medical Surgical Nursing | Adventist University of the Philippines: |
|  |  |  |  | MA | Guidance & Psychology | Adventist University of the Philippines: |
|  |  |  |  | BSc | Nursing | Adventist University of the Philippines: |
|  |  |  |  |  |  |  |
| 55 | Nover Nyakundi | Tutorial Fellow | Regular | MSc | Nursing Educator | Loma Linda University |
|  |  |  |  | BScN | General | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 56 | Noel Aliviza | Clinical Instructor | Contract  (short) | BScN | Nursing | Masinde Muliro University |
|  |  |  |  |  |  |  |
| 57 | Janet Korir | Clinical Instructor | Contract  (short) | BScN | Nursing | University of Kabianga |
|  |  |  |  |  |  |  |
| 58 | Wilfred Mogut | Clinical Instructor | Contract  (short) | BScN | Nursing | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 59 | Sammy Kipkemei Lagatt | Tutorial Fellow | Contract | MScN | Nursing | Loma Linda University |
|  |  |  |  | BSc | Nursing | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 60 | Dan Kipkosgei | Clinical Instructor | Contract | BSc | Nursing | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 61 | Linda Bonface Kivuva | Tutorial Fellow | Contract | MSc | Nursing | Chuka University |
|  |  |  |  | BSc | Nursing | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 62 | Jonathan Tanui | Clinical Instructor | Contract | BSc | Nursing | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 63 | Onesmus Nthiw’a | Clinical Instructor | Contract | BSc | Nursing | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 64 | Everlyne Sayo Lumumba | Clinical Instructor | Contract | BSc | Nursing | Moi University |
|  |  |  |  |  |  |  |
| 65 | Rose Njeri | Tutorial Fellow | Contract | MSc | Psychiatry and Mental Health Nursing | University of Nairobi |
|  |  |  |  | BSc | Nursing | Catholic University of Eastern Africa |
|  |  | **Public Health** | | |  |  |
| 66 | Barongo, Asenath Nyantika | Lecturer | Regular | MPH | Epidemiology & Disease Control | Moi University |
|  |  |  |  | BSc | Environmental Health | Moi University |
|  |  |  |  |  |  |  |
| 67 | Oluoch, Evance Odiwuor | Tutorial Fellow | Contract | MPh | Environmental Health | Kenyatta University |
|  |  |  |  | BSc | Public Health – Environmental Health | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 68 | Omambia, Bernard Motondi | Tutorial Fellow | Regular | MPhil | Environmental Studies (Envi Health) | Moi University |
|  |  |  |  | BSc | Natural Resource Management | Moi University |
|  |  |  |  |  |  |  |
| 69 | Edna Biwott | Field Instructor | Contract | BSc | Public Health – Environmental Health | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 70 | Moses Ambwao | Field instructor | Contract | BSc | Public Health-Environmental health | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 71 | Ezekiel Sirya | Tutorial Fellow | Contract | MPH | Epidemiology and Disease Control | Moi University |
|  |  |  |  | MSc | Health System Management | Moi University |
|  |  |  |  | BSc | Public Health |  |
|  |  |  |  | Diploma | Nursing | KMTC, Nairobi |
|  | **Humanities & Social Sciences** | | | |  |  |
|  |  |  |  |  |  |  |
| 73 | Angwenyi, Esther | Tutorial Fellow | Regular | MSc | Administration-IDP | Andrews University |
|  |  |  |  | BA | English | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 74 | Kilonzo, Boniface | Tutorial Fellow | Contract | MA | History | Moi University |
|  |  |  |  | BA | History | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 75 | Musema, Lyly | Lecturer | Regular | MA | Development Studies | Bugema University |
|  |  |  |  | BA | Guid & Counsel / Minor Dev Studies | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 76 | Nyangwencha, Peter Omari | Lecturer | Regular | MEd | Curriculum and Instruction | University of Eastern Africa, Baraton |
|  |  |  |  | BA | History/English Minor | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 77 | Omari, Herbert | Lecturer | Regular | MSc | Geography / Hydrology | University of Nairobi |
|  |  |  |  | BSc |  | University of Nairobi |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 78 | Amenya, Hulda | Lecturer | Regular | PhD | English | Purdue University, Indiana, USA |
|  |  |  |  | MA | English-Rhetoric & Composition | Andrews University, USA |
|  |  |  |  | BA | English | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 79 | Baongoli, Mungengo A | Senior Lecturer | Regular | MA | Linguistics and African Languages | University of Nairobi |
|  |  |  |  | BA | English With Education | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 80 | Barno, Hellen | Tutorial Fellow | Regular | MPhil | Kiswahili | Moi University, Kenya |
|  |  |  |  | BA | Kiswahili | University of Eastern Africa, Baraton, |
|  |  |  |  |  |  |  |
| 81 | Kariuki, Samuel Ngugi | Lecturer | Regular | MA | English | Kenyatta University, Kenya |
|  |  |  |  | BEd | Arts | University of Nairobi |
|  |  |  |  |  | Literature |  |
|  |  |  |  |  |  |  |
| 82 | Mambo, Martha | Lecturer | Regular | PhD | Linguistics | Moi Universiy |
|  |  |  |  | MA | French | Kenyatta University |
|  |  |  |  | BA | French, Sociology, English | University of Nairobi |
|  |  |  |  |  |  |  |
| 83 | Mooka, Edward | Lecturer | Regular | PhD | Literature | Kenyatta University |
|  |  |  |  | MA | Literature | University of Witwatersrand, RSA |
|  |  |  |  | BA | English with Education | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 84 | Mwita, Miriam Bageni | Ass. Professor | Regular | PhD | Kiswahili Studies | Moi University |
|  |  |  |  | MA | Linguis & African Languages (Kisw) | Moi University |
|  |  |  |  | BA | Kiswahili & Sociology | University of Nairobi |
|  |  |  |  |  |  |  |
| 85 | Oyiengo, Jack | Tutorial Fellow | Regular | MAED | Music Education | Adventist University of the Philippines |
|  |  |  |  | BA | Music | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 86 | Malayi, Alex | Lecturer | Regular | MA | Intercultural Studies | Andrews University |
|  |  |  |  | MPhil | Guidance & Counseling | Moi University |
|  |  |  |  | BA | Theology | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 87 | Shadrack Kolum | Graduate Assistant | Contract | BA | Development Studies | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 88 | Wilfred Oirere | Tutorial Fellow | Regular | MSc | Rural Development | Central Luzon State University, Phillipines |
|  |  |  |  | BA | Development Studies & Social Services | Spicer Memorial College, India |
|  |  |  |  |  |  |  |
| 89 | Justus Ouko | Graduate Assistant | Contract | BMus | Music Education | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 90 | Samuel Ochuodho | Tutorial Fellow | Regular | MA | Project Planning & Management | University of Nairobi |
|  |  |  |  | BA | Development Studies | University of Eastern Africa, Baraton |
|  |  |  |  | BA | English Literature | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 91 | Mary Ciira | Tutorial Fellow | Contract | MA | Linguistics | University of Nairobi |
|  |  |  |  | BEd | Arts | University of Nairobi |
| 92 | Amos Kamollo |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | **Theology & Religious Studies** | | | |  |  |
|  |  |  |  |  |  |  |
| 93 | Daniel Matte | Lecturer | Regular | DMin | Leadership | Adventist University of Africa |
|  |  |  |  | MA | Theology | Solusi University |
|  |  |  |  | BA | Theology | Bugema University |
|  |  |  |  |  |  |  |
| 94 | Odek, Symon Rabach | Ass. Professor | Regular | PhD | Religion/Biblical Studies-NT | AIIAS, Philippines |
|  |  |  |  | MA | Religion | Spicer Memorial College |
|  |  |  |  | BLA | Religious Philosophy | Spicer Memorial College |
|  |  |  |  |  |  |  |
| 95 | Laurent Bisogho Kasay | Lecturer | Regular | PhD | Religion | Adventist International Institute of Advance Studies |
|  |  |  |  | MA | Religion | Adventist International Institute of Advance Studies |
|  |  |  |  | BA | Theology | Adventist University of Central Africa |
|  |  |  |  |  |  |  |
| 96 | Nanka Tome | Graduate Assistant | Contract  (short) | BA | Theology | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 97 | Paluku Mwendambio | Professor | Regular | PhD | Biblical Studies/Old Testament | Adventist International Institute of Advance Studies |
|  |  |  |  | MA | Biblical Studies/Old Testament | Adventist International Institute of Advance Studies |
|  |  |  |  | BA | Theology | Griggs University (Maryland/USA) Extension Campus-DRC |
|  |  |  |  |  |  |  |
| 98 | Andrew Bundi | Tutorial Fellow | Contract | MA | Religion | Adventist International Institute of Advance Studies |
|  |  |  |  | BA | Theology | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 99 | James Waita | Senior Lecturer | Regular | PhD |  | Andrews University |
|  |  |  |  | MA | Divinity | Andrews University |
|  |  |  |  | BA | Theology | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 100 | Gebre Worancha | Professor | Regular | PhD | Development Education | Central Luzon State University (Phillipines) |
|  |  |  |  | DPTh | Pastoral Theology | Adventist International Institute of Advance Studies |
|  |  |  |  | MA | Pastoral Theology | Adventist International Institute of Advance Studies |
|  |  |  |  | BA | Theology | University of Eastern Africa, Baraton |
|  |  |  |  | BEd |  | University of Eastern Africa, Baraton |
|  | **Biological Sciences & Agriculture** | | | |  |  |
| 101 | Francis, Gracelyn | Senior Lecturer | Regular | PhD | Animal Physiology | University of Eldoret |
|  |  |  |  | MSc | Zoology | Madras University, India |
|  |  |  |  | BSc | Zoology | Madras University, India |
|  |  |  |  |  |  |  |
| 102 | Francis, Ramesh | Professor | Regular | PhD | Zoology | Bharathiar University, India |
|  |  |  |  | MPhil | Zoology | Bharathiar University, India |
|  |  |  |  | MSc | Zoology | Bharathiar University, India |
|  |  |  |  | BSc | Zoology | Bharathiar University, India |
|  |  |  |  |  |  |  |
| 103 | Kemboi, Bernard | Tutorial Fellow | Contract | MSc | Agricultural Economics & Res Mgmt | Moi University |
|  |  |  |  | BSc | Agricultural Economics & Res Mgmt | Moi University |
|  |  |  |  |  |  |  |
| 104 | Kemboi, Willy Kipchirchir | Tutorial Fellow | Contract | MSc | Biological Sciences (Biomedical) | University of Eastern Africa, Baraton |
|  |  |  |  | BSc | Biology (Biomedical) | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 105 | Kirui Jackson Seroney | Tutorial Fellow | Contract | MSc | Biological Sciences (Conservation) | University of Eastern Africa, Baraton |
|  |  |  |  | BSc | Biology | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 106 | Ojunga, Michaiah | Lecturer | Regular | MPhil | Zoology-Ecology | Moi University |
|  |  |  |  | PGDE | Biology and Chemistry | Kenyatta University |
|  |  |  |  | BSc | Zoology | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 107 | Anthoney Oteng’o Otinga | Lecturer | Regular | PhD | Science (Marine algae Phylogeny) | Chosun University |
|  |  |  |  | MSc | Cell and Molecular Biology | Maseno University |
|  |  |  |  | BSc | Biology-Biomedical Option | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 108 | Harrison Ochuodho | Laboratory Assistant | Contract  (nine months) | BSc | Biological Sciences (Biomedical Option) | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 109 | Chemis, Lena Jerotich | Graduate Assistant | Short term | BSc | Agriculture | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 110 | Helekiah Moracha | Tutorial Fellow | Regular | MSc | Entrepreneurship | JKUAT |
|  |  |  |  | BT | Agriculture | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 111 | Everlyne Murrey | Graduate Asst | Contract | BSc | Agriculture | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 112 | Paul Mutai | Lecturer | Contract | PhD | Animal Physiology | University of Eastern Africa, Baraton |
|  |  |  |  | MSc | Animal Science | University of Eldoret |
|  |  |  |  | BSc | Animal Science | University of Eldoret |
|  |  |  |  | Diploma | Animal Husbandry | Egerton University |
|  |  |  |  |  |  |  |
| 113 | Kennedy Wanyonyi | Lab Assistant | Contract  (short) | BSc | Agriculture | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 114 | Susan Ngalo | Lecturer | Regular | MBA | General | Solusi University |
|  |  |  |  | BSc | Agricultural Education & Extension | Egerton University |
|  |  |  |  |  |  |  |
| 115 | Mariam Juma | Lab Assistant | Contract | BSc | Biology (Biomedical & Biotecnology Option) | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
|  | **Mathematics, Chemistry & Physics** | | | |  |  |
| 116 | Magut, Hillary Kipchirchir | Tutorial Fellow | Contract | MSc | Chemistry | Eldoret University |
|  |  |  |  | BSc | Chemistry | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 117 | Mitaki, Ruth Nyaboke | Tutorial Fellow | Contract | MSc | General Biochemistry | Periyar University, India |
|  |  |  |  | BSc | General Biochemistry | Periyar University, India |
|  |  |  |  |  |  |  |
| 118 | Onkoba, Eric | Laboratory Assistant | Contract  (nine months) | BSc | Chemistry | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 119 | Atuya, Gershom Richard | Tutorial Fellow | Regular | MSc | Energy Technology | Jomo Kenyatta Univ of Agric & Technology |
|  |  |  |  | BSc | Physics | Jomo Kenyatta Univ of Agric & Technology |
|  |  |  |  |  |  |  |
| 120 | Bakker, Daniel Kiche | Lecturer | Regular | PhD | Applied Statistics | Jaramogi Oginga Odinga University of Science and Technology |
|  |  |  |  | MSc | Applied Statistics | Maseno University |
|  |  |  |  | BSc | Mathematics | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 121 | Chebos, Caroline Chebichi | Tutorial Fellow | Contract | MSc | Applied Mathematics | Jomo Kenyatta University of Agric & Tech |
|  |  |  |  | BSc | Mathematics | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 122 | Francis, Paul Samuel | Professor | Regular | PhD | Mathematics | Barathiar University, India |
|  |  |  |  | MPhil | Mathematics | Barathiar University, India |
|  |  |  |  | MSc | Mathematics | Barathiar University, India |
|  |  |  |  | BSc | Mathematics | Barathiar University, India |
|  |  |  |  |  |  |  |
| 123 | Jade Abuga | Senior Lecturer | Regular | PhD | Mathematics | University of Cape Town |
|  |  |  |  | MSc | Applied Mathematics | JKUAT |
|  |  |  |  | BSc | Mathematics | University of Eastern Africa, Baraton |
| 124 | Okerio, Jaspher Mosomi | Senior Lecturer | Regular | PhD | Chemistry | Nelson Mandela Metropolitan Univ of SA |
|  |  |  |  | MSc | Chemistry | Nelson Mandela Metropolitan Univ of SA |
|  |  |  |  | BSc | Chemistry | Egerton University |
|  |  |  |  |  |  |  |
| 125 | Rono, Flora | Laboratory Assistant | Contract | BSc | Chemistry | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 126 | Justus Rotich | Laboratory Assistant | Contract | BSc | Physics | Moi University |
|  |  |  |  |  |  |  |
| 127 | Edgar Abuto | Tutorial Fellow | Regular | MPhil | Physical Chemistry | Moi University |
|  |  |  |  | BSc | Mathematics & Physics | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 128 | Merary Kipkogei | Tutorial Fellow | Contract | MSc | Applied Statistics | Maseno University |
|  |  |  |  | BSc | Statistics | Laikipia University |
|  |  |  |  |  |  |  |
| 129 | Ebrahim Sande | Tutorial Fellow | Contract | MSc | Chemistry | Masinde Muliro University |
|  |  |  |  | BSc | Chemistry | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 130 | Jared Okiro | Lecturer | Regular | PhD | Applied Mathematics | Otto von Guericke University, Magdeburg, Germany |
|  |  |  |  | MSc | Applied Mathematics | Maseno University |
|  |  |  |  | BSc | Mathematics & Physics | Moi University |
|  |  |  |  |  |  |  |
| 131 | Evance Odero | Tutorial Fellow | Contract  (short) | MSc | Applied Geophysics | JKUAT |
|  |  |  |  | BSc | Physics | JKUAT |
|  |  |  |  |  |  |  |
| 132 | Robert Okong’o | Tutorial Fellow | Contract | MSc | Applied Mathematics | Kenyatta University |
|  |  |  |  | BEd | Science | Kenyatta University |
|  |  |  |  |  |  |  |
|  | **Foods, Nutrition & Dietetics** | | | |  |  |
| 133 | Boor, Felix Kiplagat | Tutorial Fellow | Regular | MSc | Food, Nutrition and Dietetics | Kenyatta University |
|  |  |  |  | BSc | Food and Nutrition | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 134 | Maweu, Peninah | Lab Assistant | Regular | BSc | Foods and Nutrition | University of Eastern Africa, baraton |
|  |  |  |  |  |  |  |
| 135 | Esther Ateka | Graduate Assistant | Contract | BSc | Foods and Nutrition | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 136 | Maiyo, Grace | Tutorial Fellow | Regular | MSc | Food Technology | Guru Nanak Dev University |
|  |  |  |  | BSc | Home Science | Guru Nanak Dev University |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 137 | Ndiku, Hellen Mueni | Ass. Professor | Regular | DrPH | Nutrition | Loma Linda University, USA |
|  |  |  |  | MPH | Generalist | Loma Linda Univ Off-Campus, UEAB |
|  |  |  |  | MSc | Family & Cons Scie Food & Nutrition | Solusi University, Zimbabwe |
|  |  |  |  | BA | Home Economics | Andrews University, Baraton |
|  |  |  |  | BBA | Accounting | Andrews University, Baraton |
|  |  |  |  |  |  |  |
| 138 | Wakoli, Albert | Lecturer | Regular | MPH | Human Nutrition | Moi University |
|  |  |  |  | BSc | Food Nutrition & Dietetics | Egerton University |
|  |  |  |  |  |  |  |
| 139 | Naomi Nekesa Wanjala | Tutorial Fellow | Contract | MA | Design | University of Nairobi |
|  |  |  |  | BSc | Clothing, Textiles and Interior Design | Egerton University |
|  |  |  |  |  |  |  |
| 140 | Angela Warau Karoro | Tutorial Fellow | Contrac | MSc | Fashion Design and Marketing | Kenyatta University |
|  |  |  |  | BSc | Fashion Design and Marketing | Kenyatta University |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 141 | Edith Lagat | Clinical Instructor | Contract | BSc | Foods and Nutrition | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
|  | **Technology** | | | |  |  |
| 142 | Ayiemba, James | Lecturer | Regular | MSc | Electronic Systems & Engr Mgmt | University of Applied Sciences, Germany |
|  |  |  |  | BSc | Electronics | University of Eastern Africa, Baraton |
| 143 | Leleiy, William | Graduate Assistant | Contract | BT | Automotive | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 144 | Soi, Eric Bartai | Lecturer | Regular | MSc | Entrepreneurship | Jomo Kenyatta Univ of Agric & Tech |
|  |  |  |  | BSc | Industrial Technology | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 145 | Samwel Semakula Maroa | Lecturer | Regular | PhD | Mechanical Engineering - Energy | University of KwaZulu-Natal,  South Africa |
|  |  |  |  | MSc | Mechanical Engineering - Energy | University of KwaZulu-Natal,  South Africa |
|  |  |  |  | BT | Automotive | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 146 | Alphonse Misoi | Tutorial Fellow | Contract | MP | Technology Education | Moi University |
|  |  |  |  | Diploma | Technical Education | KTTC |
|  |  |  |  | BEd | Technology Education | Moi University |
|  |  |  |  |  |  |  |
| 147 | Preston Walela | Tutorial Fellow | Post-Retirement Contract | MSc | Information and Control | Coventry University, UK |
|  |  |  |  | BSc | Technology-Electronics | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 148 | Erick Korir | Lab Assistant | Contract  (nine months) | BST | Automotive Technology | University of Eastern Africa, Baraton |
|  |  |  |  |  |  |  |
| 149 | Reuben Ombati | Lab Assistant | Contract  (Casual) | BST | Electronics | University of Eastern Africa, Baraton |

1. **Instructional Designers;**

The university is in the process of identifying suitable instructional designers.

1. **Multimedia specialists;**

The multimedia specialists are yet to be sourced

1. **IT staff**

The following IT technicalcians support also on areas that relate to ODeL

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Name** | **Qualifications and where obtained** | **Area of Specialization** | **Years of experience serving at the University level** |
| 1 | Felix Chepsiror | MPhil, Gandhigram Rural Institute – Deemed University, 2017  MSc, Periyar University, 2016  BSc, Periyar University, 2014 | Computer Science  Computer Science  Computer Science | 6 years |
|  | Brian Lelei | Bsc. Networks and communication, University of Eastern Africa, Baraton | Networking and Communication Systems | 2 years |
| 2 | Isaack Kikandi | Bsc University Adventist Univerty of Cenral Afica, Rwanda, 2019 | Networking and Communication Systems | 2 years |
| 3 | Nyamiaka Kevin | BSc, University of Eastern Africa, Baraton, 2016 | Software Engineering | 6 years |
| 5 | Kosgei Festus Kipchirchir | BScT, University of Eastern Africa, Baraton, 2009 | Electronics | 5 Years |
| 6 | Jacob Giftson | BSc, Bangalore University, India, 2004  Master of Business Administration, Vinayaka Mission’s University, 2013 | Computer Science  Human Resource Management | 7 years |
| 7 | Timothy Okumu | Bsc, Information technology, JKUAT, 2009 | Information Technology | 4 Years |
| 8 | Daudi Mnema | Bsc. in Software Engineering | Software Engineering | 2 Years |

1. **Library staff**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Name** | **Rank** | **Qualifications, where obtained and when** | **Specialization** | **Years of service at University Level** |
|  | Hellen Magut | Librarian | MSc. Information Science- Kisii University, 2015 | Library science | 8 |
|  | Timothy Okumu | Bsc, Information technology, JKUAT, 2009 | Information Technology | Information Technology | 4 |
|  | Mulinge Alex | Technical services officer | BSc Information Science- Egerton University (on going) | Library Science | 17 |
|  | Martha Wamalika | Technical services | MLIS University of Philippines, 2006 | Library Science | 15 |

1. **Other support staff.**

None

## 7.3 STAFF TRAINING/ORIENTATION

**a) Give an overview of:**

1. **Faculty capacity building on:** 
   * + 1. **Instructional design;**

Training of faculty members was done in June 2024. The training covered areas of instruction design such as the pedagogy of online and blended Learning. This complemented training on transitioning to online pedagogy was done by Carnegie Africa Diaspora fellowship Program in that done June 2021.

* + - 1. **ODeL course design;**

Training of faculty members on course design was done in June 2024. The training covered areas of instruction design such as the pedagogy of online and blended Learning. This complemented training on transitioning to online pedagogy was done by Carnegie Africa Diaspora fellowship Program in that done June 2021.

* + - 1. **Course delivery;**

Lecturers were trained during the Carnegie Africa Diaspora fellowship Program in June 2021 and June 2024 on how to assess students, invoke critical thinking and motivate student interactions.

* + - 1. **Access to e-resources;**

Lecturers have been trained to access the eLearning platform and eLibrary resources during the faculty preregistration training sessions.

* + - 1. **Preparation of learning materials.**

The training of faculty members was done in June 2021 and June 2024 included preparing materials for eLearning, populating content by adding resources and activities, organizing content using labels and improving communication using forums and news. Refresher training is done internally every semester by ODeL Directorate.

1. **Continual upgrading of faculty on skills and methods/pedagogy in ODeL;**

The office of the DVC for Academic Affairs in conjunction with the Directorate of ODeL continuously organizes seminars on teaching methodologies and the use of online platform.

1. **Orientation of faculty after technology changes.**

Challenges in the use of new technologies are identified and addressed whenever there is an introduction of new technology. Feedback on these challenges are also obtained during periodic faculty meetings and internal faculty training sessions.

**b) Provide an overview of how the University conducts orientation and capacity building for support staff in ODeL.**

The University through the directorate of ODeL organizes internal and external training. The external training has been done in the past with Carnergie Africa Diaspora Fellowship Program. The University has facilitated in the past capacity building for staff of ODeL Directorate through Bench Marking trips, Workshops on Capacity Building for ODeL staff, and training on Video Conferencing by service providers such as KENET. There is also a budget provision for capacity building of ODeL Staff.

# 8.0 FACULTY AND STAFF SUPPORT

1. **Outline the mechanisms and resources the University has in place for faculty and staff support for ODeL.**

All regular faculty are provided with a laptop by the University administration. The entire faculty was trained in the art of designing the online teaching both internally and externally. The University administration also recorded YouTube videos and posted them on the eLearning website of the University for faculty to keep updating themselves on the way to use the eLearning platform. The University provides allowance for faculty to buy bundles in order to access internet and utilize eLearning recourses where necessary. The campus has good Wi-Fi connectivity.

The librarian keeps on sending links to all faculty of all the newly subscribed links to e-resources in the library.

1. **Give an overview of how staff involved in ODeL are supported to:**
2. **Access appropriate, adequate and timely IT support;**

To ensure support for faculty and staff, the university has put in place a technical support team composed of one faculty member per school. The technical support staff assists the faculty and staff in issues relating to eLearning. All faculty who are teaching are provided with data bundles to access interment connectivity whenever there are challenges with Wi-Fi connection.

In addition, an eLearning help desk has also been established to further enhance support. The helpdesk can be reached through emails, calls, short messages and WhatsApp.

The DVC academics and the director of ODeL directly supervise the working of the support team and the helpdesk to enhance service delivery.

1. **Execute ODeL programs with specific emphasis on financial, administrative and any other form of support;**

The university has provided budgetary provision for module development and training. The university supports the faculty and staff by purchasing appropriate laptops for facilitating complimentary eLearning through a books and equipment allowance. Teaching faculty are also provided with resources for data bundles as and when is necessary. All faculty members have licensed zoom accounts to enable them to conduct zoom meetings.

1. **Access e-library services;**

The Librarian keeps on sending links of the e-library to the teaching faculty and update via UEAB mail on newly subscribed sources whenever updated. The faculty can also access remotely the library services through MyLOFT software.

1. **Design, develop, and integrate multimedia materials;**

Every member of the faculty can access electronic copy of the ODeL Policy. This document has the whole process of designing the course module. The university has subscribed to Ispring Suite application for designing instructional materials.

1. **Navigate through the LMS and generate relevant reports.**

The faculty has been trained on how to navigate through the Learning Management system. In addition, the established eLearning help desk enhances support. The helpdesk can be reached through emails, calls, short messages and WhatsApp throughout the day.

9.0 STUDENT SUPPORT

1. **Highlight the University policies aligned to student support for ODeL, including support for students with special needs.**

The following university policies provide guidelines on aspects of student support.

1. University Academic Bulletin
2. Student Handbook
3. UEAB ODeL Policy
4. Disability Policy
5. **Explain how new students are provided with orientation into ODeL indicating the:**
6. **Key aspects of the orientation program;**
7. **The orientation of new students is done face to face and online through video conferencing and recorded videos on YouTube.**
8. **How to access Zoom and the eLearning platform.**
9. **How to get assistance in using the technology platforms.**
10. **Navigation through LMS such as accessing courses, submission of assessments, discussion forms etc.**
11. **Nettiquette.**
12. **Required gadgets for eLearning.**
13. **ODeL orientation package provided, including student handbook.**

Course registration, e-library services, eLearning support, financial services, university website, and academic policies and student services contained in the student handbook.

1. **Introduction to the tools for teaching and learning;**

When students are being introduced to the platform for the first time, they are all enrolled in an eLearning orientation course on the eLearning platform which takes them through key aspects of e-learning outlined in (bi) above.

1. **Program requirements, including cost and registration procedures;**

Program requirements are provided in the academic bulletins which have been availed in the university website. All costs of programs are also made available in the university website. Additionally, all students are automatically enrolled into the university eLearning platform once they have closed their registration.

1. **Key expectations of ODeL students during orientation.**
2. Opening the media conferencing using the link
3. Listening to the the person in charge of the orientation session
4. Explain the term online learning
5. Login to the learning platform
6. Navigate through the online learning platform
7. Mute and unmute the conferencing session
8. Log out of the system
9. Ask questions
10. **Outline how students with special needs are supported in ODeL, including integrating relevant tools into the LMS;**

The University has put in place measures of identifying and assisting students with special needs and is willing to accommodate students with such needs and hire a specialist in the area if need be through the student services office. Those with slight sight impairment are assisted in the LMS through the provision of relevant plugins. Those with speeches have access to university emails.

1. **Describe the available administrative unit where students can access support services;**

Students can get support from the Directorate of ODeL through Elearning support Office. The office has email address and mobile numbers of the staff and are available in the eLearning portal. Other administrative units include HoDs, Registry and Information Technology Services (ITS) office.

1. **Highlight the mechanisms in place for:**
2. **Advising and counseling ODeL students;**

On matters of academics, a student being taught online is advised by the lecturers, department head, members of the help desk, registrar’s office and the school deans using mobile calls, e-mail addresses, WhatsApp groups and any media at the University that have been set up by the University and the concerned department.

If students have other concerns they are also provided e-mail addresses, and mobile phones for the university chaplain, DVC- Student Affairs and Services, University Counselor, deans of halls of residence. If students have not been addressed by all these, they are allowed to call the DVC for Academic Affairs and the Vice-Chancellor.

1. **Support on use of IT for ODeL students;**

Advise on appropriate gadgets and software relevant for eLearning is done by ODeL Directorate and the ITS Office.

1. **Continuous training of students;**

The Directorate of ODeL conducts continuous training of students formally and informally. Training materials are also shared in the eLearning platform. There are also scheduled training in the university calendar of events.

1. **A variety of student’s learning experiences;**

Students go through a variety of learning experiences such as listening to lectures during video conferencing, question and answer sessions, student presentations, assignments, lecturers’ notes on the platforms, listening to the recorded YouTube videos of the lecturer’s lecture, and any other activity the lecturer will upload on the platform for student learning.

1. **Student appeals and grievance resolution; and communication.**

Student appeals follow the normal channel. When a student has a concern he/she should first address it to the lecturer, if the lecturer does not solve it then he/she contacts the department head, and if the department head does not attend to him, then to the school dean and if the school dean does not attend to it then to the DVC for Academic Affairs. From there it will be taken to academic standards committee of the University. All these can be done through e-mail addresses, WhatsApp, telephone calls, etc.

# 11.0 EXAMINATIONS

1. **Describe how examinations are administered for ODeL programs;**

The university currently administer physical examination. The online examinations were temporarily administered on the eLearning platform especially during the COVID-19 period. During the period, the university acquired a lockdown browser and respondus monitor software to aid on online proctoring. The software was integrated with the LMS in which the platform examination was uploaded and locked until the examination day and time comes. Students who are registered for a particular paper are the only ones allowed to enter into the system and see the examination paper. For objectives questions the student will be seeing one question at a time. He/she will also answer one at a time. The questions that have been answered go into the hiding and the new page of subsequent question keeps on coming until the end of the examination paper.

For essay section, the student will down load the questions and answer them. Then typewrite them and upload them in the time frame the teacher set. The responses are sent back to the teacher using the same platform.

1. **Outline the tools methods in use for student authentication during examinations;**

Only bonafide students can only access LMS platform via Icampus. All students have unique Icampus credentials. The Icampus has been integrated with LMS. Only courses registered by the students can only appear in the students’ LMS portal. Any form of assessment posted on the eLearning platform can therefore only be accessed by Bonafide students.

1. **Outline how the university ensures students adhere to examination protocols, including invigilation and checking academic dishonesty;**

While exams are currently done manually on campus, other assessments such as quizzes and assignments that are conducted online. The current version of LMS in use has examination proctoring features called Safe Exam Browser which can prevent the student from visiting other websites while writing any form of assessment.

1. **Highlight the security mechanisms in place for ODeL examinations during setting, handling, packaging, execution and marking;**

The online examinations have a section on the platform itself. After the examination has been written and moderated by the department, the lecturer just uploads examination to the E-learning platform. And hides it by writing the identifying features such as the date, time and minutes the exam time will cover and hides it from any other person’s view. The examination will not be seen by anybody except the teacher himself if he wishes.

For Objective questions, the system itself marks the examination and generates the scores as soon as the student submits completed examination or as soon as examination time ends the system automatically submits for the student and display scores.

For Essay questions, the lecturer will score the assesments and show the points given which is also displayed online in the student portal. The system keeps record of all these findings.

1. **Highlight the documented procedures for quality assurance of ODeL examinations.**
2. Ensuring that the examination is set based on the course learning outcomes, as verified by the department.
3. Ensuring that the examinations are derived from the course content, as verified by the department.
4. Ensuring that the examinations have been moderated by the department meeting.
5. Ensuring that the examinations have been tagged to the time when they will be written.
6. Ensuring that the department head has records of the examinations that have been moderated.
7. Ensuring that the moderation of the examination papers have been done before the exam is posted on the platform and that grades are moderated by respective departments, schools and university senate before posting them to student record in the academic registry.

# 10.0 ASSESSMENTS

1. **Outline the university policy on student assessment, highlighting:**
2. **Its implementation for ODeL;**

The University policy for assessing students is the same as face to face. Continuous assessment (which takes into account, attendance, assignments, test and mid-semester examinations), takes 40% of the final grade; and final examination carries the remaining 60%.

1. **Formative and summative assessment in ODeL programs, including their weighting.**

Formative assessment is the continuous assessment where students are assessed on different chapters of the course work, given an assignment on specific sections of the course. This also includes some reports students give in a specific project done online. All the continuous assessment work account for 40% of the final grade.

Summative assessment comes at the end of the course. It examines the total coverage of the subject matter from the first chapter to the last. Basically this is done in the final examination which covers the total course coverage. Questions for summative assessment cover the entire course. It also accounts for 60% of the final grade.

Specific weighting depends on the nature of the course and subject matter whether it is a science subject, language or art. The sub-sections of the formative and summative assessment depend on the course and the teacher who handles it.

1. **Criteria for the evaluation of student work and participation;**

Generally, in the continuous assessment class attendance takes 5%, tests and quizzes take 15%, class projects and student participation such as writing of term papers and defending them take 10%. Mid-term examinations account for 10%. This takes account of the continuous assessment. There are variations depending on the course unit and subject matter.

1. **Grading and providing feedback on assessment;**

The grade is based on the total marks of the continuous assessment and final examinations. Demarcations for the final grade are shown in the table below:

The final grade is awarded in a course unit based on the following scale:

|  |  |  |  |
| --- | --- | --- | --- |
| Percentage | Grade | Points | Interpretation |
| 80-100 | A | 4.00 | Superior |
| 75-89 | A- | 3.67 |  |
| 70-74 | B+ | 3.33 |  |
| 65-70 | B | 3.00 | Above Average |
| 65-69 | B- | 2.67 |  |
| 55-59 | C+ | 2.33 |  |
| 50-54 | C | 2.00 | Average |
| 45-49 | C- | 1.67 |  |
| 40-44 | D | 1.00 | Below Average |
| 0-39 | F | 0.00 | Failure |

1. **How the assessment policy is articulated to the students**

At the beginning of the semester/trimester the lecturer gives out a course outline, which explains the coverage of the course unit, the content to be covered, assignments to be done and the award of the final grade. The teacher takes the whole hour explaining the content of the course outlines and course requirements. Students ask questions and are explained in details what will happen in class. Besides this, all students are given the University Bulletin and one of the aspects articulated in the Bulletin is course grading.

At the point of orientation in individual departments, students are given explanations of what the department expects of each student. The grading system is one of the aspects that are discussed. Therefore, students are fully aware of the assessment procedures and expectations of each department.

1. **Highlight how the University ensures integrity of assessments by utilizing technologies to authenticate students and students’ work;**

Authentication of the student is through password and user name credentials which are unique to every student. Essay examinations are subjected to antiplagiarism software called Turnitin. The LMS has features such as safe exam browser for proctoring as well as other features that can be used to enhance integrity of online such as shuffling of questions, shuffling of groups, time limits and sequential answering of questions. In combination to the above technologies, zoom video conferencing can also be used to monitor student environment.

During examination, proctoring is done using respondus monitor and lockdown browser.

1. **Describe the mechanisms in place to ensure reliability of assessment tools;**

The reliability of the assessments tools is defined by the clearly demarcated roles and rights of teacher and students in the eLearning platform. The students can only access the assessment or quizzes at the times only set by the teacher. Navigation around the exams and the timing is controlled by the teacher who does the system settings. Additionally, the LMS has a feature for locking exam and no one can access it because of the time of starting and ending which the examiner had set. It controls access to resources such as system functions, other websites and applications and prevents unauthorized resources being used during an exam.

1. **Give a highlight on how:**
2. **Assessment are conducted;**

Assessments are set and the time is given on the university schedule for each subject. The examiners/lecturers will upload the examination according to the university time table. The teacher will observe students as they write examinations online in a physical examination location.

1. **Student assessment reports are generated, analyzed, and archived;**

The objective type assessment reports are generated by the computer. The essay types of the examinations are scored by the teacher and the scores are kept in the examination portal. All these are kept on the computer of the lecturer and in the university server. University authorities and lecturers can access them.

1. **Feedback on assessment is communicated to the students;**

Students are told their scores. If the lecturer wishes the system to show the correct responses to be given to the student after he has written the exam, he can program the system to do so. If he wants students to see only the scores, he can also condition it to do so. But at this point the students cannot change anything.

1. **Feedback on assessment is integrated to review of the curriculum.**

Student feedback on assessments can be integrated into the curriculum review by highlighting areas that need improvement through identifying learning gaps, assessing relevance and practicality, improving teaching methods, and adjusting assessment methods, among others.

# 12.0 COMMUNITY OUTREACH AND INTEGRATION

**Give a highlight on:**

1. **The University policy on community outreach and integration;**

The university is using its online teaching platform to teach students and hold its own in-house meetings. A policy on how this can be extended to other stakeholders other than students, faculty and staff is yet to be developed.

1. **Administrative structure for coordinating, supervising, and evaluating the University’s community outreach and integration programs;**

The University reaches its community through the Director of Corporate Affairs, who reports to the Vice Chancellor. This is still being done on face to face mode.

1. **Strategy for community outreach and integration specific to ODeL, including communication strategy to relevant stakeholders;**

The University in its objective 2 of its strategic plan (2020-2025) has a section on community outreach which captures the use of its media and technologies to reach out to the community.

1. **Management of feedback on community outreach and integration, including feedback on its impact on staff, students and the community;**

Feedback from the staff, and students is still being channeled to the Deputy Vice Chancellor for Academic Affairs and the Deputy Vice-Chancellor for Student Affairs and Service. A survey conducted in July 2022 identified the need for short courses on ICT for Organizational efficiency by the community.

1. **Resources the University has provided for community outreach and integration.**

The University provide library community services which allows members of the community to reference library at a small fee of KES 600 annually. This involves accessing the resources within the library both print and electronic through use internet. The community can take advantage of this service to study online.

The University also has a community research and conference centre which is available to members of the community. The community can utilize this to conduct conferences. The internet connectivity within this facility allows members of the community to access online resources.

# 13.0 QUALITY ASSURANCE

1. **Outline the policies, strategies and instruments in place for Quality Assurance of ODeL;**

The University has an online teaching policy entitled ODeL Policy. This policy document gives general guidelines and procedures and the format of writing teaching modules to be used by the lecturers in instructing students online. In its introductory background, it explains the rationale for teaching online; it gives the objectives for developing an eLearning module; Its philosophy, mission and vision; the beliefs and values; the role of an academic department head in designing the module; the role of the eLearning module designer; the stages through which the designing of the module should pass through; the designing stages of the module; the module format; and eLearning teaching and examinations.

**The Directorate for Quality Assurance has an instrument for students to give their opinions on teaching. This instrument is sent to students online to evaluate the teaching and learning process as carried out by the teachers and give suggestions for improvements. This instrument is retuned back electronically to the quality assurance officer in charge of statistics, monitoring and evaluation. The results of this instrument are passed on to the lecturers to check out their performance and improve in the aspects of common concern as pointed out by the learners.**

The Directorate of Quality Assurance and DVC academics office started to prepare lecturers on the use of technology since 2018. Training on pedagogy was held between July 16-20, 2018 in which the following topics were highlighted: education technology and its current application; course outline and its overall significance; creating teaching website, forum management; video class management and integrating technology in education. Another seminar was held for all lecturers on February 26, 2020 in which they were introduced on online teaching and its implications. As soon as pandemic struck, in March 2020, a series of training on creation of online teaching modules, and use of various online teaching and learning platforms. Constructing examination and tests for online platform were among the topics lecturers were trained in. In July 2021, a training on online pedagogy was done in collaboration with United States International University and the Carnergie Africa Diaspora Fellowship Program.

Students were also instructed on the online learning using various platforms. Examination that were missed in the previous semester were administered and the grades were provided after covering the remaining course content using remote teaching.

The University supported the faculty and staff in the purchasing of appropriate laptops fit for online teaching. Faculties were provided with money for data bundles on monthly basis. The administration set up a team of IT technicians to assist any member of the faculty and student with problems in the administration of teaching online. Members of the faculty university e-mail addresses to aid in constant communication.

1. **Highlight how the Quality Assurance for ODeL has been institutionalized in the University, including ODeL organizational structure, budgetary allocation, staffing, roles and responsibilities;**

The university has identified the Director of ODeL and his/her technical assistants. The Directorate works with ODeL Committee whose membership incorporate Quality Assurance Director (see membership of ODeL committee and roles in the ODeL policy in Appendix 1). The director reports to the DVC academics. It is this group that has continued assisting lecturers and students in the progressive development of online teaching modules, populating eLearning platform, setting examinations and its administration. The university administration has provided for the following resources to support the online teaching and learning process in its budget.

|  |  |  |
| --- | --- | --- |
| **SN** | **Items** | **2022/23** |
| **1** | **Wireless Router** | 50,000.00 |
| **2** | **eLearning subscriptions** | 1,896,581.40 |
| **3** | **Library eLearning subscriptions** | 2,134,395.50 |
| **4** | **eLearning Expenses** | 7,013,036.11 |
| **5** | **Internet Management** | 13,688,659.61 |
| **7** | **Laptop for lecturers** | 605,000.00 |
| **8** | **Video Conferencing Equipment** | 1,108,800.00 |
|  | **TOTAL BUDGET ESTIMATE** | **27,046,472.62** |

Detailed budgetary plan for online learning are provided in section 3.0 of this report.

The roles and responsibilities of ODeL staff are outlined in the ODeL Policy.

1. **Outline the mechanisms in place for monitoring, evaluating and reporting the quality of ODeL offering;**

The university has outlined in the ODeL policy how the monitoring, evaluating and reporting process of ODeL. Daily monitoring of ODeL is done by the Directorate of ODeL through analysis of logs in the LMS. An ODeL evaluating tool has been developed and is available in the LMS platform. The reports of the monitoring and evaluation regularly shared with the HoDs and members of Academic Standards Committee and Senate.

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

The stakeholders engaged in the online teaching and learning processes were identified by the ODeL directorate and include the university administration, school deans, department chairs, lecturers and students, neighboring community and church institutions and parents and guardians. An online survey was conducted touching on various aspects of online learning in August 2022 in which feedback from the identified stakeholders was sought. The feedback obtained is being continuously used in the development of ODeL at the university. Additionally, the quality assurance office conducts regular satisfaction surveys and student-faculty evaluations.

1. **Outline how the University utilizes benchmarking to promote the quality of ODeL; and performance reports are utilized for improvement of ODeL.**

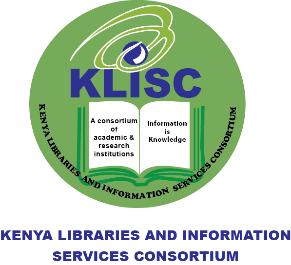
UEAB values benchmarking as a way of improving its standards. This transcends through the ODeL programs too. in the past two years, two benchmarking visits have been done which have resulted in significant improvement in ODeL.

In early 2020, the university while in anticipation of online teaching visited Kenyatta University, Mount Kenya University and Strathmore University to bench mark on online teaching. This visit assisted the university developing the draft policy on eLearning, handling the online teaching during the pandemic period, putting up of an online center and establishing a new governance structure of online learning.

In March 2021, another benchmarking visit was carried out in 7 universities namely Moi University, United States International University (USIU), Kenyatta University, KCA University, Daystar University, Strathmore University, Mount Kenya University. The output from the benchmarking included the integration of LMS with University Management Information System, enhancement of synchronous teaching through adoption of Zoom Education tool for video conferencing, identification of potential programmes for ODeL, the developing of UEAB roadmap for ODeL and ultimately ODeL policy. 13 programs have since been earmarked for development into online programs.

# APPENDICES

Appendix 1: Electronic resources

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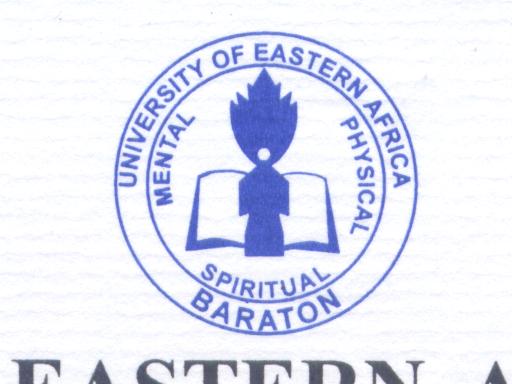
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|  | [EBSCO ATLA](http://search.epnet.com/)  Graphical user interface, text, application, chat or text message  Description automatically generated | This database is an essential resource for religious and theological studies, providing bibliographic records covering topics such as biblical studies, world religions, church history and religion in social issues | <https://research.ebsco.com/> |
|  | [**Oxford journals**](https://academic.oup.com/journals)  [A close-up of a logo  AI-generated content may be incorrect.](https://academic.oup.com/journals) | It has 291 titles receiving an Impact Factor. Journals in Medicine & health, Arts & humanities, sciences & mathematics, social sciences and Law | [**https://academic.oup.com/journals**](https://academic.oup.com/journals) |
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|  | [Taylor & Francis Journals](https://www.tandfonline.com/)  [Taylor and Francis Online](https://www.tandfonline.com/) | Information Science, Interdisciplinary Studies, Language & Literature, Law, Mathematics & Statistics, Medicine, Dentistry, Nursing & Allied Health, Museum, Heritage Studies & Visual Arts, Physical Sciences, Social Sciences, Sports, Leisure, Travel & Tourism and Urban Studies | [**https://www.tandfonline.com/**](https://www.tandfonline.com/) |
|  | [Taylor and Francis eBooks](https://www.taylorfrancis.com/search?isLicensed=true&key=)  [A picture containing graphical user interface  Description automatically generated](https://www.taylorfrancis.com/search?isLicensed=true&key=) | 5,000 titles (Perpetual Access)  Access to the world’s premier Humanities, Social Sciences, Behavioural Sciences, Built Environment, STM and Law content. | [**https://www.taylorfrancis.com/search?isLicensed=true&key=**](https://www.taylorfrancis.com/search?isLicensed=true&key=) |
|  | [Wiley Online Library](https://onlinelibrary.wiley.com/)  [Text  Description automatically generated with medium confidence](https://onlinelibrary.wiley.com/) | Full 2022 collection  Access to journal titles which cover the full spectrum of life, health and physical sciences, social science and the humanities, and include many titles ranked at the forefront of their field. | [**https://onlinelibrary.wiley.com/**](https://onlinelibrary.wiley.com/) |
|  | [PROQUEST Academic complete & Library Thing Book cover widget](https://ebookcentral.proquest.com/lib/icipe-ebooks/home.action)  [A close up of a logo  AI-generated content may be incorrect.](https://ebookcentral.proquest.com/lib/) | ProQuest preserves rich, vast and varied information – whether historical archives or today’s scientific breakthroughs – and packages it with digital technologies that enhance its discovery, sharing and management. | [**https://ebookcentral.proquest.com/lib/**](https://ebookcentral.proquest.com/lib/) |
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|  | [Project Muse](https://muse.jhu.edu/browse)  [A blue and yellow logo  AI-generated content may be incorrect.](https://muse.jhu.edu/browse) | Project MUSE is your trusted source for the highest quality books and journals in the humanities and social sciences from over 200 of the world’s most distinguished university presses and scholarly societies. | [**https://muse.jhu.edu/browse**](https://muse.jhu.edu/browse) |
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|  | [**Henry Stewart Talks Ltd**](https://hstalks.com/)  [henry](https://hstalks.com/) | Subject Strength: Biomedicine, Life Sciences, Marketing and Management collection | [**https://hstalks.com/**](https://hstalks.com/) |
|  | [IEEE](https://ieeexplore.ieee.org/Xplore/home.jsp)  [A blue and orange logo  AI-generated content may be incorrect.](https://ieeexplore.ieee.org/Xplore/home.jsp) | IEEE/IET Electronic Library Electrical Engineering, Telecommunications, Computer Science; Architecture, Imaging Science & Photographic Technology, Robotics, Biomedical Engineering, Computer Science Information Systems, Software Engineering, Remote Sensing and Artificial Intelligence. | [**https://ieeexplore.ieee.org/Xplore/home.jsp**](https://ieeexplore.ieee.org/Xplore/home.jsp) |
|  | [Wolters Kluwer’s Basic Sciences Collection](https://www.lwwhealthlibrary.com/) [A close-up of a logo  AI-generated content may be incorrect.](https://www.lwwhealthlibrary.com/)  NB: *This is only accessed by 30 KLISC member institutions with Health science programs* | Covers journals, cases, videos, clinical skills in Health sciences including basic sciences, Medical education, Pharmacology, Physiology, Biochemistry, Anatomy, microbiology, Epidemiology, Neurosciences, Pathology | [**https://www.lwwhealthlibrary.com**](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2F45s3smd7.r.us-east-1.awstrack.me%2FL0%2Fhttps%3A%252F%252Fwww.lwwhealthlibrary.com%252F%2F1%2F01000185641a1cf3-cba5b211-12e1-495d-a9c9-a97548054725-000000%2Fszf3Ae3FXKq9jKlfJqce7IM7bPA%3D302&data=05%7C01%7Carnold.mwanzu%40aku.edu%7C3974e0f20cfc4db0ec3208daed88bdc7%7Ca5d4252a02f94e6096f09733baae4919%7C0%7C0%7C638083469069919604%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=JGqUTaAwTXBhEYz7Fi3ZhbtoNXZXoqKmsymABSc7uxc%3D&reserved=0) |
|  | [Wolters Kluwers Ovid eBooks](https://ovidsp.ovid.com/autologin.html)  [A close up of a logo  AI-generated content may be incorrect.](https://ovidsp.ovid.com/autologin.html) | Covers ebooks in Health sciences including basic sciences, Medical education, Pharmacology, Physiology, Biochemistry, Anatomy, microbiology, Epidemiology, Neurosciences, Pathology | [**https://ovidsp.ovid.com/autologin.html**](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2F45s3smd7.r.us-east-1.awstrack.me%2FL0%2Fhttps%3A%252F%252Fovidsp.ovid.com%252Fautologin.html%2F1%2F01000185642c20c9-95edec85-9403-40a3-9ffe-a85c761c4e45-000000%2FUg0YikbazIS12A5B_a6mAu6h-zY%3D302&data=05%7C01%7Carnold.mwanzu%40aku.edu%7C5e50ecea5bfc4c4c4f5808daed88ab22%7Ca5d4252a02f94e6096f09733baae4919%7C0%7C0%7C638083469286934447%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=LrKLh%2BhR2cElRyFRpF6N5ajFxK6fYMWvIjiF2y6IT0o%3D&reserved=0) |
|  | [JSTOR](https://www.jstor.org/)  [JSTOR Home](https://www.jstor.org/) | Covers Economics, History, Political science, Archeology, African Studies, Music, Art & Art History, Business, Ecology & Botany, Language & Literature, Mathematics & Statistics | [**https://www.jstor.org/**](https://www.jstor.org/) |
|  | [Royal Society](https://royalsociety.org/)  [Image result for royal society](https://royalsociety.org/) | Subject strength: biochemistry, immunology, bioinformatics, ecology, microbiology and many more | [**https://royalsociety.org/**](https://royalsociety.org/) |
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|  | |  | | --- | | Image result for Edward Elgar Publishing logo"[Edward Elgar publishing](https://www.e-elgar.com/) | | Business management, Education, Economic and finance, Geography, Innovation, Research methods, Social and sociology, Teaching methods, Urban & regional, Development studies, Environment | [**https://www.e-elgar.com/**](https://www.e-elgar.com/) |
|  | |  | | --- | | Image result for Euclid Prime Collection logo"[Euclid Prime Collection](https://projecteuclid.org/) | | Applied mathematics, statistics, theoretical mathematics | [**https://projecteuclid.org/**](https://projecteuclid.org/) |
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|  | [OpenEdition Journals](https://journals.openedition.org/?lang=en)  [Blue text on a white background  AI-generated content may be incorrect.](https://journals.openedition.org/?lang=en) | Is a bundle of 175 journals in the Humanities and Social Sciences, published by university presses and small academic publishers. | [**https://journals.openedition.org/?lang=en**](https://journals.openedition.org/?lang=en) |
|  | [European Respiratory Journals](https://erj.ersjournals.com/)  [A close-up of a logo  AI-generated content may be incorrect.](https://erj.ersjournals.com/) | Adult and paediatric respiratory medicine, including cell biology, epidemiology, immunology, oncology, pathophysiology, imaging, occupational medicine, intensive care, sleep medicine and thoracic surgery. | [**https://erj.ersjournals.com/**](https://erj.ersjournals.com/) |
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|  | [The Company of Biologists' Journals](https://www.biologists.com/development/)  [Logo, company name  Description automatically generated](https://www.biologists.com/development/) | Free access to three journals published by The Company of Biologists: *Development*, *Journal of Cell Science*, and *Journal of Experimental Biology*. [Development](https://www.biologists.com/development/); [Journal of Cell Science](https://www.biologists.com/journal-of-cell-science/); [Journal of Experimental Biolog](https://www.biologists.com/journal-of-experimental-biology/)y | [**https://www.biologists.com/journal-of-cell-science/**](https://www.biologists.com/journal-of-cell-science/) |

**Key**

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2. Resources not highlighted in green (16 - 25) are free to access courtesy of EIFL and require completing and signing license acceptance forms before access is provided. If you had already filled the forms, you do not need to do it again.
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4. EBSCO Atla is only accessed by 15 institutions
5. IEEE accessed by institutions that are degree awarding only.
6. BUKU is only accessed by TVET institutions and Technical Universities (former polytechnics)
7. Wolter Kluwer’s Health Library and Wolter Kluwer’s Ovid eBooks are only accessed by 30 institutions offering health science programs.

Appendix II ODeL Policy



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UNIVERSITY OF EASTERN AFRICA, BARATON

Open Distance and eLearning (ODeL) Policy

Directorate of Open Distance and eLearning (ODeL)

UNIVERSITY OF EASTERN AFRICA, BARATON

**(A Seventh-day Adventist Institution of Higher Learning)**

P.O. BOX 2500 – 30100

ELDORET, KENYA

[www.ueab.ac.ke](http://www.ueab.ac.ke)

**ODeL Committee Chairman …………………….**

**ODeL Committee Secretary ………………………**

**This policy was approved by the University Council on 26th July 2022 (Action No. 016-03-2022)**

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**ACRONYMS**

AAA – Adventist Accrediting Association

CUE – Commission for University Education

DVC – Deputy Vice Chancellor

DVC SAS- Deputy Vice Chancellor - Student Affairs and Services

IBE – International Board of Education

ITS – Information technology Services

ODeL – Open, Distance and Elearning

UEAB - University of Eastern Africa, Baraton

UMIS – University Management Information System

1. **PREAMBLE**
   1. **Background of the Open Distance and eLearning (ODeL) Policy**

The University of Eastern Africa, Baraton (UEAB) is a fully accredited institution of higher learning by the Adventist Accrediting Association (AAA) of the Seventh-day Adventist Schools, Colleges and Universities and the Commission for University Education (CUE) in Kenya and is also a chartered University by the Government of the Republic of Kenya since March 1991. The University Charter has authorized UEAB to determine the curriculum to be taught by lecturers. UEAB is committed to the generation and dissemination of knowledge and skills by ensuring that there is easy access to high quality education offered by the University. The Directorate of Open Distance and eLearning (ODeL) at UEAB aims at enabling students to learn at the place and pace that satisfies their situations through modern technology.

Further, in keeping with the Christian heritage and purposes for which UEAB exists, the University wholeheartedly believes that a clear policy guideline is necessary to be followed by all faculty and administrators. All who serve within UEAB must be guided to demonstrate wholehearted commitment to the discovery and communication of truth from a Bible-based, Christ-centered, service-oriented, kingdom-directed perspective, in short, a deliberate and systematic integration of faith and learning while using technology. All truth is God’s truth. It is this firm conviction of the faculty and administration of UEAB that evangelical faith combined with scholastic excellence is the surest avenue of the discovery of truth in every academic discipline. Christian education has a holy obligation and mandate to stand for and honor the truth wherever it is found.

* 1. **Objectives of the Open Distance and eLearning (ODeL) Policy**

The Open Distance and eLearning (ODeL) Policy aims to achieve the following objectives:

* + 1. To provide a framework for mainstreaming ODeL into different UEAB Academic Programs.
    2. To ensure that ODeL Programs conform to the Mission and Vision of UEAB.
    3. To ensure that both local and international pedagogical principles of ODeL are met.
    4. To ensure effective utilization of various ICT platforms and systems in ODeL.
    5. To ensure that the learning process for ODeL courses is comparable to other established modes of teaching and learning.
    6. To ensure there is integration of faith and learning in the development and delivery of ODeL Programs.
    7. To ensure that potential ODeL learner has basic computing skills to enable them undertake ODeL courses.
    8. To ensure that all ODeL Programs are affordable and competitive.
  1. **Rationale of the Open Distance and eLearning (ODeL) Policy**

The world is currently experiencing rapid and dynamic changes in the nature of learning, knowledge acquisition and technology. The University needs to respond promptly to these changes in order to continue fulfilling her mission and vision; through adoption of improved approaches to teaching and learning. This necessitates the development of an ODeL Policy whose main purpose is to provide a framework that guides teaching and learning that is aided by technology.

* 1. **Philosophy**

UEAB ODeL operates on the Seventh-day Adventist worldview which holds that God is the Creator and Sustainer of the universe and life and the Source of true knowledge. The entrance of sin caused man’s alienation from God, therefore, the restoration of man’s relationship to God is the foundation of Christian education, which leads students into self-actualization and to discover and understand the truth through critical thinking. UEAB ODeL believes that technology can be used in providing learners with the true knowledge of God.

* 1. **Mission**

To provide UEAB ODeL programs that advances wholistic, quality Christian education using modern technology in equipping learners with appropriate knowledge, skills and attitudes for service to God and humanity.

* 1. **Vision**

To be a leading centre of excellence in offering ODeL programs that are market oriented and competitive.

1. **THE GOVERNANCE STRUCTURE OF UEAB ODeL** 
   1. **Administration and Organograms**

The UEAB ODeL shall be coordinated by a Directorate and a Committee. The running of the ODeL is as shown in the organogram;

Open Distance and eLearning (ODeL) Committee

University Senate

Director of Open Distance and eLearning

University Council

Academic Standards Committee

Elearning Coordinator

Instructional Designer

Elearning Support

Media Assistant

Subject Matter Expert/Content Creators

* 1. **Staffing of ODeL Directorate**

The UEAB ODeL Directorate shall be staffed by a Director, ELearning Coordinator, Instructional Designer, Media Assistant, ELearning Support Staff and other administrative staff as may be deemed necessary.

* 1. **Duties of the Directorate**

The function of the UEAB ODeL Directorate shall include day to day running of ODeL office which include;

1. Providing and maintaining appropriate ODeL Infrastructure.
2. Administering ODeL courses in the Learning Management Systems.
3. Managing of ODeL user’s records and online exam records.
4. Maintaining users Help Desk.
5. Training users of ODeL Platforms.
6. Marketing of ODeL programs.
7. Evaluation of ODeL programs.
8. Secretariat to ODeL Committee.

**Qualification of ODeL Staff**

Qualifications of UEAB ODeL Directorate staff shall be as outlined in the UEAB Employee Handbook.

* 1. **Open Distance and eLearning (ODeL) Committee**

**Composition**

The UEAB ODeL Committee shall be constituted of the following members and /or in line with UEAB Employee Handbook;

|  |
| --- |
| **Members** |
| DVC-Academics -Chair |
| Director- ODeL (Secretary) |
| ELearning Coordinator |
| Deans of Schools |
| Director of Graduate Studies |
| Academic HODs |
| ITS Manager |
| Librarian |
| Quality Assurance Director |
| Registrar  DVC Student Affairs and Services |
| Chief Accountant |
| University Chaplain |

* 1. **Appointment of Committee Members**

Appointment of members to the committee shall be made formally by the university Administrative Board.

* 1. **Duties of the Committee**

The duties of the committee shall include the following;

1. Develop and review regularly ODeL policy.
2. Advise the University Senate on emerging issues on ODeL.
3. Work in liaison with other university organs to advance the objectives of ODeL.
4. Oversight the design, development and delivery of ODeL Academic Programs.
5. Oversee the process of compensation for module writer and reviewer.
   1. **Director – ODeL**

Director shall be appointed by the University Council upon recommendation of UEAB Administrative Board and shall report directly to the Deputy Vice Chancellor in charge of Academic Affairs.

* 1. **Duties of the Director**

The director shall perform the following duties;

1. Oversee the management of the ODeL Directorate.
2. Coordinate the development of ODeL programs.
3. Liaise with academic departments to ensure that ODeL objectives are achieved.
4. Monitor the implementation of ODeL programs.
5. Carry out advocacy on available ODeL programs to potential clients.
6. Forge linkages and partnerships with organizations involved in ODeL
7. Prepare budgets for ODeL Directorate.
8. Identify and recommend suitable Educational Technologies to be adopted for ODeL.
9. Liaise with the media producers to ensure production of quality media for teaching and learning.
10. Plan for capacity building for various ODeL users.
11. Secretary to the ODeL Committee.
12. Represent the University on ODeL related activities outside the University.
13. Perform any other duty as assigned by the university administration.
    1. **Duties of ELearning Coordinator**
14. Carry out training and capacity building for users.
15. Generate user analytics.
16. Liaise with ITS department in ensuring sufficient institutional ICT infrastructure to support ODeL.
17. Carry out maintenance and upgrading of ODeL technologies.
18. Check that systems used in ODeL guarantee privacy, safety and security to the users.
19. Processing of the ICT licences used in ODeL in timely manner.
20. Offer technical advice to the Director and the ODeL committee.
    1. **Duties of Instructional Designer**
21. Ensures that identified courses are structured and designed for eLearning.
22. Assist the faculty members in uploading content in the LMS.
23. Develops instructional medias as per the requirements of the course.
24. Trains faculty on how to develop, populate, review and oversee an online course.
25. Perform any other duty as assigned by the ODeL Director.
    1. **Duties of eLearning User Support Staff**
26. Operate the eLearning Help Desk.
27. Respond and resolve effectively and efficiently user queries.
28. Identify and recommend training needs of users on ODeL platform.
29. Perform any other duty as assigned by the Elearning Coordinator
    1. **Duties of Content Creators/Subject Matter Experts**

These are the instructors at the various academic departments. Their duties are follows;

1. Develop modules.
2. Liase with instructional designer and media producer in the delivery of modules.
3. Work with instructional designer in uploading approved modules to the elearning platform.
4. Review the module regularly to be in line with the curriculum in use at any given time.
   1. **Duties of Media Assistant**
5. Process the audio, video or animations for module content.
6. Process images, audio, videos for user training.
7. Work closely with content creator in development of media content.
8. Consult with instructional designer on requirements of media content.
9. Perform any other duty as assigned by the ODeL Director
10. **LEARNING CENTRES**

The ODeL Director shall where necessary and in consultation with the ODeL Committee recommend to the UEAB Senate who will recommend to the University Administrative Board, the setting up of Distance Learning Centers (DLC’s) in strategic locations where necessary.

The learning centers shall facilitate the delivery of ODeL centres including:

1. Provision of learning materials to students;
2. Provision of learner support services;
3. Facilitation of feedback communication between learners, faculty, the ODeL Directorate and the University in general.
4. **UEAB ODeL PROGRAMS**
   1. **Mode of delivery**

ODeL s shall be delivered through a suitable combination of;

1. Open and Distance Learning,
2. eLearning – online (synchronous) or offline (asynchronously through LMS)
3. Blended Learning.
   1. **Mounting of Courses**
4. The decision to use the different types of ODeL mode of study shall be made by the ODeL Committee, in consultation with respective schools, on a course-by-course basis, with consideration given to the content of the course, the needs of the learners, and the flexibility of the delivery system
5. In all circumstances, the content of ODeL courses shall be appropriate for and the level of students being taught.
   1. **Programs Offered**
6. Programs delivered via ODeL shall be regular UEAB academic s approved through the usual curriculum approval processes as defined by the appropriate University regulations and policy.
7. The programs to be offered on the ODeL platform shall include:
8. Certificate
9. Diploma
10. Undergraduate
11. Masters
12. Doctorate
13. Each shall be coherent and complete and shall result in learning outcomes appropriate to the rigor and breadth of the certificate awarded.
14. There shall be no distinction in quality or standards of excellence between programs offered through ODeL and those offered through the other modes of delivery.
15. Programs that are entirely delivered via ODeL must be accredited by Commission for University Education before being mounted.
    1. **Approval and Accreditation**

Prior to implementation, proposed ODeL programs are to be reviewed and approved in accordance with the UEAB academic policies, processes and procedures.

The approval process shall be through, Department, School and ODeL Committee, Academic Standards Committee, University Senate and to the University Council.

The approved programs by the senate shall be submitted to AAA/IBE and the Commission for University Education for accreditation.

* 1. **Course Evaluation**

The UEAB ODeL Directorate shall undertake an evaluation every semester to assess the effectiveness of its ODeL programs using a tool herein attached as Appendix VI. The programs shall be evaluated according to the course evaluation procedures in effect for face to face courses.

Additional items to be evaluated shall include the effectiveness and efficiency of:

1. Delivery systems;
2. Academic resources;
3. Student services, and
4. Access to faculty.

Data for each study shall be collected from ODeL students, lecturers and other stakeholders, and shall include an assessment of:

1. **Contact between Students and Lecturers**

The Directorate shall seek to determine whether lecturers;

a) Respond to student’s mail, telephone calls, Short Message Service (SMS), among others and the speed with which they respond.

b) Create opportunities for communication with students.

c) Are available and inform students of their availability.

1. **Cooperation among students**

The Directorate will establish if lecturers;

a) Create study groups and collaborative learning forums.

b) Create opportunities for class discussions of assignments and concepts.

1. **Feedback communication**

The Directorate shall assess whether lecturers;

a) Give students prompt, constructive and meaningful feedback.

b) Regularly monitor the students to ensure concerns are addressed.

1. **Time and task allocation**

The Directorate shall evaluate;

a) The appropriateness of time allocated to complete tasks/assignments.

b) The flexibility of the course in relation to time and tasks.

c)The extent to which students are guided towards other available resources.

1. **Respect for diverse talents and ways of learning**

The Directorate shall seek to establish if the teaching method;

a) Takes into account different methods of learning.

b) Encourages self-reflection and self-evaluation.

c) Assesses student learning styles and tailors the teaching to satisfy the same.

d) Encourages student collaboration and group discussions.

1. **Access and capacity to utilize technology**

The Directorate shall seek to establish;

a) Student and faculty accessibility to computers and internet connection.

b) The capacity of ODeL students and lecturers to utilize the available technology.

1. **The examinations system**

The Directorate shall evaluate;

1. The efficiency of ODeL in delivering examinations, in relation to;
2. Timetable management (timeliness of publication, completeness of information, flexibility and strict adherence to the timetable).
3. Examination invigilation.
4. Management of examination irregularities.
5. Marking, in relation to timeliness and quality management;
6. Publication of results and management of complains.
7. **Student Support Services**

The Directorate shall undertake an evaluation exercise every semester to assess the effectiveness of its student support services. Data shall be collected from ODeL students for the purpose of assessments.

1. **Library and Learning Resources**

The assessment shall include an analysis of;

a) The availability and capacity (appropriateness) of library and learning resources.

b) The access to appropriate library resources.

c)The patterns of use of library resources.

1. **Students Admission Service**

The Directorate shall evaluate the effectiveness in relation to;

a) The time it takes to respond to enquiries and applications;

b) The information available to students who are making enquiries (whether such information is available, adequate and accurately represents the true picture);

c) The friendliness of admission staff.

d) Security of students’ personal information.

1. **Financial Aid**

The directorate shall asses financial aid in relation to;

a) Availability of and access to financial aid.

b) Impartiality in the award of financial aid.

1. **Academic Advising**

The Academic advising shall be assessed in relation to;

a) Availability of student academic and career advisors.

b) Competence of academic advisors.

c) Timeliness, professionalism and friendliness of responses to enquiries.

1. **Delivery of Course Material**

This shall be assessed in relation to:

a) Timeliness of the delivery of course material.

b) Completeness and quality of course material.

1. **Resolution of Student Complains**

This shall be assessed in relation to;

a) Complaints resolution channels and processes.

b) Timeliness of response/action.

1. **Student Counselling**

The ODeL Directorate shall assess student counselling in relation to;

a) Availability of student counsellors.

b) Competence, professionalism and friendliness of student counsellors.

1. **Post-Graduation Placement**

The ODeL Directorate shall assess Post- Graduation placement in relation to:

a) Availability of placement service.

b) Effectiveness and timeliness of placement service.

1. **Frequency of evaluation**

The ODeL Directorate shall undertake an evaluation exercise every calendar year to assess the state of ODeL resources, including a human resource analysis (number of staff and workload, level of training, projected demand and supply); equipment (state and adequacy of equipment); the web resources; internet connectivity.

1. **Marketing Strategy**

ODeL Directorate shall evaluate its marketing strategy biennially.

1. **Evaluation report**

Upon completion of each study, the Directorate shall present the evaluation report to the ODeL Committee members for appropriate action.

1. **Other Evaluations**

In addition to the periodic evaluation studies, the Directorate shall design an appropriate system, continuously collect data from students, lecturers and other stakeholders for the purpose of monitoring. The data collected shall then be summarized and a monthly report presented to the ODeL Committee.

Records of evaluations and the analyses shall be kept on file, as well as documentation of results for enhancement of course offerings.

* 1. **Preparation of Modules**

The ODeL Committee shall perform an oversight role over the design, development and production of modules as outlined in clause 7.0. The respective departments and schools shall have the responsibility of appointing instructors to prepare course materials.

In consultation with the respective schools and departments, the ODeL Committee shall exercise oversight over:

* + 1. Periodic review of the course material developed. The review period shall not exceed four calendar years.
    2. Production of the course materials.
  1. **Curriculum Development**

All instructors involved in developing and delivering ODeL courses shall adhere to the curriculum development guidelines as stipulated in the UEAB Academic Policy and the Commission for University Education Policy Guidelines.

* 1. **Procedures for Scheduling ODeL Courses**

To encourage high quality courses, proposals for new ODeL courses shall be approved prior to the delivery of the course. The following procedure shall apply;

1. The department shall identify courses suitable to be offered under ODeL
2. The department shall identify and assign course content creators.
3. The content creator shall submit the outline of the course expected outcomes, topics to be covered in the course and how contact hours will be addressed.
4. Further information on the course such as a syllabus, textbooks, e-resources and other reference materials created by the lecturer should be included in the submission.
   1. **Assessment Method**

A variety of methods of content delivery may be used such as attendance, tests, quizzes, class participation, class presentations, group work, market research, projects, term papers, portfolio development, demonstrations, workshop practices, writing assignments, simulation activities, peer and self-evaluation and independent study. Instructors are responsible for the relevant latest text books/e-books, journals/e-journals, newspapers, internet search and magazines for the modules.

* 1. **Interaction methods**

The course outline will describe how interaction will interact with students and how students will interact with each other.

Sources of course materials include text-books, journals, e-books and e-journals. Course materials will be listed in the course syllabus and, a description of them will be provided.

* 1. **Institutional Accommodation**

Unless otherwise stated, all UEAB Policies, standards, and guidelines for on-and off-campus shall apply to ODeL.

All academic units of the college have an opportunity to participate in providing ODeL s and are encouraged to provide courses through ODeL.

Current programmatic and administrative procedures exist to accommodate persons who may not have easy access to classroom-based study at UEAB due to constraints of time, distance, disability, and personal and professional issues.

All programs, services, and activities offered by UEAB must be accessible to and usable by persons with documented disabilities who have met the technical and academic standards for admission.

The ODeL shall contribute the UEAB’s commitment to ensuring an equitable academic experience for students with disabilities and will be responsive to requests for reasonable accommodations, regardless of the type of instructional delivery system being utilized.

1. **UEAB ODeL EXAMINATIONS**

The ODeL Examinations Policy and procedures shall conform to the rules and regulations contained in the UEAB Examinations Policy. The ODeL policy on examination only serves as a guideline to the needs of ODeL students who for whatever reason are unable to sit for course examinations on campus.

* 1. **Credibility of Online Examination**

In order to ensure the credibility of all UEAB courses delivered through the ODeL, it is critical that all examinations occur within a structured and secure environment.

* 1. **Integrity of Online Examination**

Due diligence shall be applied in considering to maintain integrity of UEAB online examinations.

* 1. **Confidentiality of Online examination**

Confidentiality of Online examinations shall be maintained in line with the common University regulations concerning examinations.

* 1. **Identification at Examination’s Venue**

Students are required to identify themselves at examination venues in line with the common University regulations concerning examinations.

* 1. **Examination invigilation/proctoring**

UEAB is cognizant of constant development in technologies used to proctor examinations. The use of virtual examination proctoring technologies may therefore be allowed so long as integrity of the exams is assured. The decision on the proctoring tools shall however be the prerogative of the University Senate who will act on the recommendation of the ODeL Committee.

* 1. **Examinations Centres**

The ODeL Committee shall not permit examinations to be written away from the recognized UEAB learning centres. However, UEAB Senate may allow ODeL examinations to be written at a venue, or venues, elsewhere in Kenya, provided the ODeL Directorate undertakes to make the venues and invigilation arrangements for the examinations and that the ODeL Committee and Senate is satisfied that the venue and invigilation arrangements will ensure the integrity of the examination.

1. **ICT INFRASTRUCTURE FOR eLEARNING**
   1. **Infrastructure**

In line with CUE’s guidelines, the University shall ensure that;

1. Institutional infrastructure shall be sufficient to address technical support in terms of:
   1. Server space;
   2. Redundancy or load balancing;
   3. Technical help desk; and
   4. Internet access
2. Technical services shall be reliable in terms of:
   1. Back-up; and
   2. Remote services
3. The institution shall have an ICT plan for purposes of:
   1. Maintenance of technologies,
   2. Upgrading of technologies, and
   3. Ensuring reliability, privacy, safety and security.
4. The staffing structure shall be appropriate for the support of the available infrastructure
5. **USER SUPPORT**
   1. **Procedures on capacity building for faculty members**

Prior to ODeL courses being taught, the ODeL Directorate shall facilitate appropriate technical and curricular training to lecturers.

Any instructor teaching a ODeL course for the first time shall receive training. If new technologies are added, further training will be offered. If the necessary training is not available on-campus, the ODeL Directorate shall recommend external training required by the lecturer.

The Directorate of ODeL shall develop a training manual and a schedule for faculty to ensure that all faculty members are equipped with the necessary skills and knowledge to facilitate development of eLearning materials and courses.

The directorate shall also develop appropriate incentives to motivate faculty members to fully support and adopt eLearning activities.

* 1. **Procedures for creating awareness and building capacity for students**

The ODeL Directorate shall formulate a training schedule for students to equip them with the skills and knowledge that support eLearning activities. New students shall be required to take an ICT placement test that will help identify their levels in ICT skills so that they can be empowered to reach the desired capacity.

1. **STUDENT SERVICES FOR ODeL PROGRAMS**
   1. **Admission**

ODeL students shall apply for admission as do traditional students. The admission requirements for each are outlined in the university bulletin.

* 1. **Registration**

Student shall be expected to check course availability and register for courses online using the UEAB online registration portal similarly to the traditional face to face students.

Students shall be expected to consult the relevant Academic Heads of Departments or academic advisors before registering for ODeL courses.

* 1. **Student Orientation**

Students on ODeL s shall be given orientation in the same manner as regular students. Emphasis on mode of delivery shall however be made as this shall be the distinguishing feature with face to face learning.

Information will also be made available online through the UEAB portal. The information shall cover financial aid, placement services, remedial services, counselling, and academic advising.

* 1. **Student Identification**

Students enrolled in ODeL classes shall be issued with a student ID through the Admissions Office similar to traditional face to face students. ODeL students must acquire a valid student ID prior to access the institutions’ services.

* 1. **Library Resources**

Students in ODeL courses shall have access to adequate and appropriate virtual library resources within the training institutions. Library services available to distance students include the resources that are accessed through the online library catalog, electronic books, online databases, full-text journals available online, research assistance and inter-library loan.

1. **PROCEDURES FOR DEVELOPMENT AND REVIEW eLEARNING MODULE**

The following procedures shall apply when offering an eLearning course

* 1. **Identification of courses**

Annually, the Director of Open Distance and eLearning in conjunction with schools shall facilitate a research to identify eLearning courses that need to be developed or ODeL eLearning courses that need to be reviewed.

* 1. **Submission of courses**

Each school shall then submit to the ODeL Committee a full list of all the academic s/courses that the school proposes to offer through the ODeL mode. Each proposed academic shall include:

1. A full list of all the Course Units, Course Codes and Course Titles, a complete syllabus for each course unit, which shall include the purpose, expected outcomes, course content, mode of delivery and method of examination/evaluation.
2. The prescribed mode of delivery for each course unit (hard copy/ electronic/teleconferencing), which may vary from one course unit to another.
3. Admission requirements for the course.
4. Other requirements for the successful completion of the course, if any.
   1. **Module writer appointment and module approval**
   2. The Head of Department of the teaching department from which the identified course is originating will assign one or more lecturers as a module writer through a departmental meeting, who will be responsible for developing instructional materials in line with the approved eLearning module development template. The minutes of the action taken will be copied to the Dean and DVC-Academics and an official appointment letter detailing terms of engagement shall be issued to the identified persons.
   3. The appointed eLearning module writer should take a maximum of 3 months to develop the module after which the developed eLearning course shall be send to the module reviewer.
   4. Once the module is returned from the reviewer, it is approved by the course originating department, the School, the ODeL Committee, the Academic Standards Committee, the University Senate and finally the UEAB Administrative Board. Each approval level shall not take more than a month.
   5. The approved eLearning course shall then be ready for posting to the Learning Management System by the Instructional Designer in conjunction with course teacher and scheduled for offering upon approval by relevant bodies as may be required.
   6. **Stages in eLearning module development**

Once appointed, the module writer needs to go through the following stages in order to develop and eLearning module;

**Stage 1 - The planning stage**

Before the module writer begins writing the module, he/she should identify and assess the needs of the target group e.g. 1st year, 2nd year, etc. and assess the target group’s needs by analyzing the group’s syllabus.

**Analysing the syllabus of the course**

The syllabus is the source and guiding framework for every unit that you may be called upon to write. It is therefore essential that you understand it and interpret it correctly before you start the module writing. When you are analyzing the syllabus, you look for the following;

1. Syllabus objectives and how they relate to the target group and the discipline
2. The areas that are included in the syllabus
3. The significant interrelationships and interfacing of the content in the syllabus
4. The described content with specific attention to the different components and emphasis
5. The sequence of the content
6. The expected scope and depth of coverage
7. Special requirements and prerequisites for the course
8. Expected assessment and grading

**Reasons for analysing the syllabus**

This is done in order to establish;

1. The gaps in the syllabus in relation to the discipline
2. Key concepts and operational words
3. The adequacy of expressing concepts and details
4. Appropriateness of the materials to the student’s entry level
5. Expected competencies to be developed in the learners
6. Suitability of other available materials
7. Rigorous cross-referencing during the writing process
8. Assumptions and decisions that ensure the students are not disadvantaged

**Prepare an inventory or an outline of the topics in the syllabus**

This will give the module writer an idea of the topics for which modular materials need to be developed. The module developer then uses his/her judgement to select a topic

**Collect the relevant information**

The module developer collects as much relevant information as possible. This may be materials and resources which could help to satisfy the needs of the target group. After analysis of the collected information, the module developer should consider the following questions that help to justify the selection the topic;

1. Is the selected topic worthwhile?
2. How will the target group benefit from this module?

Information on the materials and resources will be useful in providing learning activities.

**Stage 2: The module drafting stage**

In this stage, the module writer formulates a specific plan of module development. He/she should;

1. Formulate the objective of the module
2. Select learning experiences which will be conducive in achieving the objectives
3. Develop a comprehensive course outline for the module which should include the following;
   1. Course title and course code
   2. Course description and purpose
   3. Instructional objectives
   4. Outline of the unit topics and their allocated time
   5. Teaching and Learning strategy (Mode of delivery)
   6. Instructional materials and/or equipment
   7. Unit/Course assessment
   8. Reference materials such as text books, journals E-materials and E-facilitators contacts
4. **Module structure**

To enhance consistency, the UEAB eLearning module shall be shall be structured as outlined below;

1. **The module cover page**

This describes the purpose of the module. It provides an overview of the main concepts to be taught and any basic requirements necessary in order to study the module. The eLearning module cover page shall comprise of;

1. UEAB logo, the School and Department involved in writing the module
2. Course code and Course title
3. Name of the writer
4. Name of the Vetter
5. Copyright (UEAB)
6. **Module expected learning outcomes**

Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills, or attitudes. Learning outcomes should flow from a needs’ assessment.

1. **Table of Contents**

This is a list of the parts of the module in the order in which they appear on the module.

1. **Lecture Title**

This is the heading to a particular lecture/topic as shown on the course outline. Example: Lesson 1: Communication Theory

1. **Introduction to the Lecture**

This is the opening or the beginning section fo the lecture which briefly states the purpose and goals of the lesson. Introduction tells the students at a glance what they should expect to learn.

1. **Learning Objectives**

Learning objectives are statements of intent whose purpose is to give learners directions and help the course writers to identify relevant content. They tend to describe specific, discrete unit of knowledge and skill that will be acquired, as compared to learning outcomes; which describe broad aspects of behavior which incorporate a wide range of knowledge and skill.

1. **Lecture Outline**

These are guidelines of what you intend to cover in a particular lesson. For example, when teaching communication skills, in lesson 1, you may intend to cover the following;

1. Definition of communication
2. Elements of communication
3. Models of communication
4. Functions of communication
5. **Lecture Content**

Break down the lecture content into subtopics guided by the lecture outline.

1. **Lecture Summary**

This is a general summary of the ideas presented in the lecture. What you have learnt by the end of the lesson.

1. **Lecture Activities (E-tivity)**

Interactive activities or *E-tivity* in eLearning environment, help the learners to intellectually engage with course materials and content. These could be multimedia materials, simulations etc.

1. **Further Reading**

This is the reading material recommended for the learners in the module. It may include books, web-links, and other sources of information that the facilitators’ feels are important for the module.

1. **Self-Test Questions**

This is part of the evaluation mechanism which is built into the modular learning package. These tests are scored by the user of the module using the key to correct answers supplied in the module. Knowledge of the users results in these tests acts as reinforcement to the user in his/her learning endeavor.

1. **Answers to Self-Test Questions**

These are the correct answers supplied in the module as key to the self-test questions

1. **Post-Test Questions**

These tests server as a check on how well the learner has studied the module. This test has a key to correct answers and a stamen of the level of ability expected to be attained by the user before he can go on to the next module. These tests can server as online assignments, quizzes, short answer questions, essays, etc. where computer can mark and award the students.

1. **References**

This includes all the references used in the module.

**Stage 3: Modules Approval**

1. The ODeL Directorate shall immediately upon receipt of the draft Modules from the School, present the documents to the ODeL Committee who shall undertake their reviews and further submit them to the university senate for final approval. The reviews shall be undertaken in line with UEAB ODeL module eLearning course design guidelines, which shall be developed and periodically reviewed by the ODeL Committee.
   1. **Module Reviewer appointment and review process**
2. The Head of Department of the teaching department from which the identified course is originating will assign a reviewer through a departmental meeting, who will be responsible for reviewing instructional materials in line with the approved eLearning module development template. The minutes of the action taken will be copied to the Dean and DVC-Academics and an official appointment letter detailing terms of engagement shall be issued to the identified persons.
3. The reviewers shall return the document to the Head of department within three weeks of receiving it. The returned document shall be accompanied by a report in soft and hard copy, detailing their observations and recommendations.
4. The developed eLearning course shall be approved by the course originating department, the school, the ODeL Committee, the Academic Standards Committee, the University Senate and finally the UEAB Administrative Board. Each approval level shall not take more than a month.
5. The approved eLearning course shall then be ready for posting to the Learning Management System by the Instructional Designer in conjunction with course teacher and scheduled for offering upon approval by relevant bodies as may be required.
6. **PROCEDURES FOR MODULE PAYMENT PROCESSING**

The following procedures shall be used to process module payment for lecturers;

**Step 1:** The Head of Department appoints a module writer and reviewer through departmental minutes (priority should be given to faculty who have been trained on module development)

**Step 2:** The module writer and reviewer follow the UEAB approved format in this guide to write and review the module

**Step 3:** The module writer fills in the module agreement form as shown in **appendix 2** to start the process of payments

**Step 4:** The module reviewer fills in the module review form as shown in **appendix 3** to verify that it conforms to the required standards

**Step 5:** Upon finishing the review, the module reviewer submits the module back to the module writer with corrections.

**Step 6:** Upon making the corrections, the module writer submits the module to the HoD to forward the complete module to the School Dean by filling the proof of submission form **appendix 4**

**Step 7:** The School Dean submits the module to the Open Distance and eLearning (ODeL) Committee and senate for approval, by filling the proof of submission form **appendix 4**

**Step 9:** Upon approval, the HoD submits the approved eLearning module to the Directorate of Open Distance and eLearning (ODeL) for upload and population to the eLearning platform.

**Step 10:** Upon approval, by the University Senate, the Module writer and review can submit claims from payment. The claim should be accompanied by copies of all necessary documents i.e. action minutes of appointments as writer/reviewer, contract agreements, submission of draft modules, submission of review reports etc.

1. **COPYRIGHTS**

ODeL Instructors are expected to understand and adhere to the copyright law of Kenya. Copyright law must be followed when performances, displays, copies or other reproductions of copyrighted material are made available to students. This includes the posting of copyrighted material in the training institutions ODeL or other online sites.

All Modules produced under the arrangement outlined in Clause 9 above shall be owned by UEAB.

UEAB shall pay for the copyright in the manner that shall be agreed upon between UEAB and the module developer.

**MODULE WRITER AGREEMENT (APPENDIX I)**



**UNIVERSITY OF EASTERN AFRICA, BARATON**

**P.O. BOX 2500-30100 ELDORET KENYA**

**MODULE AGREEMENT**

Module writing Module review Module Upload

*(Tick the appropriate box)*

**THIS AGREEMENT** is made this …………………..........day of 20……….**BETWEEN UNIVERSITY OF EASTERN AFRICA, BARATON** of Post Office Box Number 2500-30100 Eldoret, Kenya (Hereinafter called ‘UEAB’) on the one part **AND the** person whose particulars are set out in the schedule hereto (hereinafter called the Writer) on the other part.

**WHEREAS;**

1. UEAB is desirous of procuring modules for various courses of study to be managed by the eLearning department
2. The Writer has agreed to write such a module
3. The parties have consented to enter into an agreement that will form the basis of the Terms and Conditions of their relationship

**NOW THIS AGREEMENT WITNESSETH** as follows;

1. The Head of Department shall inform the Writer in writing of his/her appointment as a unit course writer.
2. The appointment referred to under sub paragraph (1) above shall clearly set out all the details of the desired course unit including but not limited to the format, content, timeframe, for presentation of the drafts and the final copy of the manuscript and all other relevant particulars to the course unit.
3. The Writer shall present, with in the time set by the Head of Department the draft manuscript for the consideration and approval of the respective department.
4. The department shall at its sole discretion either approve the manuscript without amendments or recommend amendments to such draft manuscript or reject it in its entirety.
5. On the approval of the module, the Head of Department shall submit the completed module to the eLearning department for payment processing upon the Writer filling up the prescribed forms for such. Module payments shall be as follows;
   1. For new modules, the total amount payable to a module written by only one author is Ksh. ………….
   2. The total amount payable to reviewing a module is Ksh ……….
   3. The total amount payable for uploading a moodle in the eLearning Management System and converting it to an interactive content is Ksh. ………….
6. On payment of the amount shown under paragraph 5 shown above, the module shall become the property of University of Eastern Africa, Baraton and thereafter have the right to amend and make any modification to suit any particular circumstances with or without first seeking a consent of the Writer thereon
7. The Writer shall have no claim of copyright over the module as presented to UEAB, or otherwise and **HEREBY INDEMNIFIES** UEAB from such claims by the Writer at any time in future.
8. The Writer hereby **AFFIRMS** to UEAB that the materials in the Manuscript are the work of the Writer and **INDEMNIFIES** UEAB from any claims of whatsoever nature by the parties claiming rights or interest in the materials so used, and from any claims for violation of copyright laws or any other claims howsoever arising as a result of the use or publication of such materials by UEAB.
9. The writer shall not present the module to any other institution.

**SCHEDULE;**

**PARTICULARS OF THE WRITER and the MODULE**

Name of the Writer: ……………………………………………………………………..

Address: ………………………………………………………………………………….

Identity (ID/PP) No: ……………………………………………………………………...

Module Course Code: ……………………………………………………………………

Title of the Module: ……………………………………………………………………..

**IN WITNESS WHEREOF** the parties hereunto have set their respective hands on the day and year hereinabove written.

**SIGNED ON BEHALD OF UEAB ) ……………………………………………**

**In the presence of; )**

**Director Open Distance and eLearning (ODeL)) ………………………………**

**SIGNED BY THE WRITER )**

**In the presence of (Writer) ) ……………………………………………**

**MODULE REVIEW GUIDELINES (APPENDIX II)**



**UNIVERSITY OF EASTERN AFRICA, BARATON**

**P.O. BOX 2500-30100 ELDORET KENYA, EAST AFRICA**

**Course Code**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Course Title**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of the Module Reviewer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **CATEGORY** | **DESCRIPTION** | **COMMENTS BY REVIEWER** |
| 1. Conformity | * Is the module in line with the departmental course description and course outline? |  |
| 1. Introduction of the Module | * Does the module introduction give an overview of the main concepts to be taught or any basic requirements necessary in order to study the module? |  |
| 1. Body of the Module | * Is the body of the module in tandem with the approved UEAB module writing template? |  |
| 1. Content | * Are the facts presented in the module accurate? * Is the language used in the module appropriate for the mode of eLearning delivery? * Are facts presented in the module reflecting the latest information in the knowledge area? |  |
| 1. Interactivity of the Module | * Are there web links or hyperlinks, for additional content? * Is there a presence of graphical elements such as images, icons, intuitive labels, pictures? Are there easy to use graphically rich content with significant shift from text to visuals? * Are there videos, animations and simulations where appropriate? * Are there self-paced learning activities provided in the module? * Are there sections of the module available for information exchange, evaluation and feedback? * Is there a display of audio files, especially in a format that can be presented on an audio device or computer? |  |
| 1. Review Questions | * Are there review questions? (Questions bank and answers) |  |
| 1. Plagiarism Checking | * Use Turn-it-in to check for plagiarism. The acceptable level will be 20%. Provide a report of plagiarism checking. |  |
| 1. References | * Are the references current? |  |

**Approved: Yes No**

**Declaration by the Reviewer**

I hereby declare that the details furnished above are true and correct to the best of my knowledge.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HoD:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MODULE SUBMISSION FORM (APPENDIX III)**



**UNIVERSITY OF EASTERN AFRICA, BARATON**

**P.O. BOX 2500-30100 ELDORET KENYA, EAST AFRICA**

**Course Code:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Course Title**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Approved Yes No**

**SIGNED BY THE HoD )……………………………………………**

**Date & Stamp )**

**MODULE TEMPLATE (APPENDIX IV)**



**UNIVERSITY OF EASTERN AFRICA, BARATON**

**P.O. BOX 2500-30100 ELDORET KENYA, EAST AFRICA**

SCHOOL OF ………………………

DEPARTMENT OF ……………………………

**[Course Code]: [Course Title]**

**WRITTEN BY:** ………………………….

**VETTED BY:** ……. …………………… Department

**COPYRIGHT:** UEAB

*NOTES ABOUT THE USE OF THIS FORM:*

* *This form is designed to be completed on a computer. Cells in the table below will expand to accommodate any amount of text … but we suggest that you keep the narrative as succinct as possible!*
* *Please keep the use of formatting to a minimum. Importing formatted text onto a virtual learning platform presents challenges!*
* *This form assumes that the “unit of learning” is a module. The module, in turn, would be included in a “course”. Each module will have a series of components which have been called “Lessons”.*
* *If the module is co-authored by more than one person, please indicate the names of the contributors in the section about the authors of and contributors to the course.*
* *Please ensure that you use student-friendly language. So the intended learning outcomes will be framed using the word “you”, and not “the student”. (This may be at odds with what you understand to be “academic” language. The aim, in online and blended learning, is to use language that includes the student to the greatest extent possible.)*
* *Please note that module-level outcomes should be “overarching” outcomes onto which the unit-level outcomes map. You should have a few (maybe 4) module-level outcomes, and a very few (two or three at the most) unit-level outcomes for each unit.*
* *The lesson-level template should be copied so that there is a copy of the template for EACH unit/week/section. Thus, if there are 15 units/weeks/sections in a module, you will copy the template 14 times and complete each copy for one unit/week/section.*
* *In the unit-level template, there is a space for a detailed description of student and teacher engagement with the unit. Here we would expect to see a “blow-by-blow” account of how the unit “hangs together”. What happens first? And then? What resources would students need to access for each part of the unit’s work? Where would they find these? Where is collaboration expected to happen? How is it scaffolded? And so on? What happens in class? What happens online? How do these elements build on each other? How long should students spend on each part of the unit?*

*This is NOT a list of things that students (or teachers) do. It is a* ***detailed description*** *of the process.*

*Be sure, when completing the unit-level template to contextualise the content … by which we mean that content needs to be grounded in real life – even mathematical equations need to be demonstrably linked to real life! A student needs to know* ***why*** *they are engaging with the content.*

**MODULE LEVEL TEMPLATE**

|  |  |
| --- | --- |
| **Details of institution and the Department** | |
| Name of University |  |
| Name of the School |  |
| Name of the Department |  |
| Name of Department contact person |  |
| Email address of Department contact |  |

|  |  |
| --- | --- |
| **Details of the authors of/contributors to the course and their role** *(You can delete any sections that don’t apply.)* | |
| Original author (if applicable) |  |
| Lead author |  |
| *Responsible for:* |  |
| Co-author/co-contributor |  |
| *Responsible for:* |  |
| Co-author/co-contributor |  |
| *Responsible for:* |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Course details** | | | |
| Module title: |  | | |
| Academic level: |  | Number of credits: |  |
| Class contact time (hours): |  |
| Private/online study hours: |  | Number of weeks of study: |  |
| Total student learning hours: |  | Number of units of study: |  |

|  |  |
| --- | --- |
| me(s) which might include this Module: |  |
| Pre-requisite student abilities and knowledge: |  |
| Pre-requisite (or co-requisite) modules: |  |

|  |  |
| --- | --- |
| Aim of the module: |  |
| Brief description of module: |  |

|  |  |
| --- | --- |
| Intended learning outcomes: | *At the end of this* ***module****, you will be able to:* |
| Syllabus/curriculum: |  |
| Form of final/summative assessment: |  |

|  |  |
| --- | --- |
| **Assessment of module-level learning outcomes** | |
| Module-level learning outcome | Module assessment task |
|  |  |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| **Significant features or elements of module** |
|  |

|  |  |
| --- | --- |
| **Student profile in the context of this module:** | |
| What is the target group of students who would do this module? |  |
| What **skills** should a *student* have **already** mastered before starting this Module? |  |
| What **prior knowledge** of the subject matter should a *student* have? |  |

|  |  |
| --- | --- |
| **Non-expert support:** | |
| What **skills** and **prior knowledge** of the subject matter  should *facilitators* have **already** mastered before starting to teach this Module? |  |
| What **skills** do *support staff* need in order to support the delivery of this module? |  |

|  |  |  |
| --- | --- | --- |
| **Quality assurance matters** | | |
| How will feedback on module be obtained from students? |  | |
| How will student feedback be used to improve module? |  | |
| A certificate, signed by the university’s Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached. | | Yes  No |

**UNIT/WEEK/SECTION-LEVEL TEMPLATE**

|  |  |
| --- | --- |
| **Unit-level overview** | |
| Aim of the unit: |  |
| Brief description of unit: |  |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:* |
| Syllabus/curriculum: |  |

|  |  |
| --- | --- |
| Overview of student activity: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Outcomes addressed: | | | |
|  | | | |
| Purpose of the unit/week/section: | | | |
|  | | | |
| Over to you: *(a description of the process of the section)* | | | |
|  | | | |
| Pre-topic activity: | | Number of hours |  |
|  | | | |
| Face to face time: *(if applicable)* | | Number of hours |  |
|  | | | |
| Online activity: | | Number of hours |  |
| What should students do? |  | | |
| Where do they do it? |  | | |
| By when should they do it? |  | | |
| E-moderator/tutor role | | | |
|  | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours |  |
|  | | | |
| How does this section link to other sections of the module? | | | |
|  | | | |

|  |  |
| --- | --- |
| = Total number of hours |  |

|  |  |
| --- | --- |
| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? |  |
| How are students enabled to access the resources? |  |
| Where in this unit are students expected to work collaboratively? |  |
| How has an inclusive approach been incorporated in this unit? |  |
| How will feedback on unit be obtained from students? |  |
| How will student feedback be used to improve unit? |  |
| At which point(s) will students receive formative feedback on the work they have done in the unit? |  |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the spa*

**ONLINE COURSE DESIGN CHECKLIST (APPENDIX V)**

eLearning checklist will allow the course designers to create and implement successful, effective, informative, and practical eLearning courses for learners in both educational and professional settings. In order to ensure its readiness for mounting it on the eLearning platform, the eLearning Course must meet the following criteria

1. **Course Objectives**
2. Have you analyzed the eLearning needs and identified the budget and time constraints?
3. Have all eLearning course audiences been examined and analyzed?
4. Are the eLearning course objectives clear and do they include the criteria for evaluation?
5. Are the eLearning course requirements consistent with the overall objectives?
6. Does the structure of the eLearning course meet instructional goals?
7. Have you completed the task analysis?
8. Have you utilized a number of different instructional mODeLs or theories?
9. Is the content offered in smaller, “bite sized” chunks for the learner?
10. Have you made the headings clear and concise?
11. Is the information grouped together in a practical way?
12. Have you included a sufficient number of presentations (multimedia, etc)?
13. Is the information broken down into bullet points (at least 5 per slide)?
14. Does every eLearning course’s module contain a summary and your eLearning course a glossary of key terms?
15. **Course Assessments**
16. Are all assessments relevant, challenging, clear, and complete?
17. Have you used a variety of testing methods throughout the eLearning course?
18. Do you have a final assessment (test or exam) at the end of the eLearning course?
19. Do you have a pass/fail structure in place?
20. Are the assessments interactive and engaging, and do they clearly focus on the objective?
21. Is there a feedback system that allows for instructor feedback in a reasonable time frame?
22. Have you included a post eLearning course evaluation at the end of the course?
23. Are the assessments free of new content that the learner has not yet acquired?
24. **Course Content Creation**
25. Does the content flow, free of grammatical or spelling errors?
26. Is the content current and in-line with the core curriculum?
27. Does the content help to achieve the desired learning objectives?
28. Is referenced content properly credited and quoted?
29. Is the language used clear and descriptive (without being verbose)?
30. Have you chosen text that is appropriate for the target audience and not gender specific?
31. Is your tone consistent and appropriate?
32. Have all stats, facts, and dates been checked and referenced?
33. Is the information consistent? For example, are all dates listed in the same manner?
34. Has correct capitalization and punctuation been used throughout?
35. Is the content available in all local languages?
36. **Course Graphics and Fonts**
37. Have you only used a maximum of four fonts throughout the entire course?
38. Is the body text in the same font, and decorative text only used in the headers?
39. Have you included the right line spacing and paragraph length?
40. Have you used the correct font sizes and colors (are they all visible)?
41. Is the body text left justified?
42. Have you included a minimal amount of bold/italicized words?
43. Are the images relevant, compressed and re-sized? Do you legally own all of them?
44. Are all of the images the right file type and consistent (in terms of quality and size)?
45. Are screen captures free of personal data and current?
46. **Course Multimedia**
47. Have you included relevant and legally owned images and video elements in the eLearning course?
48. Are all files compressed for easy download?
49. Are all of the multimedia elements consistent (in terms of size and quality)?
50. Is the audio synced to the video presentations within the eLearning course?
51. Is the narration clear and easy to understand?
52. Have you ensured that the audio or video can be controlled by the user (i.e. paused)?
53. **Course Accessibility**
54. Can you easily navigate through the entire eLearning course using just the keyboard and mouse?
55. Have you used all of the ALT tags available?
56. Are captions included for all audio or video elements that deal with core content?
57. Are all of your fields and clickable areas easy to use?
58. Have you included text for all of the elements that aren't text-based?
59. **Course Navigation**
60. Is the eLearning course easy to navigate for the learner?
61. Are all eLearning course modules featured in their correct sequence?
62. Are hyperlinks displayed clearly and do they all work properly?
63. Have you included backward links so that learners can return to previous screens?
64. Is there an abundance of navigation graphics? If so, whittle down to only what's needed.
65. Is there a table of contents and a map of the course?
66. **Course Technical Issues**
67. Does the eLearning course load within a reasonable time frame?
68. Are shortcut keys available to the learner?
69. Has an FAQ page, with hyperlinks to other areas of the eLearning course, been created?
70. Have all hardware and software requirements and recommendations been listed?
71. Have the dimensions of the eLearning course been optimized for users?
72. Is the eLearning course viewable in all of the major web browsers?
73. Can the eLearning course material be printed with ease?
74. Are assessments being timed properly?
75. **Overall eLearning Course Design**
76. Do you have a clear syllabus in place at the beginning of the eLearning course?
77. Is the eLearning course aesthetically uniform and have you included branding elements throughout?
78. Is the color usage consistent and appropriate?
79. Are all of the elements visible with the chosen color scheme?
80. Does at least half the screen consist of white space, to keep the look clean and organized?
81. Have you verified that all content fits the screen (no horizontal/vertical scrolling)?
82. Have you avoided backgrounds/patterns that may be distracting for the learner?
83. Can instructors easily add or modify the content within the course?
84. **Overall Appurtenance of the Course**
85. The final course test must ensure that all of the elements are working.
86. Watch all of the videos in their entirety, make sure that the overall appearance is cohesive and adheres to your brand, and verify that even those who may not be “tech savvy” can navigate through the eLearning course.
87. Also, don't forget to include contact information on the eLearning course, so that learners can receive assistance if they do run into any issues.

**ONLINE COURSE EVALUATION FORM (APPENDIX VI)**



**UNIVERSITY OF EASTERN AFRICA, BARATON**

**P.O. BOX 2500-30100 ELDORET KENYA, EAST AFRICA**

**COURSE EVALUATION INSTRUMENT**

**Contact between Students and Lecturers**

1. What is your name? (Optional)
2. Which department do you belong to?
3. Does the lecturer respond to student’s mail, telephone calls, SMS?
4. How long does it take to get their response?
5. Within one day
6. Up to one week
7. Less than one month
8. Above one month
9. What is the medium of communication between you and the lecturer?
10. Email
11. Calls
12. SMS
13. WhatsApp
14. Face to face
15. None of the above
16. How do you rate the availability of your lecturer?
17. Unavailable
18. Available
19. Does he/she inform you of their availability?
20. Yes
21. No

**Cooperation among students**

1. **Does the lecturer create discussion forums?**
2. **Yes**
3. **No**

**Feedback Communication**

1. Does the lecturer give prompt, constructive and meaningful feedback?
2. Yes
3. No
4. Does the lecturer monitor the students to ensure concerns are addressed?
5. Yes
6. No

**Time and task allocation**

1. Does the lecturer allocate enough time to complete assignments or tasks?
2. Yes
3. No
4. How flexible is the course in relation to time and tasks?
5. Not Flexible
6. Flexible
7. Very flexible.
8. To what extent does the lecturer provide guidance to other available materials?

**Respect for diverse talents and ways of learning**

1. Does the teaching method take into account different methods of learning?
2. Yes
3. No
4. Does it encourage self-reflection and self-evaluation?
5. Yes
6. No
7. Does it assess student learning styles and tailors the teaching to satisfy the same?
8. Yes
9. No
10. Does it encourage student collaboration and group discussions?
11. Yes
12. No

**Access and capacity to utilize technology**

1. Do you have access to computer and internet?
2. Yes
3. No
4. How do you rate your capacity to utilize the available technology?
5. Poor
6. Fair
7. Good
8. Excellent.
9. How do you rate the efficiency of ODEL in terms of exam timetable management?
10. Poor
11. Good
12. Very good
13. Excellent.
14. What is your take on exam invigilation.?
15. Poor
16. Good
17. Very good
18. Excellent
19. How does the directorate manage the exam irregularities?
20. Poor
21. Good
22. Very good
23. Excellent
24. How do you rate the marking timeliness and quality management?
25. Poor
26. Good
27. Very good
28. Excellent
29. What is your take on publication of results and management of complains?
30. Poor
31. Good
32. Very good
33. Excellent

**Student Support Services**

1. How do you rate the student support services?
2. Poor
3. Good
4. Very good
5. Excellent
6. How long does it take for complaints to be resolved?
7. One day
8. Several days
9. One week
10. Above one week
11. How does the student support personnel handle you?
12. Rudely
13. Politely

**Library and Learning Resources**

1. How do you rate the availability and appropriateness of library resources?
2. Poor
3. Good
4. Very good
5. Excellent
6. What is your take on the access to appropriate library resources?
7. Poor
8. Good
9. Very good
10. Excellent
11. Are the patterns of use of library resources satisfactory?
12. Yes
13. No

**Students Admission Service**

1. How long does it take to respond to enquiries and applications?
2. One day
3. Several days
4. One week
5. Above one week
6. What is the availability of information to students who are making enquiries?
7. Available
8. Unavailable
9. How do you rate the admission staff?
10. Rude
11. Friendly
12. How secure is the student’s personal information?
13. Unsecure
14. Secure
15. Very secure

**Financial Aid**

1. Is there availability of financial aid?
2. Yes
3. No
4. How is the access to this financial aid?
5. Poor
6. Good
7. Very good
8. Excellent
9. How do you rate the award of this financial aid?
10. Partial
11. Impartial

**Academic Advising**

1. Are there student academic and career advisors?
2. Yes
3. No
4. How do you rate the competence of the academic advisors?
5. Competent
6. Non-competent
7. How do you rate the timeliness of responses to enquiries?
8. One day
9. Several days
10. One week
11. Above one week
12. How is the professionalism of the academic advisors?
13. Professional
14. Non-professional
15. How are the responses to enquiries?
16. Rude
17. Friendly

**Delivery of Course Material**

1. What is the timeliness of the delivery of course material?
2. Timely
3. Untimely
4. How complete is the course material?
5. Incomplete
6. Complete
7. How do you rate the quality of the course material?
8. Low
9. High

**Resolution of Student Complains**

1. Are there complaint resolution mechanisms and processes?
2. Yes
3. No
4. Are the complaint resolution processes timely?
5. Yes
6. No

**Student Counselling**

1. Are there student counsellors?
2. Yes
3. No
4. How competent are the counsellors?
5. Competent
6. Incompetent
7. What is their professionalism?
8. Professional
9. Unprofessional
10. How friendly are the student counsellors?
11. Friendly
12. Unfriendly

**Post-Graduation Placement**

1. Are there any placement services?
2. Yes
3. No
4. How effective is the placement service?
5. Effective
6. Ineffective
7. Is the placement service timely?
8. Yes
9. No

**Frequency of evaluation**

1. What is the condition of the infrastructure (internet access)?
2. Poor
3. Good

PROJECTED ENROLLMENT (APPENDIX VII)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Face to Face** | | | | **Online Enrollment (Blended)** | | | | **Purely Online Enrollment** | | | |
| **SN** | **YEAR** | **Total Enrollment** | **Degree** | **Masters** | **PhD** | **Professional Courses** | **Degree** | **Masters** | **PhD** | **Professional Courses** | **Degree** | **Masters** | **PhD** | **Professional Courses** |
| 1 | 2024/25 | 4764 | 4637 | 69 | 39 | 0 | 4764 | 69 | 39 | 0 | 0 | 0 | 0 | 0 |
| 2 | 2025/26 | 4700 | 4470 | 100 | 50 | 50 | 4180 | 50 | 20 | 50 | 470 | 50 | 30 | 50 |
| 3 | 2026/27 | 5000 | 4705 | 130 | 65 | 100 | 400 | 65 | 25 | 100 | 500 | 65 | 40 | 100 |
| 4 | 2027/28 | 5300 | 4910 | 160 | 80 | 150 | 4620 | 80 | 32 | 150 | 530 | 80 | 48 | 150 |
| 5 | 2028/29 | 5600 | 5110 | 190 | 100 | 200 | 4840 | 95 | 40 | 200 | 560 | 95 | 60 | 200 |
| 6 | 2029/30 | 6000 | 5410 | 220 | 120 | 250 | 5150 | 110 | 48 | 250 | 600 | 110 | 72 | 250 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | 1000 | 31 | 21 |  | 11 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | 1033 | 36 | 17 | 0 | 3 |  |  |  |  |  |  |  |