LAWEH
OPEN UNIVERSITY COLLEGE

OPEN & DISTANCE LEARNING QUALITY ASSURANCE POLICY FRAMEWORK

Education Without Barriers

L

TABLE OF CONTENTS

LAWEH ODL Policy/23   Version 2

`

LIST OF ABBREVIATIONS AND ACRONYMS

CAT Continuous Assessment Test

EC Examinations Center

GTEC Ghana Tertiary Education Commission

HOD Head of Department

ICTs Information and Communication Technologies

LAWEH Laweh University College

LMS Learning Management Systems

MOODLE Modular Object-Oriented Dynamic Learning Environment

SO Single Sign-On

SME Subject Matter Expert

ODeL Open Distance and eLearning

QA Quality Assurance

QC Quality Control

QMS Quality Management System

FOREWARD

The Laweh University College is poised to distinguish itself as a quality Open, Distance and eLearning (ODeL) University and to be a leader in ODeL in Africa. This ODeL Quality Assurance Policy is the collective commitment of LAWEH to the standards, principles, and quality statements contained in this policy as endorsed by the University Council.

The focus of this policy document is to deliver consistency and excellence in LAWEH's processes and products. LAWEH believes that no one, capable and desirous of higher education should be left behind and ODeL provides a key vehicle to achieve that and promote and support lifelong learning. Yet, ODeL has to be done in a manner that makes it comparable to or better than if not better than conventional forms of learning.

LAWEH also expresses its commitment to the aspirations of the African Continent as enshrined in the Africa Agenda 2063, creating the "Africa We Want, as well as the Sustainable Development Goal 4 and the strategies of the Continental Education Strategy for Africa (CESA) partly through this policy.

Together LAWEH pledges to uphold this policy in its entirety as a guide to translating the LAWEH educational philosophy of "USEFUL and APPLIED" Learning through flexible and contributive learning.

PROF. GOSKI ALABI

CONSULTING PRESIDENT

LAWEH UNIVERSITY COLLEGE

1.0 INTRODUCTION

The Open, Distance and e-Learning (ODeL) Policy of Laweh University College (LAWEH) gives effect to the vision, mission, and philosophy of LAWEH. This is to provide accessible and flexible learning opportunities to existing and prospective students in Ghana and beyond. LAWEH also seeks to meet the expectations of its stakeholders and comply with the standards and guidelines of regulatory bodies. ODeL mode of content delivery aims at enhancing the quality of teaching and learning by utilising modern instructional materials and methods, including increased use of ICT; expanding access to education and skilled training by developing capacity for increased enrolment through non-conventional approaches in teaching and learning; and exposing staff and students to ICT-driven teaching and learning experiences required in a competitive tertiary education environment.

The principles and guidelines contained in this policy have been benchmarked with best practices of the African Council for Distance Education (ACDE), the Continental Education Strategy for Africa (CESA), and the UNESCO Addis Convention. SDG4 and best practices of other world-class training institutions. This policy is set out to ensure an indigenous model of quality assurance that would serve to position LAWEH's ODeL in a global context.

1.1 Background

Historical Background

Ghana, formerly the Gold Coast, is at the centre of the world, being both close to the equator and on the Greenwich Meridian, which represents 0° longitude. On a world map, the West African country shares boundary with Gulf of Guinea/Atlantic Ocean to the south, Côte D'Ivoire, to the west, Burkina Faso, to the north, and Togo, to the east. This unique location, makes the Ghana, the Gateway to Africa.

Ghana is endowed with enormous mineral and natural resources, rich cultural diversity and historical heritage and landmarks, and hospitable people. Ghana's private sector is the main catalyst for economic growth and transformation. The country is mainly flat, but there are hills in the northern part of the country. It has a central area of forest and sandy beaches along the coast.

Accra, the capital city of Ghana, is famous for a blend of rich educational, cultural, historical and natural landscapes. Accra is a cosmopolitan city with a diverse population, representing various ethnic groups from all the 16 administrative regions of the country, and other African countries. It serves as the administrative, economic, and cultural Center of the country, hosting numerous government institutions, international organizations, and businesses. The city continues to develop and evolve, playing a critical role in the country's growth and development with a mix of modern skyscrapers, colonial-era buildings, bustling markets, and cultural landmarks.

Accra is home to several educational facilities and monumental institutions that contribute to its intellectual, cultural, tourism, and preservation of national heritage, appreciation of Ghanaian culture, and providing opportunities for learning. Some notable ones include but not limited to the University of Ghana, Kwame Nkrumah Memorial Park and Mausoleum, W.E.B. Du Bois Memorial Centre for Pan-African Culture, and the Centre for National Culture & Arts.

LAWEH is the first accredited Open University in Ghana and the second in West Africa. The university is intended to be an international community of learners and scholars where potentials are developed into abilities for global impact. LAWEH believes that when it comes to higher education, no one should be left behind and

recognizes the potential for improving learners' educational experience by enabling students to pursue world-class education in a Flexible Learning Environment (FLE) outside of a conventional classroom setting.

The use of ODeL provides the most convenient means to drive the agenda for leaving no one behind and lifelong learning, whether, working professionals who want to enhance their careers, working mothers who want to combine personal development and family life, young high school graduates who for some reason could not follow the regular pathways.

It is acknowledged that learning takes place in different ways which must be recognized through the recognition of prior learning (RPL), which ODeL frameworks should make possible for life-long learning to take place. ODeL, therefore, requires a paradigm shift in the concept of learning and the acquisition of knowledge that puts learning at the center of the learning process. This requires adequate prior preparation of the instructor facilitator and more interaction with students. LAWEH calls this the **Contributive Learning Approach (CLA),** where both students and facilitators (Lecturers) contribute to the learning process through independent and supported learning through effective interactive discussions with their instructors either synchronously or asynchronously. The ODeL mode of delivery, therefore provides a mechanism for equity, access, and quality of education and training.

1.2 Purpose

`

The purpose of this policy is to provide a framework for the assurance of quality in the design, delivery, assessment, and evaluation of expected learning outcomes at LAWEH. This is to enable LAWEH to meet the expectations of stakeholders with excellence, in line with the vision of being a leading international ODeL university that produces ethical leaders anytime, anywhere.

This Policy details the expectations, and courses of action that the people of LAWEH will uphold in its ODeL mode of delivery. It also defines the guidelines, regulations, processes, and procedures for all involved in its offerings. This is to ensure uniformity and consistency of outcomes. It also prescribes training and adequate preparation of staff and students for effective engagement in the ODeL processes and systems. The Goal is for *LAWEH to be a Distinctive International Education Hub.*

1.3 Vision

To be a globally recognised leader in flexible higher education provision founded on the principle of USEFUL and APPLIED learning.

1.4 Mission

Provide a world-class learner-centered flexible higher education that produces leaders who create and deliver value to meet the needs of societies, anytime, anywhere.

1.5 Core Values: Laweh's Driving Forces

Laweh's core value propositions are:

Leadership, **I**nnovation, **F**lexibility, and **E**ntrepreneurship (LIFE) - **LAWEH FOR LIFE**

1.6   Educational Philosophy

Laweh's educational philosophy is anchored on Useful and Applied Learning through flexible and contributive learning

1.7   Focus Areas

The University focuses on three core areas

- ***Teaching and Learning***
  LAWEH's own Academic Programmes, Professional Certification Training Programmes, Skills-based training, Executive Training programs as well as Transnational Education through collaborations
- ***Research Projects***
  Institutional Research, Research Collaboration, Industry Collaborative, and action research
- ***Community Engagemen***t
  Laweh shall prioritise its contribution to development through its engagements at the national, regional, and global levels to solve societal challenges aligned with its mission and vision.

1.8 DEFINITION OF TERMS

ODeL: This is an acronym for Open, Distance, and electronic Learning *and it refers to a* systematic application and integration of Information and Communication Technologies (ICTs) in the process of Designing, Planning, Teaching and Learning, Assessments, Monitoring, and Evaluation.

Distance Learning: This is a mode of learning where there is separation of the learners from the teachers in time and place, and teaching and learning are conducted through a variety of media. Learning is independent and open and not time-bound. This means admissions are on a rolling basis, and examinations and graduations could be in demand. That is, in an Asynchronous format

Asynchronous Learning: Refers to learning where the learner is not online at the same time as an instructor or other learners.

Synchronous Learning: Refers to learning where the learner is online at the same time as the instructor or other learners.

Blended Learning: A form of learning that combines traditional instruction, print-based and multimedia delivery with online instruction.

Online Learning: Describes e-learning that makes use of Internet technologies where teachers and learners can be located anywhere as long as they have access to a computer and a connection to the Internet. Online learning can happen on campus or at a distance from the campus. It can be synchronous (live lectures) or asynchronous (Individual independent learning).

Open Learning: Is defined as flexibility in terms of delivery modes, time, place, admission, examinations, target groups, and pathways.

Mobile Learning: A form of learning that is offered through mobile apps or smart technological devices such as iPhones, and iPads, among others, and can also be used to support ODeL activities.

`

Peer Feedback/Assessment: Process in which students provide comments and critiques on their peers' submissions. It supports the learning process by providing consistent checks of student performance against assessment criteria. (Forum activities)

Faculty: Academic staff i.e., Lecturers, facilitators whose aim is to share knowledge with learners in the university community.

Hybrid/Blended Learning: The combination of face-to-face and online or virtual learning.

HyFlex refers to programmes offered fully face-to-face, blended, and fully online, giving learners the option to choose options or blends suitable to them.

Social Media: Is associated with the use of Web 2.0 tools i.e., Blogs, Wikis, Facebook, Twitter, YouTube, WhatsApp, etc. within an educational context to support collaborative activities among communities resulting in collaborative learning opportunities.

Technology Enhanced Learning: This is the process of deploying technology in teaching and learning to enhance access to and quality of content.

Virtual Learning Environment and a Learning Management System: This is a web-based system that allows learning activities to be integrated into a single multimedia-enabled environment.

1.9   Policy Objectives

The key objective of this Policy is to provide a framework for quality assurance and guidelines for the implementation of ODeL using ICTs in curriculum design, delivery, and assessment. The use of ODeL is premised to offer alternatives to conventional

approaches that enhance effective and flexible teaching and learning. This is in line with the national ICT Policy of Ghana, the Sustainable Development Goals (2030), and tertiary education standards and guidelines. The specific objectives of this Policy are to:

1. Employ emerging digital technologies in the design, delivery, and support of learning through non-face-to-face methodologies for the benefit of both learners and facilitators to provide greater access to quality education.
2. Improve efficiency in administration, monitoring, and evaluation of ODeL.
3. Provide guidance on the planning, designing, developing, and delivering of ODeL programmes.
4. Monitor and review the progress of ODeL activities in line with the university's strategic plan.

LAWEH recognizes that the deployment of ICT does not necessitate the physical co-location of students and instructors. Online content can be accessed remotely from anywhere as long as the student or facilitator has access to the content. In addition, interaction and assessment activities can also be carried out online or offline.

1.9 Policy Statement

LAWEH affirms the conscious use of technology-enhanced learning, distance learning, online learning, blended learning, and HyFlex learning to increase equity, enhance efficiency and improve the quality of teaching and learning. This is aimed at developing learners into leaders, who can impact their societies by national and international standards.

This Policy provides the basis to coordinate open, distance and technology-enhanced learning in LAWEH. The policy shall also guide staff in the planning, designing, developing and delivering of ODeL course content.

1.10 Scope

This policy shall apply to all people, practices, processes, and procedures of LAWEH and covers all matters related to open, distance, and electronic learning (ODeL).

1.7 Principles and Guidelines

The following are the principles that guide ODeL activities in LAWEH.

Equity –LAWEH shall ensure equal access and opportunities for all who meet the requirement for lifelong learning through regular national requirements and Recognition of Prior Learning (RPL).

Fairness – LAWEH shall apply its standards and guidelines, fairly to all manner of persons without discrimination.

Flexibility: LAWEH shall ensure the principle of flexibility in the deployment and implementation of this ODeL policy. This includes, but is not limited to flexible admissions, student enrolment, teaching and learning, and on-demand examinations, and graduation.

Capacity – LAWEH shall ensure continuous capacity development of its staff.

Sustainability –LAWEH shall ensure regular and timely updates, repairs, and maintenance of its ODeL infrastructure and e-Resources for continuous enhancement of its ODeL environment.

Teaching and Learning Principles

Teaching and Learning in LAWEH shall be guided by andragogy (Adult Centered Learning) as opposed to pedagogy (Child Learning). Andragogic principles focus on adult learning, skills development, motivation, lifelong learning, and putting theory into practice. This underscores LAWEH's educational **philosophy of Useful and Applied learning through flexible and contributive learning.**

The following are the four principles of Andragogy applied in LAWEH

- **Contributive Learning**

LAWEH shall promote and uphold Learning Centeredness LAWEH shall treat all students as Adult Learners and not dependent learners. It shall ensure learners have a voice in the program design and learning options. Lesson delivery shall not be solely dependent on the facilitator's knowledge and ability to lecture alone, but a contribution of both learner and facilitator to promote learning and discovery of the application, minimizing teacher talk, and explicitly geared towards the students' activities in a "you do", "I do" and "we do" phases.

- **Readiness**

LAWEH shall ensure that learners are adequately prepared to face the demands of the learning process. This shall be achieved through the needed orientation and simulation exercises. For example, Learners shall be trained in digital fluency, personal leadership development including personality and learning styles, and entrepreneurial development. In this process, learners shall be made to envision the realisation of their academic goal, as a driving force for student motivation.

- **Relevance, Immediacy, and Problem Orientation**

LAWEH facilitators shall ensure that relevant, current, and applicable content are delivered and shared in the learning process. For example, facilitators must be conversant with outmoded principles, concepts and theories.

- **Experience**

LAWEH shall ensure that the learning process is based on learners' Experiences and the ***What's in it for me*** concept (WIIFM Factor). Knowing and understanding learners' backgrounds shall be useful in making their learning purposeful to solve immediate, real-life problems. This helps create a sense of urgency and interest in the classroom, along with a connection to the purpose of participation.

Facilitators shall ensure that learners shall bring their relevant experiences into the learning environment through case sharing and simulations, which serves as a basis for learning. This should be done by performing pre-assessments and differentiating the content. There should be opportunities for students to learn from each other and the wealth of experiences that each is bringing into the classroom.

1.11 ODeL Modes of Delivery

(a) The ODeL in LAWEH is premised on the fact that learners and facilitators shall mostly be separated in time and place. Therefore, the delivery shall be by open and distance learning involving multimedia approaches categorised as follows:

(i) **Open and distance learning** (Individual Independent learning, self-paced, on-demand examination, rolling admission)
(ii) **E-Learning** both online and offline.

(iii) **Virtual learning** (Live lectures)

(iv) **Blended learning**. (Online, Live, and face-to-face lectures). Here ODL shall be 70% and face-to-face shall be 30%

(b) In addition, LAWEH may conduct courses using face-to-face occasionally at times and places convenient to the students registered for ODeL programmes.

(c) Laweh shall deploy support services to all learners. These shall include

(I) Electronic and Print based media.
(ii) Audio and visual media.
(iii) Audio and Video Conferencing.
(iv) Computer-Mediated Learning Materials online and offline. (notes, power points, videos, simulations, games, documentary)

(v) E-Library

(vi) Internet based media for online e-learning materials (LMS and App)

The various modes of delivery to be developed shall consider the following: summarised by the acronym ACTIONS

(i) Accessibility of the media to learners considers the availability of the media to the learners wherever they may be.

(ii) Cost Effectiveness considers the strengths of the media used as a teaching strategy.

(iii) Interaction and user-friendliness refers to the extent to which it provides interactivity between the learners and the courseware with minimal challenges

(iv) Organisation requirement considers the infrastructural setup that would be needed for its readiness for use.

(v) Novelty considers the currency and latest modes of the media.

(vi) Speed considers the logistics involved in setting up the media**.**

(d) The *main media* for all the courses shall be the electronic and print media.

(e) The *main media* will be supported by tutorial services online and limited *face-to-face,* which may not exceed one third of the approved hours of the course except in special circumstances e.g., practical subjects.

(f) Except in exceptional cases, face-to-face contact or online teaching will constitute only up to a maximum of 1/3 of the course duration.

7.0 GOVERNANCE AND MANAGEMENT

7.1 Governance Systems and Structures

The University is governed by a Council, Executive and Committee systems

The Governing Council is responsible for the policy, strategic direction and accountability of the institution. It also ensures resource mobilization and control as well as compliance to statutory regulations. The Council executes its function through the following standing committees:

- Academic Board
- Executive Committee
- Development Committee
- Audit Committee
- Finance Committee
- Disciplinary Committee

There are various standing committees of Academic Board to oversee the various academic activities. These include:

- Academic Planning (Planning of University Almanac and Academic Calendar)
- Examination Committee (Planning, Monitoring and Reporting of conduct and examinations results, including any issues academic Misconduct)
- Research and Projects Committee
- Library Committee (Procurements maintenance and distribution of books, journals, other literary materials)
- Various Professional Advisory Committees (To ensure that programme content meets expectations of industry)

The organizational structure is presented in Figure 1 above

2.0 GOVERNANCE AND LEADERSHIP

Figure 1: Organogram of Laweh University College
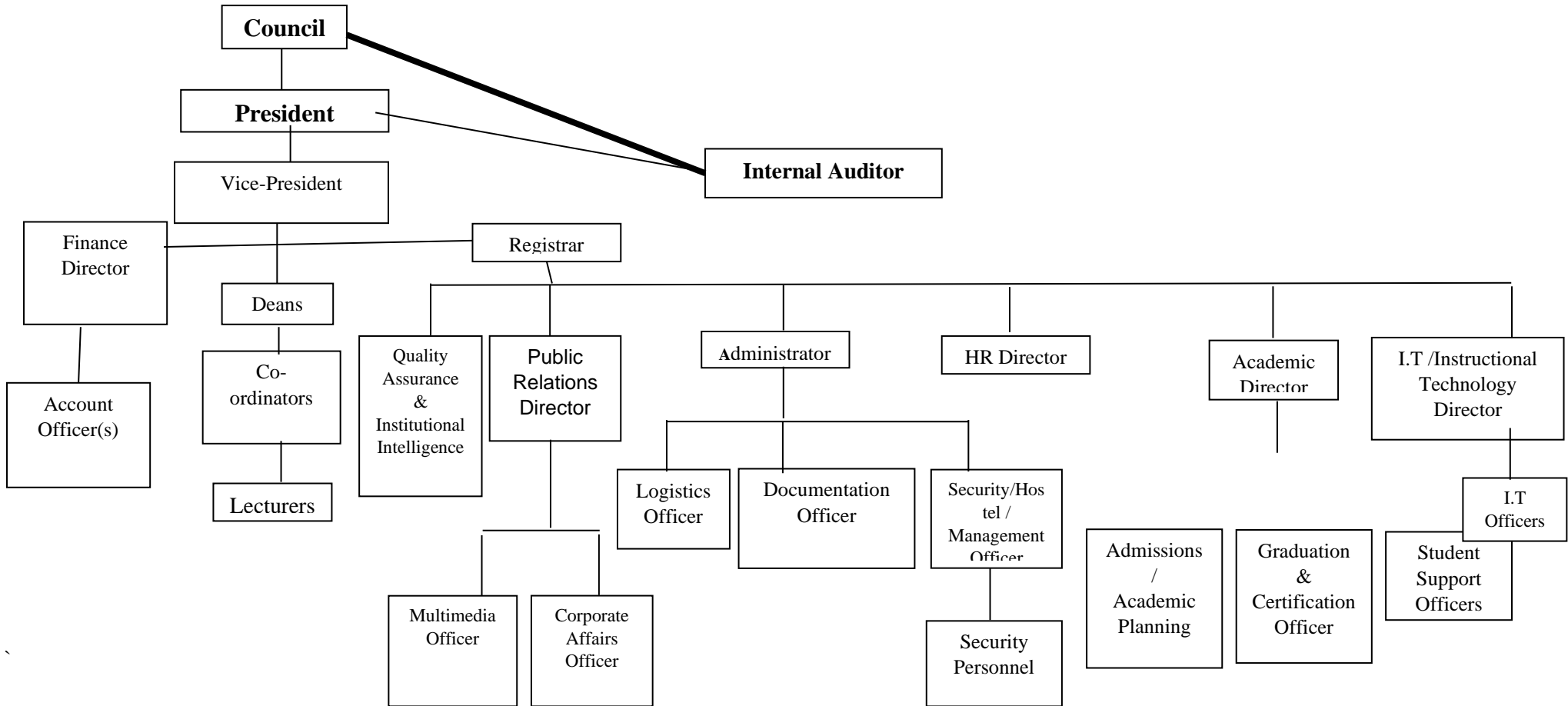
2.0   STAFFING FOR ODeL FUNCTIONS

LAWEH shall have appropriate policies that ensure the recruitment of an adequate number of academically and professionally qualified staff to administer and manage ODeL programs. To achieve this, the following shall be considered:

2.1

(a) LAWEH shall clearly defined training programmes for it ODeL programs.

(b) Employ competent and appropriate staff

(i) Fresh faculty members shall not be assigned more than two courses and shall be trained in blended instructional techniques.

(ii) Technical staff with appropriate ICT and management skills.

(iii) Administrative staff with skills in human resource management, budget making, and cost analysis.

(iv) Faculty shall either be full-time or adjunct. Adjunct faculty shall constitute at least 80%.

.

Responsibilities

Teaching and Learning

Faculty Members are responsible for the development and review of course content for the consideration of the Academic Board. They shall also be responsible for the delivery of instructions, assessment and grading of student, and provide timely feedback on progression of student on the courses taught. Faculty shall recommend the review of course content continually to ensure that study materials are current and up to date. Faculty members should adhere to the use of the institution's media in the dissemination of e-resources and materials to learners.

2.2 Research, Grants and Publication

LAWEH require all faculty members to singly or jointly undertake at least one research and publication activities within an academic year. Faculties and department are encouraged to apply for at least one grant proposal in an academic year.

2.3 Community Engagement

Faculty members are required to render meaningful and sustainable services to the community to which they belong

2.2 Qualifications

Faculty members who are academically and/or professionally qualified must meet minimum national standards in addition to ODeL delivery skills. Academically

qualified faculty shall possess a minimum of research Masters for undergraduate and Terminal qualification for Graduate level. These shall be a doctorate or a research master with a full/terminal professional qualification

2.3 Training

LAWEH shall provide a variety of training workshops and individual training for faculty in blended learning, the use of learning technologies including Learning Management Systems (LMS) and other technologies used in ODeL mode as well as the educational philosophy and adult learning principles and skills.

2.4 ODeL Evaluation

Faculty and Staff Members shall be evaluated comparably as those who teach traditional courses. Anonymous trainee course evaluations will be completed in all ODeL courses. The analysis will be done according to LAWEH'Ss Rules and Regulations and will be used as a guide for course revisions and course allocations.

2.5 ODeL Teaching Load

There shall be no distinction in credit towards teaching load in any mode of instruction. Faculty shall teach between 1 to 3 courses.

Workload implications – It is important to recognize engagement in ODeL activities specifically for staff members, as part of the current workload formula. It is also important to consider incentivizing and rewards, which do not automatically imply consideration of a monetary value but can reduce workload, promotional points, opportunities to publish, release time to attend conferences, workshops, etc.

2.6 Compensation

Faculty compensation should be comparable and subject to the financial standing of the institution and prevailing market rates at any given time.

2.7 Meetings

Faculty will be expected to meet periodically to share information and discuss ideas to enhance the effectiveness of courses and quality of courses being taught.

2.8 Faculty Support and Supervision

Full-time and part-time faculty shall be supervised as a regular activity of the department Head or faculty Dean. This will include peer-to-peer audit of lectures.

2.9 Interactions with Students

Faculty shall be required to use a variety of methods of interaction with learners including LMS, email, WhatsApp, mobile applications, text messages, chat, discussion boards, or audio/video conferencing. Peer-to-peer learning through the LMS forum, and peers who present shall be selected by the facilitator.

3.0 CURRICULUM DEVELOPMENT AND ASSESSMENT

LAWEH curriculum shall be developed by a team of faculty and validated by a professional advisory group based on LAWEH's educational and instructional philosophy. The curriculum should facilitate a structured interaction between instructors, learners, curriculum content and the ODeL environment in a manner that transforms both the learner and instructors into knowledgeable, skilled persons who can both communicate the discipline content, and apply the knowledge learned to resolve real life issues.

3.1 3.1.1

Courseware Development, Production and Transmission

Course Development and reviews/amendments of course materials shall go through a process of authorization and approval by the Academic Board. The Production and Transmission shall be carried out by the Academic Directorate to the Faculty Dean.

(a) Courseware development: Content shall be developed in conformance with the standard and procedure set by LAWEH and the requirements of accredited content.

(b) Distance Learning: Study materials shall be produced in electronic format and made available online. E-Library shall provide additional materials.

(c) Facilitated/instructor-led: Training shall be scheduled and delivered by an instructor and/ or facilitator synchronously and asynchronously using the LMS or any other relevant platform.

3.1.2 Creating a New Course for ODeL

When it becomes necessary to create a new ODeL course, the course must first be approved according to Curriculum Development guidelines. Once the new course has been approved, it shall be developed according to LAWEH instructional design standard based on the ADDIE[1] Model.

3.1.3 Course Review

Faculty shall recommend the review of courses they facilitate through the course report templates (See Appendix 2). Recommended course reviews shall be assessed for quality and approval by the Departmental and Faculty Committees. Once approved faculty members responsible shall ensure the changes based on the LAWEH Rules and Regulations and/ or any other appropriate assessment tools.

3.1.5 Accessibility

Special arrangements may be made to deliver the course in an alternative format as needed to meet the student's accessibility needs. It is the responsibility of the student to notify the Head Of Department of their choice.

3.1.6 Intellectual Property and Third Party Providers

LAWEH courses are frequently designed and disseminated by other colleges, universities, corporations, or nonprofit organizations. If a training institution wishes to purchase or lease course content or entire courses from a third party, the appropriate rights shall be acknowledged in accordance with national and international data protection provisions and intellectual property rights.

Staff of LAWEH are prohibited from transferring materials and other intellectual properties of the college to third parties.

---

[1] Analysis, Design, Development, Implementation, and Evaluation of learning materials and activities.

3.1.7 Academic Integrity

The principle of academic integrity puts the responsibility on each staff and student to be familiar with the Code of Conduct and policies concerning academic honesty and good scholarship. Academic dishonesty includes plagiarism, cheating, fabrication, aiding and abetting dishonesty, collusion, and unauthorized possession or distribution of academic materials. LAWEH shall require faculty and students to utilize plagiarism software to assess assignments for illegal use and poor scholarship before they submit. LAWEH disciplinary procedures shall be strictly followed in the event of academic misconduct.

FAIR USE POLICY

PLAGIARISM AND SIMILARITY SCORE

The acceptable similarity score in LAWEH shall be as follows:

   (a) Bachelors 25%
   (b) Masters 20%
   (c) Doctorate 15%

3.1.8 Copyright Compliance

Facilitators are expected to understand and adhere to the copyright law of Ghana. 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 institution or other online sites.

3.1.9 Invigilation of Online Courses

LAWEH shall rely on two (2) systems of invigilation. These are physical invigilation for sit down examinations and proctoring systems for online examinations or oral/

remote examinations. For sit down examinations, the invigilator and academic directorate shall set up an invigilated (proctored) testing site, either within the campus, a remote location, or online. The academic directorate shall work with the ICT departments in setting up the examination locations. All LAWEH examination rules and regulations will apply including timing, remediation, presence of an invigilator, presentation of valid examination card and/or student ID, and having written material, phone in the examination room, and other examination misconducts. Instructors or facilitators will be involved.

4.0   DELIVERY CHANNELS AND MEDIA

(i) ODeL programmes shall be delivered through a suitable combination of distance learning, e-Learning and blended learning.

(ii) The primary channel of delivery will be the Internet.

(iii) Distance learning media will consist of and not limited to print, electronic and

limited face-to-face interaction.

EXAMINATION

Students may be required to take examinations in a secured testing environment at LAWEH or at a nearby assigned examination center, or online.

4.1 Examination methods and types

The appropriate assessment method depends on the level of study, and, therefore, should be aligned with the objectives of the course. These could be matched with revised Bloom's Taxonomy of Educational objectives and/or any other appropriate taxonomy.

Types of online Assessment Tests

Types of online Assessment Tests

Revised Bloom's Taxonomy of Educational Objectives

Appropriate Tests

- *Recalling/Remembering*

Multiple choice; True/False; Matching, Fill in the blanks, Short answer, Flash cards, Games, Quizzes.

- *Understanding/Skill*

Simulations, animations, tutorials.

- *Applying*

Multiple choice, short answers, essay, tutorials, simulations, games, case studies.

- *Analysing*

Multiple choice, essay, project, portfolio, Simulation, presentation, paper, virtual labs, case studies.

- *Evaluation*

Multiple choice, essay, project, portfolio, Simulation, presentation, paper, virtual labs, case studies.

- *Creating*

Multiple choice, essay, project, portfolio, Simulation, presentation, paper, virtual labs, case studies.

4.2 Closed-Book Examination

This is where the candidate is not allowed to bring any reference material to the examination room.

4.3 Open-Book Examination

Open book examination is where the candidates are allowed to bring into the examination room reference material including access to online materials. There are two types; restricted and unrestricted. In the former, the examiners may prescribe specific material to be used; while in the latter, the student may use whatever they choose.

4.4 Take Away Examinations

This is an examination where a candidate is given a task to perform over a prescribed period and returns the completed work for assessment.

4.5 Oral Examinations

Oral examinations are where the candidate presents their work orally for assessment. When standardized, they may be more objective in assessing a student's knowledge, application, reasoning and overall performance, competence, and critical thinking skills.

4.6 Spot Exams

Examinations in which a candidate is required to perform a task(s) of identification and short responses; performance of small tasks related to the structures can be administered effectively online, for example, using the QUIZ facility in LMS.

4.7 Practical Examinations

This is an exam where a candidate is supposed to perform a practical task and present the same online.

4.8 Procedure for Examinations

These procedures supplement and modify the existing policies and procedures on examinations to the extent of aiding and facilitating online examinations.
For this procedure, the use of electronic gadgets shall be allowed.

4.8.1 Setting

Course leaders shall set examinations as soft copies using appropriate online document management software dedicated for this purpose.
Course leaders shall submit the draft examination to the Head of Department in soft copy. In other situations, the department and the academic directorate shall pull questions from the question bank system.

4.8.2 Moderation

The Head of Department/Coordinator shall convene an appropriate panel to internally moderate the examination questions online. The Head of the Department shall organize appropriate external moderation online using a secure method.

4.83   Submission to Examination Center

(a) After moderation, the Head of Department/Coordinator shall submit the examination online to the Examination Centre using a secure method.

(b) Examination center will control the administration of the overall examination, in particular, times of commencement, closure of examinations

`

as per approved timetables and general control, custody and repository of examinations.

Processing and Transmittal from Examination Center to the Department

The Examination Centre shall further process the Examination in appropriate form and transmit it to the place of examination where the Departmental Representative shall be present using a secure method online.

Question Bank System

Past Questions of recognized institutions shall be added to the pool of questions.

Guidelines for the administration of questions shall be detailed in the Question Banking System Manual.

4.8.5 Registration of Candidates for Examinations

The course leader shall ensure that only the students who have attended at least two-thirds of the classes and are registered for the examination to sit for the examinations.

4.8.6 Communication to Candidates

The Academic Coordinator shall communicate to the Examiners and Candidates the rules, modalities, and logistics of conducting online examinations.

4.8.7 Preparation of Candidates

The academic coordinator, Head of Department, and course leader shall make the necessary preparation and communicate with the candidates on the rules, modalities, preparations and logistics of the examinations.

4.8.8 Administration of Examinations

Online examinations will be administered through an appropriate platform approved by the Academic Board. The identification of candidates shall depend on the platform selected for the administration of Exam.

In the administration of examinations, LAWEH shall give considerations to candidates with special needs; and those with ICT challenges.
The Examiner and candidates shall maintain authenticity and integrity as follows:

(i) The examination, in the appropriate format, shall be secured, and only disclosed to the candidates at the commencement of the Examination.

(ii) The candidates shall be invited to the examination platform for the specific examination only through their official email addresses provided to LAWEH.

(iii) The Course Leader shall invigilate the examination online including confirming the identity of the candidate through appropriate software.

(iv) The candidates shall sit each examination for a fixed duration.

4.8.9 Marking

Course Leader shall mark examinations either online using an appropriate platform; or download answers and mark manually. Sit down examination scripts shall be marked by lecturers on campus.
`

4.8.10 Management of results

The moderated results shall be released through the Student Management Information System after approval by the Examinations board.

4.8.11 Circumstances for Administration of Special Examinations

Where the student has a certifiable and verifiable credibility that connectivity interruption prevented them from sitting the examination or terminated their progress within the designated period, the invigilator shall report to the Course leader/HOD for consideration within 24 hours.

The Course leader/HOD shall consider the request from the student and make an appropriate recommendation to the Head of Examinations for consideration and determination.

4.8.12 Capacity Building Requirements and Technical Support

The head of ICT shall undertake training for all staff and students on the use of the identified online platform.
The head of ICT shall designate technical staff to offer technical support to the entire process during the administration of examinations.

The head of Examinations shall train and sensitise Heads of departments and examiners on procedure, regulations, and modalities of examinations.

4.8.13 Reporting

The Heads of Department shall prepare and submit a report through their respective Academic Boards indicating key findings, challenges, and recommendations relating to online examinations.

4.8.14 External Examination

The registrar shall give guidelines on external examinations following directions given by LAWEH on external online examinations.

5.0 LEARNER SUPPORT SERVICES

1.   Learner support services comprise administrative support, tutorial support, guidance and counseling support, library and ICT support.

2.   The learner support services will be provided primarily through the internet and   intranet at the training institution

3.   Learner support services shall be provided to the students throughout their study by putting in place evaluation strategies to gather student feedback and   take corrective action.

6.2 Funding for ODeL

Laweh shall fund the operation of ODeL programs through equity, loans and fees. The annual budget should provide for the maintenance of equipment, and networks as well as emoluments etc.

6.3 ODeL Tuition and Fees

Tuition fees for ODeL classes will be the same as face to face, based on the market average fees. Other fees and penalties like Late Registration Fee will apply based on the published fees schedule.

6.4 Institutional Technology and ICT Responsibility

The LMS Administrator and the IT Department will provide the technical expertise necessary to maintain connectivity and to address faculty concerns with the technical issues of ODeL. A 24/7 telephone/email, website messaging app, text messaging, helpdesk shall be available for faculty and students. In addition, the IT

department should provide training of faculty and students in collaboration with the departments. Department heads/coordinator may request additional training for faculty and staff on an as-needed basis.

7.0 QUALITY ASSURANCE

7.1 LAWEH Quality Statements: Institutional Role

LAWEH shall provide quality assurance standards to promote delivery of quality ODEL programs, related learner support services and ensure compliance with GTEC and other applicable international standards. The focus shall be on ensuring that:

1. ODeL policies, regulations and procedures for LAWEH are aligned with those of the board, national educational policies and strategies. Guidelines to facilitate harmonisation, development, validation and delivery of ODeL programs are available and in use.
2. ODeL programs are of appropriate quality and consistent with national and international standards and relevant Laws Ghana
3. Standards and guidelines for learning and learning resources' (infrastructure) and quality control and improvement mechanisms are developed and in use.
4. Standards for governing the establishment of ODeL in LAWEH are adhered to.
5. Appropriate mechanisms and guidelines for regulating the development and use of learning content in print and electronic versions is developed.
6. ODeL programs are validated through professional advisory groups.

The Role of Schools, Colleges and Departments

The divisions offering programmes shall have the primary responsibility of ensuring maintenance of standards, quality and relevance in their training. Therefore, the institutions shall:

Establish an internal quality assurance system.

1. Monitor ODeL activities and assure compliance with national standards.
2. Provide adequate and relevant training resources for ODeL delivery.
3. Integrate appropriate experiential activities for the development of practical and innovative skills.
4. Establish systems and processes for continuous review and improvement of teaching and learning standards.
5. Establish an efficient and effective information management system to ensure appropriate feedback is provided to the Board.

8.2   RESPONSIBILITIES OF REGISTRY

The Academic Directorate Services

The Directorate should manage the unit for learning and will provide the following additional services:

.

(i) Design and maintain a course template to provide a standard look of the ODeL course. The Directorate will assign these templates to instructional staff for development of course material. (See Appendices 2, 3, and 4 for Instructional Design Template TLOD, Couse Outline and Teaching and Learning Plan Templates respectively).

(ii) Provide workshops and online tutorials on course development standards, policies and best andragogical (Adult learning) practices.

(iii) Assist with development of course material, including general advice on organization of study material, as well as assistance with file formatting and development of course material.

(iv) Certify courses to ensure quality and compliance with printed or online material and course site requirements.

(v) Work with assigned faculty/instructors to develop institutional-owned courses;

(vi) Support instructional staff with functions and use of LMS and other instructional software.

(vii) Meet with the ODeL Advisory Committee regularly to review policies, procedures and possible course site certification resolutions.

.

Oversight of Courses

The Director of academics, Deans/Head of Department or Coordinator/Division (HoD) will supervise the Department/Division and report directly to the Academic Board through the President. The Academic Directorate will provide opportunities for faculty/instructors and staff to discuss pertinent ODeL issues and offer guidance to maintain a quality programme.

8.3 Learning Management System (LMS)

LAWEH shall provide an interactive Learning Management System (LMS) that effectively supports teaching and learning in all modes. An LMS platform will enable instructors to teach online, create classes, add attendance, or register lists, set up and deliver pop-up quizzes, forums and deliver learning materials. Instructors can also use the platform to give feedback.

`

The LMS shall provide for:

1. Learner to learner interactions
2. Learner and Instructor interactions
3. Evaluation of interaction
4. Analytics and reporting

The LMS Administrator shall provide the technical expertise necessary to maintain connectivity and to address learners' concerns with the technical issues. A Helpdesk shall be made available for instructors and learners. LAWEH's LMS shall be customised MOODLE with a plagiarism checker, examination and proctoring systems and where necessary explore Google Classroom.

The learning management system shall be hosted locally and internationally (on clouds). Only security data shall be hosted on institution's server room/data center or a leased cloud service infrastructure as may be suitable.

8.4 LAWEH ODeL Advisory Committee

LAWEH shall establish an ODeL Advisory Committee to be responsible for the implementation of the ODeL Policy, related guidelines and regulations. The committee will work as an ODeL advisory function that plans and coordinates the implementation of all ODeL related activities and reports to the Academic Board. The Role of the committee will, therefore, be:

(i) To conduct monitoring and evaluation of the effectiveness of this Policy in line with the Monitoring, Evaluation and Reporting framework.

(ii) To investigate the different technology-enhanced learning methods available for both on and off campus and promote these methods to the academic community.

(iii) To maintain, support and encourage the adoption of the online learning environment.

(iv) Identify factors and devise methods to overcome the limited use of ICT effectively.

(v) To ensure that ODeL courses adhere to the adopted workflow and Standards.

(vi) To encourage research that critically analyses the working methods of ODeL.

(vii) To monitor and evaluate ODEL at the training institutions.

.

9.0   MONITORING AND EVALUATION

9.1   Monitoring and Evaluation

The ODeL Advisory Committee shall conduct monitoring and evaluation of the effectiveness of this Policy in line with the Monitoring, Evaluation and Reporting framework.
The ODeL Advisory Committee shall:

1. Develop and maintain strategies and mechanisms for monitoring and evaluation of this Policy.
2. Undertake regular check on implementation of the Policy.
3. Carry out annual evaluation on the implementation of the Policy.

4. Use the information for planning and management.
5. Propose potential areas for review.

COMMUNICATION AND DISSEMINATION

LAWEH shall develop a Communication and Implementation Plan to ensure that the ODeL system is communicated to staff and students in a way that enables them to understand the approach and their roles. Key commitments of the institution's communication and implementation strategy shall include:

1. Domesticating and implementing the policy where applicable.
2. Making the policy public to all stakeholders by sharing on its website
3. Developing and overseeing a detailed and costed strategic implementation plan.
4. Conducting monitoring and evaluation of the Policy implementation.
5. Providing adequate qualified professionals and managers to coordinate ODeL initiatives.
6. Conducting policy implementation through a partnership approach involving public and private organisations as well as development partners.

10.0   POLICY IMPLEMENTATION

10.1   Implementation Committee

LAWEH shall constitute an ODeL Implementation Committee, presided over by the Most Senior Dean who shall be reporting to the President. The Implementation committee shall be comprised of:

1. Deans.
2. Director / Head of Academics.

3. Officer in charge of training.

4. Head of IT

5. Any other three members appointed by the President including at least a consulting Member.

The implementation committee shall put in place internal structures to facilitate development, coordination, support and management of ODeL programs.
The committee shall hold meetings at least once in three months.
The implementation committee shall regularly review their internal ODeL quality assurance system for continuous improvement.

15.3 ODeL Technical Committee

Laweh shall establish the ODeL Technical Committee to advise Institution management on the ODeL implementation and activities of this Policy. The main responsibility of this committee is to provide technical opinion on the courses to be converted to ODeL, and the manner and style of conducting such courses for effective delivery of the course content. The courses selected for upload on the LMS shall be forwarded to the Academic Board for deliberations and approval.

The Head of Academics under the Registry shall forward the proposed ODeL courses to the Deans.
The Committee shall comprise the following members:

(i) Head of Deans
(ii) Head of Academics
(iii) Head of ICT
(iv) Head of Quality Assurance
(iv) ODeL administrator

16. Building an ODeL team

16.1 Team Member Roles and Responsibilities

The structure of the ODeL team will vary depending on the number of people in university. On the bare minimum, the ODeL team will have at least three people, the Head of Academics / ODeL Administrator, the instructional designer and the Editor, Graphic Designer / Media Specialist, Testers Below are the major roles needed for an ODeL team followed by the responsibilities of each role:

(i) Project Manager/ODeL Administrator: Oversees the full life cycle of the project, interfaces between internal client and ODeL team, schedules deliverables, ensures the team has the information and resources it needs to get the job done. Provides the business analysis to ensure that solutions are aligned with business and organisational goals.

(ii) Instructional Designer/Writer: Uses instructional design, cognitive psychology and adult learning theory to determine the appropriate solution to a knowledge or performance gap. Analyses content, organizes content, designs solutions, and writes storyboards, scripts, performance support, mobile learning and manuals. Knows how to use social media and collaborative tools to facilitate learning.

(iii) Editor: Helps to improve overall writing, proofreads all writing.

(iv) **Graphic Designer:** Creates the user interface, graphics and animations; designs the look and feel of courses, learning portals, mobile learning and print materials with an eye toward the clarity required for learning and information dissemination.

(v) Media Specialist: Produces and edits audio and video when required for a project.

(vi) Authoring Tools Specialist: Assembles all the elements into a running course, adds interactivity, and ensures the course can interface with a Learning Management System if required. The instructional designers can also handle this role.

(vii) Tester: Runs Quality Assurance checks by testing the course from a technical perspective and ensuring it matches the learning outcomes.

(viii) Subject Matter Experts (SMEs): The instructional designer works with subject matter experts to develop the content.

11.1 Implementation Date

This Policy takes effect on the date it is approved by the Council.

12. REVIEW

The Policy will be reviewed after every three (3) years or as need arises to enhance efficient delivery of effective outcomes.

Programme Sustainability

Institutions shall have a policy and plan for sustainability of the ODeL programs that will incorporate adequate budgetary provisions and effective resource mobilisation strategies. The focus shall be on:

.

   (i) Ensuring that there is a plan for sustainability of the ODeL programme for a given cohort to complete a course.

.
.

(ii) Promoting public-private partnerships to fund ODeL initiatives.

(iii) Developing innovative mechanisms to make ODeL institutions financially

self-sustaining.

.

14. COMPLEMENTARY POLICIES AND GUIDELINES

These policies shall be read and applied in conjunction with the following policies and other documents:

Quality Assurance Standards Examinations Risk Management Policy Manual and Framework.
(iii) Examinations Policy and Procedures Manual.

13. REFERENCES

1. ACDE Quality Assurance Framework.

2. Ghana Education Regulatory Bodies Act (2020) Act 1023

3. Ghana ICT in Education Policy 2015

4. Human Resource Management Professional Examinations Board Open, Distance and e-Learning Accreditation Policy

5. Kenya Methodist University Blended Learning Policy.

6. Kenya Technical Trainers College, ODeL Policy.

7. University of Nairobi ODeL Policy.

This ODeL Policy shall operate within existing relevant legal, regulatory and policy frameworks and guidelines. These include:

(i) Ghana National ICT Policy, 2019.
(ii) Ghana Data protection Act 2019.
(iii) GTEC Standards and Policies, 2013.

APPENDIX A: CHECK LIST FOR ODeL MODE OF DELIVERY READINESS

1. ODeL Governance and Structure:

Availability of strategies, administration, and organisational infrastructures and   frameworks for the development, implementation, and sustainable delivery of   ODeL programs.

2. Existence of adequate ICT Infrastructure i.e., Internet bandwidth, hardware and   software (LMS):
3. Physical infrastructure and access points to ODeL programs (e.g., ODeL design   and development centre).
4. Power availability (national electricity grid, solar).
5. Technical infrastructure, and equipment for ODeL learning environments including computers, mobile devices, virtual labs.
6. ICT capacity and internet infrastructure.
7. Existence of educational technology for ODeL (e.g. LMS, School Management   system, e-Library, social media or mobile learning.

8. Quality standards in ODeL (National and Regional).

9. Appropriate faculty competencies (Academically and professionally qualified).

10. Learner support services:

11. Adequate infrastructure for and organisation of learner support systems.

Appendix B: Instructional Design Form

Course Designer: (Goski Alabi (Rev. Mrs.))	**Date:** 3/26/2010

Course Title – Strategic Leadership

Target Audience:	
Prerequisite Knowledge & Skills	Introduction to Leadership
Course Description	The Course seeks to introduce students to the various levels of leaderships and examine the requirements of strategic leadership. It will further examine the psychological perspectives of the strategic leadership thinking process and discusses global strategy theory. It attempts to relate the various levels of leadership to each other and focuses on strategic leadership theory ,strategic thinking, creation and delivery of value and the ethical underpinnings and dilemmas of strategic leadership with real life examples. The course aims at an integration of skills and capacities in strategy work (craft), strategic thinking (scope of thought) and behavioral elements relevant to moving people (Leadership Quality). The intention is to provide knowledge, insight and skill in a multi-textured approach both in context and method. This course will be taught in an online-lecture / face-to-face discussion format. In addition to lectures, the class will also involve group discussions, a review of relevant literature, class activity, and leadership seminars facilitated by participants.

Course Outcomes					
TLO #	**Learning Outcomes**	**Bloom's Level**	**Course Materials (What resource?)**	**Instructional Approach (what activity?)**	**Assessment Strategy**
TLO 1	Describe the strategic thought process and relate it to Africa's developmental slowness	Knowledge Application	Book, Lecture notes, web links	Lecture and self-search series	Assignment

TLO 2	Formulate a strategy and develop a strategic plan using both the logical framework matrix and the balanced scorecard	Application	Book, Web links, Web Pages, cases	Lectures, discussions, seminars	Term Paper
TLO 3	Describe elements of a global strategy and apply them to formulating business strategy	Knowledge Application	Book, Web links, Web Pages, cases	Reading, Discussions, Group work	Workshop
TLO 4	Relate ethics to strategic leadership and demonstrate how to apply ethics in strategic decisions and strategy formulation, and implementation	Application	Cases, Textbooks, Videos, Links to websites, Teacher tube /Youtube	Examining cases and videos through discussions	Group Work
TLO 5	Explain the roles of a strategic leader in an organization	Comprehension	Books, Lecture notes	Lecture and discussion format	Assignment
TLO 6	Demonstrate how to create value and deliver value	Application	Books, Lecture notes, video	Reading of reference materials, discussion, watching, and discussion videos	Workshop
TLO 7	Compare strategic Leadership with Organizational leadership	Evaluation	Text Book, Lecture notes		Individual Prac work
TLO 8	Formulate organizational Vision		Lecture notes	Lecturing, Discussion	Individual Prac work
TLO 9	Categorize and design Global Strategies design Global Strategies	Synthesis			
TLO 10	Appraise Global Strategies	Evaluation	Journal, Cases	Review-Journal Publications and cases	Assignment

APPENDIX B - EXAMINATION RESULTS REPORTING FORMAT

Course Title:

Course Code:

Year/Semester:

Department:

Date of Submission: dd/mm/yy

Total Number of Scripts Received:

Total Number of Scripts Returned:

Difference:

Summary of Results

A	A-	B+	B	B-	C+	C	D	F	IC

Summary of Representation of Students at Examination

ICampus		Physical Presence of Students			Irregular		Assessment	
No. of students expected to have written the exams according to OSIS	No. of students who wrote the exams but do not have their	Actual no. of students who wrote the exams	Absentees	No. of registered students who wrote the exams	No. of students who did not register for the course but	No. of students whose names appear on OSIS but are not captured on the exams list because	No. of students who wrote the IA but did not write exams	No. of students who wrote the exams but did not

	names on OSIS				wrote exams	of late registration		write the IA

Observations (Any Reported Incidences or Malpractices)

………
………
………
………
………
………
………
………………………………………………………………………………

Comments on Examinations Performance

………
………
………
………
………
………
………
………………………………………………………………………………

Suggestions/Recommendations on:

`

a. Examinations

……
……
……
……
……
……
……
……
……
…………………………………………………………………………

b. Performance (Course, Standards, etc.)

………

c. Recommendations: (Course Review etc. with reasons)

d. References/Attachments: Examination Results

                                                     Names of Students not on Icampus

                                                     Names of Absentees

                                                     Doctor's reports etc.

Submitted By

………………………………

(Name of Lecturer)

………………………………

(Signature)

Approved by

……………………….. …………….

(Director of Academic Affairs)

(Examinations Officer)