

# **KUMASI TECHNICAL UNIVERSITY**



## **IDCE POLICY & PROCEDURES MANUAL**

**October, 2020**



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## **PART 1**

### **1.0 Introduction**

Education is the foundation upon which a free and just society is built. If continuous and concerted efforts are not made to provide quality education that is accessible to successive generations of citizens that foundation would crumble. There is the need therefore to make education assessible to all no matter where they are through the use of distance and continuing education. Distance education, combining the use of correspondence texts, broadcasting, and limited opportunities for face-to-face study, has been used in at least a hundred Institutions and programmes over the last quarter century. Distance education has been defined as, 'an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner' (Perraton, 1982, p. 4).

Distance Education has proved attractive for three main reasons: they make it possible to reach students who cannot get to a college; they lend themselves to part-time education so that students are not taken out of the work force in order to study; they appear to allow economies, in part by preventing the need for new buildings, including housing for students. In view of the importance attached to distance education in recent times, the Academic Board of the then Kumasi University initiated the setting up of a distance learning institute.

The Institute of Distance Learning and Continuing Education (IDLCE) was set up in June 2011 by the Academic Board of the then Kumasi Polytechnic with approval of the then Polytechnic's Governing Council to run parallel programmes on part-time basis and co-ordinate programmes run through Memorandum of Understanding (MOU)

with both local and foreign institutions. Presently, it comprises four departments, namely:

- i. Distance and E-Learning Department;
- ii. Parallel Programmes Department'
- iii. Diploma and Non-Tertiary Programmes Department;
- iv. Continuous Professional Development Department

## **1.1 Planning Process**

In response to growing student demand, the then Kumasi Polytechnic, in June 2011, began the development of its distance learning programme aimed at increasing access to educational opportunities and to serve those who are underserved. The then Polytechnic also sought to compete in a rapidly changing educational market and to increase cooperation with high schools, businesses, other colleges and universities, and government agencies to broaden educational offerings.

The initial intent of the Institution was to increase access to high demand programmes within the HND programmes of the then Polytechnic for which the various Departments could not absorb. As the distance learning programme expanded other programmes were added and it is still expanding.

## **1.2 Overview/Purpose**

The purpose of the Kumasi Technical University IDCE Policy and Procedures Manual is to ensure a quality distance education program and to establish distance education as an effective method for extending educational opportunities while keeping within the mission of the University.

## **1.3 Objectives**

The objectives of the establishment of the IDCE are:

- i. To promote growth and diversity of the academic community by utilizing distance education technologies to remove barriers imposed by geography, time, culture, language or disability.
- ii. To support faculty in the delivery of quality distance learning instructional practices.
- iii. To evaluate and improve distance education program at the University
- iv. To enhance the University's student-centred curriculum.
- v. To investigate non-traditional modes of instructional delivery available to students.
- vi. To present a larger range of courses through various modes of instructional delivery.
- vii. To support economic development through collaboration with businesses, public schools, government and higher education institutions.

This Policy addresses such issues as procedures for correspondence and distance education courses, web-enhanced courses, the Learning Management System, faculty resources and support, student resources and support, and institutional effectiveness and emergency preparedness.

## **1.4 Annual Review of the Distance Education Policy Manual**

The IDCE Board may review and/or revise this Manual as needed each year or as required by changes in technology, organizational structure, or administrative procedures.

## **1.5 Organizational Structure**

The Council of the Kumasi Technical University is responsible for approving the number and types of degrees; the number and nature of departments, divisions, schools or colleges through which the curriculum is administered; and the extent to which the University should offer distance learning programmes.

Organizationally, the IDCE Programme and personnel are under the supervision of the Office of the Vice-Chancellor (See Figure 1). The IDCE Board is concerned with monitoring and recommending policies and procedures. The Board consists of the Director of IDCE as Chairperson; the Deputy Director, IDCE; Heads of IDCE Divisions; Two (2) Senior Members from each IDCE Division; One (1) Senior Member from each of the adjunct faculties, i.e., Business; Creative Arts; Applied Science and Technology; Engineering and Technology; Health Sciences; Institute of Entrepreneurship; two members of the IDCE student body.

The responsibilities of all key positions involved in the Distance Learning Institute are outlined in the Academic Policies section of this policy manual. Resume's indicating the qualifications of these persons are on file at the Office of the Registrar.

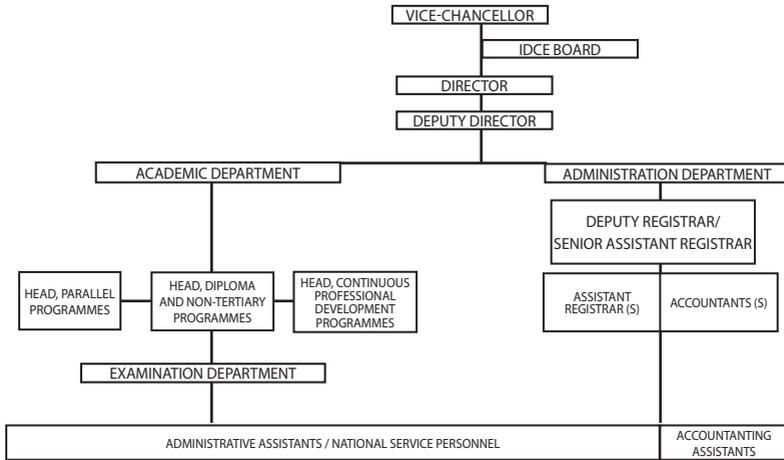


Figure 1: IDCE Organisational Structure

## 1.6 Vision

To be a centre of excellence in the delivery of distance technical education and professional training.

## 1.7 Mission

To provide opportunity for people to learn at a time, place or pace which satisfies their circumstances.

## 1.8 Definitions

**Distance learning** - For the purposes of this document, distance learning will be defined as instruction delivered through electronic means such as television, interactive video conferencing, or computers. The following terms have been utilized throughout the document or are key concepts in distance learning.

**Distance Learning Course** – an individual course in which the majority of instruction occurs when the student and the

instructor are not in the same physical setting. The course is considered distance learning if students receive a significant portion of their instruction at a distance.

**Distance Learning Program** – an approved collection of courses or course of study where a student can earn 50% or more credits necessary to qualify for a degree through distance learning.

**Web-enhanced Course** – an individual course in which face-to-face instruction is supplemented with materials delivered via distance learning, but maintains 100% seat time/KsTU units in face-to-face delivery.

**Hybrid Course** – any course that meets both online and in a traditional classroom setting.

**Online Course** – an individual course in which the majority (95%) of instruction is delivered via the online environment.

**Asynchronous Distance Learning** – occurs when the instructor and the pupils interact in different places and during different times. Student enrolled in an asynchronous course are able to go online at any time of the day or night, seven days per week, and work toward the completion of course requirements.

**Synchronous Distance Learning** – occurs when the instructor and his/her pupils interact in different places but during the same time. Students enrolled in synchronous courses are generally required to log on to their computer during a set time at least once a week.

**Push Technology** – refers to software systems that provide periodic distribution of information to clients or learners based on their profiles in the student information system or self-identified interests.

**Multimodal Delivery of Instruction and Services** – are varied modes of presentation to and interaction with and among learners including face-to-face, video conferencing, audio conferencing, and online delivery. Varied modes of delivery are necessary in order to provide flexibility to learners and respond to their needs and interests.

**Learning Management System (LMS)** – a software application designed to support the delivery of online instruction. The LMS can create and manage records, organize and deliver content to learners, and facilitate communication among learners and with the instructor. Additionally, a Learning Management System may also be used as a course management tool to support classroom-based teaching.

**Virtual Learning Communities** – made up of learners interacting with each other utilizing online technologies. While separated by distance, learners create social communities as a part of a learning process, which is interactive, supportive and collaborative.

## PART 2

### 2.0 Course Development and Students Support

#### 2.1 New Course/Degree Development

Proposals for totally new courses, as well as new degree program proposals, progress through the same curriculum development process used for regular on-campus proposals. The appropriate Departmental Head, the Faculty Dean, and the Quality Assurance Unit shall work with the Faculty member throughout the development of the course to ensure proper development and compliance with guidelines.

Once a member of Faculty develops a new programme that can be run at the IDCE, and has successfully gone through the necessary accreditation processes, the IDCE shall take possession of the programme and the developer shall be rewarded at a fee in force approved by the University Council.

The developer after being remunerated, the programme shall be the sole property of the University with the IDCE holding it in trust. The programme developer shall however remain the Co-ordinator for that programme and IDCE shall liaise with the Co-ordinator in the running of the programme. The co-ordinator shall be remunerated at the end of each semester from the tuition component of the fees charged determined by the IDCE Board.

The IDCE may also develop its own programmes or engage people from outside the University to develop programmes that are marketable and appropriate for the IDCE at a negotiated fee.

## **2.2 Student Support Service**

Distance education programs have used a variety of methods to overcome the separation between learner and facilitator. However, the term 'distance education' is a misnomer: the most effective programs include an element of face-to-face teaching as well as using correspondence and mass media. It is therefore important that the Distance Learning Program and/or individual courses provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of Faculty and student interaction, prerequisite technological competencies and skills, technical equipment requirements, availability of academic and student support services, financial aid resources, and costs and payment policies. Much of this information is supplied via the University bulletins (Undergraduate and Graduate), individual

course syllabi, the University Web page, the Library Services Web page and through other printed literature.

For specific information about tuition and fees, students shall consult the IDCE Accountant, the University's Finance Directorate or their respective Divisional Heads.

The methods used in distance education have varied according to the purpose of the programme concerned and to practical circumstances. Kumasi Technical University Institute of Distance Learning and Continuing education shall adopt the methods outlined below.

***i. Printed Manuals***

This is a foundational element of distance education programs and the basis from which all other delivery systems have evolved. Various print formats are available including: textbooks, study guides, workbooks, course syllabi and case studies. The Institute shall develop Distance Learning Manuals in soft form which shall be uploaded on the IDCE Portal on the University Website. Access shall be made available to registered Distance Learning Students.

***ii. Recorded Video Lectures***

Instructional video tools include still images such as slides, pre-produced moving images (e.g., film, videotape), and real-time moving images combined with audio conferencing (one-way or two-way video with two-way audio). Also, lectures on each module shall be recorded and put on CD for students at a fee upon Registration.

### **iii. Face-to-Face Meetings**

Face to face meetings shall be organised for distance learning students at selected centres at least twice every month to take students through the modules.

### **iv. Voice**

Instructional audio tools include the interactive technologies of telephone, audio conferencing and short-wave radio. Passive (i.e., one-way) audio tools include tapes and radio.

### **v. Data**

Computers send and receive information electronically. For this reason, the term “data” is used to describe this broad category of instructional tools. Computer applications for distance education are varied and include:

Computer-assisted instruction (CAI) - uses the computer as a self-contained teaching machine to present individual lessons.

Computer-managed instruction (CMI) - uses the computer to organize instruction and track student records and progress. The instruction itself need not be delivered via a computer, although CAI is often combined with CMI.

Computer-mediated education (CME) - describes computer applications that facilitate the delivery of instruction. Examples include electronic mail, fax, real-time computer conferencing, and World-Wide Web applications.

## **vi. Hybrid Learning**

Hybrid Learning can be described as the use of more than one delivery method in a single course. For example, the instructor of an online course may wish to have students meet once a week via an audio conference to discuss the last assignment together; or a videoconference can be combined with multiple media: text and graphics can be transmitted with a document camera; computer graphics, web sites, and videotapes can be transmitted and viewed by all students. Blending different technologies together in one course often provides a more dynamic learning environment and allows for different options and expressions of educational materials. Links to many resources and articles are made available to students to access when using this method.

## **2.3 Financial Aid**

Students taking parallel and non-tertiary e learning classes for academic credit must meet the same eligibility requirements for financial aid as those taking on-campus classes. Financial aid recipients must demonstrate satisfactory academic progress.

## **2.4 Disability Policy**

The disability policy of the University (see University Disability Policy) is the same for students in IDCE classes.

## **2.5 Test Proctoring**

Facilitators are encouraged to utilize the class management program purchased by the University to administer online tests; however, other options are available and may be arranged through the IDCE. Facilitators wishing to use proctored exams are encouraged to contact the Office of IDCE. Students may come to campus to take proctored exams. Lecturers may be allowed to arrange for an off-campus proctor. Testing materials will be sent directly to an approved proctor, or uploaded to an authorized online remote proctoring service. (The distance learning student does not have access to the materials at any time except under the supervision of the designated proctor.)

For videoconference classes, tests are proctored by the usual room monitor for off-campus sites. This monitor may be a University graduate assistant, a high school teacher's aide, or a designated course coordinator.

## **2.6 Tuition Fees**

The IDCE Distance learning students enrolled in approved distance learning degree programs are regarded as on-campus students. Students enrolled in distance learning classes, unless they are enrolled in an approved online degree program are subject to the same fees as on-campus students.

## **2.7 Budget**

The Distance Learning Program at the Kumasi Technical University is financed through the same budgeting process used for other University programs. The Distance Learning Program shall receive a separate budget each year.

## **PART 3**

### **3.0 Finances**

#### **3.1 Sources of Finance**

The IDCE shall be a semi-autonomous Institute and shall generate its revenue as follows:

- i. Tuition fees and other committed payments charged students.
- ii. Income generated from its programs run by other Institutions through collaborations and affiliation (Offshore Campuses).
- iii. Income generated from its Distance Learning centres across the country and abroad.
- iv. Donations from Institutions and other benevolent societies.
- v. Monies received from the University.
- vi. Any other accrued income.

#### **3.2 Disbursement of monies allocated from budget**

Monies allocated from the budget to IDCE shall be deployed as follows:

- i. All monies allocated shall be lodged into the approved IDCE Bank Accounts as and when the need arises.

- ii. The IDCE will apply up to 70% of the tuition fees to remunerate its Facilitators, Instructors and other Supporting Staff of the Institute until it is reviewed.
- iii. 5% of the tuition fees and all other surplus income received shall be invested for the IDCE the proceeds of which shall be used to run the Institute.

The IDCE Board shall make provision for the payment of activities such as setting of examination questions, marking of Scripts, early submission of exam questions, early submission of marked scripts, etc. at the beginning of each academic year to ensure the smooth running of its activities.

### **3.2 IDCE Expenses**

IDCE may incur expenses directly related to its activities such as long distance phone charges, postage, mileage for travel to off-campus sites, etc. In order for the appropriate budget to be charged, Faculty must obtain prior approval from the Director and also adhere to University procedures before such expenditures can be made. Semester Budgets must be submitted before commencement of the semester.

## **PART 4**

### **4.0 Policies**

#### **4.1 Audits and Reviews**

There shall be regular audit of the activities of IDCE by the Internal Audit Directorate of the University.

The IDCE Board shall order a review of the Institute's activities at the end of each Academic year and make recommendations to

improve the running of the IDCE before planning for the ensuing year. This shall include:

- i. The preparation of budget
- ii. Reviewing of programs
- iii. Introduction of New programs
- iv. Recruitment of Faculty
- v. Reviewing of experienced incidents and policies of IDLCE

## 4.2 IDCE Programs Legal Policies

- i. **Fair Use:** Distance learning courses that involve the performance and display of audio-visual and other copyrighted works are guided by the Educational Fair Use Guidelines for Distance Learning.
- ii. **Copyright:** See University Policy on copyright and patent.
- iii. **Intellectual Property:** See the University Policy on Faculty Produced Materials, Books, and Lab Manuals.
- iv. **Appropriate Use of Computer Resources:** Use of University-owned computer resources is governed by the Kumasi Technical University ICT Policy.
- v. **Outside Employment/Conflict of Interest:** No Kumasi Technical University course may be offered by a Faculty member for another college, University, agency or Private Corporation without the written permission of the Vice-Chancellor.

- vi. Additional guidelines concerning outside employment appear in the University Statutes.

### **4.3 Distance Education Course Requirement Checklist**

Online classes must be taught online exclusively. Online courses at KsTU will be provided using the Internet and possible face to face meetings.

- i. Face-to-face orientation must be optional for students.
- ii. Orientation is mandatory for faculty, and highly encouraged for students
- iii. Orientation material shall be posted online
- iv. Orientation can be done via web-conferencing or face-to-face.
- v. All faculties must use the platform designated by KsTU for online instruction.
- vi. All online classes must use multi-media features, beyond text, such as images, videos, animation, slides, auditory and any other visually creative tool.
- vii. Clear directions, rubric, and any other guidelines to assist students' needs should be presented in a consistent manner. For example, using a rubric for clear grading guidelines. Assignments must specifically be designed to enhance learning through discussions, web conferencing, online chat, team projects, forum or any other tool to engage the student.

- viii. Course outline must meet Student Learning Outcomes (SLO).
- ix. Online content developed must meet course objectives defined by course outline and SLOs.

The courses offered Online will adhere to the same course outline requirements as traditional classrooms, including regular faculty and student attendance and online participation.

#### **4.4 Syllabus/Home Page Requirements**

- i. Every course must have the District-wide plagiarism policy placed on home page.
- ii. Every course must have policy for students with disabilities, with the telephone and access information to make accommodation for the students
- iii. Syllabus must contain Student Learning Outcomes.
- iv. Post active link to the KsTU Student Conduct Policy within the syllabus
- v. Every course must have posted information dealing with technical issues. This must also be placed in the syllabus.
- vi. Tutorial videos/links must be placed on the home page and referenced in the syllabus.
- vii. Instructor's contact information and virtual office hours

- viii. Course/verbiage and section number and course description
- ix. Instructor's expectations for student success in the class
- x. Grading policy
- xi. Attendance/participation policy
- xii. Time expected for student to spend in class
- xiii. Deadlines

## **4.5 General IDCE Policies**

The following policies shall apply to the running and management of IDCE programmes:

- i. IDCE classes offered at the University shall be courses produced by University Faculty members, or professionally produced programmes duly accredited, adult learning services or some other professional organization/agency and facilitated by Faculty at University.
- ii. The Academic Board has final authority in deciding the courses to be included in the IDCE Programme.
- iii. IDCE Programmes will be evaluated every semester to assess the view of students regarding the quality of the programme and the quality of instruction.
- iv. Faculty teaching on the IDCE Programme will be surveyed periodically to assess their perceptions of the program.

- v. Faculty wishing to develop a Distance Learning programme will complete necessary paperwork and submit to the, Head of Division (HOD) who will approve and submit the application to the Director. Upon approval by the Director of IDCE, the form will be kept in the Director's office until the course development has been completed according to established policy. The Director will then approve payment of the appropriate fee and the form will be submitted to the Vice-Chancellor for further approval and onward processing for payment.
- vi. IDCE courses which involve the performance and display of audio-visual and other copyrighted works must adhere to the educational fair use guidelines for Distance Learning.
- vii. Faculty developing IDCE courses will have first priority in teaching the courses through the Distance Learning Programme whenever possible and shall appoint a co-ordinator for the programme concerned.
- viii. Faculty members should consult the University Policy for questions concerning the University's copyright and patent issues.
- ix. In addition to developing the course, the Faculty member will participate as necessary in training sessions (in person, online, or a combination of the two) regarding using electronic media, promoting student interaction in Distance Learning, and managing situations unique to the delivery of Distance Education.

- x. Distance Learning courses must maintain sufficient enrolment to be taught and are subject to the same course deletion policies as are all courses offered by the University.
- xi. Priority for teaching IDCE courses will be given to full-time academic staff whenever possible.
- xii. To ensure that online classes meet the same rigorous standards of on campus classes, and to provide continuity of content organization for all online classes, facilitators are encouraged to complete the Online Course Checklist each semester prior to offering a course online.
- xiii. If the decision is made to discontinue a particular distance learning course, all content in the various formats is to be erased or otherwise destroyed.
- xiv. All IDCE courses will be conducted in accordance with the established policies and procedures of the University.

#### **4.5.1 Maintenance of Consistency**

- i. There should be weekly assignment and discussion deadlines.
- ii. Weekly virtual office hours must be posted on home page.
- iii. Posting and unlocking of assignments/discussions would be done weekly.
- iv. There shall be a 7 to 14 day grading turnaround after each weekly assignment deadline.

- v. Final course grades must be submitted based on the college guidelines.
- vi. There shall be once a week discussion responses.
- vii. There shall be 48-hour email response.
- viii. Format and layout of course site should remain standard
  - (a) Content may be personalized
  - (b) Uploads/videos can be personalized

#### **4.5.2 Requirements/Commitment**

Course instructors are required to undertake the following:

- i. Must have access to required hardware and software (working computer).
- ii. Must have broadband Internet access (no dial-up service).
- iii. Must check in and interact with students a minimum of 3 to 4 times per week.
- iv. Must post a minimum of one main discussion per week and respond to at least 25percent or more students per week within the discussion forum.
- v. Post and grade assignments on time (7 to 14 day grading turnaround)
- vi. Meet all deadlines, i.e. administrative, assignments, discussions, and grading
- vii. Willingness to engage and interact with students of different levels and diverse backgrounds.

- viii. Participate in the course and instructor evaluation process.
- ix. Be consistently “visible” throughout semester.

### **4.5.3 Distance Education Student Checklist**

- i. Competent in using basic computer operating systems: Windows or Macintosh WORD 2007
- ii. Must be able to navigate the Internet and web
- iii. Must be able to work independently
- iv. Must be self-motivated and self-disciplined
- v. Assess how individual students learn (web links created)
- vi. Must have the ability to communicate effectively through writing

### **4.5.4 Distance Education Instructor Checklist**

Communication is essential in an Online and distance learning course and before accepting to teach in this mode, strongly consider the following to ensure student success.

#### ***Technical Skills/Requirements***

- i. Must meet a minimum proficiency required to teach in a tertiary Institution.
- ii. Must be trained, certified and evaluated for KsTU’s Learning Management System(LMS) proficiency.
- iii. Must use the uniformed Learning Management System adopted.

- iv. Must be familiar with Online teaching environment (link tutorial provided on home page).
- v. Possess sufficient technical skills to develop the required course content using KsTU's LMS software.
- vi. Have access to and the ability to use e-mail.

#### **4.5.5 Mandatory Feedback Requirements**

- i. Respond to students within 48 hours.
- ii. Provide students with the same quality evaluation and input as provided within a traditional classroom setting.
- iii. Post grades weekly.
- iv. Provide feedback to students for improvement. Rubric is useful.
- v. Assist struggling students. Encourage students to view tutoring and website links, located directly within the course or provide more individual feedback.
- vi. Send reminder e-mails expressing concerns or to encourage participation for absent students.

#### **4.5.6 IT/LMS Checklist**

- i. Student/Instructor must have technical support 24/7 with direct contact via a telephone number, email, and chat room.
- ii. Students in geographically diverse locations and different time zones should have equal 24/7 access to online technical support.

- iii. Provide students with self-evaluation to assess readiness for online classes.
- iv. Student Services links and information should be available to online students.
- v. There must be a system in place that generates temporary/permanent email addresses for all online students. The email account should be automatically generated after a student enrolls in a class or after logging into the class by clicking a link to generate an online email.
- vi. Monitor LMS.
- vii. Monitor Technical Support.

## **PART 5**

### **5.0 Management**

#### **5.1 Management of IDCE**

Institutions across the world have adopted a variety of organisational strategies in running distance learning faculties. These have varied according to the scale of the programme and the Institutional resources available to support it. More often, Institutions have decided to make distance education the responsibility of a single Faculty which operates in parallel with regular faculties. This system is what has been adopted by the University.

IDCE is headed by a Director, who is assisted by a Deputy Director, a Deputy Registrar or Senior Assistant Registrar, Assistant Registrars and Administrative Assistants. (See University Statutes)

## **5.1.1 The Director**

There shall be a director of the Institute appointed in accordance with the provisions of the KsTU Statutes and assisted by a Deputy Director. The Director shall direct the development and operation of the Institute, student and Faculty support services. The Director apart from directing the planning, staff, and operations of the Institute, shall also be required to:

- i. Identify new distance and distributive learning technologies and evaluate their appropriateness for the use of Kumasi Technical University.
- ii. Work with divisions in scheduling IDCE courses, and develop annual and semester schedules and allocation of sections.
- iii. Manage licensing and copying issues, and determine costs and works with appropriate University offices to arrange access to distance learning materials.
- iv. Direct video support services and operations including cable TV, Instructional Television Fixed Service (ITFS)/ Educational Broadband Service (EBS) and satellite uplinks and downlinks.
- v. Develop and oversee the implementation of Distance Learning student and Faculty support services.
- vi. Direct the efforts to identify new distance learning course materials, evaluate the appropriateness for University use, disseminate materials to Faculty, and manage the approval process.
- vii. Assist in the development of the University's distance learning programme and strategic plan.

- viii. Direct University activities to export and import distance education courses through collaborative initiatives, and coordinate appropriate Faculty and student support services.
- ix. Supervise the IDCE staff.

### **5.1.2 Deputy Director**

There shall be a Deputy Director of the Institute appointed by the Vice-Chancellor from amongst the Heads of Department of the Institute and in accordance with the University Statutes.

- i. The Deputy Director shall act as Director in the temporary absence of the Director. In the event of simultaneous absence of the Director and the Deputy Director, the most Senior Head of Department shall act as Director.
- ii. If the Deputy Director is absent for a period of more than one (1) semester he shall vacate the post and the most senior Head of Department shall act for the rest of his term.
- iii. The Deputy Director shall also perform any other functions that may be referred or delegated to him by the Vice-Chancellor, the Director or the Institute Board.

## **5.2 Functions of Various Departments of IDCE**

### **5.2.1 Distance Learning Department**

The Distance Learning Department is in charge of off-campus distance learning. This is aimed at making the programmes of the University available to prospective students who may be too

far away and/or for some other reasons are unable to commute regularly to the University campus for lectures.

Distance Learning is defined as: A type of education, where students work on their own and meet facilitators at weekends for face to face interaction. Print and electronic materials are given to students to study and periodically they meet facilitators to work through the course materials. Facilitators may also organize “skype” conference calls for further interactions.

Distance learning courses will be aligned with the course goals and objectives. All activities will be designed to meet the objectives stated on the syllabus. Facilitators will be trained through professional development in transforming or modifying their traditional classroom strategies to meet the distance learning model.

Facilitators will also be trained on how to create a student-centred course by utilizing tools and activities that spark student’s higher-order thinking such as answering questions on discussion board/wall, wikis and collaborative group projects through the use of Google Documents and other learning management systems. Traditional lectures will be replaced by brief instructions or directions for assignments provided by Facilitators. The class will be digitally organized to provide students with clear expectations and defined responsibilities of all participants.

Facilitators and course designers will have to follow these guidelines:

- i. Course format will be easy for students to navigate and obtain information. The method of delivery will be clear. Students will know how the instructor expects them to interact with each other and what their responsibilities are.

- ii. The syllabus contains all information about the structure of the course, expectations for Facilitator and student, assignments, how assessments will be graded and returned, and the Institution's plagiarism policy.
- iii. Instructional materials used in each course need to enhance the student's learning opportunities by actively engaging them in the learning process.
- vi. Feedback on student progress will be delivered in a timely manner with comments of praise and how it can be improved.
- v. Students' comments and concerns about the course or assignments will be handled by the Facilitator on a case-by-case basis.

## **5.2.2 Parallel Programmes Department**

The Parallel Programmes Department was established in 2011 under the Institute of Distance and Continuing Education to offer the University's full-time programmes (Degree and HND, programmes) at the tertiary level to prospective students who can only attend lectures on the University campus in the evenings and weekends.

It was set up with a vision of becoming a leading centre of learning for a section of the population who cannot take part in the regular programmes of the University. The main objectives of the Parallel Programmes Division are:

- i. To develop and deliver competitive and market-driven programmes to attract students from all over the country and beyond.

- ii. To deliver quality programmes that meet the expectations of the working population that cannot take part in the regular programmes of the University.
- iii. To generate income to support the development of the University.

The Division currently runs the Bachelor of Technology Programmes and Higher National Diploma Programs.

### **5.2.3 Diploma and Non-Tertiary Programmes**

#### **Department**

The Diploma and Non-Tertiary Programmes Department are in charge of all the Diploma and non- tertiary programmes that are organized on campus.

The Diploma runs the Diploma Programme and Technician and Other Non-Tertiary Programmes with certification from NABPTEX, Technical Education Unit and other awarding Institutions.

### **5.2.4 Continuous Professional Development**

#### **Department**

This Diploma prepares students for professional programmes for Certified Local and International Examinations. The Division also runs the University's Professional Programs.

In collaboration with various professional bodies, the Department will run continuous professional development programs. The Division will also in collaboration with other Departments of the University design and run short courses for various participants.

## **5.3 Collaborations**

The Institute also collaborates with other sister Institutions in the running of its Bachelor of Technology programmes.

# **PART 6**

## **6.0 Academic Compliance**

All IDCE courses are conducted in accordance with the established policies and procedures of the University as outlined in the current editions of the University bulletins, Student Handbook, and the General Distance Learning Policy statement. This includes compliance with all relevant criteria of NAB, NAPTEX and other professional bodies.

The Office of the Vice-Chancellor, specifically The Quality Assurance Unit, regularly oversees academic review procedures and supplies documentation of compliance with various criteria for appropriate accrediting, certifying, and sanctioning bodies. This office maintains current copies of criteria and guidelines for these agencies to assist University personnel in developing programmes that satisfy the relevant standards.

## **6.1 Examinations**

IDCE examinations shall be conducted separately by the IDCE Examinations Department from that of the Regular students for Parallel Programme students and Diploma and Non-Tertiary Programs students as well as Distance Learning Students.

Facilitators shall submit Examination Questions on time as indicated on the IDCE Academic Calendar and submit marked scripts and score sheets at the appropriate times indicated. Failure to meet such strict deadlines shall attract penalties determined by the

IDCE Board with approval of the Academic Board.

The IDCE Management shall reserve the right to withdraw any Faculty member for consistently submitting questions or marked scripts late or upon receiving a poor evaluation by the students.

The IDCE Board shall make proposals to Management with regards to remuneration of examiners for setting questions and marking scripts. When these proposals are accepted it shall be a working document subject to annual reviews.

## **6.2 Supervision of IDCE Examinations**

IDCE examinations shall be supervised by the following:

- i. Chief Supervisor: IDCE Director
- ii. Supervisors: IDCE Deputy Director, Deans of Faculty, IDCE Exams Officers
- iii. Chief Invigilator: University Chief Invigilator
- iv. Invigilators: Heads of Departments and Other Senior Members
- v. Examination Assistants: Other Supporting Staff

## **PART 7**

### **7.0 Delineation of Responsibilities**

#### **7.1 University Responsibilities**

- i. To provide on-going financial, technical, and personnel support for the development, administration, and continuation of the IDCE programmes subject to budgetary arrangements.

- ii. To ensure reasonable and adequate access to a range of appropriate academic support services and resources.
- iii. To ensure compliance with accrediting, regulating and certificating agency guidelines: NAB, NCTE, NABPTEX, COTVET, etc.
- iv. To provide a secure computer network ensuring the integrity and privacy of the communications and records exchanged.
- v. To help the institute to grow and become sustainable.

## **7.2 Responsibilities of the Institutes of Distance Learning & Continuing Education**

- i. To approve the offering of each distance learning program and parallel programs.
- ii. To develop and schedule distance learning courses, Parallel, Professional and Technical Courses, including preparation of timetables.
- iii. To provide academic advice to distance learning, Parallel, Professional and Technical students.
- iv. To encourage the development of appropriate programs by staff members.
- v. To follow University, Faculty, and departmental guidelines for development, scheduling, and presentation of distance learning and parallel programs.
- vi. To design/adapt course instruction to meet the same standards and criteria set for traditional campus-based courses.

- vii. To participate in curriculum development, coordination of syllabi, and preparation of any comprehensive examinations, as required.
- viii. To order any textbooks and supplementary materials that are necessary.
- ix. To design and grade student projects, assignments, and tests in accordance with a schedule which has been communicated to students.
- x. To develop processes to ensure the integrity of student work.
- xi. To provide for and maintain regular appropriate interaction with students in the institute.
- xii. To observe copyright laws and guidelines as they pertain to the Internet, the Worldwide Web, software, and the use and reproduction of materials.
- xiii. To liaise with the Legal Office in securing copyright clearances on any copyright-protected materials used in online course development.
- xiv. To participate in the University's on going evaluation of IDCE programs.
- xv. To coordinate distribution of all instructional materials.
- xvi. To provide technical assistance to distance learning students and Faculty.
- xvii. To conduct orientation/training sessions for Faculty and students as needed.

- xviii. To answer Faculty and student questions regarding the programs.
- xix. To oversee program planning, evaluation, and analysis, including the gathering of statistics.
- xx. To assist with testing and/or provide proctored testing schedules.
- xxi. To market the Institute programs through outreach and other appropriate means.
- xxii. To coordinate and promote distance learning courses in various centres.
- xxiii. To ensure the secure transmission and retrieval of course-related materials, in cooperation with the course instructors.
- xxiv. To maintain and regularly update the Institute Program on IDCE website.

### **7.3 Divisional Responsibilities**

- i. To submit course information for scheduling in time for inclusion in printed guidelines.
- ii. To provide academic advice to distance learning and parallel students.
- iii. To familiarise office staff with relevant procedures and guidelines.
- iv. To ensure that a course is developed prior to start of semester.
- v. To collaborate with the Faculty Board in planning.

- vi. To foster cooperation with high schools, other colleges and universities, businesses, and other agencies.

## **7.4 Information Communication Technology (ICT) Directorate**

- i. To provide support for the promotion and administration of IDCE programs.
- ii. To support and promote technological infrastructure for exclusively online programs and all other programs of the institute.
- iii. To provide course management system and tools.
- iv. To assist in the dissemination of evaluation results for use in subsequent planning.
- v. To develop and maintain Distance learning and IDCE programmes on websites.
- vi. To ensure compliance with accreditation criteria and national guidelines.
- vii. To provide technical support for IDCE.
- viii. To provide training opportunities for Faculty on the use and development of instructional technologies.
- ix. To provide assistance in the development of Internet-based programmes.
- x. To provide design and support research of Smart Classrooms design.
- xi. To suggest equipment to meet the needs of the Institute.

- xii. To act as technology engineer, advisor, and consultant to the institute, staff, and administration.
- xiii. To administer the Institute's Videoconference Centre and Kumasi Technical University satellite downlinks.
- xiv. To assist in videography projects undertaken by the Digital Media Specialist.
- xv. To maintain the Media Service inventory of equipment for Faculty checkout.

## **7.5 Digital Media Specialist**

- i. To maintain equipment installed in the classroom for use with web-based video streaming software.
- ii. To assist Faculty in installation of lecture capture software.
- iii. To oversee the conversion of DVD lectures into lecture capture software.
- iv. To maintain equipment for video production and videoconferencing.
- v. To oversee the institute's recording in lecture capture software.
- vi. To provide technical support for IDCE and students.

## **7.6 University Librarian**

- i. To facilitate the provision of library services and resources for IDCE and students.

- ii. To encourage development of technologically advanced remote access to library resources.
- iii. To coordinate development and provision of appropriate information technology instruction for distance learners.
- iv. To coordinate the planning, evaluation, and improvement of library services for students of IDCE.
- v. To promote the use of library resources among students of IDCE.
- vi. To coordinate procurement of print materials for use by Institute and students.

## **7.7 Student Responsibilities**

- i. To ascertain possession of the appropriate skills, competency levels, course prerequisites, and equipment (including browser, operating system, and software) required for IDLCE programs.
- ii. To determine that the programme meets individual programme requirements.
- iii. To assume responsibility for contacting assigned advisor/lecturer.
- iv. To complete all assigned coursework by deadlines and before the end of the semester.
- v. To participate in the evaluation of the course content and presentation as well as the IDCLE programmes as a whole.

- vi. To return course materials, as required, according to established schedule.
- vii. To follow all relevant University guidelines, including the code of conduct and academic honesty policy.
- viii. For courses requiring computer usage, to read and adhere to the University Information Technology Acceptable Use Statement and other related University policies.
- ix. To observe copyright laws and guidelines as they pertain to the Internet, the Worldwide Web, software, and the use and reproduction of materials.

## **7.8 Faculty Responsibilities**

- i. To follow university, college, and departmental guidelines for development, scheduling, and presentation of distance learning courses.
- ii. To design/adapt course instruction to meet the same standards and criteria set for traditional campus-based courses.
- iii. To participate in curriculum development, coordinating of syllabi, and in preparation of any comprehensive examinations, as required.
- iv. To order any textbooks and supplementary materials that are necessary.
- v. To design and grade student projects, assignments, and tests in accordance with a schedule which has been communicated to students.

- vi. To develop processes to ensure the integrity of student work.
- vii. To provide for and maintain regular appropriate interaction with distance learning students.
- viii. To support and adhere to the University's Information Technologies Acceptable Use Statement and other related University policies.
- ix. To observe copyright laws and guidelines as they pertain to the Internet, the Worldwide Web, software, and the use and reproduction of materials.
- x. To secure copyright clearances on any copyright-protected materials used in IDLCE course development.
- xi. To participate in the University's on-going evaluation of the distance learning program.

## **7.9 IDCE Board Responsibilities**

The IDCE Board is a task committee developed for the purposes of Shared Governance at KSTU. In addition to its responsibilities appearing in the main document, the Board's charge incorporates, but is not limited to:

- i. To advise the Director of IDCE concerning policies and procedures for the Distance Learning Program.
- ii. To identify issues and make recommendations concerning the development and implementation of quality distance learning courses and programs.
- iii. To establish the acceptable format and guidelines for distance learning courses placed on the Web.

- iv. To keep abreast with current trends, laws, issues, and technological developments in distance education.
- v. To inform the university community on matters related to distance education.
- vi. To ensure compliance with accreditation criteria.
- vii. Support Instructors with resources, workshops, seminars, and webinars.
- viii. Maintain contact and communication with IT Department and LMS support services.
- ix. Review the Distance Education Policies and Procedure Manual each semester.

## **PART 8**

### **8.0 Miscellaneous Provisions**

#### **8.1 Needs Assessment**

Proposed IDCE courses and programs are to follow the same procedural, needs assessment, and recommendation path as traditional offerings for approval. Programs and courses shall be approved by the Academic Board.

Among the factors considered in determining courses to be offered through the IDCE include student demand, availability of interest, qualified Faculty and staff, accreditation issues, economic feasibility, course adaptability, course uniqueness, accessibility of appropriate library services, learning resources, and/or laboratory equipment, appropriate contractual agreements, timelines of topic, technological capabilities, and relevance to the economy of the country.

Demographic information on the students enrolled on the IDLCE Programs is compiled regularly and analysed for use in planning. Additional information is collected via an online Interest Survey form.

## **8.2 Academic Calendar**

IDCE programmes and courses are offered separately from the regular semester schedule utilised for on-campus classes at the University. IDCE classes are listed in each semester's Schedule of Classes and Examinations. Individual course syllabi indicate significant dates, exam schedules, etc. Copies of syllabi are kept on file in the Office of IDCE and on University Websites.

## **8.3 Course Integrity**

The same policies concerning admission requirements, scholastic standards, academic honesty, dropping and adding classes, repetition of courses, incomplete designations, withdrawal from a course or from the University, classification, grading, grievance procedures, credits, degree completion, and honours apply to IDCE as they do for other faculties. The goals and objectives, and skills and competencies are the same for IDLCE Programmes and courses as for those offered in other faculties. IDCE applies the same standards for coursework and grading for both on-campus and IDCE courses.

IDLCE courses must maintain sufficient enrolment to be taught and are subject to the same course deletion policies for all courses offered by the University.

## **8.4 Students Admissions**

IDCE students are subject to the same admission requirements as traditional on-campus students (see the University Bulletin and University Graduate Studies Bulletin). Admissions criteria help ensure that students possess the appropriate background, knowledge, and technical skills required for undertaking a particular course or programme.

All students taking credit-bearing courses in IDCE Programmes must first be admitted to the University. Students in diploma and degree programmes must meet the same entrance and completion requirements as on-campus students in other Faculty programs.

Students are referred to the University Admissions Office to obtain University identification cards.

## **8.5 Identification of Students**

The student who registers for an online course must be the same individual who completes the coursework and receives the course credit; this is verified through the use of a secure login and password. Each University student is issued a unique user name (created by the University Portal system) which also provides authenticated access to other systems (student information system, course management system, etc.) A secure login and password is required to access the student's account, including the course homepage.

## **8.6 Transferability**

Credits for academic courses earned in IDCE apply to University degrees and diplomas and may be transferable.

## **8.7 Student Records**

The University maintains student's educational records in accordance with National Archival Legislation. The Act protects the student's privacy and allows students to challenge their educational records should they be inaccurate, misleading, or inappropriate. This protection extends to IDLCE students (see the University Student Handbook and Policy for additional details describing records kept, release of records, process for reviewing, etc.).

## **8.9 Grievance Procedures**

For the resolution of disputes regarding academic matters, the same grievance procedures are available to IDLCE students as to on-campus students (see the University Student Handbook).

## **8.10 Marketing**

IDCE students are recruited in a variety of ways through brochures, cooperative agreements with other Institutions and organisations (In-service Training and Onsite tuition/Seminars), contacts with student advisors, listings in the schedule of classes, advertisements in Continuing Education publications, activities of the Office of University Relations (press releases, etc.) and the University's web page as well as social networking sites such as Facebook and Twitter. Emphasis is placed on meeting student demands and interests for high quality, convenient programming delivered to eligible students supported by appropriate academic support services.

## **PART 9**

### **9.0 Evaluation**

Courses offered through IDLCE are subject to the same strict quality standards as those in other faculties. All courses are evaluated through various methods by the Quality Assurance Unit, the Director of IDLCE, the Institute Board and the Academic Board. Responsibility for the quality of IDLCE courses rests with the Kumasi Technical University.

### **9.1 Evaluation by Students - Quality Assurance**

The IDCE Programme is evaluated every semester to assess the view of students regarding both the quality of instruction and the quality of the IDLCE programme as a whole. Student input is solicited using a course evaluation form administered at the conclusion of each course. This instrument seeks student reaction concerning organization and presentation of the course content, interaction with the Faculty member, interaction with the IDLCE system (ease of use, adequacy of facilities, and interaction with personnel), access to supplemental resources, reasons for enrolment in IDCE, comparison of the quality of IDLCE courses with that of other faculties, and suggestions for improvement. Results are then analysed and utilized in the planning process, both by the individual Faculty member and the IDLCE staff.

For classes in the other Faculties etc., the questionnaires are initially returned to the IDLCE Office for preliminary compilation and then forwarded to the Quality Assurance Unit (QA) for analysis and compilation of comparative data. The QA provides copies of questionnaire results to the academic Deans who forward the results to IDLCE and other faculties.

## **9.2 Assessment of Student**

In conjunction with Faculty members who have taught and/or are teaching in the IDLCE Programmes, the IDLCE Board is charged with the responsibility of studying and making recommendations about procedures for the assessment and evaluation of student performance. The Board is also responsible for developing recommendations that outline the University's expected educational results and how these results are to be ascertained for all IDLCE activities.

## **9.3 Evaluation by Faculty**

Participating Faculties are surveyed periodically by the Institute of Distance Learning to assess their perceptions of the Distance Learning Program, including personal effectiveness in utilizing the technology, appropriateness of different teaching methods for distance instruction, access to support resources, success of distance learning students as compared to on-campus students, effectiveness of interactions with the Distance Learning Programme staff, and suggestions for improvement. Results are then analysed by the Institute and utilized in the planning process. Additionally, the IDLCE Board meets each semester to discuss issues related to the effectiveness of the program.

## **9.4 Online Programme Evaluation**

To ensure that online classes meet the same rigorous standards of face-to-face classes, and to provide continuity of content organization for all online classes, Faculty are encouraged to complete the Online Course Checklist each semester prior to offering a course online. Factors reviewed are the currency and relevance of the course content, instructional design of the course, resource materials used, the appropriateness of the delivery system used, needed revisions, Faculty and student evaluations, and the level of success

in achieving appropriate educational outcomes. If the decision is made to discontinue a particular distance learning course, all content in the various formats is to be erased or otherwise destroyed.

## **9.5 Goal of Evaluation**

In accordance with the University's Plan for Institutional Effectiveness, early in the second semester of each academic year, a subcommittee of the IDLCE Board reviews the mission statement and written goals of the Institute and makes recommendations concerning continuance or revision of these goal statements.

## **9.6 Future Evaluation Plans**

The IDLCE Board is charged with the responsibility of developing and maintaining a plan for collection of data regarding distance learning activities, including the statistics to be kept, the analyses to be performed, and the reporting mechanisms to be used. Factors considered are how to record and compare student retention rates, how to use the data in the planning and evaluation process, how to evaluate the data collecting activities, and how the plan ties into the overall University institutional effectiveness program. The IDCE Board is also responsible for recommending the review process to be used to determine if the delivery systems, instructional design, and resource materials being used are appropriate for the programs offered, as well as the means for determining if the University is providing a sound learning environment for distance learning students and if the technology being used is enhancing student learning.

## 9.7 Lecturer Evaluation

Facilitators are evaluated according to the guidelines presented in the University Faculty Handbook. These procedures include both course evaluations by students and goal evaluations handled within the individual departments.

The IDCE Board will review regularly the IDLE Lecturer and Student Evaluation Forms to assure compliance with the University's evaluation procedures and the gathering of appropriate data.

The evaluation shall cover aspects of teaching and learning not limited to the following;

- i. **Planning and Preparation:*** demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, selecting instructional goals, designing coherent instruction, assessing student learning;
- ii. **The Classroom Environment:*** creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behaviour and organising physical space;
- iii. **Instruction:*** communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, demonstrating flexibility and responsiveness;
- iv. **Professional Responsibilities:*** reflecting on teaching, maintaining accurate records, communicating with families, contributing to the IDLCE and University, growing and developing professionally, showing professionalism.

An attendance register and or a biometric clock-in machine shall be used by the IDLCE to check the presence of Facilitators in their assigned Lecture rooms.

The period for checking Lecturer attendance shall be within half an hour into and before the end of scheduled lecture time.

For the avoidance of any other doubt, no lecturer shall reschedule his/her class without an advance notice to the Head of Division.

The IDLCE Management shall reserve the right to withdraw any lecturer from its programs for poor performance after the evaluation.

## **9.8 IDLCE Staff Evaluation**

The interaction of the IDCE staff with students and Faculty members is evaluated regularly through the distance learning course evaluation forms. Additionally, all staff members are evaluated annually using the standard procedure described in the Kumasi Technical University Staff Handbook. Administrators as well as staff members are evaluated. These evaluations are used to support professional development planning, performance improvement, and occasionally, in determining merit salary increases.

## **9.9 Tracer Studies**

There shall be tracers conducted every five (5) years to assess the marketability of existing programs to ensure effective use of University resources.

## **PART 10**

### **10.0 Facilitators/Tutors**

The Faculty approved to teach in the Institute are selected based on interest, qualifications, and adaptability of course content for distance learning delivery methods. These faculties must meet the same criteria as Facilitators for campus-based courses in the areas of academic credentials, workload, and accessibility to students.

Faculty members shall be recruited by the Institute and appointed by the Vice-Chancellor for each Academic Year. A Faculty member may be retained based on a satisfactory evaluation and acceptability by students. Faculty members shall be remunerated by the IDCE based on existing Institution policy. Although extra pay as compensation for Faculty participation may seem important from an administrative

perspective, non-compensation support will also be used to motivate Faculty members.

Resumés for distance learning Faculty, which verify qualifications for teaching their particular courses, are on file in the Office of the Registrar of the University.

Priority for teaching distance learning courses is given to full-time academic staff. If possible, part time Facilitators possessing a combination of appropriate academic, professional credentials and work related experience in the discipline in which the course is being taught would be considered.

Any Faculty member developing a distance learning course is given first priority in teaching that course through the Distance Learning Programme. Another Faculty member may use a Faculty

member's course materials only if written approval is obtained from the Faculty member who developed those materials.

## **10.1 Workload in the IDCE**

The development and teaching of distance learning courses is part of the Faculty member's workload. In an event where an overload is created, the Head of Department, will complete an Overload Form for the Faculty member and forward it through the appropriate chain of command. If a distance learning course will be taught by Part Time Facilitator, a Personnel Action Form should be completed, and forwarded to the appropriate office.

## **10.2 Faculty-Student Interaction**

It is essential that distance learning courses provide an adequate system of interaction between Facilitator and students. Each Faculty member must provide adequate means of communication with distance education students, indicating communication options on the course syllabus and emphasizing these in class presentations. Course instructors might provide students with phone numbers and office hours, fax numbers, post office addresses, and/or with their e-mail addresses for individual private discussions. In cases where there are class meetings (such as interactive compressed video), a period of time before or after class or during a break may be used to discuss more general concerns of distance learning students. The institute of Distance Learning maintains copies of syllabi and other records of communication options for the individual distance learning Faculty. Since regular and timely feedback from course instructor to student is crucial for the success of the distance learning program, Faculty must provide an appropriate amount of feedback to distance learning students.

### **10.3 Contracts**

All employment contracts for teaching on the IDLCE Programme follow normal University procedures as outlined in the University Statutes. IDLCE shall recruit its teaching staff directly with the help of the department involved.

### **10.4 Expectations from Faculty**

Within the parameters specified by the Course Outline, individual instructors shall accomplish the required contact hours via a combination of these methods:

- i. Online lecture hours
- ii. Online laboratory hours
- iii. Student conferences (face-to-face or virtual)
- iv. Student tutoring (face-to-face or virtual)
- v. Threaded discussion forums with appropriate instructor participation
- vi. Email messaging
- vii. Instant messaging
- viii. Weekly announcements in the Course Management System
- ix. Timely feedback for student work
- x. Instructor prepared e-lectures
- xi. Virtual meetings and conferences

## **PART 11**

### **11.0 Institute Development and Support**

By accepting assignment to teach a distance learning course, the member of the Institute agrees to participate as necessary in training sessions (available online and in person) regarding using electronic media, promoting student interaction, and managing situations unique to the delivery of distance education.

In support of the needs of IDLCE, the Office of ICT Services provides instructional programs and access to the necessary technical and communication resources to facilitate the Institute's development of skills in classroom management and technology-based instructional design. The University seeks to provide support in such areas as instructional design, video production, graphics production, access to authoring tools, and other computer-based resources. Information on effective instructional strategies are included in the Institutes training and support materials.

Additionally, IDLCE Board shall meet periodically to discuss issues related to the effectiveness of the programme.

### **11.1 Registration**

Registration guidelines and procedures are found in the University Bulletin, the University Graduate Studies Bulletin, and in the Schedule of Classes & Exams. It is imperative for all students to register and obtain confirmation every semester. Failure to do so implies that one is not a student of the Institution.

### **11.2 Clinic**

Students enrolled in the Institute benefit from healthcare provided by the University Clinic. Initial check-up are provided for all students

admitted into the Institution to ascertain if they are fit for academic work.

### **11.3 Guidance and Counselling**

Students enrolled in distance learning courses are entitled to student services, including guidance and counselling. Information concerning academic guidance and counselling is provided in both the printed versions of the University Bulletin and the University Graduate Studies Bulletin and through the University's web page. These resources provide rules and guidelines for all students enrolled at the University.

Guidance and counselling is required prior to registration. If a distance learning student has no assigned advisor, the Director of IDLCE will arrange for one. Academic Heads of Department and college Deans should assist in the guidance and counselling of IDLCE students.

### **11.4 Information and Resources**

Information concerning orientation, course and degree offerings, financial aid, academic guidance and counselling, library services, University student regulations and policies, health services, disabled student services, and campus events is available through the University's web page.

If a distance learning student needs individual assistance, the Director of IDLCE can direct his or her enquiries, or students may directly contact the appropriate University department. Students who are enrolled in online classes only are not typically charged the health fee; online only students have the option of paying the health fee if they want to have access to health or counselling services. Students who are enrolled in both online and face-to-

face classes are required to pay the health fee.

## **11.5 Access to Library Services and Other Learning Resources**

Library services are provided to distance learners through a variety of means, including the libraries web page, and through one-on-one contact with librarians.

More detailed information is made available through the library web page, which is publicised to IDLCE Facilitators and students. Additional information about conducting library research at a distance, requesting materials through interlibrary loan, borrowing privileges, etc. may be obtained by contacting the Librarian.

Remote access is provided to the web-based online bulletin, to numerous licensed databases, and to such services as interlibrary loan and Ask a Librarian. Library instruction opportunities are available on campus and are also provided through the Library Services.

## **11.6 Materials Delivery**

Delivery of library resources is addressed in the distance learning section of the library web page. Course material is available through the appropriate Course Management System (CMS). Students may also log into the CMS through their University Portal account under the My Courses tab.

Distance Learning students are notified on how to access their classes through the Distance Learning website, through general campus announcements (on the Kumasi Technical University Portal website), through e-mail sent to students registered in each class, and by printed information in the Schedule of Classes. The IDLCE

Office and ICT Services personnel are available to help students' to access materials and to assist instructors with the distribution of supplemental material (DVDs, CDs, etc.).

## **11.7 Computer Services**

All University students, including those enrolled in distance learning classes, are assigned a Kumasi Technical University Portal account. This provides e-mail capabilities, including online contact with Facilitators and other University personnel. Any activities conducted over a Kumasi Technical University Internet account are subject to the University's policies as contained in the Kumasi Technical University Information Technologies Acceptable Use Statement and to the National Law.

## **11.8 Student Training**

Students enrolled in Distance Learning classes have the same individual responsibility for coursework as students in "regular" classes, but because of the special needs of Distance Learning students, some additional help is provided. Frequently Asked Questions (FAQs), tutorials, and other information are provided online.

Specific course information and coping strategies are provided in the course information section for every Internet class, and at the time of the initial class meeting for video conference classes.

The Office of IDLCE has produced, in cooperation with the Office of Disability Support Services, a series of "Study Skills" videos which are held on reserve in University Digital Library and in the Learning Resources Centre. The videos provide useful information for students who may be returning to the University after several years' absence from the classroom, a circumstance which is common

for Distance Learning students. Among the videos are (1) Study Skills (an overview), (2) Note-taking, (3) Time Management, and (4) Focus on Finals (test-taking strategies).

Distance learning personnel work to establish a relationship with the students through personal contact, through telephone calls, and through correspondence via mail and e-mail. Students are encouraged to visit, telephone, or write to the Office of IDLCE if they have any questions about their class. IDLCE personnel always respond promptly to student inquiries, either by providing assistance directly or by directing the students to the appropriate resource on or off campus.

## **11.9 Academic Support**

Distance learning students access the library's resources and services through the University's Library webpage. This links users to the library's electronic resources, including databases, e-books, electronic journals, course reserves, and online government publications. Distance learners can request materials not owned by University through the Interlibrary Loan service. Distance education students can also receive assistance by telephone or email. They may also request a phone appointment (research consultation) or chat session within their classroom management program.

## **11.10 Career Services**

Students needing assistance with employment questions (career counselling, resume' preparation, job placement, etc.) may contact the Industrial Liaison Office directly.

**This Policy:**

- i. Will be revisited every three (3) to five (5) years.
- ii. It is in compliance with all documents and policies of the University currently in force.