



KMTC is ISO 9001:2015 Certified

# Kenya Medical Training College



**E-LEARNING POLICY**

**MAY 2019**

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## PREFACE

On behalf of the Kenya Medical Training College (KMTc) Board of Directors, I am delighted to approve this Policy for use by Management. The KMTc Board is determined to improve access to and equity of quality medical training and to ensure that the institution plays its role in the realization of Sustainable Development Goals (SDGs), Vision 2030, health sector policies and the government agenda on the “Big Four”. The Board continues to realize the set milestones which contribute to improving the quality and quantity of essential health care providers. Inadequate numbers of skilled care providers have had a negative impact on efforts to expand access and improve the quality of health services. This situation is compounded by continued high prevalence of communicable and non-communicable diseases in the country.

Towards this end, the KMTc Board of Directors under my leadership is determined to critically address the task of defining long-term strategies for addressing the constraints to training and development of quality health care providers through:

- i. Improved policy and corporate governance for enhancing accountability and decision making.
- ii. Enhanced access, quality, relevance and equity in medical training.
- iii. Prudent resource utilization and good infrastructural management.
- iv. Increased visibility of Kenya Medical Training College nationally and internationally as a premier institution focusing on training, research and consultancy.
- v. Improved resource base, partnership and linkages.

In response to the 2010 Constitutional agenda, the Board will continue to direct efforts at advancing community – oriented programs that respond positively to the country’s social and economic development agenda. This Policy therefore provides an analysis of the internal and external environment and makes strong statement on the role KMTc will play in supporting the Government to realize sustainable growth in the health sector. The Board is dedicated to offer oversight on the operations and management of the College to ensure sustainable delivery of health coverage in the country and beyond. I believe successful implementation of the Policy will be realized through total commitment of the entire staff, students and other key stakeholders.



**Prof. Philip Kaloki, MBS,**

**Chairperson, KMTc Board of Directors.**

## FOREWORD

The Kenya Medical Training College is committed to providing a contemporary and integrated technological environment which will sustain and strengthens the Colleges ability to deliver its strategic objectives. This Policy enshrined in KMTC Strategic Plan 2018-2023 will be used in tandem with other policy documents used in the institution.

The Kenya Medical Training College recognizes that academic institutions worldwide are harnessing Information and Communication Technologies (ICTs) to improve efficiency and effectiveness in their teaching, learning and research activities.

The Policy defines:

- i. The managerial structure needed to implement the e-learning program within KMTC
- ii. The responsibilities of the institution and students as key partners in the E-learning programs
- iii. The functions and interactions of different departments in the managerial arms of KMTC in the management and implementation of the e-Learning program.

The need to develop the E-Learning Policy comes from the recognition that digital technology in education is a way to enhance and improve learning processes within any institution. KMTC is now moving into the realm of using multimedia as well as digital technology as an integral part of teaching methodology. Therefore, the processes and procedures that govern the use of these media needs to be well defined in order to integrate E-Learning into the various courses provided. This Policy will provide a framework within which E-Learning will be introduced or enhanced in the various programs at KMTC.



**Prof. Michael Kiptoo,**

**Chief Executive Officer.**

## **VISION**

A model institution in the training and development of competent health professionals

## **MISSION**

To produce competent health professionals through training and research, and provide consultancy services

## **CORE VALUES**

Accountability

Integrity

Responsiveness

Equity

Teamwork

Professionalism

Creativity and innovation

## **ABBREVIATIONS**

<b>CEO</b>	Chief Executive Officer
<b>ICTs</b>	Information and Communication Technologies
<b>KMTC</b>	Kenya Medical Training College
<b>LMS</b>	Learning Management Systems
<b>MOODLE</b>	Modular Object-Oriented Dynamic Learning Environment
<b>SRC</b>	Student Representative Council
<b>SSO</b>	Single Sign-On



## DEFINITION OF TERMS

<b>Blended learning:</b>	A form of learning that combines traditional instruction, print based and multimedia delivery with online instruction.
<b>E-Learning:</b>	A systematic application and integration of Information and Communication Technologies in the process of teaching and learning, also synonymously referred to as Technology-enhanced Learning.
<b>Mobile learning:</b>	A form of learning that is offered through handheld mobile devices such as iPhones, iPads, and other PDAs and can also be used in addition to E-Learning activities.
<b>Social Media:</b>	Is associated with the use of Web 2.0 tools i.e. Blogs, Wikis, Facebook, Twitter, YouTube, RSS feeds etc. within an educational context to support collaborative activities among communities resulting in collaborative learning opportunities.
<b>Virtual learning environment and a Learning Management System:</b>	Is a web-based system that allows learning activities to be integrated in a single multimedia enabled environment.

## 1.0 INTRODUCTION

### 1.1 Preamble

The Kenya Medical Training College recognizes that academic institutions worldwide are harnessing Information and Communication Technologies (ICTs) to improve efficiency and effectiveness in their teaching, learning and research activities. The College, as a modern mid-level training institution, believes in e-learning as a key contributor to enhancing the academic profile of the institution. It also has a potential for improving the learner's educational experience by enabling students to pursue world class education in a flexible learning environment outside of a conventional classroom setting.

The use of E-Learning requires a paradigm shift that puts the student at the center of the learning process and gives the lecturer more time for individual interaction with students. This enables even distance learning students to have two ways, interactive discussions with their instructors. E-Learning therefore provides a strategy to respond to the three major elements of academic excellence at KMTC: equity, efficiency and quality of learning.

### 1.2 Purpose of the Policy

The purpose of the Kenya Medical Training College E-Learning Policy is to assure high quality in the delivery of e-learning with regard to instruction and learning and in line with the institutions vision of being model institution in the training and development of competent health professionals.

This Policy details the courses of actions that the KMTC will take on all matters related to E-Learning. Its purpose is to define the guidelines, regulations and procedures for all involved in E-Learning at the College. These guidelines must be followed when E-Learning activities are carried out at the College, to ensure that there is uniformity and consistency when dealing with E-Learning. It also encourages staff members to genuinely participate in E-Learning to ensure that all staff benefit from this initiative.

Through this effort, students are encouraged to become facile with a virtual learning environment, while staff members and particularly academic staff members, are also encouraged to develop good ICT skills which are critical to the success of a tertiary education institution in this century.

### 1.3 Scope of the Policy

This Policy details the courses of actions that the College will take on all matters related to E-Learning. Its purpose is to define the guidelines, regulations and procedures for all involved in E-Learning at the College. These guidelines must be followed when E-Learning activities are carried out to ensure that there is uniformity and consistency when dealing with eLearning. It applies to all E- Learning activities at the College.

### 1.4 References

This Policy is based on the following references:

- i Constitution of Kenya, 2010;
- ii Kenya's Vision 2030;
- iii Kenya Medical Training College Act, 1990;
- iv Kenya Medical Training College Statutes, 2011;
- v Kenya Health Sector Strategic and Investment Plan (KHSSP, 2012 -2018).

## 1.5 Policy Statements

The Kenya Medical Training College supports the intentional use of Technology-enhanced learning to increase equity, enhance efficiency and improve the quality of teaching and learning. To develop as a leading national institution of education in health and to cultivate standards of excellence in all functions prescribed by the Kenya Medical Training College Act 1990 (as amended), the College will take full advantage of opportunities provided by Information and Communications Technologies (ICTs) to provide instructors and students with a technology rich physical and online learning environment that is designed to appreciate diverse teaching and learning style preferences and accommodate the diversity of its users. This Policy provides the basis to harmonize Technology-enhanced learning implementation across the College campuses. E-learning Policy will also guide staff in the process of planning, designing, development and delivery of technology-enhanced modules and module units.

## 1.6 Rationale/Principles

The development of e-Learning activities will be guided by the following principles:

- i **Equity** - The College will exploit a variety of technologies to enable distance students, as well as work-based and lifelong learners to participate in continuing professional development.
- ii **Fairness** - The College will ensure that students enrolled in modules supported through technology- enhanced learning are not discriminated against, but that they have equity of opportunity with students enrolled for face-to-face modules in terms of delivery and administrative and support procedures. It will also ensure that the workloads of staff members delivering their courses through E-Learning are acknowledged.
- iii **Flexibility** - The College will ensure an anytime, anywhere environment catering for all modes of learning.
- iv **Capacity** - The College will create organizational trainer capacity and provide adequate infrastructural resources necessary for assuring continuous in-house e-learning development capabilities in the long-term.
- v **Sustainability** - All students and academic staff will be trained on a continuing basis to equip them with the requisite skills to fully exploit the learning environment in their different disciplines. A sustainable model should be considered for the Centre for E-Learning and Interactive Multimedia to become self-sustainable
- vi **Scalability** - The College will expand E-learning services to all in order to reach the point where enough individuals will become comfortable users of ICTs.

## 1.7 Objectives

The objective of this Policy is to support the mission of the College by providing multiple approaches that enhance effective and flexible teaching and learning. This is in-line with the national ICT Policy for Education, and Kenya's long term development plan, Vision 2030. Therefore, the main objectives of this Policy are to:

- i. Define how ICTs can be used as a delivery mechanism to assist and facilitate learning for the benefit of both face-to-face and distance students, and their lecturers provide greater access to quality education by increasing enrolment opportunities through non face-to-face approaches.
- ii. Improve efficiency in the administration and management of technology-enhanced learning.
- iii. Provide guidance on the planning, designing, developing and delivering of modules that use E-Learning as a method of teaching and learning.

- iv. Create, maintain and execute the implementation plan of E-Learning at KMTC.
- v. Monitor and review progress of activities and implementation plan.
- vi. Produce ICT literate graduates, capable of participating in knowledge-based health services in the country.

KMTC is cognizant that the use of ICT does not necessitate physical co-location of students and instructors. Online content can be accessed remotely from anywhere as long as the student or instructor has access to the content. In addition, interaction and assessment activities can also be carried out online. The current attendance rule, which requires students to attend at least 90% of the lectures in order to be admitted to examinations, will be revisited.

## 2.0 IMPLEMENTATION OF E-LEARNING

### 2.1 Curriculum for E-Learning

KMTC curriculum development and review philosophy will apply in the development and implementation of e-learning. The curriculum should facilitate a structured interaction between lecturers, learners, curriculum content and the learning environment in a manner that transforms both the learner and lecturers into knowledgeable, skilled persons who can both communicate the discipline content, and apply the knowledge learned to resolve real life issues in their areas of specialization.

### 2.2 E-learning Course

The e-learning courses can be on three levels:

- i. Web Enhanced – the classes are taught as traditional face-to-face courses but they also use online environment to expand student learning beyond the boundaries of the classroom.
- ii. Hybrid – In this type of class, 50% of the content must be in a face-to-face environment. The remainder of the instruction is conducted online through an instructor developed online course site utilizing the KMTC LMS.
- iii. Online – In this class, more than 80% of the instruction is delivered online via the KMTC LMS. Students may be required to take examinations in a secured testing environment or at a nearby assigned KMTC Campus. The determination of whether a course meets this definition is made by the department head.

### 2.3 Converting an Existing Course to an E-learning Course

The process for converting an existing course to an E-learning course is as follows:

- i The faculty member will convert the course following KMTC guidelines for online courses and construct the course within the KMTC e-learning guidelines. It is recommended that faculty members work with an assigned E-learning department member throughout the development process to ensure the course meets the College's and appropriate accreditation standards for online courses.
- ii The instructional designer and or E-Learning coordinator will evaluate the online course for the required standards as recommended in the Quality Management Systems Policies and notify the faculty member, the appropriate department head and Registrar (Academics) when all the online course design criteria have been met.

If the course does not meet KMTC online course standards and is not aligned with the underlying principles and standards of quality matters, the proposal may be returned to the faculty member with recommendations for changes.

- iii All E-learning courses will meet requirements established by this Policy and other relevant accrediting bodies.

## **2.4 Creating a New Course for the E-learning**

If a faculty member desires to create a new course specifically as an online course, the course must first be approved following the procedures outlined in KMTC Curriculum Policy guidelines for course approval. Once the new course has College approval, the online course must follow the same process as converting an existing course.

## **2.5 Course Review**

The responsibility for ongoing assessment of e-learning courses rests with the appropriate department and their heads. The department heads will work with the E-learning Department in assessing course quality based on the Colleges Rules and Regulations and/or any other appropriate assessment tools.

## **2.6 Accessibility**

As with campus-based courses, students taking e-learning courses may request accommodation to meet individual needs of the learner with a documented disability. Special arrangements may be made to deliver the online course in an alternative format as needed to meet the student's accessibility needs. It is the responsibility of the student to notify the KMTC Registrar prior to the start of class to request these accommodations.

## **2.7 Intellectual Property and Third Party Providers**

E-learning courses are frequently designed and disseminated by other colleges, universities, corporations, or nonprofit organizations. In the event that a KMTC wishes to purchase or lease modules or entire courses from a third party, such courses or modules must be evaluated by the appropriate department and the E-learning Department to ensure alignment with the departmental and College standards.

## **2.8 KMTC Academic Integrity**

The principle of integrity states that it is the responsibility of each student to be familiar with the Code of Conduct and Policies concerning academic honesty and proper scholarship. Academic dishonesty includes plagiarism, cheating, fabrication, aiding and abetting dishonesty, collusion, and unauthorized possession or distribution of academic materials. Plagiarism software may be utilized by faculty and students to evaluate submitted assignments for illegal use and poor scholarship. The Code of Conduct and College's judicial procedures will be followed in the event of academic misconduct.

## **2.9 Copyright Compliance**

Faculties are expected to understand and adhere to the copyright law of Kenya. Copyright law must be followed when performances, displays, copies or other reproductions of copyrighted material are made available to students. This includes the posting of copyrighted material in the KMTC e-learning or other online sites.

## 2.10 Invigilation of Online Courses

If a faculty member is interested in setting up a invigilated (proctored) testing site, either on campus or at a remote location, that faculty member will work with the E-learning and ICT departments in finding suitable locations. All College 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.

## 3.0 FACULTY TEACHING E-LEARNING COURSES

### 3.1 Faculty Member

These are academic staff on either full time or part-time employment by KMTC for teaching, research and extension.

### 3.2 Interactions with E-learning Students

Communication is essential to the success of all courses. Specific requirements for planned interaction and timely feedback between students and faculty are detailed in the course materials. Methods of interaction may include email, phone, fax, chat, discussion boards, or audio/video conferencing.

### 3.3 Responsibilities

The faculty member is responsible for the course content, delivery of instruction, evaluation of student progress in E-learning courses, and timely communication with students. The faculty member will evaluate course content on a continuing basis to ensure currency of materials.

### 3.4 Qualifications

Faculty members who teach online courses must meet the same qualifications as outlined in the KMTC terms and conditions of service.

### 3.5 Contracting of Faculty

This will be the same as for the traditional courses. Adjunct and contracted faculty members are held to the same standards as full-time faculty.

### 3.6 Faculty Training

KMTC will provide a variety of training workshops and individual training for faculty in the use of the KMTC LMS and other technologies used in e-learning. Faculty will work cooperatively with the E-learning department to ensure the delivery of quality e-learning courses.

### 3.7 Faculty Evaluation

E-learning course at the faculty is evaluated in a comparable manner as those who teach traditional courses. Anonymous student evaluations will be completed in all e-learning courses. Analysis will be done according to the College rules and regulations and will be used to guide course revisions.

### **3.8 E-learning Faculty Teaching Load**

Faculty members teaching online courses receive the same credit toward their teaching load as do faculty who teach traditional courses. The decision as to how many online courses a faculty member may teach is left to the discretion of the department head. The department head, with guidance from the Registrar will set the enrollment limit for each distance/online course taught by that College. The recommendation for maximum enrollment is 20 students. However, this can be adjusted upon the request of the faculty member and approved by the department head and College Registrar. The most important factors in setting an enrollment limit are (1) the enrollment limit already existing for the same course when offered on campus, (2) the special needs and requirements of the course, and (3) the recommendations of the faculty teaching the course.

### **3.9 Faculty Compensation**

Faculty teaching E-learning courses shall not be guaranteed additional compensation for developing and/or teaching online courses. Academic departments may, however, offer incentives and facilitation for faculty to develop and/or teach online classes.

### **3.10 Faculty Office Hours**

Full-time faculty teaching online courses will state their online office hours per week; however, subject to the approval of the department head.

### **3.11 Faculty Users Group**

In addition to faculty training and professional development related to teaching in e-learning formats, faculty members will be expected to meet periodically to share information and discuss ideas to enhance effectiveness of courses and quality of courses being taught.

### **3.12 Faculty Support and Supervision**

Full-time and part-time online faculty are supervised as a regular activity of the department head. Online courses and programs are integrated into an appropriate management framework within the College.

## **4.0 STUDENT SUPPORT SERVICES FOR ONLINE COURSES**

### **4.1 Student Readiness**

Students need to be proficient in the following skills in order to be successful in an E-learning class: time management, academic performance, self-motivation, reading ability and computer skills. Orientation will provide them with instructions on how to navigate through LMS. A self-assessment tool will assist students to determine if they can succeed in an E-Learning class especially for the online courses.

### **4.2 Student Services**

Online students apply for admission, register for classes, and check course availability online, as do traditional students. Information will be available online through the KMTC portal, including financial aid, placement services, remedial services, counseling, and academic advising. Students should consult an advisor before registering for online classes. Advising services for students seeking diploma and certification services are available through departmental heads in the individual departments. Online advising is available to short course seeking students through the coordinator.

#### **4.2.1 Registration**

All registrations for online classes may be completed via e-mail and/ or online via the KMTC portal.

#### **4.2.2 Student Activities**

The SRC will serve as liaisons between the faculty, administration, and the student body and assist with all student activities. Information concerning student activities and clubs/organizations will be available online for both E-Learning students and traditional students.

#### **4.2.3 Student Complaints/Grievance Procedure**

Any student who wishes to make a formal complaint to the College should refer to existing rules and regulations, which will be available online.

#### **4.2.4 Student Identification**

Students enrolled in online classes must request a student ID through the Admissions Section. The request may be submitted by e-mail and the ID card will be mailed to the student. Online students who come to campus to utilize campus services must acquire a valid student ID prior to access.

#### **4.2.5 Marketing of Online Program**

Advertising, recruiting, and admissions requirements of online courses will be published as the traditional courses.

### **5.0 LIBRARY RESOURCES**

The College will ensure that students participating in e-learning courses have access to adequate and appropriate learning resources. Students have access to Page Library and also the virtual library resources within the College. Library services available to distance students include the holdings that are accessed through the online library catalog, electronic books, online databases, full-text journals available online, research assistance and inter-library loan.

### **6.0 E-LEARNING FACILITIES AND SUPPORT SERVICES FOR ONLINE COURSES**

#### **6.1 E-Learning Equipment and Facilities**

KMTC provides the necessary equipment and facilities to effectively deliver synchronous courses at a distance. Computers with Internet access are available on campus for students who may need to use campus facilities for e-learning purposes. All courses that require laboratories and clinical site visits, which cannot be completed via technology-based e-learning, are handled with special arrangements made by the faculty member and the department head.

#### **6.2 Funding for E-Learning**

Sufficient funds for the operation of e-learning programs have been allocated to maintain instructional offerings. The annual KMTC budget provides for the maintenance of equipment and networks.



### 6.3 Online Tuition and Fees

Tuition and fees for online classes will be the same as on-campus, based on the student's residency status. The Late Registration Fee will apply based on the published registration schedule.

### 6.4 Institutional Technology and ICT Responsibility

The LMS Administrator and the E-learning Department will provide the technical expertise necessary to maintain connectivity and to address faculty concerns with the technical issues of e-learning. A 24/7 telephone/email Helpdesk is available for faculty and students. In addition, E-learning department provides training of faculty, staff, and students in collaboration with the departments. Department heads may request additional training for faculty and staff on an as-needed basis.

## 7.0 REQUISITES FOR IMPLEMENTATION

### 7.1 Requirements for E-Learning implementation

- i A fully functional Centre responsible for coordinating all eLearning services as well as other services as depicted in the organogram. The Centre requires staff members and an operational budget to enable execution of all services and activities. It will coordinate and manage the implementation of E-Learning activities.
- ii Appropriate infrastructure - infrastructure readiness in terms of hardware and software, peripheral devices, and network connectivity.
- iii Platform deployment and administration - the use of an acceptable and functional Learning Management System.
- iv ICT competencies - It is important that staff members participating in E-Learning are trained to use and implement E-Learning effectively. Training should focus on developing the necessary ICT skills, as well as emphasize the pedagogical aspects of using ICTs in teaching and learning.
- v Quality design standards - Employ the services of qualified Instructional Designers (ID) following ID principles and theories.
- vi Support for users - It is critical to provide a walk-in fully functional unit for staff and students alike.
- vii Learning implications - Actively engage in learning and learning processes supported in various ways.
- viii Workload implications - It is important to recognize engagement in E-Learning activities specifically for staff members, as part of the current workload formula. It is also important to consider incentivizing and rewards, which does not automatically imply consideration of a monetary value, but can be reduced workload, promotional points, opportunities to publish, release time to attend e-Learning conferences, workshops etc.
- ix Research and development - Support regular and frequent research into current e-Learning trends.
- x Monitoring and Evaluation - Regular monitoring and evaluation of all E-Learning activities through the subsequent implementation strategy.

## 7.2 Unit for E-Learning

There is need for KMTC to establish a unit for E-Learning and Interactive Multimedia to be responsible for the implementation of the E-Learning Policy, related guidelines and regulations. The unit will work as an E-Learning service function that plans and coordinates the implementation of all E-Learning related activities at the College, for the benefit of lecturers and students. The Role of the unit will therefore be:

- i To investigate the different technology-enhanced learning methods available for both on and off campus students and promote these methods to the academic community.
- ii To assist lecturers in planning, designing and implementation of e-Learning courses on approved delivery systems.
- iii To train and support lecturers on the use of ICT for teaching and learning.
- iv To maintain, support and encourage the adoption of the online learning environment.
- v Identify factors and devise methods to overcome the limited use of ICT effectively.
- vi To ensure that E-Learning courses adhere to the adopted workflow and Standards.
- vii To encourage research that critically analyzes the working methods of E-Learning.
- viii To monitor and evaluate E-Learning at KMTC.
- ix Planning and Evaluation for E-Learning Courses.

## 7.3 Academic Integrity of E-Learning courses

The primary difference between e-learning courses and face-to-face (traditional/campus-based) courses is the delivery format, not the content. E-Learning courses are comparable to traditional courses in terms of: (1) syllabi, (2) textbooks, (3) grades, (4) methods of evaluation, (5) expected learning outcomes and (6) course completion time frames. Online courses are subject to the same policies as stated in the College rules and regulations for campus-based courses.

## 7.4 Oversight of Courses

The E-Learning Head of Department/Division (HoD) will supervise the Department/Division and report directly to the Registrar at KMTC. An E-Learning Advisory Committee will provide opportunities for faculty/instructors and staff to discuss pertinent e-learning issues and offer guidance to maintain a quality program. All courses of the same prefix and number are equivalent, regardless of mode of delivery.

## 7.5 Learning Management System (LMS)

The LMS that will be used is Modular Object-Oriented Dynamic Learning Environment (MOODLE) which is a learning platform designed to provide educators; administrators and learners with a single robust secure integrated system to create personalized learning environments. MOODLE is license free and up-to-date and used in 232 countries and 100,000 registered sites.

## 7.6 Integration with other Management Systems

Other management systems used in the institution should be able to integrate with MOODLE by providing a Single Sign-On (SSO), Application Programming Interface (API), Webhooks and javascript tracking.

## 7.7 Hosting of the LMS

The MOODLE LMS will be hosted on a separate server that has sufficient size to allow scalability and ensure excellent performance.

## 7.8 The E-Learning Department/Division

The department 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 online course sites. The department will assign these templates to instructional staff for development of course material;
- ii Provide workshops and online tutorials on course development standards, policies and best pedagogical practices;
- iii Provide assistance with development of course material, including general advice on site organization of material, as well as assistance with file formatting and development of course material;
- iv Certify courses to ensure quality and compliance with course site requirements;
- v Work with assigned faculty/instructors to develop College-owned courses;
- vi Support instructional staff with functions and use of LMS and other instructional software;
- vii Meet with the E-Learning Advisory Committee on regular basis to review policies, procedures and possible course site certification resolutions.

## 7.9 E-Learning Advisory Committee

- i. KMTC will establish the E-Learning Advisory Committee to advise the College on the eLearning implementation and activities of this Policy. The Committee shall comprise the following members:
  - a) Deputy Director (Academics)
  - b) Registrar
  - c) Campus Principal (To be appointed by CEO)
  - d) Head of e-learning center
  - e) Representative from finance
  - f) Head of ICT
- ii. The main responsibility of this committee is to provide advisory opinion on the courses to be converted to E-Learning, and the manner and style of conducting such courses for effective delivery of the course content.
- iii. The courses selected for automation shall be forwarded to the Academic Board for deliberations and recommendation for the Board of Directors' approval.
- iv. The CEO shall forward the proposed E-Learning courses for approval by the Board of Directors.

## 8.0 EFFECTIVENESS AND REVIEW OF E-LEARNING POLICY

The College is cognizant that the field of ICT evolves rapidly, and that the Policy can become obsolete or outdated very quickly. The Office of Quality Assurance will provide reports of educational effectiveness of online learning to ensure comparability to campus-based programs. This includes anonymous assessments of student learning outcomes, student retention, and student satisfaction. Initial approval of the E-Learning Policy will follow the procedures as outlined in the institutions policy review guidelines. The ongoing responsibility for evaluating and recommending revisions to the E-Learning policy resides with the E-Learning Department in conjunction with course faculty members, College administrators and staff from the Information Technology Section.

## 9.0 POLICY IMPLEMENTATION

### 9.1 Implementation Date

This Policy takes effect on the date it is approved by the KMTC Board of Directors.

### 9.2 Monitoring and Evaluation

- i. The College E-Learning Advisory Committee shall conduct monitoring and evaluation of the effectiveness of this Policy in line with the Monitoring, Evaluation and Reporting framework.
- ii. The College E-Learning Advisory Committee shall:
  - a. Develop and maintain strategies and mechanisms for monitoring and evaluation of this Policy.
  - b. Undertake regular check on implementation of the Policy.
  - c. Carry out annual evaluation on the implementation of the Policy.
  - d. Use the information for planning and management.
  - e. Propose potential areas for review.

### 9.3 Review

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

## APPROVAL

**Title** : E-Learning Policy

**Contact** : Deputy Director Academics

**Approval Authority** : The Board of Directors

**Commencement Date** : May 2019

## SIGNED



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**Prof. Philip Kaloki, MBS,**  
**Chairperson, KMTC Board of Directors.**

**15th May 2019**

**Date**



KMTC is ISO 9001:2015 Certified.

**Kenya Medical Training College**

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