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POLICY**

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FOREWARD

The Open, Distance and e-Learning (ODeL) Policy operationalizes the vision; mission and philosophy of the Human Resource Management Professionals Examinations BUSPQ (BUSPQ) to provide accessible and flexible teaching and learning using technology to enhance learning methods to prospective HR professionals in World and beyond. BUSPQ seeks to meet the expectations of its stakeholders and comply with the standards and guidelines of the regulatory bodies. ODeL mode of content delivery ODeL aims at enhancing the quality of teaching and learning by utilising modern instructional materials and methods, including increased use of ICT; expanding access to education and training by developing capacity for increased enrolment through non-conventional approaches in teaching and learning; and exposing staff and trainees to ICT-driven teaching and learning experiences required in a competitive tertiary education environment. The principles and guidelines contained in this policy have been benchmarked with best practices in other world class BUSPQ to ensure that the vision and mission of BUSPQ is achieved.

PREFACE

The Human Resource Management Professionals Examinations BUSPQ (HRMPED) is established under Section 16 of the Human Resource Management Professionals Act, No. 52 of 2012, with the mandate to prepare syllabuses, make examination rules, issue certificates and promote recognition of the Human Resource Management profession locally and internationally. BUSPQ offers examinations for the Certified Human Resource Management Professionals (CHRP) qualifications to enhance the competency of HR professionals.

BUSPQ believes in adopting open, distance and electronic learning (ODEL) to enhance the academic profile of BUSPQ and improve learners' educational experience by enabling trainees to pursue world-class training and education in a flexible learning environment outside of a conventional classroom setting. The purpose of this Policy is to provide standards and guidelines for delivery of learning content by BUSPQ. This Policy is guided by the principles of equity, fairness, flexibility and scalability. The key objective is to support the mission of the BUSPQ by integrating distance learning and ICTs in curriculum delivery and assessment and using ODeL as an alternative to conventional approaches.

This Policy details the course of action that the BUSPQ will take on all matters related to open, distance and ODeL. The areas covered are staffing requirements for ODeL curriculum development, content development, examination procedures and regulations, learner support services, technological support, quality assurance, responsibilities of collaborating parties, monitoring and evaluation, communication and dissemination of the policy, and how the policy will be implemented.

This Policy was prepared by a taskforce of professionals from various centre and professional background whose contribution and shared experience was invaluable.

LIST OF ABBREVIATIONS AND ACRONYMS

BU: BRAINAE University

BUSPQ: Human Resource Management Professionals Examinations BUSPQ

ODeL: Open, Distance and e-learning

HOD: Head of Professional

ICTs: Information and Communication Technologies

LMS: Learning Management Systems

SME: Subject Matter Expert

MOODLE: Modular Object-Oriented Dynamic Learning Environment

SSO: Single Sign-On

CAT: Continuous Assessment Test

CUE: Commission for University Education

EC: Examinations Center

QA: Quality Assurance

QC: Quality Control

QMS: Quality Management System

DEFINITION OF TERMS

ODeL: Is an acronym for: Open, Distance and electronic Learning *and it refers to 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.*

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

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

Mobile Learning: 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 ODeL activities.

Social Media: 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.

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

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

Faculty: A body of educators, i.e., professors, or teachers, whose aim is to impart knowledge to the learners at the school, college or university. Academic staff of an educational system that are hired with a purpose of providing education to the trainees.

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

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

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

Distance Learning: Is a mode of learning where there is separation of the learners from the teachers in time and place, and teaching and learning is conducted through a variety of media.

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SECTION 1: Introduction

The Human Resource Management Professionals Examinations BUSPQ (BUSPQ) recognises that academic centre worldwide are harnessing Information and Communication Technologies (ICTs) to improve efficiency and effectiveness in their teaching, learning and research activities. The BUSPQ, as a modern assessment body, believes in Open, Distance and e-learning (ODEL) as a key contributor to enhancing the academic profile of BUSPQ. It also has a potential for improving learners' educational experience by enabling trainees to pursue world-class education in a Flexible Learning Environment (FLE) outside of a conventional classroom setting.

The use of ODeL requires a paradigm shift that puts the trainee at the center of the learning process and gives the instructor more time for individual interaction with trainees. This enables trainees to have a two-way communication with effective interactive discussions with their instructors either synchronously or asynchronously. The ODeL mode of delivery, therefore, provides a strategy to respond to the three major elements of academic excellence at collaborating BUSPQ: equity, access and quality of education and training.

1.1 Background

BU-School of Professionals is mandated to prepare syllabuses for Professionals Examinations; make rules with respect to the examinations; issue certificates to candidates who have satisfied examination requirements; and promote recognition of its examinations locally and internationally.

In execution of its mandate, we are offering examinations for the Certified Professionals to enhance their competencies. The examinations are aimed at assessing the body of knowledge, practical skills and required attitudes for effective delivery of services, hence, provide qualified professionals with practical application of best practices within professional standards of conduct and ethics.

1.2 Purpose

The purpose of this policy is to ensure that the delivery of content using ODeL mode offered by BUSPQ not only meets the expectations of clients but is also of high quality in line with the BUSPQ's vision of being a leading open, distance and electronic learning assessment body in the training and development of competent human resource professionals.

This Policy details the course of action that BUSPQ will take on all matters related to ODeL mode of delivery. Its purpose is to define the guidelines, regulations and procedures for all involved in this mode at the BUSPQ. The policy manual must be followed when ODeL activities are carried out to ensure that there is uniformity and consistency.

Through this effort, trainees are encouraged to become familiar with a virtual learning environments, while staff members and particularly academic staff members, are encouraged to develop ICT skills which are critical to the success ODeL learning.

1.3 Vision

To excel internationally with quality professional education and innovative service to the community

1.4 Mission

To be a locomotive of the sustainable development in the World by developing competency in professional practice

1.5 Core Values

BUSPQ is a singular and multi-partners professional institution offering a wide range of professional studies. As such, we provide opportunities for trainee to pursue a variety of professional programs; some are quite specialized in nature, others that are multi-disciplinary and/or problem-based in focus – and to undertake their studies at different locations across the world, both through classes at designated open and through access to distance learning.

- Affordability
- Collegiality
- Commitment to professionalism and social accountability
- Humility
- Integrity
- Kindness
- Loyalty
- Spirituality
- Transparency
- Trustworthiness

1.6 Mandate

The mandate of BUSPQ is to develop and prescribe curricula, manage professional examinations and certify qualified candidates.

1.7 Principles and Guidelines

The development and implementation of ODeL activities will be guided by the following principles:

Equity – BUSPQ will utilize various technologies to create and deliver ODeL courses to enable trainees who may not be able to attend conventional classes access training.

Fairness – BUSPQ will ensure that trainees enrolled in ODeL courses have equal opportunity with trainees enrolled in traditional face -to-face courses in terms of course delivery, administrative and support procedures. It will also ensure that the workloads of staff members delivering their courses through ODeL mode are acknowledged.

Flexibility – BUSPQ will ensure an anytime, anywhere learning environment catering for all modes of learning.

Capacity – BUSPQ will create organizational trainer capacity and provide adequate infrastructural resources necessary for assuring continuous in-house ODeL development capabilities in the long-term.

Sustainability – BUSPQ will ensure that they put in place mechanisms for continuous training of course facilitators to equip them with the requisite skills to fully exploit ODeL environment in their different disciplines.

Scalability – BUSPQ will expand ODeL services to all in order to reach the point where enough individuals will become comfortable users of ICTs.

1.8 Policy Objectives

The key objective of this Policy is to support the mission of the BUSPQ by integrating open, distance and electronic learning using ICTs in curriculum delivery and assessment. The use of ODeL is premised to offer alternatives to conventional approaches that enhance effective and flexible teaching and learning. This is in-line with the national ICT Policy, long-term development plan, Vision and tertiary education standards

and guidelines of many countries. The specific objectives of this Policy are to:

1. Harness the emerging computing and internet technologies as a course delivery mechanism to assist and facilitate learning through face and non-face-to-face training methodologies for the benefit of both distance trainees and their instructors in order to provide greater access to quality education by increasing enrolment opportunities.
2. Improve efficiency in administration, monitoring and evaluation of ODeL.
3. Provide guidance on the planning, designing, developing and delivering of content that use ODeL as a method of teaching and learning.
4. Create, maintain and execute the implementation plan of ODeL at the BUSPQ.
5. Monitor and review progress of ODeL activities and implementation plan.
6. Produce human resource professionals who are well versed and ready to use digital technologies and capable of participating in knowledge-based human resource services.

BUSPQ is cognizant of the fact that the use of ICT does not necessitate physical co-location of trainees and instructors. Online content can be accessed remotely from anywhere as long as the trainee or instructor has access to the content. In addition, interaction and assessment activities can also be carried out online or offline.

1.9 Policy Statement

The BUSPQ 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 examinations body in human resource management and to cultivate standards of excellence in all functions prescribed by the World Education Act. The assessment body will take full advantage of opportunities provided by Information and Communications Technologies (ICTs) to provide instructors and trainees 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 open and distance learning and technology-enhanced learning implementation across the BUSPQ. ODeL This Policy will also guide staff in the process of planning, designing, development and delivery of digital course content.

1.10 scope

This Policy details the course of action that the BUSPQ will take on all matters related to open, distance and electronic learning mode of delivery ODeL. Its purpose is to define the guidelines, regulations and procedures for all involved in ODeL activities

1.11 ODeL Modes of Delivery

- (a) The ODeL courses provided by BUSPQ assume that the learners and the teachers will be separated in time and place or most of the time. Therefore, the delivery shall be by open and distance learning involving multimedia approach categorised as follows:

- (i) Open and distance learning.
 - (ii) E-Learning both online and offline.
 - (iii) Virtual learning.
 - (iv) Blended learning.
- (b) In addition, the centre may conduct courses using face to face occasionally at times and places convenient to the trainees registered for ODeL mode of learning.
- (c) The main and support media choice and media mix will be determined by the Course content and the strength of individual instructional medium and the learners/target group for whom it is intended. Media available for consideration and use include the following:
- (i) Printable based media.
 - (ii) Audio and visual media.
 - (iii) Audio and video Conferencing.
 - (iv) Computer Mediated Learning Materials online and off line.
 - (v) Internet based media for online e-learning materials.

The media choice and media mix will take into account the following considerations: ease of using it by learners, teaching ability, cost and logistics of setting it, technical and organizational requirements and new approaches and currency of the media and the teaching value of the media against what it costs.

Teaching functions. All these are summarized by the acronym

'ACTIONS':

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

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

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

(iv) Organization requirement considers the infrastructural set up that would be needed for its readiness for use.

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

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

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

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

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

1.12 Office of Distance Learning

1. Personnel:

1. DL is housed in eLearning, which is in Educational Communications.
2. ELearning provides support in course design, instructional strategies, online pedagogy and multimedia choices, and also

serves on the team that oversees the Learning Management System (LMS) used in the delivery of online courses.

3. Due to rapid changes in the field, participation in national conferences and professional development activities related to one's duties is expected.

4. Distance Learning courses do not happen without the work and commitment of the BU. The eLearning Office supports the faculty governance and curriculum

2.Resources: In addition to the eLearning staffs that support the centre, trainees and community, DL stakeholders are served through other resources.

2. Webinar licenses are available for OL to better serve students with just-in-time help when questions/problems occur. This allows centre to teach, tutor and hold office hours via webinar.

3. Professional development for centre or the campus community in order to best serve our online trainees and online educators is provided year round. When new needs emerge, eLearning will strive to link the target audience up with the training or professional development information/experiences.

4. Instructional Technology resource needs identified for distance learning will be investigated and acquired based on a prioritization of university needs and dollars available.

SECTION 2: STAFFING FOR ODeL FUNCTIONS

BUSPQ shall have adequate number of academically and professionally qualified staff to administer and manage ODeL programs. To achieve this, the following shall be considered:

- (a) Clearly defined institutional policies on ODeL mode of delivery for training programs.
- (b) Employment of appropriate and competent staff as follows:
 - (i) Training staff hereafter referred as ODeL Staff with appropriate knowledge and skills in the distance education discipline and instructional techniques.
 - (ii) Technical staff with appropriate ICT and management skills.
 - (iii) Administrative staff with skills in human resource management, budget making and cost analysis.
 - (iv) The training institution engages an ODeL Staff Member on either full time or part-time employment.

2.1 Responsibilities

The ODeL Staff Member is responsible for the development of course content, delivery of instructions, evaluation of trainee progress in ODeL courses, and timely communication with trainees. The ODeL Staff Member will evaluate course content on a continuing basis to ensure study materials are current and up to date. The institution will be responsible for producing and disseminating the content in suitable media.

2.2 Qualifications

An ODeL Staff Member who provides training for ODeL courses must meet, in addition to ODeL delivery skills, the same minimum qualifications

2.3 Training

BUSPQ will provide a variety of training workshops and individual training for faculty in the use of learning technologies including Learning Management Systems (LMS) and other technologies used in ODeL mode.

2.4 ODeL Evaluation

An ODeL Staff Member shall be evaluated in a comparable manner as those who teach traditional courses. Anonymous trainee course evaluations will be completed in all ODeL courses. Analysis will be done according to the BUSPQ rules and regulations and will be used to guide course revisions.

2.5 ODeL Teaching Load

An ODeL Staff Member will receive the same credit towards their teaching load as do trainers engaged on traditional courses. The decision as to how many ODeL courses an ODeL Staff Member may teach shall be in line with regulations set by individual BUSPQ provided that they meet the minimum requirements set out in the BUSPQ's policy.

2.6 Compensation

Compensation for an ODeL staff member shall be comparable to those of a regular trainer.

However, BUSPQ may offer incentives and facilitation to ODeL Staff Members.

2.7 Meetings

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

2.8 Faculty Support and Supervision

Full-time and part-time ODeL centre is supervised as a regular activity of the BUSPQ. ODeL courses and programs are integrated into an appropriate management framework within BU

2.9 Interactions with ODeL Trainees

Communication is essential to the success of all courses. An ODeL Staff Member will be required to use a variety of methods of interaction with trainees including email, phone, text messages, chat, discussion BUSPQs, or audio/video conferencing.

SECTION 3: CURRICULUM DEVELOPMENT AND ASSESSMENT

BUSPQ curriculum development and review philosophy will apply in the development and implementation of ODeL. The curriculum should facilitate a structured interaction between Instructors, learners, curriculum content and the ODeL environment in a manner that transforms both the learner and Instructors into knowledgeable, skilled persons who can both communicate the discipline content, and apply the knowledge learned to resolve real life issues in the human resource management field.

3.1 Courseware Development, Production and Transmission

3.1.1 ODeL Approaches

- (a) Courseware development:** Content shall be developed in conformance with the standard and procedure set by BUSPQ
- (b) Distance Learning:** Study materials shall be produced in printable format and made available offline.

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

3.1.2 Converting an Existing Course to an ODeL Course

The process for converting an existing course to an ODeL course is as follows:

The faculty member will convert the course following the BUSPQ guidelines for ODeL courses and construct the course within the ODeL guidelines. It is recommended that faculty members' work with an assigned ODeL professional member, with skills in instructional design throughout the development process to ensure the course meets the appropriate standards for ODeL courses.

The instructional designer and or ODeL administrator will evaluate the online course for the required standards as recommended in the Quality Management Systems Policies and notify the faculty member and the appropriate professional head when all the course design criteria have been met. If the course does not meet the ODeL course standards and is not aligned to the principles and standards of quality ODeL course material, the study content may be returned to the faculty member with recommendations for changes. All ODeL courses will meet requirements established by this Policy and other relevant accrediting bodies.

3.1.3 Creating a New Course for ODeL

If an ODeL Instructor desires to create a new course specifically as an online course, the course must first be approved following the procedures outlined in BUSPQ Curriculum Policy guidelines for course approval. Once the new course has the BUSPQ approval, the online

course must follow the same process as converting an existing course.

3.1.4 Course Review

The responsibility for ongoing assessment of ODeL courses rests with the appropriate professional and their heads. The professional heads will work with the ODeL Professional in assessing course quality based on the BUSPQ Rules and Regulations and/ or any other appropriate assessment tools.

3.1.5 Accessibility

As with face to face based courses, trainees taking ODeL courses may request an institution to meet individual needs of a learner with a documented disability. Special arrangements may be made to deliver the course in an alternative format as needed to meet the trainee's accessibility needs. It is the responsibility of the trainee to notify the head of ODeL in the BUSPQ prior to the start of class to request these accommodations.

3.1.6 Intellectual Property and Third Party Providers

ODeL courses are frequently designed and disseminated by other colleges, universities, corporations or nonprofit organisations. In the event that a training institution wishes to purchase or lease course content or entire courses from a third party, the appropriate professional and the ODeL Professional should ensure alignment with the professional and training institution's standards.

3.1.7 Academic Integrity

The principle of integrity states that it is the responsibility of each trainee to be familiar with the Code of Conduct and Policies concerning professional honesty and proper scholarship. Professional 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 trainees to evaluate submitted assignments for illegal use and poor scholarship. The Code of Conduct and BUSPQ judicial procedures will be followed in the event of academic misconduct.

3.1.8 Copyright Compliance

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

3.1.9 Invigilation of Online Courses

If an ODeL Instructor is interested in setting up an invigilated (proctored) testing site, either within the training institution or at a remote location, that Instructor will work with the ODeL and ICT professionals in finding suitable locations. All BUSPQ examination rules and regulations will apply including timing, remediation, presence of an invigilator, presentation of valid examination card and/or trainee ID and having written material, phone in the examination room and other examination misconducts.

DELIVERY CHANNELS AND MEDIA

- (i) ODeL programs shall be delivered through a suitable combination of distance learning, e-Learning and blended learning.
- (ii) The primary channel of delivery will be the internet.

- (iii) Distance learning media will consist of and not limited to printable, electronic and limited face-to-face interaction.

SECTION 4: EXAMINATION

Trainees may be required to take examinations in a secured testing environment in the BUSPQ or at a nearby assigned examination center.

4.1 Examination methods and types

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

Types of online Assessment Tests

	Revised Bloom's Taxonomy of Educational Objectives	Appropriate Tests
	Recalling/ Remembering	Multiple choice; True/False; Matching, Fill in the blanks, Short answer, Flash cards, Games, Quizzes.
	Understanding/Skill	Simulations, animations, tutorials.
	Applying	Multiple choice, short answers, essay, tutorials, Simulations, games, case studies.
	Analyzing	Multiple choice, essay, project, portfolio, Simulation, presentation, paper, virtual labs, case studies.
	Evaluating	
	Creating	

4.2 Closed-Book Examination

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

4.3 Open-Book Examination

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

4.4 Take Away Examinations

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

4.5 Oral Examinations

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

4.6 Spot Exams

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

4.7 Practical Examinations

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

4.8 Procedure

These procedures supplement and modify the existing policies and procedures on examinations to the extent of aiding and facilitating online examinations.

For the purpose of this procedure, the use of electronic gadgets shall be allowed.

4.8.1 Setting

Course leaders shall set examinations as soft copies using appropriate online documents management software dedicated for this purpose.

Course leaders shall submit the draft examination to the Head of Professional in soft copy.

4.8.2 Moderation

The Head of Professional shall convene an appropriate panel to internally moderate the examination questions online.

The Head of Professional shall organize appropriate external moderation online using a secure method.

4.8.3 Submission to Examination Center

- (a) After moderation, the Head of Professional shall submit the examination online to the Examination Centre using a secure method.
- (b) Examination center will control the overall examinations administration, in particular, times of commencement, closure of examinations as per approved timetables and general control, custody and repository of examinations.

4.8.4 Processing and Transmittal from Examination Center to the Professional

The EC shall further process the Examination in appropriate form and transmit it back to the Professional using a secure method online.

4.8.5 Registration of Candidates for Examinations

The course leader shall ensure that only the trainees who have attended at least two thirds of the classes and are registered for the examination sit for the examinations or as per the BUSPQ Policy.

4.8.6 Communication to Candidates

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

4.8.7 Preparation of Candidates

The training Institution/Centre, Head of Professional and course leader shall make the necessary preparation and communicate with the candidates on the rules, modalities, preparations and logistics of the examinations.

4.8.8 Administration of Examinations

Online examinations will be administered through an appropriate platform approved by the BUSPQ.

The identification of candidates shall depend on the platform selected for the administration of Exam.

In the administration of examinations, the training institution shall give considerations to candidates with special needs; and those with ICT challenges.

The Examiner and candidates shall maintain authenticity and integrity as follows:

- (i) The examination, in the appropriate format, shall be secured, and only disclosed to the candidates at the commencement of the Examination.
- (ii) The candidates shall be invited to the examination platform for the specific examination only through their official email addresses provided to BUSPQ. The Course Leader shall invigilate the examination online including confirming the identity of the candidate through appropriate software.
- (iii) The candidates shall sit each examination for a fixed duration.

4.8.9 Marking

Course Leader shall mark examinations either online using an appropriate platform; or download answers and mark manually.

4.8.10 Management of results

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

4.8.11 Circumstances for Administration of Special Examinations

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

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

4.8.12 Capacity Building Requirements and Technical Support

The head of ICT shall undertake training for all staff and trainees on the use of the identified online platform.

The head of ICT shall designate technical staff to offer technical support to the entire process during administration of examinations.

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

4.8.13 Reporting

The Heads of Professional shall prepare and submit a report to BUSPQ indicating key findings, challenges and recommendations relating to online examinations.

4.8.14 External Examination

The head of a training institution shall give guidelines on external examinations following directions given by BUSPQ on external online examinations.

SECTION 5: LEARNER SUPPORT SERVICES

1. Learner support services comprise administrative support, tutorial support, guidance and counseling support, library and ICT support
2. The learner support services will be provided primarily through the internet and intranet at the training institution
3. Learner support services shall be provided to the trainees throughout their study by putting in place evaluation strategies to gather trainee feedback and take corrective action.
4. The BUSPQ should develop handbooks for trainees, instructors, administrators and technical staff.

5.1 Trainee Readiness

Trainees need to be proficient in the following skills in order to be successful in an ODeL class; time management, academic performance, self-motivation, reading ability and computer skills. The ODeL professional will provide them with instructions on how to navigate through the LMS. A self-assessment tool will assist trainees to determine if they can succeed in an ODeL class especially for the online courses.

5.2 Trainee Services

Online trainees apply for admission, register for classes, and check course availability online, as do traditional trainees. Information will be available online through the BUSPQ portal, including financial aid, placement services, remedial services, counseling, and academic advising. Trainees should consult an advisor before registering for online classes.

5.2.1 Registration

All registrations for online classes may be completed via BUSPQ portal www.brainae.org/login

5.2.2 Trainee Complaints/Grievance Procedure

Any trainee should make a formal complaint to the BUSPQ in online system

5.2.3 Trainee Identification

Trainees enrolled in ODeL classes must be issued with a trainee ID through the Admissions Section. The request may be submitted by e-mail and the ID card will be mailed to the trainee. ODeL trainees who come to BUSPQ to utilize BUSPQ services must acquire a valid trainee ID prior to access.

SECTION 6: TECHNOLOGICAL SUPPORT

6.1 ODeL Equipment and Facilities

BUSPQ offering BUSPQ ODeL qualifications should provide the necessary equipment and facilities to effectively deliver synchronous courses at a distance. Computers with Internet access should be available on campus for trainees who may need to use campus facilities for ODeL purposes. All courses which cannot be completed via technology-based ODeL, should be handled with special arrangements made by the ODeL staff member and the professional head.

6.2 Funding for ODeL

Sufficient funds for the operation of ODeL programs should be allocated to maintain instructional offerings. The annual BUSPQ budget should provide for the maintenance of equipment and networks.

6.3 ODeL Tuition and Fees

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

6.4 Institutional Technology and ICT Responsibility

The LMS Administrator and the ODeL Professional will provide the technical expertise necessary to maintain connectivity and to address faculty concerns with the technical issues of ODeL. A 24/7 telephone/email helpdesk is available for inquiries. In addition, the ODeL professional should provide training of faculty and trainees in collaboration with the professionals. Professional heads may request additional training for staff on an as-needed basis.

SECTION 7: QUALITY ASSURANCE

7.1 The Role of BUSPQ

BUSPQ shall provide quality assurance standards to promote delivery of quality ODeL programs, related learner support services and ensure compliance. The focus shall be on ensuring that:

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

SECTION 8: RESPONSIBILITIES OF ODeL PROFESSIONAL

8.1 The ODeL Professional/Division Services

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

- (i) Design and maintain a course template to provide a standard look of the ODeL course. The professional 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 organization of study material, as well as assistance with file formatting and development of course material.
- (iv) Certify courses to ensure quality and compliance with printable material and course site requirements.
- (v) Work with assigned faculty/instructors to develop institutional-owned courses;
- (vi) Support instructional staff with functions and use of LMS and other instructional software.

8.2 Oversight of Courses

The ODeL Head of Professional will supervise the Professionals and report directly to the Head of Examinations at BUSPQ. The ODeL professional will provide opportunities for instructors and staff to discuss pertinent ODeL issues and offer guidance to maintain a quality programme.

8.3 Learning Management System (LMS)

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

The LMS shall provide for:

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

The LMS Administrator shall provide the technical expertise necessary to maintain connectivity and to address learners' concerns with the technical issues of ODeL. A Helpdesk shall be made available for instructors and learners.

BUSPQ should consider implementing any of the following Learning management systems:

- (i) MOODLE.
- (ii) Canvas.
- (iii) MElimu.
- (iv) Google Classroom.
- (v) Sakai.
- (vi) Any other that the institution finds suitable for their setting.

The learning management system shall be hosted locally (on premise) in the training institution's server room/data center or on a leased cloud service infrastructure as the training institution may find suitable.

SECTION 9: MONITORING AND EVALUATION

9.1 Monitoring and Evaluation

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

The ODeL Advisory Committee shall:

1. Develop and maintain strategies and mechanisms for monitoring and evaluation of this Policy.
2. Undertake regular check on implementation of the Policy.
3. Carry out annual evaluation on the implementation of the Policy.
4. Use the information for planning and management.
5. Propose potential areas for review.

SECTION 10: COMMUNICATION AND DISSEMINATION

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

1. Domesticating and implementing the policy where applicable.
2. Making the policy public to all stakeholders.
3. Developing and overseeing a detailed and costed strategic implementation plan.
4. Conducting monitoring and evaluation of the Policy implementation.
5. Providing adequate qualified professionals and managers to coordinate ODeL initiatives.

6. Conducting policy implementation through a partnership approach involving public and private organisations as well as development partners.

SECTION 11: POLICY IMPLEMENTATION

11.1 Implementation Committee

BUSPQ shall constitute an ODeL Implementation Committee, presided over by the Institutional Head of ODeL who shall be reporting to the Head of the institution. The Implementation committee shall be comprised of:

1. Head of ODeL professional.
2. Head of Examinations.
3. Officer in charge of training.
4. Any other three members appointed by the Head of Institution.

The implementation committee shall put in place internal structures to facilitate development, coordination, support and management of ODeL programs.

The committee shall hold meetings at least once in three months.

The implementation committee shall regularly review their internal ODeL quality assurance system for continuous improvement.

11.2 Implementation Date

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

SECTION 12: REVIEW

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

12.1 Programme Sustainability

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

- (i) Ensuring that there is a plan for sustainability of the ODeL programme for a given cohort to complete a course.
- (ii) Promoting public-private partnerships to fund ODeL initiatives.
- (iii) Developing innovative mechanisms to make ODeL centre financially self- sustaining.

12.2 Requirements for ODeL Implementation

- (i) A fully functional ODeL Centre responsible for coordinating all ODeL services as well as other services. 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 ODeL 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 (LMS).
- (iv) ICT competencies - It is important that staff members participating in ODeL are trained to use and implement ODeL effectively. Training should focus on developing the necessary ICT skills, as well as emphasise 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 trainees 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 ODeL activities specifically for staff members, as part of the current workload formula. It is also important to consider incentivising 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 ODeL conferences, workshops etc.
- (ix) Research and development – Support regular and frequent research into current ODeL trends.
- (x) Monitoring and Evaluation – Regular monitoring and evaluation of all ODeL activities through the subsequent implementation strategy.

Appendix 1: Professional Program

- [1] Certified Project Management Professional (cPMP)
- [2] Certified Project & Contract Management Professional (cPCMP)
- [3] Certified Monitoring and Evaluation Professional (cMEP)
- [4] Certified General Management Professional (cGMP)
- [5] Certified Resource Mobilization and Proposal Development Professional (cRMPD)
- [6] Certified Health, Safety and Environmental Professional (cHSEP)
- [7] Certified Strategic Management and Leadership Professional (cSMLP)
- [8] Certified Production & Operations Professional (cPOP)
- [9] Certified Human Resource Management Professional (cHRMP)
- [10] Senior Professional in Human Resource - International (SPHR-I)
- [11] Associate Professional in Human Resources - International (APHR-I)

- [12] Professional in Human Resource – International (PHR-I)
- [13] Certified Training and Development Professional (cTDP)
- [14] Certified Human Resources Consultant Professional (cHRCP)
- [15] Certified Human Resources Manager (CHRM)
- [16] Certified Human Resources Director (CHRD)
- [17] Certified Compensation and Benefits Manager (CCBM)
- [18] Global Professional in Human Resource (GPHR)
- [19] Certified Training and Development Professional (cTDP)
- [20] Certified Procurement and Supply Professional (cPSP)
- [21] Certified International Procurement Professional (cIPP)
- [22] Certified International Advanced Procurement Professional (cIAPP)
- [23] Certified Electrical Installations and Repair Professional (cEIRP)
- [24] Certified Supply Chain Professional (cSCP)
- [25] Certified Supply Chain Manager (CSCM)
- [26] Certified Administrative Assistant and Secretary Professional (cAASP)
- [27] Certified Customer Service Professional (cCSP)
- [28] Certified Environmental Impact Assessment Professional (cEIAP)
- [29] Certified Tours and Travel Management Professional (cTTMP)
- [30] Certified Treasury Management Professional (cTMP)
- [31] Certified Practical Accountant Professional (cPAP)
- [32] Certified Public Financial Management Professional (cPFMp)
- [33] Certified Financial Planner (CFP)
- [34] Certified Public Finance Professional (cPFP)
- [35] Chartered Finance Professional (CFP)
- [36] Certified Public Bookkeeping Professional (cPBP)

- [37] Chartered Financial Consultant Professional (CFCp)
- [38] Chartered Life Underwriter (CLU)
- [39] Chartered Finance Professional (CFP)
- [40] Chartered Financial Consultant Professional (CFCP)
- [41] Certified Accounting and Finance Professional (cAFP)
- [42] Certified Financial Accounting Professional (cFAP)
- [43] Certified Internal Auditing Professional (cIAP)
- [44] Chartered Auditing Professional (CAP)
- [45] Certified Forensic Fraud Examiner (CFFE)
- [46] Certified Risk Management Professional (cRMP)
- [47] Certified Credit Professional (cCP)
- [48] Chartered Banking Professional (CBP)
- [49] Certified Business (Corporate) Law Professional (cBLP)
- [50] Certified International Marketing Professional (cIMP)
- [51] Chartered Alternative Investment Analyst (CAIA)
- [52] Chartered Economics Professional (CEP)
- [53] Certified Computer Forensic Investigator (CCFI)
- [54] Certified Ethical Hacker Certification and IC DL Professional (CCH & IDCLp)
- [55] Certified Mobile Application Developer (CMAD)
- [56] Certified Information and Communication Technology Professional (cICTP)
- [57] Certified Journalism and Media Studies Professional (cJMSP)
- [58] Certified Information System Auditor (CISA)
- [59] Certified Web Programming with PHP and JavaScript Professional (cWPP)
- [60] CISCO Certified Network Professional (CCNP)
- [61] Microsoft Certified Solutions Associate (MCSA)
- [62] Certified Information Systems Professional (cISP)
- [63] Microsoft Certified IT Professional (MCITP)
- [64] Certified Mechanical Engineering Professional (cMEP)

- [65] Certified Energy Auditor (CEA)
- [66] Certified Energy Manager (CEM)
- [67] Certified Building Commissioning Professional (cBCP)
- [68] Certified Manufacturing Engineer (CME)
- [69] Certified Quality Engineer (CQE)
- [70] Certified Systems Engineering Professional (cSEP)
- [71] Digital Manufacturing and Design Technology Certification (DMDTC)
- [72] Certified Practitioner in Energy Management Systems (CPEMS)
- [73] Certified Sustainable Development Professional (cSDP)
- [74] Certified Renewable Energy Professional (cREP)
- [75] Master Certified Electronics Professional (MCEp)
- [76] ISO 50001 Lead Auditor - (ISO 50001 LA)
- [77] Certified Industrial Energy Professional (cIEP)
- [78] Certified Business Energy Professional (cBEP)
- [79] Certified Water Efficiency Professional (cWEP)
- [80] Certified Compliance Professional (CCP)
- [81] Certified Cyber Security Professional (CCSP)
- [82] Certified Bank Risk Management Professional (cBRMP)
- [83] Certified Professional in Sustainable Finance (CPSF)
- [84] Certificate in Anti-Money Laundering & Counter Financing of Terrorism (CAC)
- [85] Certified Anti-Money Laundering & Counter Financing of Terrorism Compliance (CACC)
- [86] Certified Professional in Bank Audit (CPBA)
- [87] Certified Cloud Security Professional (cCSP)
- [88] Certified Expert In ESG & Impact Investing (CEE&I)