

COL Quality Assurance Workshop Report



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COMMONWEALTH *of* LEARNING

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

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Introduction

This document is a report of the Commonwealth of Learning workshop that was run by the South African Institute for Distance Education ((SAIDE) for Open Schools within Commonwealth countries. The workshop took place at Kopanong Hotel in East Rand, Johannesburg from 8 - 12th September 2008 and it focused on quality assurance in open schools. The rationale of the week-long workshop was two-fold: (i) to promote understanding of the salient quality assurance issues and concepts amongst the workshop participants and (ii) to provide delegates an opportunity to participate in the initial stages of the development of a quality assurance toolkit that is relevant and adaptable to open schools in different contexts within Commonwealth countries. Such a participatory approach was deemed to be important as it would not only enrich the toolkit through sharing of ideas on open schooling and quality assurance, it would also enhance ownership of the end product by the participants who are the end users of the toolkit.

Workshop Aims/Objectives

The main objectives of the workshop were:

- To develop a common understanding of quality and quality assurance amongst participants working in open schools operating in a wide diversity of developing countries.
- To provide workshop participants with an opportunity to share and exchange ideas on the role open schools play in broadening educational access in developing countries.
- To help participants identify key elements of an open education system that require quality assurance, and develop criteria for quality assuring those elements.
- To develop in participants an appreciation of the importance of instituting a comprehensive and explicit quality assurance system in an open education system.
- To facilitate, through dialogue, sharing of the diverse experiences of the participants on what constitutes best practice in open education.

Delegate Profile

The workshop was attended by a highly motivated group of 22 delegates from 16 countries spanning the Asiatic and African continents. Only 2 out of the 24 invited delegates failed to turn up for the workshop; one from Ghana and the second one from Guyana. The diversity of backgrounds of the 22 delegates was an invaluable asset in terms of enriching the workshop experiences of the participants. There were participants from well established open schooling systems who had long experience in dealing with quality assurance issues who shared their experiences with those from newly established open schools that are starting to put in place quality

assurance mechanisms. Examples of the former were delegates from India, Namibia and Botswana. There were also other participants who were from open universities that have distance education as their key delivery process; like Papua New Guinea and Bangladesh. Yet another category of participants was from quality assurance units of institutions; like delegates from Samoa and Botswana. Table 1 below shows the names of participants by country and institution, as well as their contact details.

Table 1: Workshop Participants List

	Country	Name	Position	Institution	Email
1	Bangladesh	Alinoor Rahman	Dean, Open School	Bangladesh Open University	alinoor1163@yahoo.com
2	Bangladesh	Tasrun Jahan	Lecturer in Economics, Open School	Bangladesh Open University	c/o mizan2006@yahoo.com
3	Botswana	Malebo Seoke	Quality Assurance Coorindator	BOCODOL	mseoke@bocodol.ac.bw
4	Botswana	Dikeme Kgamanyane	Programme Development Coordinator	BOCODOL	dkgamanyane@bocodol.ac.bw
5	Cameroon	Mr. Lawrence Kambiwoa	National Inspector for Computer Science Education	Ministry of Secondary Education	Lawrence96@k@yahoo.com
6	India	Dr. R.S.P. Singh	Assistant Director - Academics	National Institute of Open Schooling	rspgsingh@gmail.com
7	Lesotho	Mathakane Elsie Ntlaloe	Development Studies Course Writer	Lesotho Distance Teaching Centre	ldtc@adelfang.co.ls
8	Malawi	Nkolokosa Masauko		Malawi College of Distance Education	masaukon@yahoo.com
9	Mauritius	Dr. Praveen Mohadeb	Acting Executive Director	Tertiary Education Commission	mohadeb@intnet.mu
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11	Mozambique	Amadeu Afonso	Technical Staff	Institute of Open and Distance Learning	mutch2007@yahoo.com.br

12	Namibia	Jan Nitschke	Manager: Research & Evaluation	NAMCOL	nitschke@namcol.com.na
13	Namibia	Francine Keendjele		NAMCOL	keendjele@namcol.com.na
14	Nigeria	Sylvester Eyinnaya		Universal Basic Education Commission	senyinnaya@yahoo.com
15	PNG	Abdul Mannan	Executive Director, UPNG Open College	University of Papua New Guinea	mannanma@upng.ac.pg
16	Samoa	Lemalu Lafi Sanerivi	Deputy CEO & Head, Quality Assurance Sector	Samoa Qualification Authority	lsanerivi@gmail.com
17	Seychelles	Alex Souffe	Director, National Institute of Education	Ministry of Education	asouffe@yahoo.uk
18	Swaziland	Ms. Nokuthula Vilakati	Coordinator, Materials Design and Development	University of Swaziland	thula@uniswacc.uniswa.sz
19	Swaziland	Walter Sukati	Director, Institute of Distance Education	University of Swaziland	sukati@uniswacc.uniswa.sz
20	Tanzania	Ms. Genoveva Kituli Ntiluhoka		Institute of Adult Education	teww_2004@yahoo.co.uk
21	Tanzania	Mr. Edward Lugakingira		Institute of Adult Education	teww_2004@yahoo.co.uk
22	Zambia	Chambuleni Luciano Mubanga	Head of Department	Zambia College of Distance Education	zacode@coppernet.zm

General approach to workshop

To achieve the above-specified objectives, the workshop had to be organised around active involvement of participants in group work, report back and discussions in plenary sessions, reflective exercises at the end of each day, and special assignments/roles to identified individuals and small groups of participants. Each day, the sessions also kicked off with highly motivating activities, mainly in the form of short games that had relevance to the theme of the day.

The workshop was characterised by presentations on the salient aspects of the workshop objectives, and these were both by invited experts as well as by workshop delegates identified in advance of the workshop (See appendices 6 -17 in separate folder). High powered presentations by experts on key aspects of quality assurance in ODL included the following:

- Quality in Open Schools: the evolution of quality criteria in ODL in South Africa by Jenny Glennie (Director of the South African Institute for Distance Education)- Appendix 6 in power point folder
- Setting Up a Quality Assurance System for Distance learning: A Distance Practitioner's Perspective by Fiona Bulman (A widely experienced academic in distance education at University of Kwa Zulu Natal) – Appendix 7 in power point folder
- Collaborative development of a Quality Assurance Toolkit by Sheila Drew (A highly experienced expert in materials development from SAIDE) - Appendix 8 in power point folder
- Quality in ODL by Ephraim Mhlanga (Workshop facilitator from SAIDE) – Appendix 9 in power point folder

Presentations were made by participants on country experiences on the challenges regarding Open Schooling in general and quality assurance in particular, firstly in groups and then in a plenary session. Participants identified the following as the main challenges confronting open schools in the different countries:

- General shortage of qualified academic and support staff that has expertise in ODL. This problem is worsened by inability of schools to retain the few qualified personnel available. This impacts negatively on the quality of offerings.
- Difficulties in enhancing learners' performance so as to match conventional systems. The attitudes of learners, and indeed the public towards ODL are negative. This is exacerbated by poverty that impacts negatively on the quality of education; buildings where study centers are housed are of poor quality and there are inadequate learning facilities
- Structuring ODL to meet the emerging (new) needs of the youth (at various levels of education).

- Use of New Information Technologies (NITs) in learner support and learning in environments where resources are scarce and capacity is lacking.
- Inadequate funding and lack of a strong financial base
- Huge geographical dispersion of students which makes distribution of materials and other forms of student support difficult and expensive.
- Lack of reliable communication infrastructure and inaccessibility of ICT intensifies the solitude of open distance learners
- Lack of large scale printing equipment
- Lack of capacity in relation to issues pertaining to quality assurance
- No agreed upon standards to ensure quality
- Absence of an ODL policy and Quality Assurance framework,

Workshop facilitators had to actively involve delegates in working on assigned tasks in groups and reporting back to plenary sessions. Delegates had to draw from their individual and shared experiences and work through assigned tasks that led to an understanding of quality and quality assurance as key elements of success in open schools, tease out challenges associated with quality delivery in ODL in general and in their schools in particular, and identify key elements of the envisaged toolkit. Key workshop resources that were used to inform delegates on the role of open schools and the challenges they face were the country reports that delegates were asked to prepare in advance and bring to the workshop. These papers are included in this report as appendices 1- 5. Apart from providing valuable information on open schooling in the different countries, preparation of the country reports were an important strategy to get delegates to reflect on their experiences in advance, and prepare themselves psychologically for the workshop. This approach worked quite positively as was evidenced by the way participants discussed their experiences during group work and the group contributions they made on the various aspects of the quality assurance kit.

Workshop achievements

The workshop succeeded in:

- Getting participants to develop an understanding of the concepts of *quality* and *quality assurance* as they apply to open schooling
- Getting participants to appreciate the increasing role of Open Schooling in broadening access at post-primary level in developing countries, and the importance of putting in place robust quality assurance systems.
- Enabling participants identify key areas of Open Schooling where quality should be assured, and which form the basis for the quality assurance toolkit.
- Enabling participants identify quality assurance criteria that should be included in the toolkit.

Conceptual understanding

Through group and plenary interactions, delegates were able to come to grips with the two critical concepts of quality and quality assurance. In their evaluation of the workshop which took place on the last day, 95% and 90% of the delegates indicated that the workshop had enhanced their understanding of the concepts of quality and quality assurance respectively. Only 5% (2 participants) indicated that their understanding of the concept of quality was still inadequate, and 10% (2 participants) indicate that they still had inadequate understanding of the concept of quality assurance.

Role of Open Schooling and importance of comprehensive quality assurance systems

Workshop participants acknowledged that from the country reports that were made in groups and discussed to quite some length in a plenary session, they were able to understand that Open Schooling is assuming greater importance in most of their countries. This was mainly conspicuous through the enrolments that were reported for the different schools by delegates. They were however, also able to identify that the major weakness had to do with the quality of the offerings. Thus these discussions enabled participants to appreciate the importance of instituting robust quality assurance systems in order to ensure that the large numbers of learners enrolled in Open Schools enjoy sound education. Some of the evaluation comments from participants on what they learnt through the workshop were the following;

I learnt about the growing sector of Open Schools.

I have come to appreciate the need to ensure quality at every stage in Open Schooling systems.

I now know the different areas that require quality assuring in Open Schools.

I now have an idea of how a quality assurance toolkit can be used by institutions at different levels of development.

Participants suggested that the following aspects should be given emphasis at the different stages of an institution's development:

Embryonic stage	Evolving Stage	Mature Stage
<ul style="list-style-type: none"> • Political commitment • Strategic planning, including ODL policies • Strong financial support • Legal status • Certification and registration • Setting up organisational 	<ul style="list-style-type: none"> • Review ODL policies and QA guidelines • Review learning materials • Enhance interactive learning 	<ul style="list-style-type: none"> • Learning materials: <ul style="list-style-type: none"> Printed materials Radio Audio TV Web based • Quality interactive

<p>structures</p> <ul style="list-style-type: none"> • Awareness/advocacy • Capacity building/Staff development and training • Infrastructure development • Design and develop materials • Articulation with formal systems • Benchmarking and Linkages • Student support system • Internal and External review and evaluation 	<ul style="list-style-type: none"> • Diversify learning media • Review learner support system • Test the decentralised system • Strengthen monitoring and evaluation system • Research and development 	<p>materials</p> <ul style="list-style-type: none"> • Curriculum revision • Policy review to address national problems and challenges • Learner support: <ul style="list-style-type: none"> ○ Guidance counselling ○ Fees subsidy ○ More study centres to support students at their door steps ○ Use of modern communication modes like cell phone/ online/LMS • Systematic Quality Audits • Student grievances committees • Research and development • Enhanced infrastructure
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NB. The typology of embryonic, evolving and mature stages of development drawn from Antony Hopkin, (2005)¹

Key areas of Open Schooling to be quality assured

Drawing from samples of criteria provided as resource materials for the workshop and from their own experiences, participants suggested the following as key aspects to be quality assured in an Open Schooling system. These aspects form the criteria that should be included in the quality assurance toolkit.

¹ Hopkin, Antony, G. (2003) "Frame Factors and Quality Assurance Agency in an 'Embryonic' Higher Education System": A paper presented at the Biennial Conference of the International Network of Quality Assurance Agencies for Higher Education (INQAAHE) in Dublin, 14- 17 April 2003.

Policy and Planning:

Programmes are undertaken with a clear sense of purpose and direction, guided by national priorities and the quality demands of cost effective education provision.

Learners:

The education provider gathers detailed information about learners, enables constant upgrades in programme development, course design, materials development and learner support.

Programme Development:

Programmes are flexible and designed in line with national needs and the requirements of prospective learners and employers. They encourage learner access, respond to changing environments, and utilize appropriate learning and assessment methods.

Course Design:

A course curriculum is well researched in terms of aims, learning outcomes and levels, supported by appropriate content, teaching, and assessment methods.

Course Materials:

Aims and learning outcomes are supported by content, assessment, teaching and learning approaches, and are accessible. There is an explicit process for development and evaluation of materials.

Assessment:

Assessment is an essential feature of the teaching and learning process and is well managed, meeting the requirements for accreditation bodies and employers. A credible continuous assessment system is put in place and compliments terminal assessment.

Learner Support:

Learners are supported to a considerable extent by engagement with tutors and peers through communication systems. The need for the provision of physical facilities and study resources is also taken into account.

Human Resource Strategy:

Induction and development programmes equip staff to perform their roles and tasks effectively. Staff structures, as well as their experience, qualifications, responsibilities, and job descriptions are appropriate to the education and training services they provide.

Management and Administration:

There is effective, transparent and democratic management of communication, information and human and material resources. The education provider has efficient administrative systems and is financially sound.

Collaborative Relationships:

In the interest of cost effective education and training, collaborative relationships are formed and joint projects undertaken.

Quality Assurance:

A continuous review of the quality assurance system ensures that the needs of learners, staff and other clients are met.

Information and Marketing:

Marketing is undertaken to ensure delivery of appropriate learning programmes. Education and training services are accurately publicized and promoted.

The Quality Assurance toolkit

Generally, it was felt that the toolkit should be smart, and not too cumbersome, whilst at the same time it should provide the necessary guidelines needed by staff working in the Open Schools. Participants' understanding of such a kit was that it should be a guide including everything needed in the evolving process for QA, a collection of instruments to guide the process of QA. In their view, it should contain things like:

- National Policy guidelines
- Government regulations and legal requirements
- QA criteria and indicators
- Self evaluation tools
- Monitoring systems for all stages and levels – (inputs, processes and outputs)
- Flowchart for quality evidence and information for quality control check points
- Cases illustrating good practice

The purpose of such a toolkit should be to guide the Quality Assurance processes through a series of steps, stages and strategies with clearly articulated outcomes as a guide for:

- Accrediting courses
- Monitoring, maintaining and improving quality
- Informing future decisions and actions
- Building common understanding internally and with external stakeholders

An example of one way criteria could be laid out was worked out as part of the workshop, initially through a select task group, then refined and adopted by the entire group in a plenary session. The example on Policy and Planning below was given as a suggestion of layout:

1.0 Criterion: Institutional Policy and Planning

The institution has a clear sense of purpose and direction evidenced by well defined strategic plan and explicit policies translating global context, national needs and priorities and demonstrating the use of open and distance learning methods to provide education services.

1.1 Sub-Criterion: Planning

Elements/Indicators

- 1.1.1 The vision, mission of the institution sets out clear and unambiguous goals and principles which fit into its local, regional, national and global context.
- 1.1.2 The institution promotes planning culture and adopts a participatory planning approach.
- 1.1.3 The institution has a planning mechanism to translate strategic plan into operational plan for each of its administrative units which sets goals, objectives and actions for achieving planning targets.
- 1.1.4 The institution has a mechanism for monitoring and evaluation of plans and resetting planning targets.
- 1.1.5 The institution publishes its principles, values and distinctive character to stakeholders and commitments to learners.
- 1.1.6 The institution addresses sustainability issues in the planning process.

1.2 Sub-Criterion: Policy

Elements/Indicators

- 1.2.1 The institution has a mechanism for formulating, monitoring and reviewing policies and procedures.
- 1.2.2 The institution has well documented policies and procedures in all areas of its operation (program development, course design and delivery, assessment, learner support, student administration, marketing etc.)
- 1.2.3 Policies and procedures are readily available and well understood by members of staff.
- 1.2.4 The institution has a mechanism to support and monitor staff in the implementation of policies (individual portfolio, supervision and counselling, team work etc).
- 1.2.5. The institution promotes and ensures equal opportunities for learners, staff and clients.

Workshop visits

On the evening of the third day of the workshop, 10th September 2008 SAIDE sponsored a visit by all the delegates to the Victory Theatre to witness one of the most dynamic drama and music groups in Johannesburg, the Africa Umoja. Delegates were enthralled by the majestic lyrics of this group of young men and women who depict the history of Black social life in Johannesburg through drama and music.

On the afternoon of the last workshop day, Friday 12th September 2008, COL facilitated a tour of Soweto for the group. This gave delegates an opportunity to have a glimpse of the city of gold, especially the famous Soweto high density residential area which is known worldwide for its struggle against apartheid. Amongst other places, the trip took the delegates to former president Nelson Mandela's house, Bishop Desmond Tutu's house, Walter Sisulu Square, and the Hector Petersen Museum. All delegates expressed appreciation for the gesture of kindness expressed by SAIDE and Frances Ferreira from COL.

Conclusion

At the end of the workshop, every delegate expressed appreciation for having attended and participated in the workshop, and indicated that they had learnt something that was going to help them improve quality assurance in their institution. They all look forward to re-convening and make their input on the draft quality assurance toolkit when it is ready.

**QUALITY ASSURANCE PRACTISES: THE EXPERIENCE OF THE INSTITUTE
OF ADULT EDUCATION IN THE PROVISION OF OPEN SCHOOLING AND
DISTANCE LEARNING IN TANZANIA**

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1.0 INTRODUCTION:

Quality assurance has been defined as a “systematic management and assessment procedure adopted by education institutions and systems in order to monitor performance against objectives and ensure achievement of quality outputs and quality improvements” (Harman, 2000, p.1). This means quality assurance facilitates recognition of standards of awards, serves public accountability purposes, helps inform student choice, contributes to improved teaching, learning and administrative processes, and helps disseminate best practices with the goal of leading to overall improvement of education systems.

Quality is a very important aspect in any production process or rendering of services. “Quality is a product of planning, monitoring, control and coordination” (Robinson 1993: 77) - it “depends on products, processes, systems and people.”...“Quality Assurance does not merely mean a set of procedures to be followed - it is also an attitude or ethos which influences every aspect in an organization’s activity” (ibid: 79). In other words, commitment to quality ought to be part of organization’s culture.

Having a quality assurance system helps to refine the product, enhance human and material resources and promote/increase productivity in terms of efficiency and effectiveness. Quality assurance in an institution also makes the institution compete with others, especially where there are many offering the same programmes. Faced with the globalization of the world economy, coupled with the associated challenges of

producing high caliber human resources needed to effectively participate in the global economy; national stakeholders have voiced serious concerns about the quality of their educational provisions to ensure their competitiveness. The Institute of Adult education is therefore not an exception.

A number of terminologies have been developed and used to refer to similar ideas of improving the quality of education, such as quality assurance, quality assessment, quality improvement, and quality development (Harman, 2000; Brennan & Shah, 2000; Hopkins & Lee, 2001; Gosling & Andrea, 2001). However, while the definition of quality assurance may differ, all quality assurance terminology share a common purpose in ensuring that students receive a high quality and relevant education and therefore awarded credentials that are widely recognized by governments and employers. Quality of education is illusive, complex and multifaceted as definitions and measures may be. Universal consensus prevails that an acceptable definition necessarily has to include individual and collective learning outcome (UNESCO, 1995; Oxfam, 1999). Quality has been measured by focusing on three dimensions which are educational inputs, education process and learning outcomes. Similarly it is important to set quality standards in any institution with regard to better and maximum utilization of available resources.

1.1 Quality Assurance in Open and Distance Learning: A General Perspective

Quality has always been an issue in distance education and distance learning. Since distance education inception and subsequent widespread diffusion, distance education has been about increasing access to education, a reality that has compelled many countries to adopt distance education as part of their educational system (Garrison, 1993). As we evolve towards the information age, DE is also evolving. As a result of this, concerns about the quality of DE provisions becomes of central importance and hence a subject of study. It is therefore within this 'access to education' paradigm that 'quality assurance' has become one of the fundamental aspects in planning and managing Open and Distance learning (ODL) provisions.

Since the 1990s, institutions, stakeholders and scholars have given serious attention to quality assurance issues. Within this context these institutions have been required to redefine and re-orient their missions and strategic visions to incorporate and address quality issues. There is no doubt therefore, numerous reports have been published to share ideas, experiences, and articulate processes and best practices of Quality assurance implementation in DE from around the world.

Stakeholders interested in ODL have become increasingly interested in quality assurance issues. Learners are demanding better quality educational services and provisions. This means ODL providers must pay close attention to quality in terms of products, processes, production, delivery systems and philosophy (COL, 1997). The total quality approach which covers not only products but services and processes as well, is a very useful methodology that holistically examines the process of ODL as an integrated whole (Zuhairi, Purwanto & Isman, 2002).

Despite the importance of the process component as a whole, 'quality' in ODL tends to be viewed in terms of 'materials' produced. Judging the quality of ODL products is relatively easy, however. The course materials, which are often the primary means of engaging learners, are tangible and open to scrutiny by students and other interested parties. Indeed, it is much easier to judge the quality of a tangible product of say, a course syllabus and curriculum, than of less tangible aspects such as learning process, teamwork, or management (COL, 1999). Clearly, quality in ODL covers a number of aspects, which along with the physical products includes pedagogical processes, production, delivery systems and philosophy (COL, 1997).

Quality of products includes course materials, number of graduates, examination pass rates, admission in further studies, and so forth. Quality of processes covers areas such as learning and teaching processes, advising students, coordinating external course and test item writers, networking with regional offices and managing student information. Quality of production and delivery systems includes course production, print and multimedia production, test item production, scheduling, warehousing and stock control, getting materials to students, and broadcast transmissions. In terms of

products, the quality of ODL varies from one institution to another, depending on priorities, resources, size, and the student body of which it aims to serve (COL, 1997). For instance, ODL institutions in developed countries typically use ICT based courses, while institutions in developing countries use printed materials as its primary medium of instructional delivery.

Quality of processes is more difficult to address than products. Various kinds of learning supports may be provided by institutions like tutorial services, organized study groups, library access, and access to learning resources (COL, 1997). Indeed, most ODL students are at liberty to decide for themselves whether or not to use learning resource facilities (COL, 1997) and in some cases, students cannot access learner support facilities – i.e., living far from learner support facilities (Fozdar, Kumar & Kanan, 2006).

The challenge for ODL institutions, therefore, is not only to ensure learner support that is both accessible and relevant, but also to encourage students to participate in and use of support systems that ensure quality-learning. Management and decision-making processes are similarly difficult to assess. Indeed, it takes some time to observe how the quality of decision-making influences a given institution (COL, 1997).

1.1.1 Quality Assurance in ODL: The Context of IAE.

Despite the different perspectives and views regarding the subject of Quality Assurance practice, the IAE defines quality in terms of the process of course design and the quality of the study materials thus prepared. The second concern is the provision made for the learning/teaching transaction, which incorporates feedback and interactivity in the context of counseling, tutorials, assignments, etc. The third important context is the usability of ODL for the subject concerned, and finally the assessment modes (qualitative and quantitative indicators).

1.2 The Institute of Adult Education

The Institute of Adult Education was established in 1960 as an extra-mural section of Makerere University College, Kampala Uganda under the University of London. In

1963 it became a department of Adult Education under the Dar-es-salaam University College.

The functions and services of the Institute of Adult Education have been changing overtime. Initially its functions included conducting evening classes, weekend schools, and public lectures and workshops. These services were offered to civil servants who wanted to upgrade themselves and sit for various examinations. Later on, the IAE became a center for learning, research and training in literacy and adult education.

In 1970, the IAE started to offer distance education programmes to out of school adolescents, youth and adult learners through the National Correspondence Institute (NCI). The NCI was established within the Institute of Adult Education in 1970. It produced and offered to its large and diverse learners distance education courses in both formal and non-formal education programmes. All distance education courses were prepared to give instructions for Tanzania syllabi. Courses prepared specifically for the masses that have little or no formal education were written in Kiswahili, Tanzania's national language. NCI also provided courses in secondary education (Form I-IV) in basic subjects. Presently, the NCI now correctly referred to as Distance Education Department (DED) has been restructured to cater for the growing learning needs of present day Tanzania.

In 1975, the IAE gained its own charter and became an independent parastatal organization under the Ministry of Education and Vocational Training (MoEVT). It was charged with multiple roles and functions, among them being the provision of education through open and distance education programmes. In accordance with the provisions, it was mandated to expand education and training opportunities to out of school youth and adults, through the use of open schooling and distance learning methodologies.

This function and role falls within the vision of the Institute of Adult Education of "becoming a leading institution in the provision of sustainable quality and equitable adult and non-formal continuing education". It consequently mirrors the central theme of providing quality education to its learners/clients.

1.3 The ODL Programme of the IAE

The current ODL programme implemented by the IAE started with a conceptual paper that was followed by a project write up. The write up was then submitted to the Ministry of Education and Vocational Training which in turn incorporated it in the Secondary Education Development Programme (SEDP) 2004-2009.

The approach employed by the IAE in delivering ODL programme intended to combine the best traditions of correspondence and distance education with the current Information and Communication Technologies (ICTs) media. This was so, in order to enable learners realize the open learning ideals of learning what, where, when and how they want to learn. Therefore, besides promoting access and equal opportunities by reaching out socially and educationally disadvantaged groups and individuals, the ODL approach provides parity with the formal education system.

Together with the aforementioned goal of reaching as many learners as possible, the overall goal of ODL is to have a well established ODL system which provides quality education to out of school youth, adolescents, adults and other disadvantaged groups, nomads and girls who are unable to access education through the formal system. The emphasis on quality education is vividly clear in all the IAEs endeavors of implementing ODL. However, these efforts of implementing ODL have faced numerous challenges especially that of contending with the stereotype that distance education was substandard in comparison with the mainstream formal education.

1.3 Type of Programmes:

As the programme is designed to address education and training needs of a heterogeneous clientele, it has been structured into five sub-programmes each of which is intended to address the needs of specific learners.

Table 1: ODL sub-programme matrix

S/N	SUB-PROGRAMME	TARGET GROUP	SUBJECTS	DURATION	REMARKS
1.	Distance Learning with 3 hours of daily face to face support.	Primary school leavers. Secondary education drop-outs	Civics, History, Geography, English, Kiswahili, Mathematics, Biology	2 years	Subjects to be offered in two stages. Stage 1 in the 1 st year and stage II in the 2 nd year.
2.	Distance Learning with face to face support every 4 months.	"same as above"	"Same as above"	2 - 5 years	To complete stages I & II within 2 -5 yrs
3.	Crash programme. Distance Learning supported with intensive face to face sessions	Adult learners	"same as above"	Not more than 2 years	To complete stages I & II in less than 2 yrs.
4.	Professional programmes.	Adult Learners	Vocational skills in ICT, technical, business, agriculture, home economics, health sciences.	2 – 3 years	To complete individual courses/subjects in 2 – 3 years
5.	Introductory courses. Distance Learning and face to face support	Primary education drop-outs. Secondary education drop-outs. COBET graduates	Introductory courses in. Mathematics. Elementary English. General knowledge.	6 months to 1 year.	To complete the programme in 6 months to 1 year.

SOURCE: IAE 2005, ODL Guide.

2.0 QUALITY ASSURANCE PROCESSES IN ODL PROGRAMME

2.1 ODL Curriculum and Materials Design and Development

The ODL curriculum design was preceded by a benchmark study carried out in 43 districts of mainland Tanzania. The objectives of the survey were to assess the current status of open and distances learning in the country, to get a profile of target learners, come up with an inventory of learning needs which are relate to the target groups, and identify partnership and collaboration modalities.

The major findings of this study focused on five areas; which include:

- Identified potential target learners
- Specific learning needs
- Identification of study centers
- Essential partners
- Identification of qualified centre facilitators

This exercise was then followed by a review of syllabi and development of new courses as they were identified in the benchmark survey. The review exercise entailed a process of condensing the existing formal schooling syllabi and integrated to the identified needs so that it can be covered within a time frame of 2 to 5 years. The curriculum was modulated by curriculum experts drawn from Tanzania Institute of Education (TIE), the University of Dar-es-Salaam and Distance education experts. This was then followed by development of learning materials for 7 secondary education subjects. Guidelines regarding minimum standards were used for course development and design.

Experienced subject experts for the 7 designated subjects were drawn from secondary schools, textbook writers, editors and the Institute of Education that deals with curriculum development. The experts then underwent capacity development training on how to write materials for a distant learner.

The capacity building workshop was then followed by subject panels that were designated the responsibility of writing subject modules. The panels were then followed up by discussion forums on what has been developed and written by the

experts. The agreed subject outputs were then sent to external readers and finally to experienced editors after incorporating inputs from the latter. This qualitative editing process of subject materials is meant to validate content, language and design.

2.2 Provision of Learning Contents/Delivery Modes

Development of Operational Manual

Workshops to develop an operational guide manual for Regional Resident Tutors, Centre coordinators and Facilitators were conducted. The objective was to develop a manual, which could guide Regional Resident Tutors and Study Center coordinators on how to run and manage ODL study centers. The output of these series of workshops was an Operational manual, which is currently being used in establishing leaning centers. This was strategically done in order to maintain a quality system of management in all 21 Regional Centers all over the country.

Development of Tutors and Learners Manual

A workshop for development of tutors and learners manual was conducted with an objective of developing facilitation and learner's manual that would be used by tutors involved in the facilitation of ODL learners and learners who would be enrolled in the ODL programme. The Tutor and Learner manuals were developed out of this series of workshops and they are currently being used for the purpose. The existing process entails all newly recruited ODL Center coordinators and facilitators to undergo training on how to use "Tutors Manual" to facilitate effectively the process of learning in ODL study centers, and also guide the learners to use properly the "Learners Manual" for acquisition of the intended quality knowledge and skills.

Teaching/Learning process

Student interaction with facilitators is an essential characteristic in this ODL programme and this process is facilitated through face-to-face sessions. The frequency of meetings (face to face) depends on the type of programme and the learners enrolled in. Effective communication with learners is highly encouraged. The process enhances

the facilitators ability to rectify some difficulties or clear doubts in learners, hence achieve the set objectives.

2.3 Supervision and monitoring

The programme supervisors and administrators undergo training specifically to enhance their skills in effective supervision and evaluation. The training is organized by the IAE and participants include Regional Resident Tutors, School Inspectors, Secondary School Teachers and study center supervisors. Close and continuous monitoring is conducted both at study center level through the Study Centre coordinator and at Headquarters by the Programme Coordinator and student support administrators. Programme Coordinator and his staff make regular and frequent monitoring visits to IAE regional centers and ODL study centers.

Center coordinators supervise facilitators for better facilitation of learners and all on-going activities at learning centers. Formal school supervisors (education inspectors) are also involved in ensuring standards are adhered to. The IAE gives orientation to the education inspectors on how to supervise and maintain quality in ODL study centers. Regional Resident Tutors in their respective regions closely follow up the monitoring and supervising process.

2.4 Assessment and evaluation

This practice is purposely done as a tool to help the learners to learn and continue to learn best. It is a way of identifying the weaknesses of learners and make timely interventions to improve the performance made, while the strengths are built on. It overtly shows how much the learning objectives of a particular topic or theme have been achieved by learners after a specified duration of learning. At each center, assessment is planned to oversee both quantitative and qualitative changes in learners. The quantitative assessment tools include: self-check exercises, assignments for submission, monthly tests and/or mid-term examinations, terminal examinations, annual examinations and mock examinations. External institutions such as the

National Examination Council of Tanzania also do performance evaluation. Learners sit the same examinations as conventional student, i.e. Qualifying Test and the National Certificate of Secondary Education (CSE)

Materials are also evaluated and revised based on feedback from students and tutors. This is intended to ensure that the contents meet the needs of the curriculum.

It is possible to summarize the IAEs quality control and assurance activity by considering the four aspects of quality that Normann (1984) identified: products, processes, production and delivery systems and general philosophy of the organization.

Table 2: Four aspects of quality in open and distance education at the Institute of Adult Education

ASPECTS OF QUALITY	IAE MECHANISMS FOR DEVELOPING, MEASURING AND MAINTAINING QUALITY
THE PRODUCTS	
The courses and materials (Modules)	<ul style="list-style-type: none"> • Writers and designers are provided with training on how to write for a distant learner. • A qualitative editing process follows writing to validate content, language and design. • Materials are evaluated and revised on the basis of feedback from students and tutors. • Contents address needs of the curriculum.
Number of graduates or successful completers	<ul style="list-style-type: none"> • Close and continuous monitoring is conducted both at study center level through the centre coordinator, Resident tutors at regional level and at headquarters by the ODL coordinator and student support services section.
Examination pass rates or achievement of intended competencies or practical skills	<ul style="list-style-type: none"> • Reliance is placed on the quality of the materials. • Teachers are trained on facilitation methodologies of a distant learner. • Face-to-face counseling and student support is provided to the learner. • Effective communication with learners is maintained.
Equivalent results in public	<ul style="list-style-type: none"> • Learners sit for the same examinations as conventional students.

examinations	<ul style="list-style-type: none"> • Learners undergo the same examination registration processes as conventional students.
<p>THE PROCESSES</p> <p>Learning and teaching processes such as written work and providing student feedback; monitoring learners and facilitators;</p> <p>Application, registration and examination</p> <p>Advising students and keeping track of them</p> <p>Record keeping</p>	<ul style="list-style-type: none"> • Capacity building of facilitators on how to facilitate a distant learner is provided. • Learners' written scripts are marked and assessed to test quality over time and space. • ODL Coordinator and his staff make periodic visits to centers. • Learners receive feedback on assignments and also during face to face sessions • Registration of learners is done at learning centers and IAE Regional centers. • Registration process is a paper-based process. • Systems are designed at the Headquarters and instructions are sent to ODL Centres, where face-to-face contact with the students is provided. • Basic databases are designed in consultation with Headquarters and Study Centers. They are maintained by designated officers at IAE headquarters and monitored by the ODL coordinator. • A database of facilitators is kept at the IAE regional office • A database of ODL learners is kept at center level and regional office.
<p>PRODUCTION AND DELIVERY SYSTEMS</p> <p>Course production</p> <p>Print production</p> <p>Warehousing and stock control</p>	<ul style="list-style-type: none"> • Course production must follow the IAE tendering and procurement procedures to get value for money. • During the printing process, the IAE monitors closely the production process of learner's materials. • Printed materials are sampled for quality. • Course materials are printed at IAE Printing Unit. • Printing what is needed and distribute straight away through the stores/procurement management unit.

Getting materials to students	<ul style="list-style-type: none"> • Small stocks are held at learning centers and regional offices while bigger stocks are kept at headquarters.
Management and training of staff	<ul style="list-style-type: none"> • Stock records are kept at learning centers, regional offices and headquarters. • A wide range of capacity building activity is undertaken in areas of management and supervision of open schooling and distance learning.
AS A GENERAL PHILOSOPHY OR ETHO	The Institute of Adult Education in collaboration with the Open University of Tanzania is expected to spearhead the process of developing an Open Distance Learning policy. The IAE has already started the initial groundwork of developing an ODL partnership policy.
Policy development	IAEs motto is “education has no end” for the learners.
Motto or slogan.	

Adapted from Robinson (1993)

3.0 LESSONS LEARNED FROM IMPLEMENTING QUALITY ASSURANCE IN ODL PROGRAMME

One of the most obvious and pleasing advantages for IAE has been the increasing recognition of the quality of its study center coordinators and facilitators who have gone through the capacity building programmes on open schooling and distance learning. As well as improving their knowledge of open and distance learning, it engendered in them a sense of pride in their work and awareness of their responsibilities to learners. This in turn has enabled the IAE to make real improvements in the quality of their student support services and materials. However, as much as this is an encouraging observation and step on the part of the institution, much more has to be done in terms of advocacy of ODL, to dispel the stigma that has been attached to distance education.

The materials developed are considered to be of value for conventional learning so much so that the IAE sees a market for generating an income by selling them to secondary schools to be used as supplementary readers and reference materials. Although the IAE depends largely on the print media in its operations, it recognizes the importance of information and communication technologies (ICTs) in opening access to ODL and what its impact would be on learner support.

Therefore as part of its short-term objectives the IAE is looking into the possibility of introducing both audio and videotapes to supplement the printed materials. In addition to the above, the IAE has embarked on strengthening its capacity in the ICT area by increasing personnel in the IT Unit and opening up a Web-site as a first step towards introducing online services. It envisages expanding connectivity to all the 21 regional centers. These processes will consequently lead to improved motivation of learners as well as have the potential to increase completion rates and demand to enroll in the ODL programme.

Another area where we are witnessing change is in the attitude of the general public starting to recognize the programme. Information from the regional offices and student support section indicate an increase in the number of individuals enquiring on the ODL programme. The challenge as indicated earlier is on the IAE ensuring customer information is readily available to potential learners.

4.0 CHALLENGES IN IMPLEMENTING ODL AND QUALITY ASSURANCE PROCESSES.

The challenges the IAE is likely to encounter in implementing ODL programme and consequently its quality assurance initiative is in the following areas; first and foremost, is absence of an ODL policy and Quality Assurance framework, inadequacy of resources, especially human, financial and technical, inadequacy of professional cadre in distance education and limited research in ODL.

Other challenges include contextual considerations; instructional processes, learning processes and learners characteristics as well as ICT related issues. The contextual challenges include negative attitudes by the majority of the public that ODL offers an

inferior education; that it is a temporary intervention to cope with socio-economic, political and technological pressures and hence leading to ad-hoc planning that may create a trade-off for quality in favor of quantity. Another contextual challenge is poverty that influences the quality of education and it is reflected in the poor quality of the buildings where study centers are housed, inadequate facilities and inadequate supply of teaching and learning materials.

On the issue of instructional processes, the foreseen challenges involve course development, production and delivery. The course writers and facilitators are used to conventional residential mode of delivery of educational programmes. Whereas the design and development of courses to cater for the needs of distance learners requires ODL institutions to balance market demands with social accountability. Therefore, insufficient or less relevant course materials can adversely affect the quality of the programme because in most cases the course materials guide the instructional process.

Other challenges related to learning processes and learners characteristics such as lack of motivation to learn may affect their participation in ODL, and this situation may become worse if there is an ineffective learner support system. Lack of reliable communication infrastructure and inaccessibility of ICT intensifies the solitude of open distance learners in Tanzania.

5.0 CONCLUDING REMARKS

The IAEs Open schooling and Distance learning programme is now in its 4th year of implementation. The achievements that have been recorded during its implementation especially in course design and development, issues of student enrollment, subject facilitation, student assessment and evaluation can be attributed to leadership. Leadership, especially at the initial stages of the development of an institution or a programme, has significant implications for a host of related factors such as the quality of the overall management and that of the staff, their expertise and attitude. Therefore, institutional leadership is viewed as the most significant engine of change, development and quality assurance. The efforts that have been put

in capacity building and development by the IAE are testimony to the positive concerns by the management on issues of quality. Ideally, an institution may be considered to possess a quality culture when the need to achieve better outputs becomes an internalized passion for each and every employee. This need must be so deeply ingrained in every individual that it should guide further activity regardless of the external setting, favorable or unfavorable. Creation of this kind of need to improve continually on past performance or to contribute in a more effective manner is, to my mind, the key ingredient in developing a culture of quality in an institution.

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ZAMBIA COLLEGE OF DISTANCE EDUCATION (ZACODE)

Brief Description of the Institution and its Programmes

Zambia College of Distance Education (ZACODE) is a distance education institution that has been offering distance education programmes since its inception in 1964. It falls under the Directorate of Open and Distance Education and the Directorate is an integral part of the Ministry of Education in Zambia. Zambia College of Distance Education runs Alternative Upper Basic Education and Alternative High School Programmes Leading to the award of the Junior Secondary School Leaving Certificate and General Certificate of Education respectively.

Distance learner enrolments vary from year to year. Presently enrolment has dwindled drastically due to the emergence of Academic Production Units (APUs) in conventional schools. However, plans are under way to eventually capture APU students and make them pursue their studies under the auspices of the Directorate of Open and Distance Education with the support of self-instruction learning materials prepared by Zambia College of Distance Education.

The Role of ZACODE in Enhancing Access to Education

Zambia College of Distance Education plays a significant role in the provision of education. In order to ensure that as many people as possible have access to education:

- Anyone aged 15 and above, who meets entry requirements, can be enrolled,
- Distance learners are charged only a minimal fee,
- The principle of free pacing is upheld to allow learners to pursue studies at their own pace,
- Entry requirements are not necessarily the same as those for conventional schools,
- The mode of instruction is basically through the print medium which every student can afford,
- Learners are drawn from all walks of life and

- Flexibility and educational democracy are observed.

Since distance learners do not use facilities in schools, there is no limitation to enrolment. Potential learners who have not been absorbed by the conventional education system are encouraged to opt for distance education with regard to the conditions listed above.

The Target Groups

As indicated above, distance education is not restrictive. However, Zambia College of Distance Education has particularly been enrolling applicants from the following categories of people:

- School drop-outs from conventional schools,
- Working class people who wish to improve their qualifications,
- Female students who might have been victims of unwanted pregnancies while they were at school,
- Vulnerable young people who could not meet school requirements in the conventional education system,
- Young people who did not perform satisfactorily in the school final examinations and
- Anyone who considers education as a tool to enhance his or her social status and as a means to acquire an opportunity to seek employment in the formal economic sector.

Student Numbers Involved in Distance Education

As I have already observed the College no longer possesses a huge number of distance students and consequently does not enjoy prestige as it used to in the 1960s, 1970s and 1980s. This state of affairs can be attributed to a number of factors as follows:

- Academic Production Units in conventional schools have absorbed our potential distance learners,
- Anyone can study on his/her own and enter for public examinations on his or her own terms. This category of learners enter as external candidates. There

is no proper mechanism to ensure that they have really been prepared for examinations. Therefore, they see no need to study with the College.

- The College has been facing financial constraints. This entails that it has not been satisfying some of the student needs and expectations.
- The College has been confronted with the problem of critical understaffing in almost all the sectors of its operations. The implication is that quality service has been compromised.
- The College has been ill-equipped and receiving inadequate supplies of pre-requisites. This results in irregular production and dispatch of learning materials to students.
- Bureaucratic obligations make decisions to take long to be implemented. In the process of waiting students become disappointed and frustrated. This erodes the students' confidence in the institution.

However, the College, in conjunction with the Directorate of Open and Distance Education, is doing its best to address these problems and challenges. Members of the general public, and officials in some circles, who have seen and studied our teaching learning self-instructional materials, have spoken highly of their quality. It should be noted at this juncture, that the College has done away with the traditional textbook based approach to teaching and adopted a new approach which is a multi-media dimension. This is in conformity with the modern technologies in distance education.

Student Support Systems

Traditionally there are distance learners who enroll with the College directly. They apply for enrolment and if the College is satisfied with their entry requirements, they are enrolled. Teaching learning materials are dispatched to them through the postal services. These students study on their own in their homes and at their convenient time. They get support in form of pedagogical comments on their assignment worksheets which are embedded in the study materials. They are at liberty to write to the College and ask for help or personally come to the College and discuss problems and challenges with their respective tutors.

According to the old structure of the Directorate of Open and Distance Education, there have been officials at district and provincial levels who should serve as extension officers. Unfortunately there has been very little liaison between them and the College and they have ended up with being given other assignments. In short, according to the old system, students hardly got any support from distance education officials.

However, a new system has been formulated and implemented although it is also not yet fully operational. From the top to the tutors' level it goes as follows:

- The Permanent Secretary of the Ministry of Education,
- The Director of DODE
- The Chief Education Officer (for Open and Distance Education)
- The Principal Education Officer (Distance Education)
- The Senior Education Officer and Senior education Standard Officer in every province
- District Education Standard Officer in each of the 72 districts
- Education Standard Officer for Distance Education responsible for 2 districts

Besides the College academic staff that includes:

- The Principal
- 4 Heads of Department
- Senior Lecturers
- Lecturers and
- The College support staff

From the foregoing you can note that the system is in place to render support to would-be distance learners. Officers are there in every province and district to administer distance education and to collaborate with the College which is responsible for the designing, development and production of learning print materials.

Student Success/Pass Rates

Students who duly complete their programmes either at Alternative Upper Basic Education level or Alternative High School level are served with certificates of completion of their studies. They then make arrangements with their nearest examination centres for entry as external candidates. When results are published learners are treated as bonafide learners of examination centres where they have sat for exams. The College is not provided with the feedback with regard to their performance. Distance learners are usually adults who are highly motivated and their performance is consequently outstanding and credit goes to examination centres. This goes to explain why most of them have no serious difficulties in securing places where they have to write exams. It is our hope that once the new system is operational, the college will be in a position to measure success or pass rates of its students and determine innovative trends for improvements or maintenance of standards.

Systems used to Assure Quality

I have already pointed out that the college has adopted a new style for the presentation of teaching –learning materials and in view of this old materials are either phased out or customized to develop new ones. A number of measures are taken to assure quality:

- Planning and drawing up course outlines
- Orienting and training course-writers
- Individual module/unit writing
- Peer reviewing
- Developmental testing
- Final corrections and editing
- Printing

Other measures taken to assure quality are:

- Assessment of student performance
- Stocking of materials
- Distribution of materials

- Record management

In the face of stiff-neck competition we have come to realise that our survival as a College depends on quality learning materials and quality services. At College level we have a number of bodies responsible for different stages of programme and course production until a learner gets a final product which is package of learning materials. The process is long and cumbersome but quite exciting.

First of all there is a course development team consisting of Head of Department, Senior Lecturers and Lecturers. The team is responsible for the designing and development of a course for a given subject. A course outline is drawn up and agreed upon collectively. Then copies are distributed to course-writers as guides. Where there is a deficit of manpower, well-qualified and competent teachers in the surrounding schools are identified and invited to participate in course-writing. However, to assure quality, they are made to undertake an induction course after which they engage in course-writing under strict supervision of the Head of Department or Course Coordinator.

Once modules/units are drafted the HOD has to go through them and make preliminary corrections. Then they go for typing. After typing, the manuscript is checked by the subject specialists. Then it is circulated among HODs of other departments or subject areas. They read through it and make comments which they reserve for the editorial meeting. When the editorial meeting is held chaired by the Vice Principal (currently the author of this paper for administrative convenience only), reserved comments are presented and flaws of the manuscript are discussed and correction are made. The work goes back to the typing pool for corrections on the draft copy. Thereafter there is a printout of hard copies which are used for peer reviewing. We normally invite subject experts from outside who have not participated in drafting the work under review. They also make observations leading to further discussions and corrections.

At this stage arrangements are made with local institutions of learning so that the pupils are made to go through them. Once the pupils have studied the materials, their comments are corrected, scrutinized and used to make final corrections with

regard to features like language, style, facts, illustrations, typography, typeface, etc. At this stage the study material is camera ready and goes for printing.

Quality assurance is also manifested in the assessment of learners' performance. At College level, assessment is done in three major ways, viz. practical activities, self-check activities and tutor-marked assignments.

The College support staff has also a role to play in as far as quality assurance of learning materials is concerned. For instance, once the materials are printed and assembled, they have to see to it that they are well-stocked on clean stalls in readiness for dispatch. The dispatch section is responsible for record management. It takes stock of what materials have been received from the Printing and Assembly Section and dispatch to individual students.

The tutor-marked assignments alluded to above, are marked by the College tutors and student progress charts are maintained by the Dispatch Section. These are the records that we use to ascertain that a student has duly completed a course and /or programme and is ready for taking examinations. In addition, the learners' profiles are maintained with regard to their ages, occupations, locations, social status, educational backgrounds and so on.

Challenges

As we have seen above, the college has been operating under very difficult circumstances and challenges some of which are as follows:

- A critical shortage of the academic and support staff,
- Inadequate funding and lack of a strong financial base,
- Inadequate requisites,
- Lack of transport to distribute learning materials hence the use of postal services and
- Lack of large scale printing equipment

As a result of the above problems and challenges the Directorate of Open and Distance Education in collaboration with the College is not operating on the wheels of the new structure. The College has a core function of developing, producing and distributing teaching learning materials. It has no capacity to wholly fulfill its role in

enhancing access to education. Zambia College of Distance Education is currently the only public institution in the country responsible for teaching by distance education. This implies that it has a mammoth task to meet the educational requirements of people who cannot afford to receive face- to face conventional education. The challenges it is facing need to be addressed seriously to restore its old glory and reputation.

Finally the College has not diversified its mode of presentation due to the challenges I have just cited above. We still entirely depend on the print medium. This is not encouraging with the emergence of the modern information technologies and advances in other spheres of modern life.

Prepared and presented by: L. M. Chambuleni

Quality initiatives

A. Memorandum of Understanding

In the year 2002 BOCODOL and NAMCOL signed a Memorandum of Understanding in which they agreed to engage in cooperative programmes.

As a result of this memorandum the institutions started collaborating on issues relating to quality assurance enhancement. Ever since then there has been continuous peer evaluations and benchmarking between the two institutions which has led to un-paralled excellence in the delivery of services and improved capacity building.

Inter-institutional quality framework

An inter-institutional quality framework has been jointly developed to enable the two institutions to carry out audits on each other in pursuit of quality. Framework signed in 2005 by heads of two partner institutions.

Audit team

The institutions appointed quality audit teams that were responsible for the inter-institutional quality audits.

Common quality criteria

This document focuses on the common quality criteria for two partner institutions, BOCODOL and NAMCOL. The document has been developed as part of the implementation plan flowing from the Memorandum of Understanding, in which quality assurance maintenance between the two institutions has been identified as a major priority. The document is in a way an extension of the existing inter-institutional framework developed with the objective of creating guidelines for inter-institutional quality assurance audits.

Most importantly, the document has been developed with the strategic plans of both institutions in mind and the quality initiative existent within both institutions.

Internal Quality Audits

Each institution developed its own quality criteria initially and used these criteria to conduct internal quality audits in all its functional units. Since the common quality criteria have been developed the quality assurance teams used these criteria for internal audits as well. The internal audits are conducted every year and audit reports are produced in preparation for the external audits.

Inter-institutional quality audits

The guiding principle behind the audits is that it is not a fault finding mission but to identify areas that need improvement and sustain the strengths that are existent in each organization. At least one month in advance of the external audit the institution is required to submit the internal audit reports to the counterpart to prepare for their audit. The auditors then make a selection of functional units that will be audited.

As per the inter-institutional quality framework the auditors are required to produce a draft report at the end of the audit and give one week for feedback to the institution that was audited. After considering the input, the auditors will produce a final report within one month after the audit.

Audit objectives

The external audits are conducted to ascertain if institutions comply with its set quality standards and procedures. In particular the audit aimed to assess the following:

- Existence of policies and procedures
- Availability of the required documentation
- Availability of self-assessment reports

B. LEARNER SUPPORT SYSTEMS

Learner support has generally been defined as a range of resources that are provided to facilitate the learning process. It is believed that effective learner support services and systems are very important elements of any distance education programme.

1 Learner Support: Secondary Education Programme

1.1 Basic Package of Services

The following support is provided to learners from enrolment onwards:

NAMCOL Good Study Guide and Handbook for learners. These booklets provide information on the following:

- guidance and tips on how to study effectively,
- enrolment points,
- courses,
- activities,
- important dates,
- names and contact details of all those responsible for learner support at NAMCOL;
- A full set of study guides and /or textbooks, a study programme, a set of three assignments per subject and writing sheets;
- One day orientation workshop at the beginning of an academic year;
- Two hours of face-to-face tuition per week in each subject for contact learners for 26 weeks per annum;
- Two vacation workshops, one week per workshop, per year for those learners who are unable to attend face-to-face tutorials (non-contact learners);
- Self-supervised study groups and halls;
- HIV and AIDS Awareness Programmes.

1.2 Learner Support through Assignments

Three assignments, memoranda, study programmes and tutorial letters are set for each subject every year. Tutors mark the assignments and write constructive comments to learners. The tutors also discuss the comments with those learners who attend classes. The marks are captured on the learner record database, of which 10% per class group is selected by the system for moderation.

1.2.1 Moderation of Assignments

This is done with the aim of establishing fairness, consistency and credibility in the marking and awarding of marks.

1.2.2 Feedback Tutorial Letters to Learners

The moderator addresses common mistakes made in assignments and related shortcomings.

1.3 Learner Support through Technology

1.3.1 Toll free Helpline

Learners and the general public have an opportunity to access relevant NAMCOL staff for enquiries at no cost.

1.3.2 Short Message Sending (SMS)

This system enables staff to communicate important and urgent information to learners and tutors through SMS, recently enhanced to include more services and functional units.

1.3.3 Lessons through ICTs

NAMCOL has successfully developed interactive digital lessons for Grades 10 and 12 Mathematics, Physical Science and English. These lessons are available on NAMCOL's website and on CD-ROM.

1.3.4 Education Radio and Television Project

NAMCOL manages the education radio and television broadcasting project on behalf of the Ministry of Education. A series of educational programmes are developed and broadcast on National Radio Services, Community Radio Stations and the National Television Service.

2 Learner Support: Professional Programmes

The Distance Education Coordinators and Regional Office staff members provide support to learners and attend to their queries.

2.1 Workshops

The following workshops are provided to learners in Professional Programmes:

Orientation workshops for learners are scheduled at the beginning of each academic year.

Contact Sessions/ Workshops takes place in May and June.

Examination Preparation Workshops are held during September each year.

2.2 Telephones and E-mails

NAMCOL creates e-mail addresses for tutors and learners to facilitate communication. Tutors provide their telephone numbers to learners.

2.3 Namibian Open Learning Network Trust (NOLNet)

There are 49 NOLNet resource centres across the country. The centres cater for learners from NAMCOL, University of Namibia, Polytechnic of Namibia and the National Institute for Educational Development (Colleges of Education).

2.4 Support through Manuals

Assignment Writing Skills Manual, Policy Guidelines and an Annual Calendar provide information ranging from guidance on how to effectively complete assignments, important dates (e.g. of examinations, workshops, assignment deadlines), course outlines, assignment remarks, composition of final results and rules on absence from examinations.

The College recently developed a manual for learner support services, which outlines all learners support procedures, processes and systems, including the roles of the different functional units in the Management and Support Services Division.

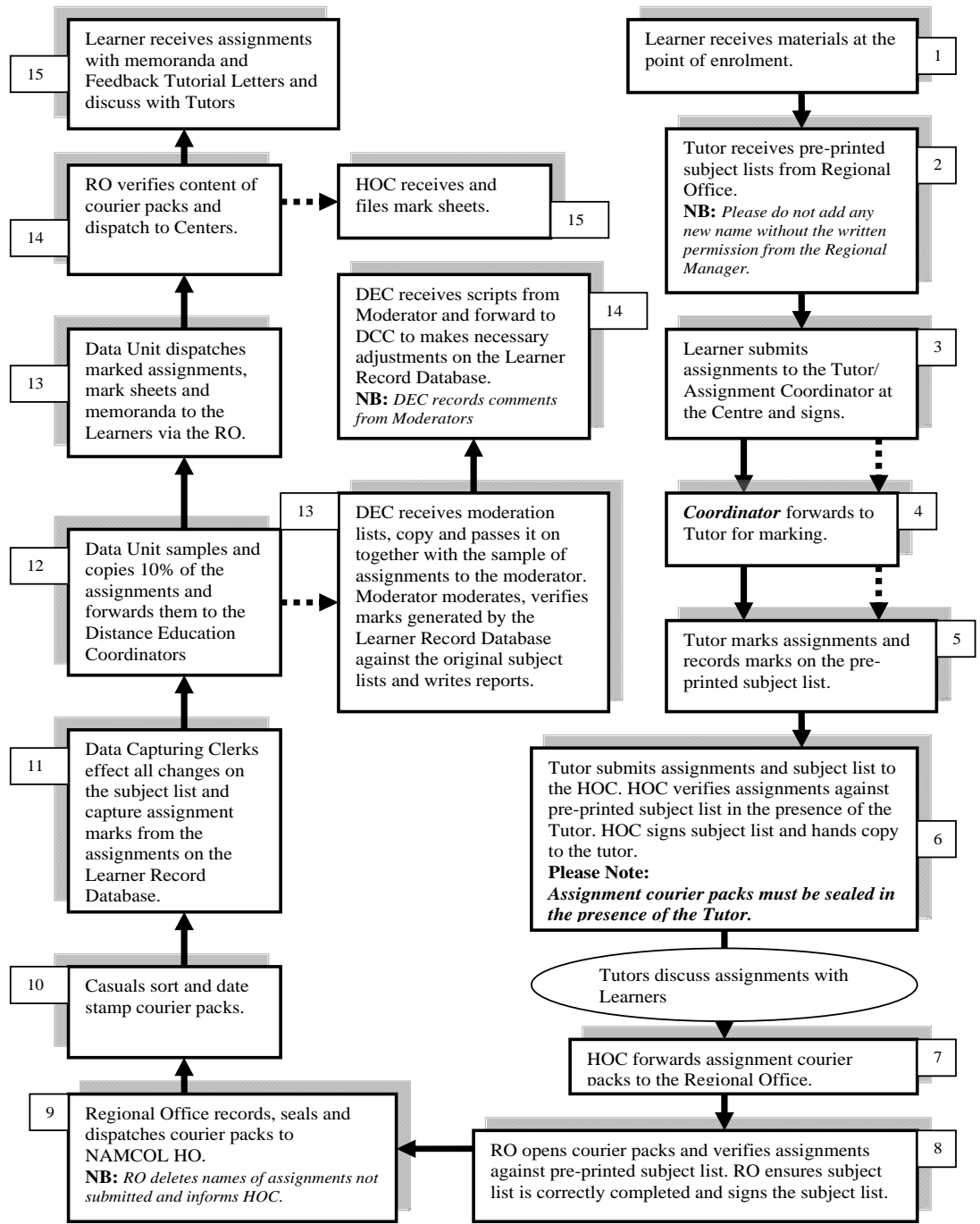
NAMCOL has a Training Guide for Heads of Centres and Tutors that is used to facilitate training of HOCs and Tutors to equip them with the necessary skills to provide the best support to learners.

The moderator's manual provides guidelines on how to effectively moderate and spells out the roles and responsibilities of moderators – for all assessment tools.

2.5 Monitoring and Evaluation

- HOCs monitor and evaluate performance of tutors regularly.
- ACs monitor and evaluate centre activities.
- CMCs supervises activities at centres.
- LRCs also serve to monitor and evaluate performance of tutors and HOCs.
- Research and Evaluation Unit evaluates quality of workshops and tuition at centres.
- Internal and external quality audits are conducted at centres – audit tools are tailor made to serve this purpose.

PATHWAYS: ASSIGNMENT HANDLING



University of Papua New Guinea

Open College

QUALITY ASSURANCE PLAN

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UPNG Open College

Quality assurance plan

Introduction

Strategic Plan Objective 5 of the Strategic Plan of the University of Papua New Guinea requires the University:

“Goal 5: To establish and promote effective quality assurance programs in the University’s administration, academic programs and research, and to attract confidence from the stakeholders.”

The UPNG Open College through the University has accepted nine broad areas for which identified standards must be achieved across its own strategic goals. These are based on the accreditation requirements of the National Guidelines for Institutional Accreditation. They are:

- Institutional Integrity
- Purpose and Mission
- Governance and Administration
- Education Programs
- Academic and Non Academic Staff
- Learning Resources
- Student Activity and Service
- Physical Resources
- Financial Resources

Based on UPNG’s Quality Assurance Plan UPNG Open College is and should always be at a level of preparation and readiness to proceed to accreditation or re accreditation.

UPNG’s Open College quality assurance plan is focused in the area of quality products, course contents delivery mechanism and student support.

These guidelines are defined below:

1. Institutional integrity

The UPNG Open College demonstrates honesty and integrity in its relations with the institution's (UPNG) constituencies, including students and the public.

2. Purposes (including mission statement)

The UPNG Open College is guided by clearly stated purposes and defines the distinctive character and nature of the University of Papua New Guinea.

3. Governance and administration

The UPNG Open College's objectives and programs are supported by a management committee which includes representatives of the Senior Executives and the Executive Deans of the university of Papua New Guinea. The Open College centres' aims and objectives are supported by an advisory board which includes representatives of Provincial administration, UPNG and the public.

4. Educational programs

Academic planning is directed towards institutional purposes, is systematic, involves representatives of all appropriate segments of the institution and provides the rationale for projected use of human, financial and physical resources.

5. Academic and non-academic staff

The appointment, development and retention of competent staff, qualified to carry out institutional purposes, in large part determines the quality of an institution.

6. Learning resources (including Library and Information Technology)

All resources at an institution exist to implement the educational programs and thereby accomplish institutional purposes. Learning resources include facilities, equipment, materials, persons and software.

7. Student activities (including services to students)

The experience of students at higher education institutions should extend beyond their academic programs and should include social, welfare and health services.

8. Physical resources

The effectiveness of the institution's policies for maintenance and, where necessary, replacement of buildings, equipment and plant.

9. Financial resources

Financial resources are sufficient to achieve and enhance the educational objectives to which the institution is committed.

1.0 Institutional Integrity

The institution demonstrates honest and integrity in its relations with the institution's constituencies, including students and the public.

Element	Timeframe	Benchmark	Responsible Person
1.1 Open college conducts induction programs for its new staff	Ongoing	100% attendance of eligible staff	Executive Director
1.2 The Open College has Management Committee.	On-going	4 meetings at least annually	VC and Executive Director

2.0 Purpose and Mission

The institution is guided by clearly stated purposes and defines the distinctive character and nature of the institution.

Element	Timeframe	Benchmark	Responsible Person
2.1 The Open College publishes and update a set of relevant publications	On-going annually	100% compliance Review of Action plan	
<ul style="list-style-type: none"> Course Handbook 	- Annually		Executive Director
<ul style="list-style-type: none"> Strategic Business Plan 	5 yearly		Executive Director
<ul style="list-style-type: none"> An annual report 	- On going/annually		Executive Director
<ul style="list-style-type: none"> Staff handbook 	- Annually		Executive Director
<ul style="list-style-type: none"> Annual research report 	-Annually		- Associate Director: Programs & Production.

<p>2.2. The Open College has in place and implements:</p> <ul style="list-style-type: none"> • An appointment and promotion and progression policy which promotes excellence and merit as the essential characteristics of the process. • A regular process review • Operational Plan 	<p>On going and subject to review.</p> <p>Annually</p> <p>Annually</p>	<p>100%</p> <p>100%</p> <p>100%</p>	<p>Executive Director</p> <p>Executive Director</p> <p>Executive Director</p>
<p>2.3. The Open college has in place mechanisms which recognizes and reward excellence:</p> <ul style="list-style-type: none"> • Staff work plan 	<p>Annually</p>	<p>Meets the performance criteria</p>	<p>Executive Director and Associate Directors.</p>

3.0 Governance and administration

The UPNG Open College's objectives and programs are supported by a management committee which includes representatives of the Senior Executives and the Executive Deans of the university of Papua New Guinea. The Open College centres' aims and objectives are supported by an advisory board which includes representatives of Provincial administration, UPNG and the public.

Element	Timeframe	Benchmark	Responsible Person
<p>3.1. The Open College has Stake Holder Advisory Committee:</p> <ul style="list-style-type: none"> • Centres Strategic Business 			

Plan <ul style="list-style-type: none"> • Operational Plan 	5 yearly Annually	2 meetings Annually	Executive Director OC and PUC Directors.
3.2. The Open College has in place mechanisms for accessing stakeholder opinion: <ul style="list-style-type: none"> • Students evaluation sheets • Survey of stakeholders: <ul style="list-style-type: none"> ○ Parents ○ Sponsors ○ Provincial government 	On-going annually Bi annually	100% compliance 100%	A/D PP and IDs. Executive Director

4.0 Education programs

Academic planning is directed towards institutional purposes, is systematic, involves representatives of all appropriate segments of the institution and provides the rationale for projected use of human, financial and physical resources.

Element	Timeframe	Benchmark	Responsible Person
4.1. The UPNGOC/Schools regularly review all Programs and Courses	3 – 5 yearly	Quality as defined by external reviews <ul style="list-style-type: none"> ▪ Market driven Relevance ▪ Compatible with Requirements • Comparability to other higher education institution 	<ul style="list-style-type: none"> • Executive Deans, • Executive Director • Associate Director Programs & Production • Course writers • Instructional designers.
4.2. The UPNGOC has a plan of Course Program Development		100% compliance	

<ul style="list-style-type: none"> • 5 year Course Development Plan • Annual Course development plan. 	<p>5 yearly annually</p> <p>Annually</p>		<ul style="list-style-type: none"> • Associate Director Programs & Production. • Instructional Designers.
<p>4.3. The UPNGOC adheres to an institutional policy of assessment that emphasizes performance and comparative merit.</p>	<p>On-going</p>	<p>UPNG assessment policy. CSU.</p>	<ul style="list-style-type: none"> • Executive Deans • Executive Director – Open College, • Associate Director Program & Production • Instructional Designers.
<p>4.4. The UPNGOC establishes non negotiable minimum entry standards, limiting places to those with a record of academic success or successful work experience.</p>	<p>On-going</p>	<p>Eligible school leavers and Professionals.</p>	<p>Registrar and Executive Deans</p> <ul style="list-style-type: none"> • Executive Director.
<p>4.5. The UPNGOC through the Schools and Examiners Committees reviews and monitors the award of all student grades.</p>	<p>On-going</p>	<p>UPNG Policy</p>	<p>Executive Deans & Vice Chancellor</p> <p>UPNGOC</p> <p>Executive Director</p>
<p>4.6. The UPNGOC through the University has and applies a policy of minimum performance measured by GPA with flexibility.</p>	<p>On-going</p>	<p>100% of students meet the GPA policy requirement.</p>	<p>Registrar</p> <p>Executive Deans & Executive Director.</p>
<p>4.7. The UPNGOC through the schools and the registrar’s office implements and regularly reviews a simple, transparent and merit based admission procedure.</p>	<p>On-going</p>	<p>100% compliance. No students receiving offers / entering via illegitimate routes.</p>	<p>Registrar</p> <p>Executive Deans.</p> <p>Executive Director.</p> <p>Campus / Centre Director/s.</p>
<p>4.8. The UPNGOC through the</p>		<ul style="list-style-type: none"> • On-Campus 	<p>Executive Director</p>

university benchmarks all Distance Education programs against on-Campus programs and comparable D.E. providers.	On-going	<ul style="list-style-type: none"> • Courses • Charles Sturt University • Southern Queensland University. 	– Open College, Executive Deans,.
<p>4.9. The UPNGOC requires a minimum teaching performance for all staff</p> <ul style="list-style-type: none"> • Course outlines updates • Availability to student responses to enquiries. • Assessment of Students • Conducting residentials. • Identification of contemporary learning resources and inclusion of course requirements 	On-going	100% compliance	Executive Deans, Executive Director
<p>4.10. UPNGOC sets minimum standards for the design and preparation of Distance Education programs and delivers .</p> <p>Instructional design provision. Refer to ID level of Service in attachments 1-4.</p>	On-going	100% compliance SCU and USQ programs	<ul style="list-style-type: none"> • Executive Deans, • Exec. Director - Open College, • All Associate Directors • Instructional designers.

5.0 Academic and non academic staff

The appointment, development, and retention of competent staff, qualified to carry out institutional purposes, in large part determines the quality of an institution.

Element	Timeframe	Benchmark	Responsible Person
5.1. The UPNGOC has in place, and implements	On-going	100%	<ul style="list-style-type: none"> • Director, HRM • Executive Director

transparently and consistently merit based staff selection.			Open College.
5.2. The UPNGOC identifies and publishes minimum standards of qualification for all levels of staff both academic and general.	On-going	UPNG	<ul style="list-style-type: none"> • Registrar • Ex. Director • Associate Director
5.3. The UPNGOC has in place a Staff Development Policy applicable on a merit basis to all staff.	On-going annually	UPNG policy	<ul style="list-style-type: none"> • Executive Director • Associate Director Programs & Production
5.4. The UPNGOC has in place an in-house training program for its staff. <ul style="list-style-type: none"> • Sectional Inservices 	On-going	Participation by each staff member in at least one in-house short courses/workshops activity annually.	<ul style="list-style-type: none"> • Registrar • Director TILHT • Ex. Director • Ass. Director: Programs & Production. • Instructional designers.
5.5. The UPNGOC has in place committees to oversee <ul style="list-style-type: none"> • UPNGOC Staffing Committee • Research Committee • Finance committee • IT committee 	On-going	100% compliance	<ul style="list-style-type: none"> <input type="checkbox"/> Executive Director <input type="checkbox"/> Committee members.
5.6. The UPNGOC acknowledges and rewards high quality performance by staff.	Annually	Annual awards are made in recognition of quality performance.	Vice Chancellor Ex. Director

6.0 Learning resources

All resources at an institution exist to implement the educational programs and thereby accomplish institutional purposes. Learning resources include facilities, equipment, materials, persons and software.

Element	Timeframe	Benchmark	Responsible Person
<p>6.1. Benchmarks are established for the</p> <ul style="list-style-type: none"> • Books • Video, CD's DVD's, • Website Resources for both on-campus and off campus provision. 	December, 2006	<ul style="list-style-type: none"> • CSU, • USQ, • COL 	<ul style="list-style-type: none"> • Exec. Director IRC • Exec Director, Open College • Associate Director P & P. • Desktop publishers • Instructional designers
<p>6.2. All general staff whose duties require it, will be supplied with a desk top computer.</p>	On-going	100% compliance	<ul style="list-style-type: none"> • Executive Director • Bursar
<p>6.3. A student computer access ratio of 1.:30 be established at Open Campuses.</p>	1 February 2006	<p>1:50 1 Feb 2006</p> <p>1:40 1 Feb 2007</p> <p>1:30 1 Feb 2008</p>	<ul style="list-style-type: none"> • PVC • Executive Director, Open College • Associate Director: CSS.
<p>6.4. The University has a networked IT system based on advice from IRC; and including Open Campuses.</p>	1 June 2006	100% compliance	<ul style="list-style-type: none"> • Executive Director • Director, IRC • Associate Director: CSS
<p>6.5. UPNGCO has a multimedia center to adapt and use materials for ODC.</p>	December 2006.	<p>CSU</p> <p>COL</p> <p>USQ</p> <p>USP</p>	<ul style="list-style-type: none"> • Ex. Director IRC • Ex. Director OC • Associate Director: P and P. • Instructional designers

		JICA	
6.7. All OC / PUC learning spaces to be gradually equipped with up to date, electronic digital teaching equipment.	December. 2007	CSU USP	<ul style="list-style-type: none"> • Bursar • Executive Director • A/D CSS
6.8. Resource Centre: Gradual building of information & learning resources in Open Campuses and Centres.	On-going	CSU USP	<ul style="list-style-type: none"> • Ex. Director • Associate Director Centres & Student Support Services • Manager Bookshop.

7.0 Student activity and service

The experience of students at higher education institutions should extend beyond their academic programs and should include social, welfare and health services. These sources & systems should efficiently provide academic learning support.

Element	Timeframe	Benchmark	Responsible Person
7.1 The Open College has in place a Student Support Services which includes: <ul style="list-style-type: none"> • Welfare • Bridging programs • Career guidance 	1 January 2006 On – going 1 January 2006	UPNG UPNG UPNG	<ul style="list-style-type: none"> • Exec. Director Open College • Associate Director: CSS & P&P

7.2	The Open College has a Student Charter for Distance Education enrolled students.	2006 April	100% compliance	<ul style="list-style-type: none"> • Exec Director Open College • Associate Directors: CSS, P & P.
7.3	The Open College has in place counseling system for Distance Education enrolled students	On – going	UPNG	<ul style="list-style-type: none"> • A/D CSS • OC & PUC Directors.
7.4	The Open College has in place an Orientation publication for Distance Education Students	1 June 2004	Regularly revised publication in place	<ul style="list-style-type: none"> • Exec. Director, • Open Campus

8.0 Physical resources

The effectiveness of the institution's policies for maintenance and, where necessary, replacement of buildings, equipment and plant.

Element	Timeframe	Benchmark	Responsible Person	
8.1	The Open College has a physical Master Plan of all Open campuses	December 2006	100% compliance	<ul style="list-style-type: none"> • Associate Director: CSS • OC & PUC Directors.
8.2	The Open College has a five year Maintenance Plan for all Open Campuses	On - going	100% compliance	<ul style="list-style-type: none"> • Associate Director: P& P • OC & PUC Directors.
8.3	The Open College maintains an environment conducive			<ul style="list-style-type: none"> • Exec. Director, • Bursar

	to study and development of image for: <ul style="list-style-type: none"> • Open college • Open campuses 	On – going	UPNG	<ul style="list-style-type: none"> • OC & PUC Directors
8.4	The Open College has a development plan for enhancing physically, the institution as a learning environment.	1 June 2006	Plan written and reviewed annually	<ul style="list-style-type: none"> • AD – CSS • AD – P & P • CO & PUC Directors.

9.0 Financial resources

Financial resources are sufficient to achieve and enhance the educational objectives to which the Open College is committed.

Element	Timeframe	Benchmark	Responsible Person	
9.1	The Open College has Financial Management system in place	June 2006.	100% compliance with deadline	Bursar Exec. Director A/D: CSS.
9.2	The Open College has in place a financial management unit to regulate manage and monitor its income and expenditure.	December 2006	100 %	<ul style="list-style-type: none"> • Bursar • Ex. Director
9.3	The Open Campuses Centres submit monthly equittals to Open College	On – going	100% compliance	<ul style="list-style-type: none"> • Bursar • Exec. Director • A/D – CSS • OC & PUC directors
9.4	The Open College and Open campuses have an up to date Assets Register	On – going	UPNG	Exec. Director Open College, A/S: CSS Directors OC & PUC.

10.0 Attachments

1. QA responsibilities for Open College staff
2. Quality Assurance checklist (17/10/02)1
3. Quality Assurance: Course Materials Production
4. Quality assurance for Instructional designers

Attachment 1

QA responsibilities for Open College staff

Frontline staff

- manage all applications, enquiries, enrolments and student information according to UPNG regulations and with attention to detail.
- maintain logs of all dispatches (in and out of department), mailings and couriered items.
- answer all student enquiries promptly and with a follow-up where necessary.
- manage all record-keeping requirements including keeping the file registry and ensuring the appropriate location and storage of files.
- handle student problems efficiently and effectively.

Instructional designer

- manage all work related to Drafts 1 and 2 (including development of media)
- copyedit
- ensure media accompany print materials as required
- check final MS copy to release for reproduction
- check cover designs and wording prior to printing
- check label masters prior to copying
- keep records of final checks

Production coordinator

- generate appropriate requisitions for graphic design, print & label production, etc.
- ensure master copies (print or electronic) are sent to reproduction units on time
- check progress of reproduction for all copies
- check and log all overdue orders
- troubleshoot all reproduction problems
- ensure quality checks on all electronic media
- ensure all required electronic media accompany print materials to dispatcher
- ensure safety and integrity of all master copies
- procure appropriate packing material for electronic items, i.e. CD 'jewel' boxes
- inventory control
- keep records to track all items, e.g. media reproduction, covers/labels design and reproduction

Materials dispatcher

- ensure correct packaging of all course materials
- ensure correct labeling of all packages
- dispatch all items to chosen delivery contractors
- ensure appropriate storage conditions for all media
- check that packages and envelopes are delivered on time

- keep inventory control of all media
- keep records to track all items

Quality Assurance: Production (May, 2003)

(May, 2003)

Purpose: Ensure that all manuscripts are textprocessed, checked and prepared for the printery OR prepared for copying onto diskettes OR formatted for loading into a website or a CD according to the standards required for distance education publishing.

Standards

Textprocessing: 100% accurate; formatted consistently according to Open College Style Manual

Diskettes: 100% accurate; stable; consistent format, adhering to computer media copy requirements

CD-ROMs: 100% accurate; stable; consistent format adhering to computer media copy requirements

Designs: all labels and covers adhere to international design standards for clarity, readability

and visual coherence

Guidelines

1. All material intended for printed course packages must be textprocessed in the format stipulated by the UPNG Open College Style Manual.
2. Draft 1 is written by the course writer and is finalized for content. It is textprocessed into Draft 2 before being passed back to the writer and the instructional designer for checking.
3. Draft 3 incorporates the changes indicated by the checkers. The finished manuscript is passed to the course writer for content sign-off.

4. The instructional designer checks Draft 3 for page numbers and content on appropriate pages as indicated in the Table of Contents.

5. All course material for electronic copying is formatted as needed for the chosen medium.

Procedures

Print

1. The Style Manual must be used for all formatting of course materials to be printed. The materials should not deviate from the Style without express agreement between the textprocessor and the instructional designer. If any addition or change to the format is needed, it should be added to the Style Manual after the Style Committee discusses it and determines the most reasonable solution to the problem.

2. The attached diagram showing the drafts, stages of production and timeline should be used to explain the process to all interested parties. All parts must be observed in sequence.

3. Draft 3 must be signed off by the course writer. This can be done by email or telephone call, but is best done in writing if there has been any difficulty with approval for Draft 2.

4. A bound log is kept showing details of the manuscript received (Draft 1), date, processing period, when passed on for checking, when received for Draft 3 and when passed for the final check.

5. The instructional designer checks each page of the printed Draft 3 against the Table of Contents and the previous draft. A note is made on the page diagram for the contents of each page. This dated record is filed.

6. The production coordinator records the receipt of Draft 3 and prepares the print requisition.

7. The production coordinator prepares the print requisition for the MS covers, using the design approved for that course by the instructional designer.

Electronic copies

1. The final version is formatted for copying to fresh, formatted diskettes or CDs.
2. Trials are run to ensure stability.
3. Copies are made in bulk, with a quality check run on each.
4. Each copy is labeled using the label design approved by the instructional designer and the production manager.
5. The media required for a course must be listed in the course outline.
6. All required media must included in each course package.

Labels, cover designs and graphics

1. All UPNG Open College published materials must be identified clearly and correctly. No material should be produced without attached identification.
2. All CD, diskette and tape labels should be designed by a graphic artist to reflect Open College requirements, employing approved colours.
3. All covers for print materials should be designed by a graphic artist using the university logo and approved photographs or graphics in approved colours.
4. Each design must be checked for accuracy and adherence to design standards.
5. A file copy should be kept of the approved general design for each of: print covers and diskette, tape and CD labels.
6. Copies of all written instructions to graphic designers and all invoices relating to design work must be filed.

Quality Assurance: Dispatch

Purpose: Ensure that all materials are received from the printer and dispatched as needed.

Standards

Receipt of goods: 100% record-keeping and appropriate storage

Dispatch of goods: 100% accuracy in packing the right number of copies sent to the correct recipient

Guidelines

1. All manuscripts and other material to be sent to print should be accompanied by the appropriate requisition. All dispatches to print should be logged and verified, with promised delivery dates noted.
2. Such signed, dated entries are kept in a bound logbook that records all items sent to and received from printers.
3. All study materials, e.g. printed items, tapes, diskettes, CD-ROMs, are stored appropriately and safely.
4. A separate logbook is kept for dispatches of the study materials, e.g. courier name, dispatch date, consignment number, signature.
5. All dispatched items are packaged and labeled appropriately. Ensure that a supply of the correct packaging material is available for each order.
6. Files are kept of all orders: print requisitions, courier receipts, orders for course materials, and names and addresses of recipients of course materials.

Procedures:

Print

1. Print requisitions are obtained and used: one for each item that will be sent to a printer. The correct printer address and telephone number are obtained if an external printer is used.
2. All specifications are entered on the print requisition. No parts are left blank unless they are inappropriate for the required job.
3. The details of each item are logged, e.g. title, type (manuscript, poster), date received for dispatch, date actually dispatched. A carbon copy of each print requisition is kept on file.
4. The items are packaged as necessary and dispatched promptly.
5. Pickup dates from printers are logged and checked frequently if orders are overdue.
6. All items received from the printer are compared with the requisition specifications to ensure that all parts have been produced in the quantities ordered.
7. Check general print quality and notify the production manager if there are any problems. Date and log all problems.
8. All originals (manuscripts, loose materials) sent to print should be returned promptly with the product. These originals should be returned to originator or placed in storage as appropriate. All received items must be noted in the log with the date.
9. All electronic media should be stored to maintain reasonable condition when received... Media should be packaged and addressed appropriately when dispatched.

Attachment 2:

Quality Assurance checklist (17/10/02)1

Services	Item	Indicators	Monitoring
Production	MS preparation	Instructional design QA	Records on file
	Textprocessing	Style and format standards	Visual check
	AN masters	Stability and reproducibility	Technical check on each master
	Graphic design	Coherence and 'corporate' values	Display in various media & modes
Dispatch	Labels	Accuracy	Visual check
	Receipt	Log, store intake and file receipts	Inventory
	Packaging	Safety, protection, portability Log of problems	Check package condition with couriers and recipients
	Fill orders	Dispatch quick and accurate Include packing slip	Check with receiver
	Addressing	Records, reproducibility Log of problems	Returned/lost items Written or verbal complaints,
Destination	Check for receipt at destination	Check each EDTA	
Student admissions	Receipt of applications	Log and number	Posted lists
	Processing	Tracking forms, files	Updated log
	Acceptance/rejection	Letters generated for acceptance or rejection. Letters mailed (acceptances accompanied by info	Lists of acceptance/rejection; package dispatch list; log of dispatches.
	Finance	Accept (OK release of student template)	Reconcile receipts with bank statement.
Enrolment notification	Successful enrolments generate notification letters to students and class lists of students	File copies Log records	

Student records	Acceptance/enrolment	School files; Open College copies	checklist at beginning of each term
	Student files	Individual student file inventory	Check of records per term
	Assignment tracking	Tracking forms, processes	Turnaround time one month (receipt, marking, notification + feedback to students)
	Grades records	Receipt list from Schools & notices of grades sent to students; transcript generation.	Turnaround time one month (receipt, marking, notification) Exam candidates list check
	Course profile (student program)	Individual student records & completion notifications	Profiles kept by School. Student files contain grades transcripts &
Student support	Tutors	School acceptance as facilitators	Student evaluation forms
	Troubleshooting	Records of all actions	Keep log and check monthly
	Assignment tracking	Notifications to students	log of courier dispatches
	FAQs	Front-line staff at UPNG & centres	'ghost' students ask questions at random times, esp 1st weeks of
	Counselling	Designated trained staff Course/career advice booklets	Attrition rate

Attachment 3:

Quality Assurance: Course Materials Production

Job description + assigned duties = what you do on the job

How to QA your job?

LIST

- Make a list of headings for everything you do in your work.
- Write details under each heading.

Procedures

- Describe fully each of the procedures that you must carry out.
- Sequence each step of each procedure until you get a 'flow' of each step to the next to completion.
- Develop a checklist for the steps of each procedure.
- Note wherever you do part of a procedure and someone else does another part.

Standards

- Develop a standard for each procedure.
- Example: suppose you are copyediting a manuscript. What standard would you set for the spelling in the document?
What standard would you set for noun/verb agreements?

Monitor

- Decide how often each procedure should be checked to ensure it is being done correctly.
- Set up an appropriate schedule to monitor the procedural steps.

Report

Update

- Develop a set of records in a form that can readily be made into a report.
- The goal of continuous improvement means each standard not at 100% can be updated
- Report your monitoring results regularly.
- Make records available to co-workers as needed.

Attachment 4

Quality assurance for Instructional Designers

UPNG Open College

Quality assurance for Instructional designers

Level of service: Instructional design

Service provided	Level of service indicators	Performance indicators	QA verification
Instructional design services: support for writers turning curriculum into print material, plus other	All academics given adequate instructional design support	Record keeping and inventory of handouts: meeting records follow-up reports	Audit of ID records
Contact with writers: initial contact to start process and ongoing contacts throughout	All academics contacted re new courses, rewrites, updates and annual	Contacts made prior to start of work on materials Signing of	Audit of ID records Printouts of email messages
Comprehensive discussion with authors, including advice on learning	Discussions at a mutually-agreed level Workshop presented if requested	Writing of learning activities for manuscript Change in writing	Annual audit of MS
Styling, copyediting and formatting of written material and other media	Copyedits and formats on print material Other media TBA	Copyedits and format as in Style Guide	Annual audit of print materials
Marking up of manuscripts, development of storyboards, etc.	Marking up as in Style Guide Storyboard development TBA	Conform with Style Guide	Annual audit of materials

Evaluation programs Research into efficacy	Evaluate materials annually Evaluations of trials	Evaluation sheets included with course pkg.	Audit
Academic staff development: workshops, exposure to learning theory Action reports: monthly summaries and action line	Provide basic & advanced workshops in ID as needed; use of media activities in	Annual workshop for new writers (February) Special workshops as Actions followed up	Audit of wksp. evaluation forms Annual audit
Development of study packages and other support for independent study	Provide ID ideas and input into Development activities, materials	Production of package Evaluation of trial	Reports Annual audit
Minimum standards check	Materials checked for adherence to minimum standards	All new and revised materials conform to minimum standards	Annual review
ID professional development	career path mapped out goals identified course or secondment applications made to Staff Office	Formative & summative reports	Audit

COL QUALITY ASSURANCE WORKSHOP: LESOTHO DISTANCE TEACHING CENTRE PRESENTATION.

1. Background information

- i) Name of institution: **Lesotho Distance Teaching Centre**
- ii) Setup in **1974**
- iii) Number of students and academic staff over years

Year	Number of students				Staff	
	Male	Female	Other	Total	Full-time	Part-time
2004	5790	1687	1890	9367	85	324
2005	4650	1449	1033	7132		317
2006	4916	1490	1014	7420	81	357
2007	5101	1631	824	7556	89	358

- iv) Dominant age group serviced: Mostly young adults(15-36 years)
- v) Qualifications offered: Junior Certificate and COSC
- vi) Curriculum: Same with the conventional school
- vii) Examination: The examination is the same with the conventional system
- viii) Location : Learners are located in a 50-50 mode for both rural and urban
- ix) Student support centres: 256
- x) Modes of delivery: Face to face tutorials, Radio programmes and Print

2. Challenges faced

- i) Main challenges in the school:
 - Radio coverage is not sufficient.

- Scarcity of resources
- Lack of appropriate information and communication technology
- No sufficient funding

ii) Resolutions:

- Most of the programmes are being reviewed through support from the concerned development partners, COL and other related entities

3. Quality Assurance

i) There is no adequate quality assurance system in the institution

ii) Areas that are quality assured:

- Materials development
- Learner Support
- Administration

iii) Quality assurance processes involved: **Research, monitoring and evaluation process**

iii) Evaluation tool developed by the evaluation team is used as an instrument

iv) Main difficulties faced by the institution:

- Lack of capacity in relation to issues pertaining to quality assurance

No agreed upon standards to ensure quality