

# Strategic approaches to developing Institutional capability for high quality ODL

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**CENTRE FOR  
DISTANCE EDUCATION**  
Research and innovation in flexible and distance teaching and learning

“the question [...] is not whether developing countries should try to expand their higher education systems, [...] but how they can do so rapidly and with reasonable quality” (Daniel, Kanwar and Uvalic´ -Trumbic´ , 2009, p. 32).

Daniel, J., Kanwar, A., & Uvalic´ -Trumbic´ , S. (2009). Breaking higher education’s iron triangle: Access, cost, and quality. *Change: The Magazine of Higher Learning*, 41(2), 30-35. doi:10.3200/chng.41.2.30-35

UNESCO, April 2017

# ICDE Report on Global Models of Quality

More than 40 models available

Multiple purposes including:

- Certification
- Benchmarking
- Accreditation
- Advisory

ICDE report on global dimensions of quality

<https://static1.squarespace.com/static/5b99664675f9eea7a3ecee82/t/5bb8e9dde79c70e0435dc9aa/1538845155098/qualitymodelsexecutivesummary3.pdf>

# How to develop a Quality System?

- Quality Assessment for E Learning: a Benchmark Approach
- Developed by EADTU
- Evaluating performance against best standards elsewhere
- In order to identify internal opportunities for improvement
- External peer review
- So not norm based

[http://e-xcellencelabel.eadtu.eu/images/E-xcellence\\_manual\\_2016\\_third\\_edition.pdf](http://e-xcellencelabel.eadtu.eu/images/E-xcellence_manual_2016_third_edition.pdf)

# EADTU E Excellence Framework: 6 areas for Quality

1. Strategic management
2. Curriculum design
3. Course design
4. Course delivery
5. Student support
6. Staff support

# CoL Quality Assurance for ODL: 7 evaluation standards

1. Programme design
2. Learner Support systems
3. Materials development
4. Student Assessment
5. Infrastructure and facilities
6. Staffing
7. ODL systems and structures

Quality Assurance: GOOD PRACTICES IN ODL IN SUB-SAHARAN AFRICA. Commonwealth of Learning, 2019, ISBN: 978-1-894975-95-7  
<http://oasis.col.org/handle/11599/3132>



# Criteria

See  
worksheets  
provided for  
full version

7. Open and Distance Education Systems and Structures		
<i>Appropriate ODL systems and structures that make it possible to provide effective support to students are in place. These systems and structures take into account the peculiarities of the mode(s) of provision used and the needs of the students on board.</i>		
CRITERION	EVIDENCE	RATING
1. An appropriate institutional advocacy strategy is in place to inform prospective students and parents.		
2. There are fair and transparent systems for student recruitment as guided by policy.		
3. An efficient registration system is in place for students in different locations.		
4. There are procedures for ensuring timely provision of learning materials, assignments, relevant tutorial letters and examination timetables to students.		
5. There are systems and appropriate facilities for ensuring the security of examinations.		
6. There are quality assurance systems and processes that ensure quality of programmes.		
7. There are quality assurance policies and processes that ensure the quality of learning materials.		
8. There are quality assurance systems and processes that ensure quality in the marking of assignments and examinations.		
9. There are quality assurance systems and processes that ensure quality in the recording and security of student grades.		
10. There are quality assurance systems and processes that ensure quality in handling students' queries/ appeals.		
11. There are quality assurance policies and		

Source: Quality Assurance:  
GOOD PRACTICES IN ODL IN SUB-  
SAHARAN AFRICA. Commonwealth of  
Learning, 2019,  
ISBN: 978-1-894975-95-7

# Measurement

RATING	LEVEL OF PERFORMANCE	DESCRIPTION
3	Exceeds/ Always	Criterion evidence is clear, appropriate for the course, and demonstrates “best practices”
2	Meets/ Often	Criterion evidence is clear and appropriate for the course, but there is some room for enhancement
1	Partially meets/ Sometimes	Criterion evidence exists but needs to be presented more clearly and/ or further developed
0	Does not meet/ Rarely or Never	No criterion evidence exists or is present but not appropriate for the course
N/A	Objective does not apply	It may be something only a fully online course would need and you are teaching a blended course for example



# Overall assessment

16. Financial resources are allocated to facilitate the deployment of quality distance education.	
<b>Summary of Strengths and Areas for Improvement Within this Quality Standard:</b>	
<b>OVERALL EVALUATION OF STANDARD 7:</b>	
Strengths identified:	
Areas for improvement identified:	
Recommendations:	
<b>Overall Score:</b>	

# Learning Outcomes

Using the CoL Quality Assurance for ODL self-evaluation process:

1. Systematically assess ODL quality aspects of your institutional systems and structures
2. Draft a plan for enhancing your institutional ODL systems and structures

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# Criteria

Use worksheets provided to evaluate your institutions in pairs

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# Sharing strengths

Based on your evaluation, what strengths do you have in your organisation?

Can you share these strengths with other institutions who need development in exchange for help from others in other areas?

# Quality Enhancement planning: Making a start

Criterion	Rating	Action required	Who	When



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