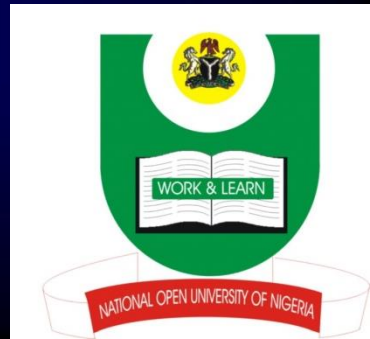
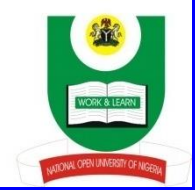


# Quality Assurance in ODL Courseware and Instructional Delivery

**Olugbemiro Jegede**



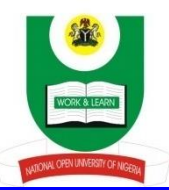


# Contacts

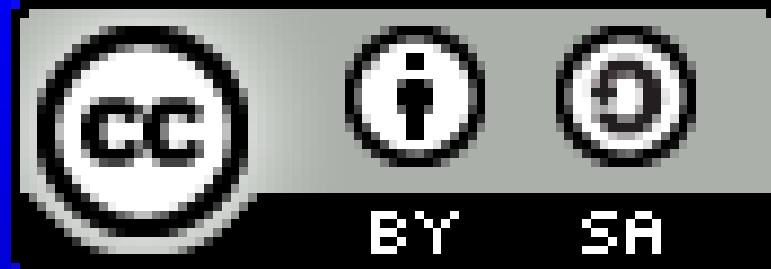


- Telephone: (+234) 8034116363
- [jegeдео@gmail.com](mailto:jegeдео@gmail.com),
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- [jegeдео@olugbemirojegeдео.com](http://jegeдео@olugbemirojegeдео.com).
- Website:  
[www.olugbemirojegeдео.com](http://www.olugbemirojegeдео.com)



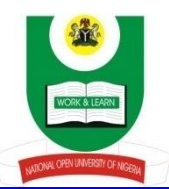


# Creative Common Licence



**Attribution-ShareAlike (CC BY-SA)**



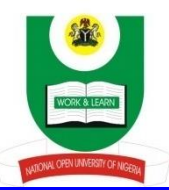


# FOCUS



- ✓ Introduction
- ✓ The History of Quality Assurance
- ✓ Need for Quality Assurance
- ✓ Culture of Quality Assurance
- ✓ What, Why and How of Quality Assurance
- ✓ Service Charter
- ✓ Course Materials Development and Delivery
- ✓ Quality Assurance Checks
- ✓ Challenges and Prospects
- ✓ Conclusion



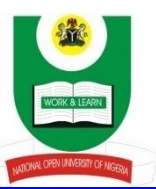


# Quality Everywhere



- Quality is indispensable for all facets of life.
- Whatever we do in our lives, we attempt to aim for quality: be it quality food, quality clothes, quality homes, quality cars, quality services;
- and last but not least, quality education
  - quality learning materials,
  - quality educators and
  - quality infrastructure.

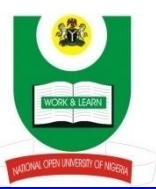




# History of Quality Assurance



- Began with craftsmen when the principle of **quality** was simple: "let the buyer beware" (caveat emptor).
- Wartime mass production during World War I, led to introduction of full time inspectors to identify, quarantine and correct product quality failures.
- The systematic approach to quality started in industrial manufacture during the 1930s in the USA, paying attention cost of scrap and rework.
- Post World War II led to re-building of Japan and the development of modern quality concepts

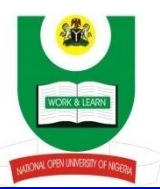


# Restoring the role of HE in Africa



- Higher Education declined between 1980s and 2005
  - Illegal regimes, (military) Bad governance, civil wars, World Bank report of 1988 and the Structural Adjustment Programme
- Africa and the world became concerned about the quality of education on the continent
- Second Decade of Education for Africa - Plan of Action (2006-2015).





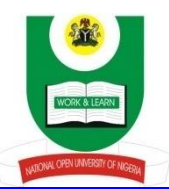
# Importance placed on higher education



- quality higher education seen as the most important tool in developing the necessary knowledge, skills and attitude towards socio-economic development.
- hence the launch of the Second Decade of Education for Africa EX/CL/224 (VIII) by the Summit of Heads of State and Government of the African Union.
- The Addis-Ababa Declaration 2007, Assembly/AU/Decl.5(VIII) by the Conference of Heads of State and Government called for “the revitalization of African Universities”







# Access to Unmet Demand

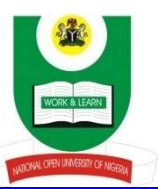


- Demand for higher education expanded significantly on the continent.
- Many institutions responded by admitting greater numbers of students each year.
- 800 Universities and 1500 HEIs in Africa
- The students' population tripled from 2.7 million in 1991 to 9.3 million in 2006.
- A projection of the recent trends suggests that the entire continent will have between about 20 million students by 2015 (World Bank, 2010).





# Call for Quality

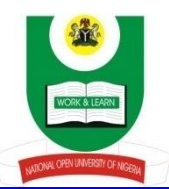


# UNESCO 2008



- **World Conference on Higher Education held in 2008**
- **four key areas of intervention to improve access and quality of Higher Education in Africa.**
  - **relevance, efficiency and effectiveness of higher education**
  - **research and innovation**
  - **creation of African higher education area**
  - **quality assurance**





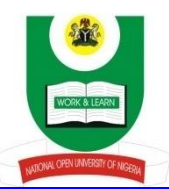
# Concerns About Quality



**African government functionaries and policy makers have expressed concern about:**

- **the need to improve quality of tertiary institutions.**
- **the need to reassure the public about the quality of private providers, and**
- **the importance of ensuring that tertiary education offered in both public and private tertiary institutions meets acceptable local and international standards.**



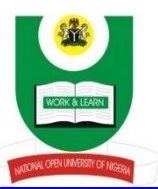


# Continental Endorsement



- Faced with
  - - Education For All,
  - - the Millennium Development Goals and
  - - actualising AU vision
- Education Ministers began to pay serious attention to **Quality Assurance**
- MINEDAF VIII in Dar es Salam, 2002
- All Africa Ministers' conference in Cape Town, 2004
- fingered two major challenges of:
  - - **Managing access, quality** and cost
  - - **Ensuring quality** in education.



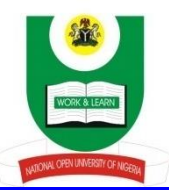


# AAU and QA



- The Conference of Rectors, Vice-Chancellors and Presidents of African Universities (COREVIP) held its 51st session/ 9th General Conference of the AAU held at the University of Zambia, January 13-17, 1997 with the theme *“Promoting Quality Enhancement and Quality Assessment: The Role of Regional Cooperation”*.
  - relevance, efficiency and effectiveness of higher education
  - research and innovation
  - creation of African higher education area
  - **quality assurance**



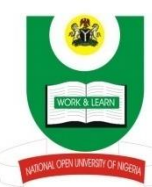


# Arusha Convention



- The Arusha Convention, developed under the auspices of UNESCO in 1980
- Sets the framework for the recognition of degrees and certificates among African universities
- One of the AIMS of the Arusha Convention as stated in Article 2: Section 1.2
- Defining and putting in place effective **quality assurance and accreditation mechanisms** at the national, regional and continental levels.





# 2<sup>nd</sup> Decade of Education



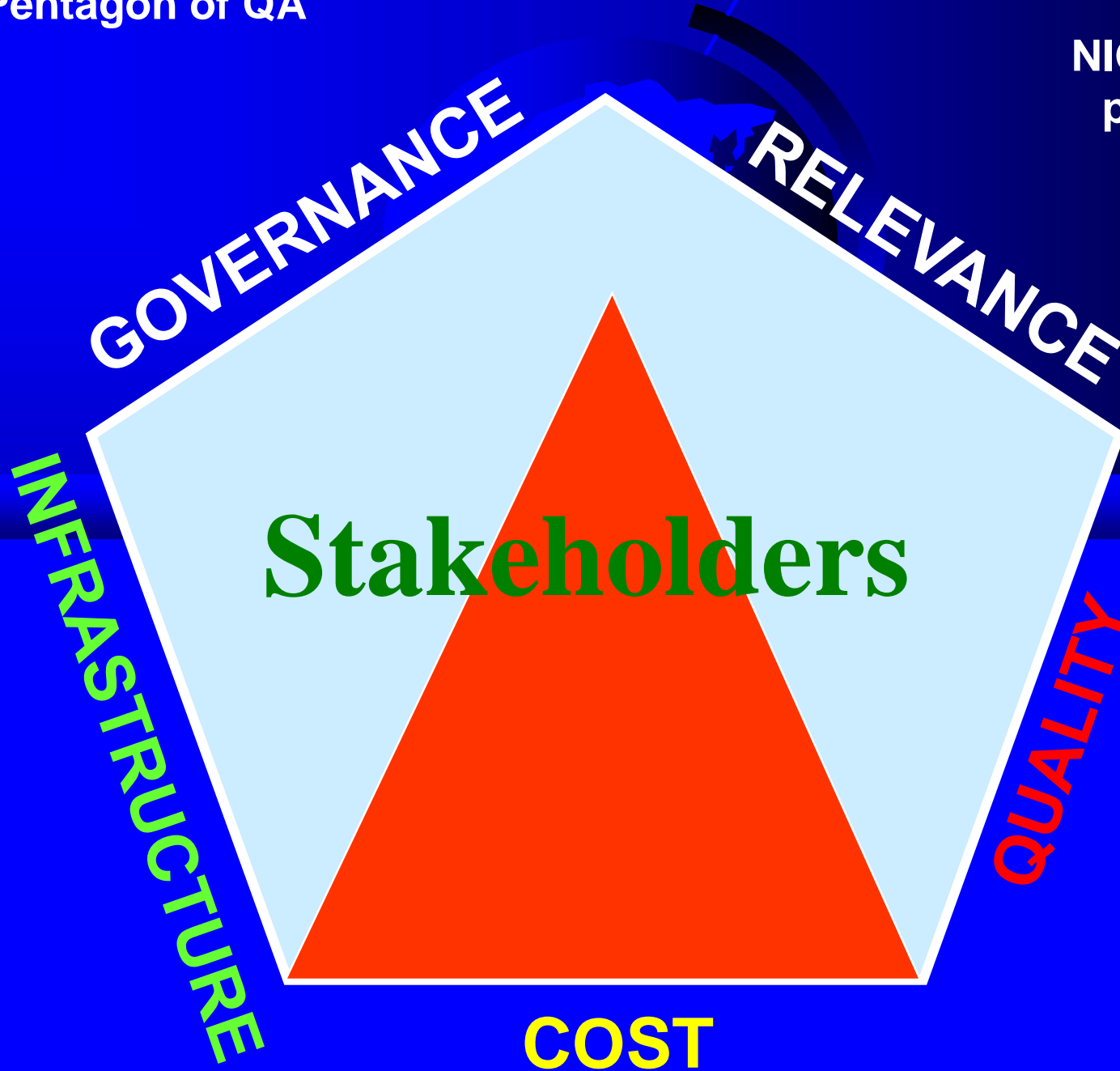
- African Union, 2006: The Second Decade of Education for Africa (2006-2015)
- the African Union (AU) Plan to ‘revitalise higher education’ has seven priority areas. A major one is the
  - the harmonisation of higher education and the establishment of quality rating mechanisms across the continent as priority activities.
    - places prime priority on the promotion, development and **assurance of quality** in African Higher Education in all its dimensions.
- AAU the implementing agency for the AU

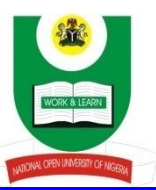




The Iron Pentagon of QA

The  
NIGAVEKAR  
pentagon



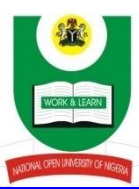


# What is Quality?



- 5 approaches to viewing quality
  - in terms of the exceptional (high standards)
  - in terms of consistency (zero defects and getting it right the first time)
  - as fitness for purpose (meeting stated purposes)
  - as value for money
  - as transformative (transformation of the participant)  
Green and Harvey (1993)

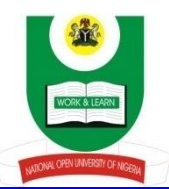




# What is a Culture of Quality?

- institutional culture, systematic not ad-hoc
- learner-centric, development-oriented
- internal rather than external
- voluntary rather than imposed
- quality integrated into all activities
- shared by all members of an institution
- encouraged by progressive legislation, adequate funding and monitoring



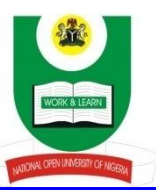


# What is Quality Assurance?



- QA is the process of verifying or determining whether products or services meet or exceed customer expectations in a systematic, reliable fashion.
- QA is a process-driven approach with specific steps to help define and attain goals.
- This process considers design, development, implementation, and service
- Two key principles characterise QA: "fit for purpose" (the product should be suitable for the intended purpose) and "right first time" (mistakes should be eliminated).



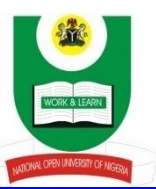


# Assuring Quality



- **A continuous, proactive and integrative process for maintaining and improving quality.**
  
- **3 approaches of QA**
  - **External approaches**
  - **Internal approaches**
  - **Outcome Assessment**



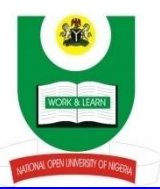


# Advantages of QA



- greater awareness of quality all round
- more attention to planning and management
- better learner support services
- excellent instructional delivery
- efficient course material development
- Improvement in degree completion rates
- retention rates increase





# Reasons for QA



- **quality assurance goes beyond controlling for quality. It aims for improvement.**
- **Makes current practices more efficient and effective**
- **lead to further knowledge and bring us closer to a perfect operation and output.**
- **that users and stakeholders have confidence in a product.**
- **quality assurance does not stop with the products we use. It extends to services.**

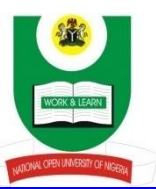


# Modern Reasons for QA



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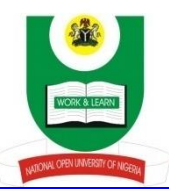


# Objectives of QA



- to provide confidence to the client that accurate and reproducible results are achievable by using methods, techniques, and procedures to collect, analyse, and report data.
- to accomplish this objective, a University must implement quality assurance procedures that address
  - qualification and training of personnel,
  - efficient handling of clients,
  - situation analysis, along with all necessary support activities to minimise risk



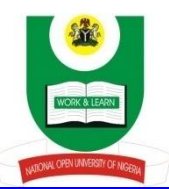


# Characteristics of QA



- **The major characteristics of QA which allow for fitness of purpose and getting it right first time are:**
  - **Reliability**
  - **Maintainability**
  - **Safety/risk management**
  - **Strength and effectiveness of services**



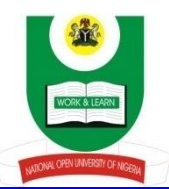


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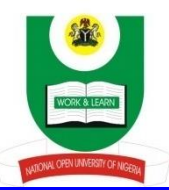


# 4 Steps of Quality Assurance



- The four quality assurance steps :
- **Plan:** Establish objectives and processes required to deliver the desired results.
- **Do:** Implement the process developed.
- **Check:** Monitor and evaluate the implemented process by testing the results against the predetermined objectives
- **Act:** Apply actions necessary for improvement if the results require changes.
- It is called the PDCA Model



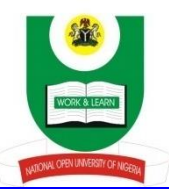


# Quality Assurance Vs Quality Control



- **Quality Control emphasises testing to uncover defects, and reporting to management for decision making**
- **Quality Assurance attempts to improve and stabilise service, and associated processes, to avoid issues that led to the defects in the first place.**
- **QA does not necessarily eliminate the need for QC**
- **QC activities are treated as an integral part of the overall QA processes**



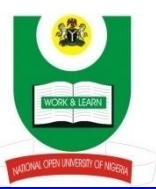


# Factors shaping ODL



- **Quasi-separation of learner and tutor/institution**
- **Provision of Instructional materials and student support services**
- **The use of technology to mediate instruction**
- **Two-way communication between student and institution for management purposes**
- **Use of one-to-one, learning groups or tutorial groups for counselling, tutorials and management**





# Uniqueness of ODL



- The ODL institution is quite different
- Must be treated differently
- The characteristics of an ODL institution suggest that its setting up and management are more demanding
- Adequate, appropriate and well qualified human resource must be found
- Your materials are open to the world!





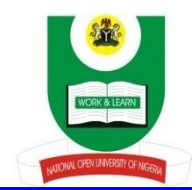
# How Strategic?



- Does it fit the university culture?
- Is your mission statement used as foundation?
- Use scenario planning
- Use strategic compass
  - Identify what you do best and use as beacons
- Combine top-down with bottom-up approach





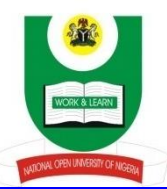


# QA, Mission and Values



- QA must reflect and mirror the University's mission and vision
- QA should build into its focus the Values to be entrenched in an institution
- QA should be a thread all through the institution's strategic plan
- QA must have integrity, be service oriented and permeate everywhere



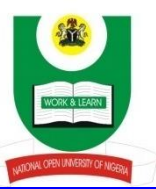


# Awareness of Quality



- **widespread awareness of quality issues throughout the University increases the probability that service quality will be taken into account at every stage of the teaching/learning process.**
- **At every level, every training and every briefing opportunity, emphasis must be put on quality of service provided the client and the public**





# DL Areas for QA

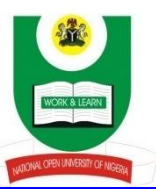


- **course development system**
- **Multimedia instructional design & delivery**
- **learner support system**
- **establishment and management of study centres**
- **selection and management of academic tutors and facilitators**
- **development of E-Learning, LMS & LCMS**
- **TMA and E-examinations**



# Service Charter Format

Type of Service	Customer	Delivery Target	Redress Available	Official to handle complaints
<b>Enquiries</b> <b>Telephone</b> <b>E-mail</b>	Students/public	Within 1 day	Petition to Chief Public Affairs Officer	Call Centre Supervisor
	Students/public	7 working days		
<b>Admission processes</b>	Intending students/public	Within 8 weeks of conclusion of sale of form	Petition to Academic Registrar	Academic Registrar
<b>Delivery of instructional materials</b>	Students Study centres	Within 1 week of conclusion of registration	Petition to Academic/Registrar  SCM	Deans/Directors of relevant academic units
<b>Counselling</b>	Students/staff	Within 2 days of complaint/request	Petition to DLSS, VC	Director Learner Support Services

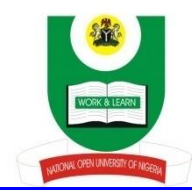


# Physical Infrastructure



- **Buildings**
  - **Administration block**
  - **Academic block**
- **Laboratories & Libraries**
- **Theatres**
- **Radio & TV stations**
- **Call Centre Facilities**
- **Road Networks on campus**





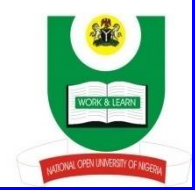
# Directorates



## Academic Programmes

- **Instructional Material Development and Production**
- **Information Technology and Communication Services**
  - **Basic & Lifelong Skills Development**
  - **Learner Support Services**
  - **Administrative and General Services**
  - **Bursary (Finance and Accounts)**



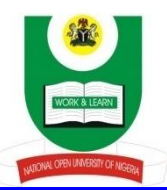


# Schools & Centres



- **Arts & Social Sciences**
- **Business and Management Studies**
- **Education**
- **Science & Technology**
- **Centre for Continuing Educ & WKPL Training**
- **Regional Institutes for Training & Development**





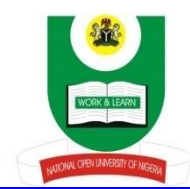
# Other Support



- **Production**
- **Warehousing**
- **Distribution of courseware**
- **Energy supply**
- **Maintenance of facilities**





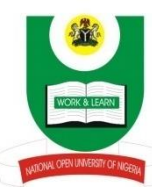


# ICT in ODL



- **imposes additional demand on staff and students**
- **many systems and subsystems of ODL require ICT and expertise**
- **understate the capabilities require by staff and students**
- **requires new direction of capacity building**





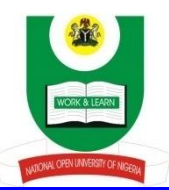
# Learner Support

- **Academic support**
- **Non-Academic support**
  - **Administrative**
  - **Psychological**
  - **Guidance Counsellors**
  - **Instructional facilitators**
- **Study Centres – regional, state, community**





# Our Foci in this Discussion



# Materials



**Course Development**

**Delivery Modes**

**Developed from scratch**

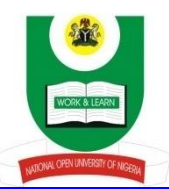
- new materials
- new format
- library search

**Course adoption**

- acquired
- minor revision
- 10% modified

**Course adaptation**

- Acquired/existing
- Major revision
- >30% modified/addition



# Delivery Modes



- print
- telephone
- audiocassettes
- videocassettes
- radio broadcast
- TV broadcast
- CD-Rom/VCD/DVD
- computers
- multimedia
- e-learning
- m-learning
- Open Educational Resources



# Benchmarks for Quality Assurance



- Service delivery
- Tangible delivery
- Implementation strategy
- Expectations from clients
- Output control measures
- Stakeholder participation
- Additional commitments

# Quality Assurance

Sources of Assessment

QA

International

National

Institutional

# Quality Assurance

International

International

Organisations

UNESCO  
COL  
AAU  
EAU

Associations

ICDE  
ACDE  
AAOU

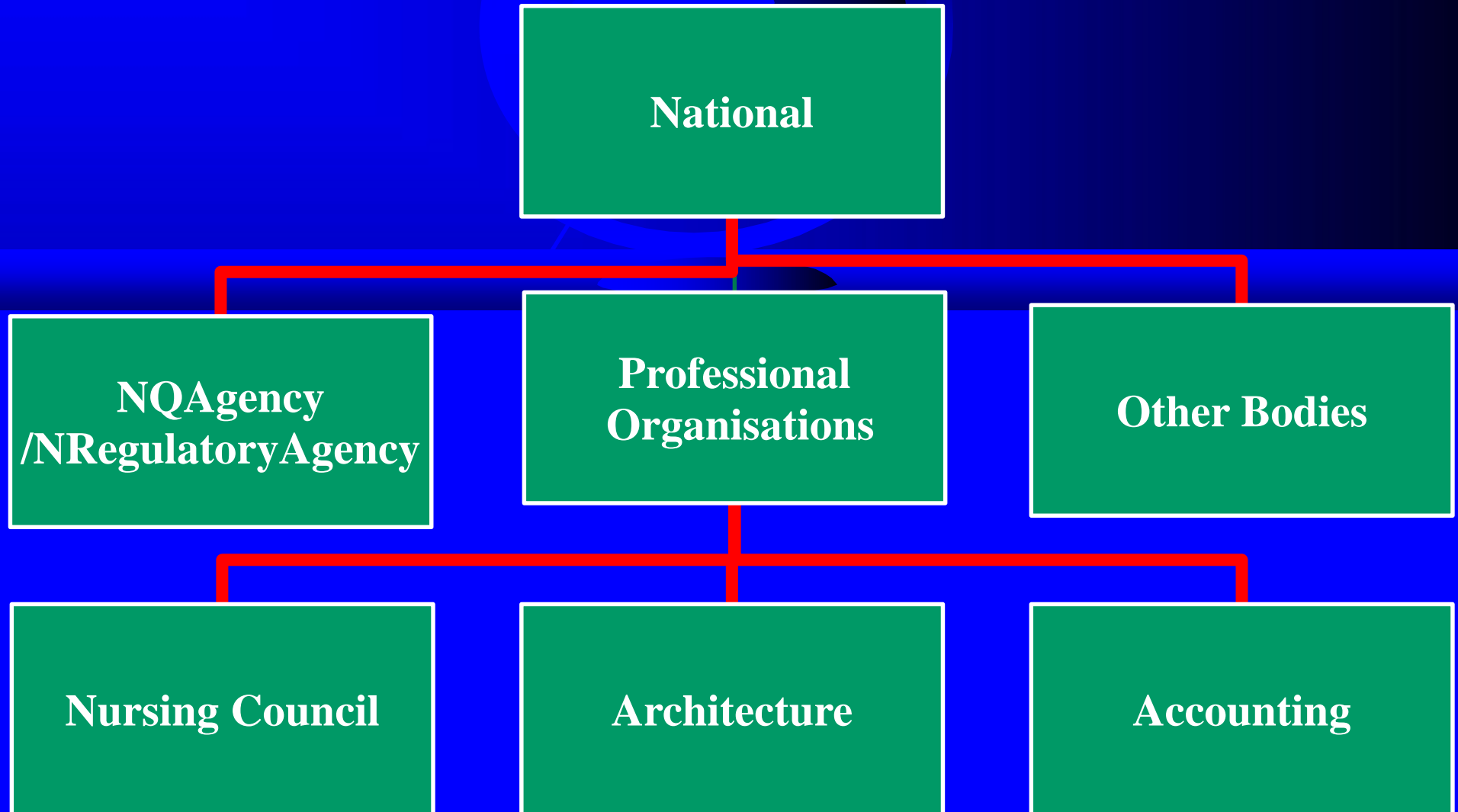
Others

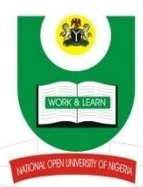
Private Agencies  
Groups of  
Consultants



# Quality Assurance

National



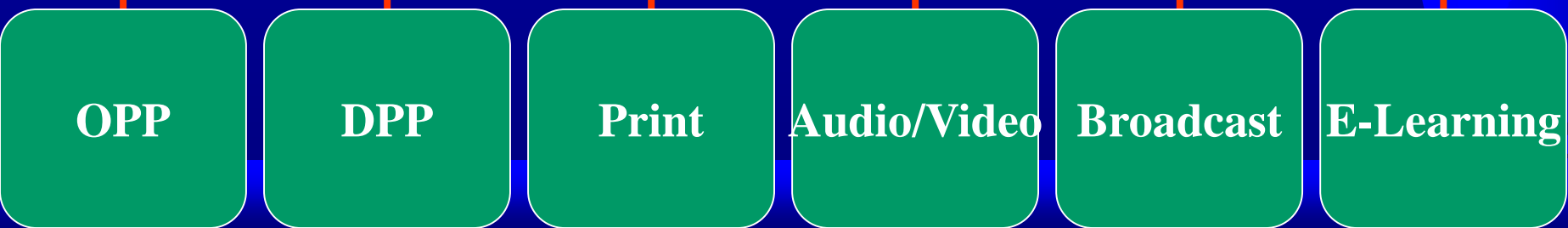


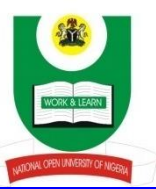
# Quality Assurance



**Institutional**

- Blueprint
- Strategic Plan
- ICT Plan
- Servicom



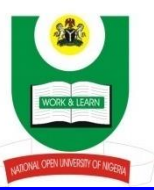


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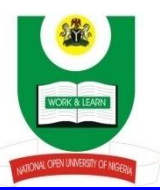


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# Quality Assurance

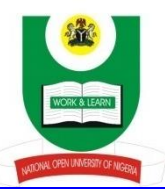


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- **establishment and management of study centres**
- **selection and management of academic tutors and facilitators**
- **development of E-Learning, LMS & LCMS**
- **TMA and E-examinations**





# Conclusion

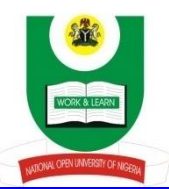


# Quality Assurance Checks



- The aims of the Quality Assurance Checks are to enable Management to:
- assess if staff are engaging with the public providing a citizen-focused service,
- identify and react to customer requirements, recover service where required,
- provide a reassurance function for members of the public and
- provide staff with direct customer feedback and guidance to enhance future customer interactions.





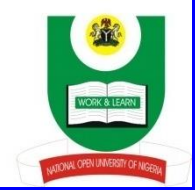
# QA Challenges in Africa



- absence or lack of interest in establishing national quality assurance systems
- Strengthening/ transforming existing sub-regional quality assurance bodies as models for effective practices
- developing capacity and raising expertise on and for the continent;
- Coordinate and network quality assurance systems to harmonise and streamline quality assurance practices in Africa.





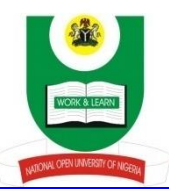


# Action Plan



- Progressively enhance student enrolment in a no-semester ODE system
- Create demand-driven new academic programmes
- Achieve high level of staff competencies
- Create linkages with other universities and the organised private sector
- Use NOUN resources in entrepreneurial and income generating ventures

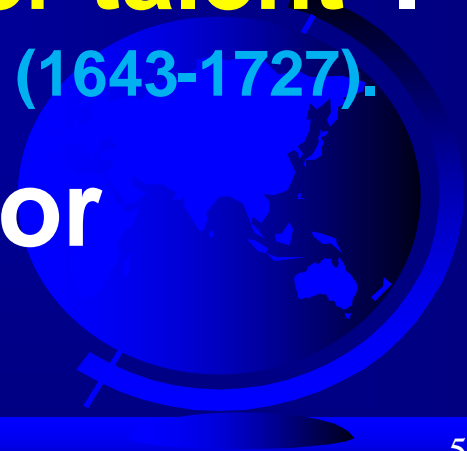


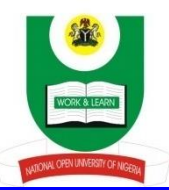


# Effective Change Takes Time!



- We must change with the time.
  - QA should bridge the gap.
- “If I have ever made any valuable discoveries, it has been owing more to patient attention than to any other talent”.**
- Isaac Newton, English Physicist and Astronomer (1643-1727).
- Adopt QA and wait patiently for lasting results.



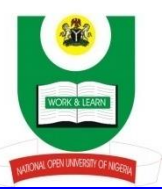


# Critical Success Factors



- relate plan to your national policy
- political will and support at the highest level of government
- commitment to adequate funding
- regular check on milestones and benchmarks on the strategic plan
- an appropriate institutional culture
- shared vision and committed staff





# Fundamentals

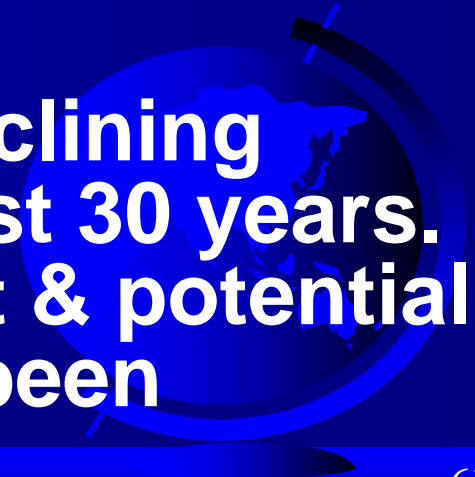


- **access and equity**
- alleviation of capacity constraints
- capitalising on emerging market opportunities
- **Note serious resource constraints???**
- the use of relevant and appropriate ICT
- pitch your service at client's level
- Use changing learner demographics

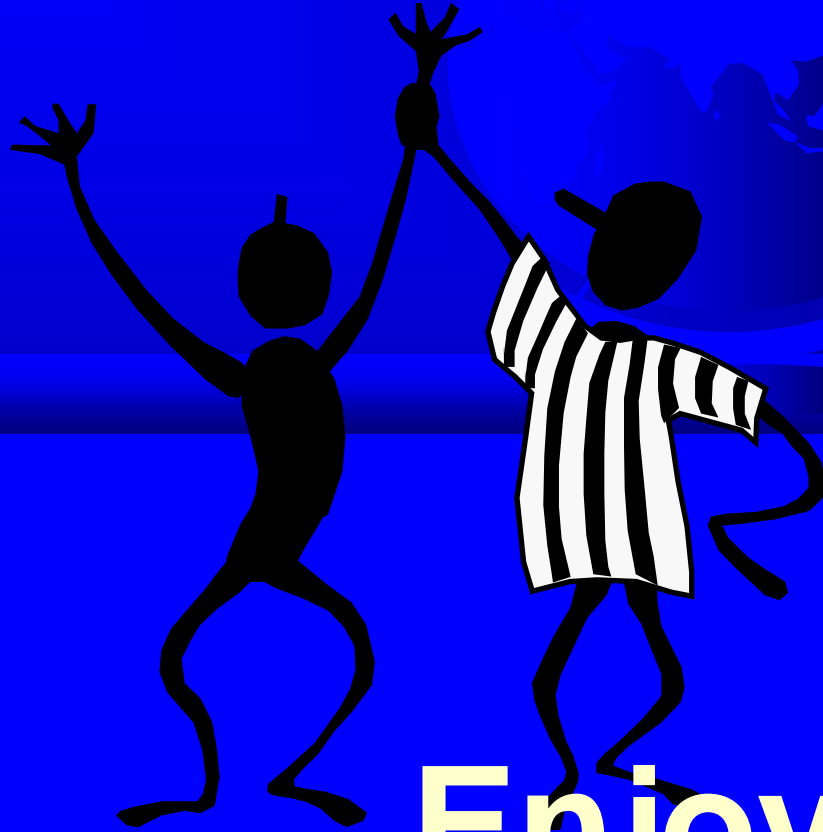


# Forward & Backward Steps!

- The giant of Africa with Lilliputian outcomes
- Goldman Sachs ranks Nigeria as one of N11 countries with great potential.
- Why can't we turn this to positive end?
- FG says:
  - history of economic stagnation, declining welfare and social instability for past 30 years. In spite of our resource endowment & potential for growth, our visioning have not been sustained.



# Thank you



Enjoy the rest of  
the Retreat