

30th OUSL Anniversary International Research Conference
Colombo, Sri Lanka, 20-21 August 2010

QUALITY ASSURANCE IN AN ODL INSTITUTION: THE OUM EXPERIENCE

Ramli Bahroom

ramli@oum.edu.my

Latifah Abdol Latif

latifah@oum.edu.my

Open University Malaysia

21 August 2010

CONTENT OF PRESENTATION

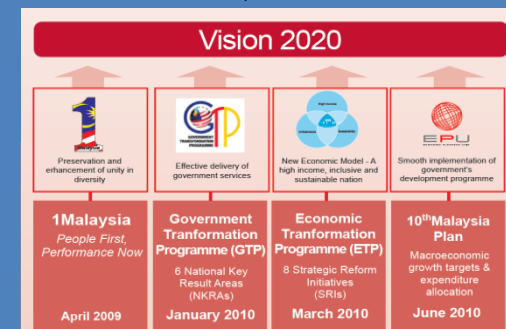
- ODL & HCD
- Objective of Paper
- OUM: A Unique Model
- Quality Assurance at OUM
- Issues & Challenges
- Conclusion

ODL & Human Capital Development (HCD)



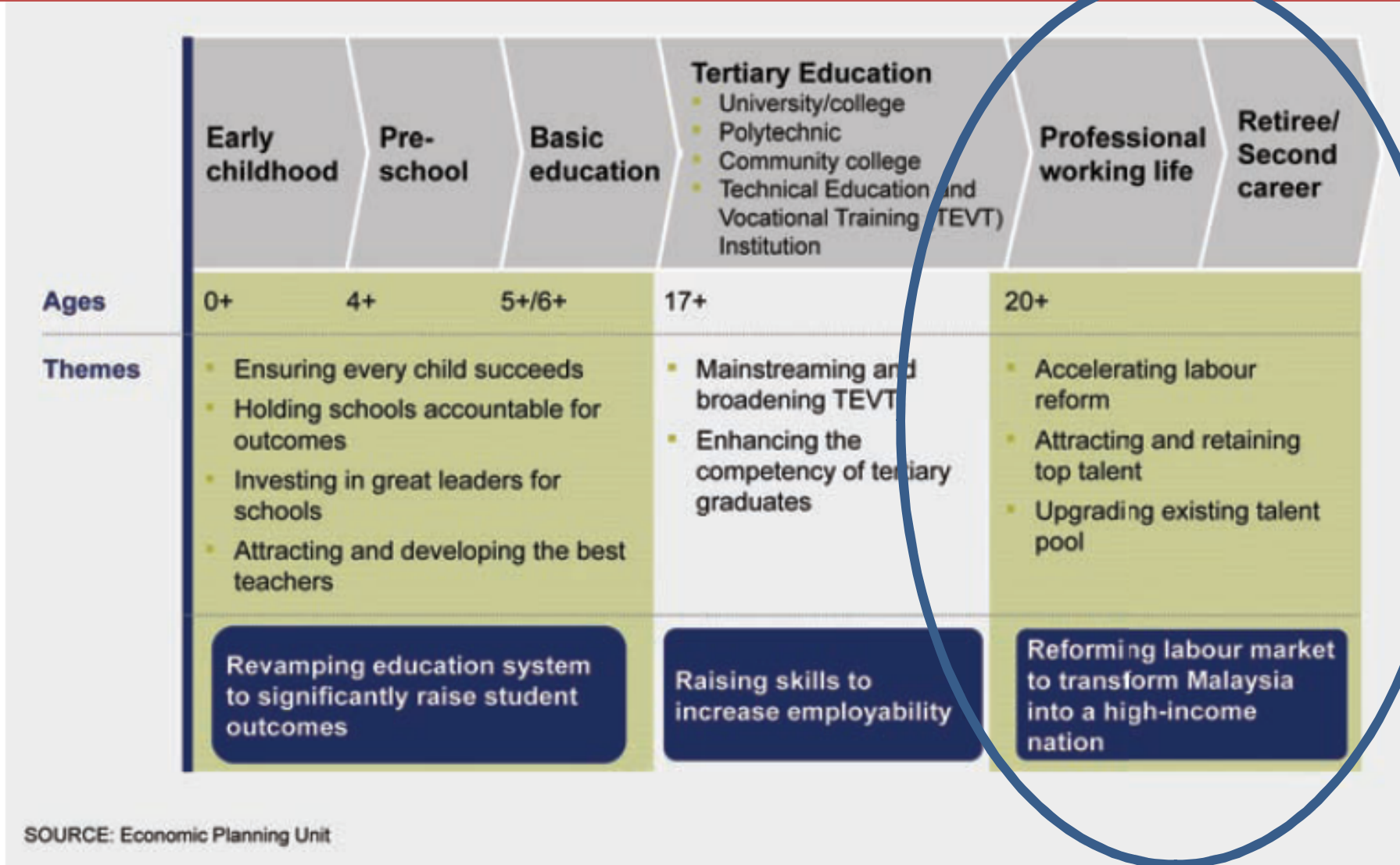
- Human capital - a key success factor (KSF) for sustainability
- ODL as a contributor towards democratisation of education, thus plays a key role in HCD
- The challenge is to ensure delivery of Q-education

**Competitive,
Dynamic, Robust
& Resilient**



- **High Income**
- **Inclusivity**
- **Sustainability**

Integrated Human Capital and Talent Development Framework for Malaysia under the Tenth Malaysia Plan (2011-2015)



Malaysia: Selected Targets in HCD

Item	Targets	2009
Population	-	28 million
Labour force	-	12 million
Labour force with tertiary education	50% by 2020	25%
Cohort 17-23 in tertiary education	40% by 2010	30%
Primary school teachers with first degrees	60% by 2015	28%
No. of PhDs in public universities	75% for research universities & 60% for other universities	35.9%

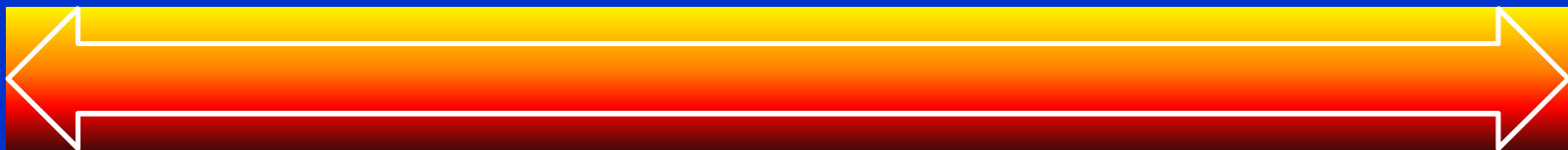
MALAYSIAN HIGHER EDUCATION SYSTEM, 2009

Item	Public	Private	Total
Higher Education Institutions	112 (20 universities)	460 (45 universities & university colleges)	572
Enrolment	566,349	484,377	1050,726
Academic staff	26,700	29,023	55,723
ODL institutions	-	6	6

OBJECTIVE OF PAPER

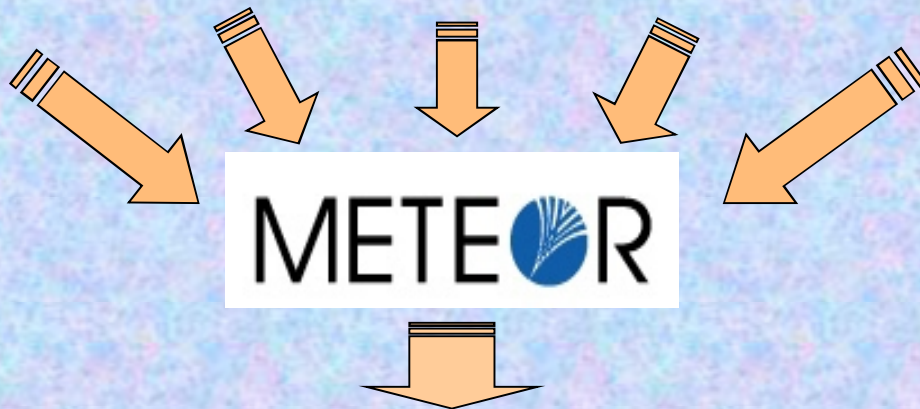


To share on QA practices at
OUM as an ODL institution



OUM: A UNIQUE MODEL

11 Public Universities



Advantage of this model:

1. Accessibility to vast academic resources (teaching & learning, module writing, assessment, etc.)
2. Teaching & learning facilities
3. *Quality assurance by stakeholders*



PROGRESS OF OUM

No.	Item	Aug 2001	May 2010
1	Cumulative intake	753	94,433
2	Programmes	4	62
3	Learning Materials (Print & Web-based)	29	1,441
4	Learning Centres	2	48
5	Staff	87	486
6	Active Tutors (Part-time)	100	10,187
7	Graduates	-	26,410



OUM AS AN INTERNATIONAL PLAYER



- Commissioned by Ministry of Higher Education, Malaysia
- Prepared by OUM



Blueprint on
**ENCULTURATION OF
LIFELONG LEARNING**
for Malaysia

2011-2020

Additional reasons for QA in ODL Institutions

1. Increasing
number of
learners

2. Changing
modes of delivery
for ODL learners

3. QA frameworks
are still at the
early stages of
development.

QUALITY ASSURANCE IN MALAYSIA

- **Malaysian Qualifications Framework (MQF)**
→ Clarifies the criteria for earned academic levels, learning outcomes, credit systems & study pathways
- **Malaysia Qualifications Agency (MQA)** → the implementation agency

QUALITY CULTURE AT OUM

Quality Policy

"It is the policy of OUM to implement total quality measures in its operations to ensure quality programmes are effectively delivered at reasonable costs through quality work culture."

Quality Implementation

- Quality, Research and Innovation Council (QRIC) → oversees quality policies of OUM.
- Institute for Quality, Research and Innovation (IQRI) → implements QA at OUM.

CLIENT CHARTER: OUM

At OUM, we assure you (learners) of:

efficient and high quality ODL services

efficient and state-of-the-art learning systems and services

flexible, convenient and affordable learning experience



QUALITY PRACTICES AT OUM

1. MS ISO 9001:2008

2. MQA Audits

3. COL Performance Indicators

4. Internal auditing

5. Auditing for overseas partners

6. Learner-centered QA initiatives

1. MS ISO 9001:2008



OUM implemented MS ISO 9001:2008 (formerly MS ISO 9001:2000) certification on several supporting departments as part of its Quality Management System.



Departments: Registry (2005), Digital Library (2005), Centre for Instructional Design & Technology (2005) and Centre for Student Management (2007).

2. Academic Performance Audit (APA) by MQA

2.1 *Code of Practice for Programme Accreditation (COPPA)*

- Accreditation of individual academic programmes
- Ongoing process



2.2 **SETARA**

- Early in 2010, OUM participated in the MQA Rating System for Malaysian Higher Education Institutions – Teaching and Learning (SETARA).
- National ranking for all HEIs in Malaysia

3. Commonwealth of Learning Performance Indicators (COLPI)

- In 2009, OUM adopted the performance indicators under COLPI



4. Internal Auditing for Departments without ISO

- Departments without ISO must have SOPs.
- Institute for Quality, Research & Innovation (IQRI) conducts quality audits for these departments



5. Audits on International Operations

- OUM also audits the operations of its overseas partner institutions.
- Thus far, such audits have been conducted in Bahrain, Yemen and the Maldives.

6. Learner-Centred QA Initiatives



Interactive blended delivery model to meet the needs of its students to study in a flexible environment



Online portal to increase two-way communication opportunities for learners



A policy requiring all the faculties and units to respond to learners' inquiries within 3 working days via telephones, fax, emails and e-CRM



Learner Satisfaction Surveys and Tracer Studies to obtain feedback from learners



Rigorous QA for assessment processes (including MCQ)



One-stop learner service centre to track and monitor learners complaints and their resolutions

ISSUES & CHALLENGES

- ❑ Externally: Quality assurance instruments and auditors are from conventional-mode universities, thus lacking understanding and appreciation of ODL
- ❑ Internally: Creating a quality culture is a highly demanding task:
 - Quality efforts is everyone's responsibility
 - QA is a continuous process
 - Quality should be linked to staff performance evaluation

CONCLUSION



ODL institutions are to be the major player in HCD



QA is particularly important for ODL institutions whose learners are deprived of the conventional face-to-face teaching and learning supports.



The challenge for ODL institutions is to ensure that they can sustain the quality of education that they deliver.



For OUM, we do not have a choice. We have to continually meet the needs of our market. QA IS OUR SURVIVAL



COL PI @ OUM

1. *Vision, Mission and Planning*
2. *Management, Organisational Culture and Leadership*
3. *The Learners*
4. *Human Resource Development*
5. *Programme Design and Development*
6. *Course Design and Development*
7. *Learner Support and Progression*
8. *Learner Assessment and Evaluation*
9. *Learning Infrastructure and Resources*
10. *Research, Consultancy and Extension Services*
11. *Financial*

Code of Practice for Institutional Audit (COPIA) by MQA

1. Institutional Vision, Mission and Educational Goals
2. Programme Leadership and Administration
3. Programme Aims Learning Outcomes, and Curriculum Design and Delivery
4. Assessment of Student
5. Student Selection and Support Services
6. Academic Staff
7. Educational Resources
8. Programme Monitoring and Review
9. Continual Programme Quality Improvement