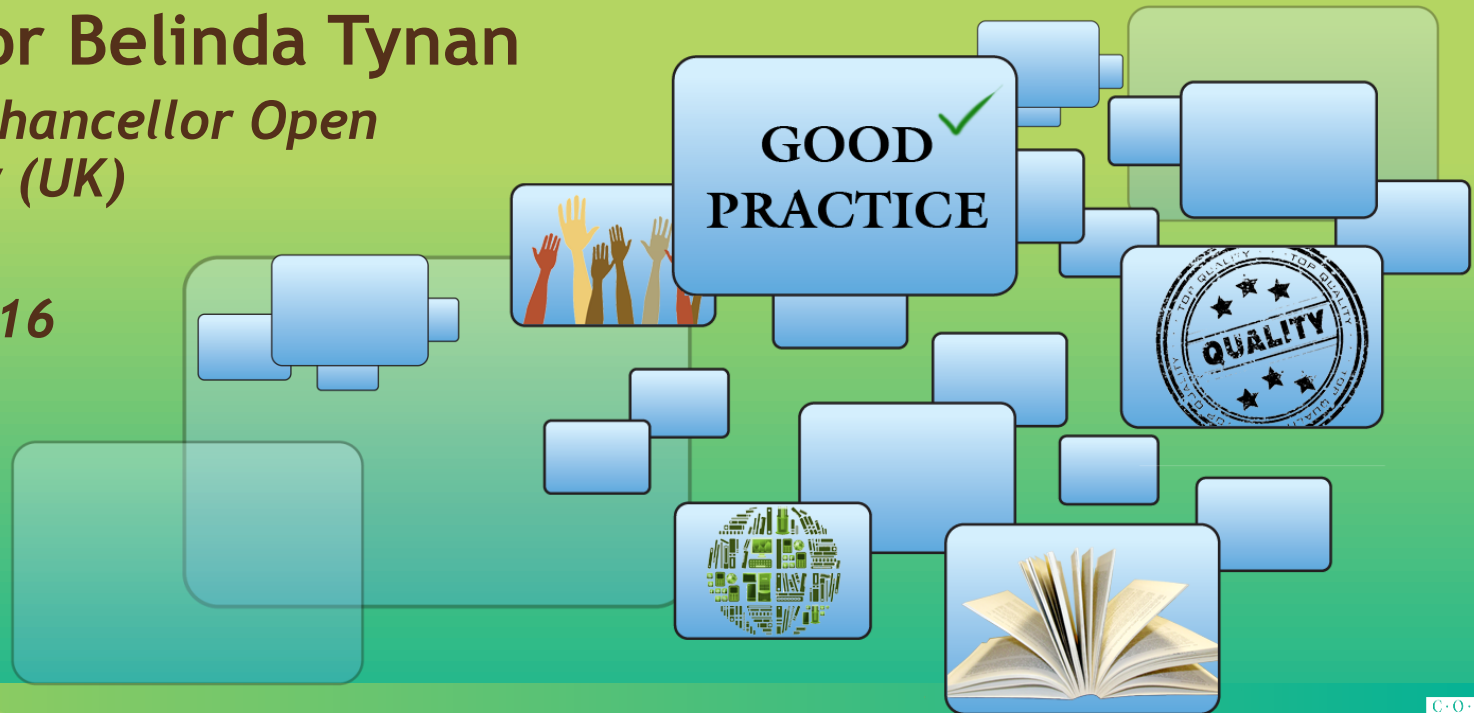


Quality: Roundtable Discussion

Professor Belinda Tynan
*Pro Vice Chancellor Open
University (UK)*

March, 2016



Agenda

- Our environment
- Quality
 - In Higher Education
 - Quality & change
- Inputs and outputs
- QA in ODL is booming
- What about new models?
- Pausing to think....



Our environment

- Shifts in demographics and new economic realities
- New policy demands from governments
- Changing employer expectations- competency push for 'skills'
- Increasing numbers of learners ready to access HE- 2025: 263 million
- Perceptions and public attitude of lesser quality in ODL
- Fast moving digital landscape
- New models of learning in the mainstream (MOOCS, OER, Employer Certification etc.)
-And much more

Online enrolments: Global


- Aggregate growth rate is 7.6%. The highest growth rate is in **Asia** at 17.3%, followed by Eastern Europe, **Africa**, and Latin America.
- The top ten countries with the highest eLearning growth rates are **Vietnam**, Malaysia, Romania, Azerbaijan, **Thailand**, Slovakia, the **Philippines**, Senegal, **China**, and Zambia

[Ambient Insight Worldwide Report](#), January, 2013

Asia has over 70 open universities, 13 of which are mega-universities!



Diversification: new providers

- 
- ☐ *Private*
 - ☐ *Cross-border*
 - ☐ *Online*
 - ☐ *Competency Based*

QA in Higher Education



African Quality Assurance Net



UK Quality Assured


Qualifications Frameworks in 71 countries

Higher Education Regional Harmonization



Africa harmonization Strategy





Asia-Pacific Economic Cooperation

APEC–2012 priorities:

- trade and investment liberalization, regional economic integration
- establishing reliable supply chains
- intensive cooperation to foster innovative growth
- strengthening food security

Quality Assurance in Asian Distance Education: Diverse Approaches and Common Culture

...analysis of the existing quality assurance frameworks in the 11 countries/territories selected reveals that the level of quality assurance policy integration in the overall national quality assurance in higher education policy framework varies considerably. The purpose of quality assurance, policy frameworks, methods, and instruments in place are generally tailored to each country's particular circumstances....

2011

Insung Jung, International Christian University, Japan **Tat Meng Wong** Wawasan Open University, Malaysia; **Chen Li** Beijing Normal University, China; **Sanjaa Baigaltugs** Mongolia University of Science and Technology; **Tian Belawati** Universitas Terbuka, Indonesia

<http://www.irrodl.org/index.php/irrodl/article/view/991/1953>





INTERNATIONAL
COUNCIL FOR OPEN AND
DISTANCE EDUCATION

Of the twenty-four countries surveyed, twenty have processes for quality assurance and accreditation for distance education; although, it is unclear whether the use of new technologies has been addressed.

2011

REGULATORY FRAMEWORKS FOR DISTANCE EDUCATION:

A pilot study in the Southwest Pacific/South East Asia Region.

Final Report

December 2011

Prepared by the Project Team



Project Team

Dr Rosalind James (*Team Leader*)

Professor Belinda Tynan

Dr Stephen Marshall

Dr Len Webster

Associate Professor Gordon Suddaby

Richard Lewis

James R, Tynan B, Marshall, Webster L, Suddaby G & Lewis R (2011) Regulatory framework for distance education: A pilot study in the Southwest Pacific/south East Asia region. Final report. December 2011. ICDE.

https://issuu.com/icde/docs/regulatory_frameworks_for_de_final_report and

http://eprints.usq.edu.au/21480/2/James_Tynan_Marshall_Webster_Suddaby_Lewis_ICDE_2011_PV.pdf



The CIQG International Quality Principles:

Toward a Shared
Understanding of Quality

2015

Principles

1. **Quality and higher education providers:** Assuring and achieving quality in higher education is the primary responsibility of higher education providers and their staff.
2. **Quality and students:** The education provided to students must always be of high quality whatever the learning outcomes pursued.
3. **Quality and society:** The quality of higher education provision is judged by how well it meets the needs of society, engenders public confidence and sustains public trust.
4. **Quality and government:** Governments have a role in encouraging and supporting quality higher education.
5. **Quality and accountability:** It is the responsibility of higher education providers and quality assurance and accreditation bodies to sustain a strong commitment to accountability and provide regular evidence of quality.
6. **Quality and the role of quality assurance and accreditation bodies:** Quality assurance and accreditation bodies, working with higher education providers and their leadership, staff and students, are responsible for the implementation of processes, tools, benchmarks and measures of learning outcomes that help to create a shared understanding of quality.
7. **Quality and change:** Quality higher education needs to be flexible, creative and innovative; developing and evolving to meet students' needs, to justify the confidence of society and to maintain diversity.



INTERNATIONAL
COUNCIL FOR OPEN AND
DISTANCE EDUCATION

The ICDE reports series

Quality models in online and open education around the globe: State of the art and recommendations

2015

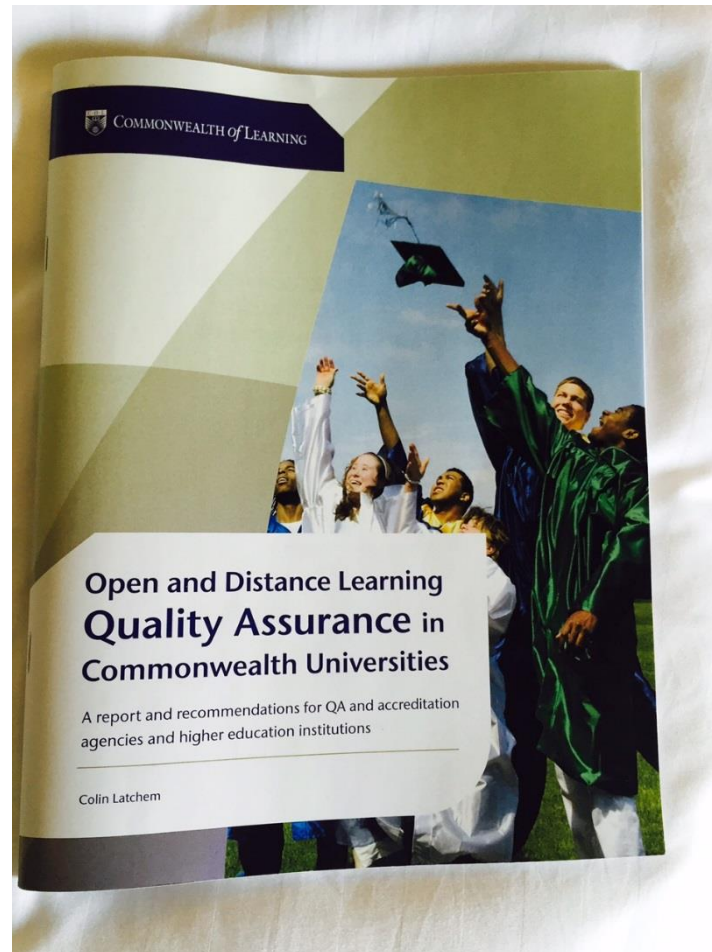
Recommendations

1. Mainstream e-learning quality into traditional institutional quality assurance;
2. Support the contextualisation of quality systems;
3. Support professional development, in particular through documentation of best practice and exchange of information;
6. Address unbundling and the emergence of non-traditional educational providers;
7. Address quality issues around credentialisation through qualifications frameworks;
9. Support quality assurance audits and benchmarking exercises in the field of online, open, flexible, e-learning and distance education;
10. Encourage, facilitate and support research and scholarship in the field of quality; and

Commonwealth of Learning

Rec 4: *Judge the quality of ODL by the same generic measures as are used for mainstream teaching and learning BUT augment these with criteria and measures appropriate to the mode...* Colin Latchem

2016



Inputs and outputs: Pushing and pulling

Quality as inputs...

- Types of students admitted
- Qualifications and experience of faculty
- Design of the program and its “equivalence” to other similar programs already operating
- Student experience regardless of learning environment (student support, facilities where appropriate etc.)
- Academic integrity, reliability and transparency of grades
- Academic governance and ‘assurance’ processes- incl. management of processes within a program - assessment rubrics, appeals, assessment feedback, employer engagement, student engagement

And yet...

- 36% of college graduates did not show any significant cognitive gains over 4 years

Arum & Roksa, *Academically Adrift*, 2011

- Half the employers say they have trouble finding qualified graduates to hire

Chronicle of HE and Marketplace



Cover Credit: PHOTOGRAPHS BY PETER HAPAK FOR TIME

Quality as outcomes

- Student employability and career progression
 - Skills and competencies
 - Relevance and recognition of qualification - professional accreditation to professions
- Retention, progression, qualifications awarded
- Learning gain
 - Knowledge, skills and competencies
- Socio-economic impact
 - Social mobility
 - Earning potential and salary

Quality in ODL

A strange paradox

So, what is the issue here?

QA in Distance
Education is
booming

BUT

Quality still in
doubt

Are we being measured in the right way? - same Regulations for ODL & F2F?

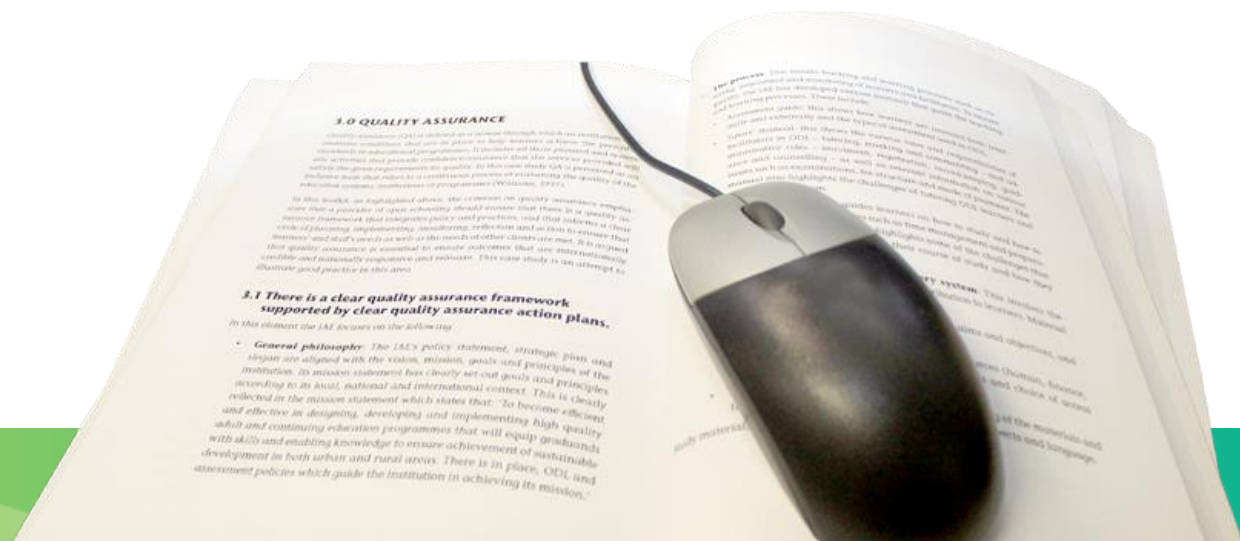
- Quality Assurance Agency, UK: assesses both campus and distance universities



From: www.qaa.ac.uk/Pages/default.aspx

What is Quality for online learners?

- Nature of new knowledge & skills acquired
- Value of credits gained
- Return on investment of money, time and energy (Barker, 2007 in Jung & Latchem, 2012)



What is quality for society?

Quality and Change: Quality higher education needs to be flexible, creative and innovative, developing and evolving to meet students' needs, to justify the confidence of society and to maintain diversity. Sir John Daniels (2015)

CIQG Publication Series

CHEA

Council for
Higher Education
Accreditation

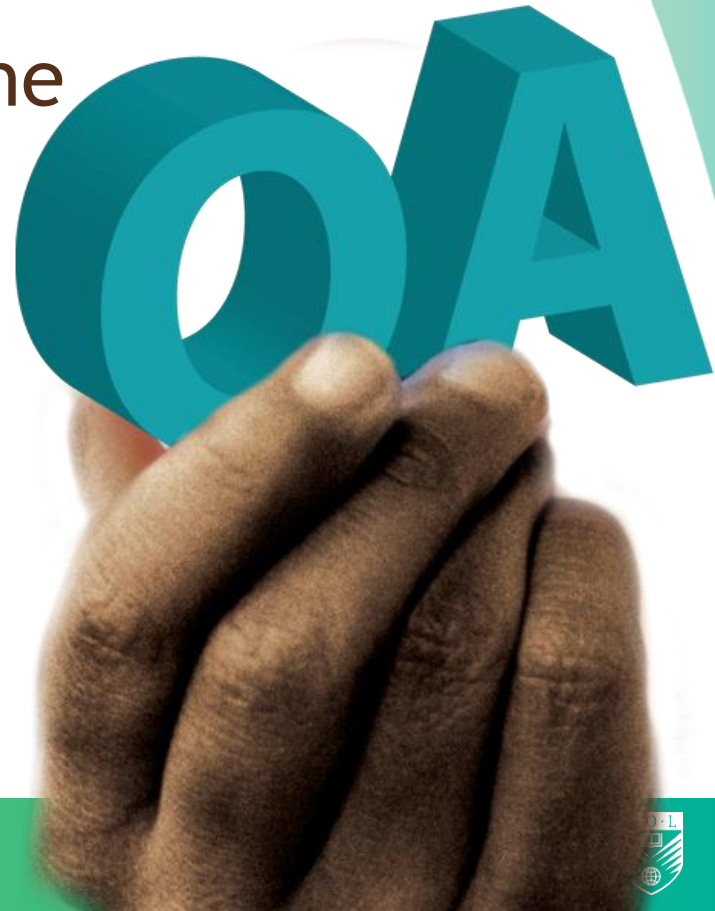
CHEA International Quality Group

CIQG

What about new models?

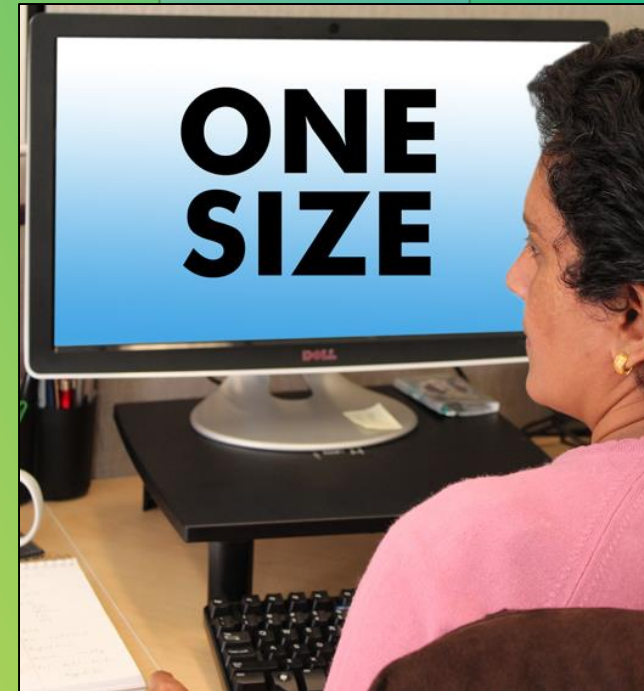
Issues in QA for OER

- Who is responsible for the quality of repurposed content?
- How do institutions ensure the integrity of content?
- What is the role of QA agencies?



Issues for QA in MOOCs

- Can one size fit all?
- Student verification and academic integrity
- Is a peer reviewed assessment acceptable?
- Is there a delinking of the institutions which teach and the institutions which credential?



Learner mobility

...increases the need for flexibility and new approaches to credit and transfer (especially via Transnational Qualification Frameworks) - a growing internationalization of learning - e.g. The Virtual University of the Small States of the Commonwealth (VUSSC) Transnational Qualifications Framework (TQF)

New business models

- A business within a business
- Blending of private provision with Government funding
- Professional organisations- and certification
- (Cisco, Microsoft, Android etc.)
- Credit transfer from informal learning
- Professional development
- Not just about a qualification

Implications for QA

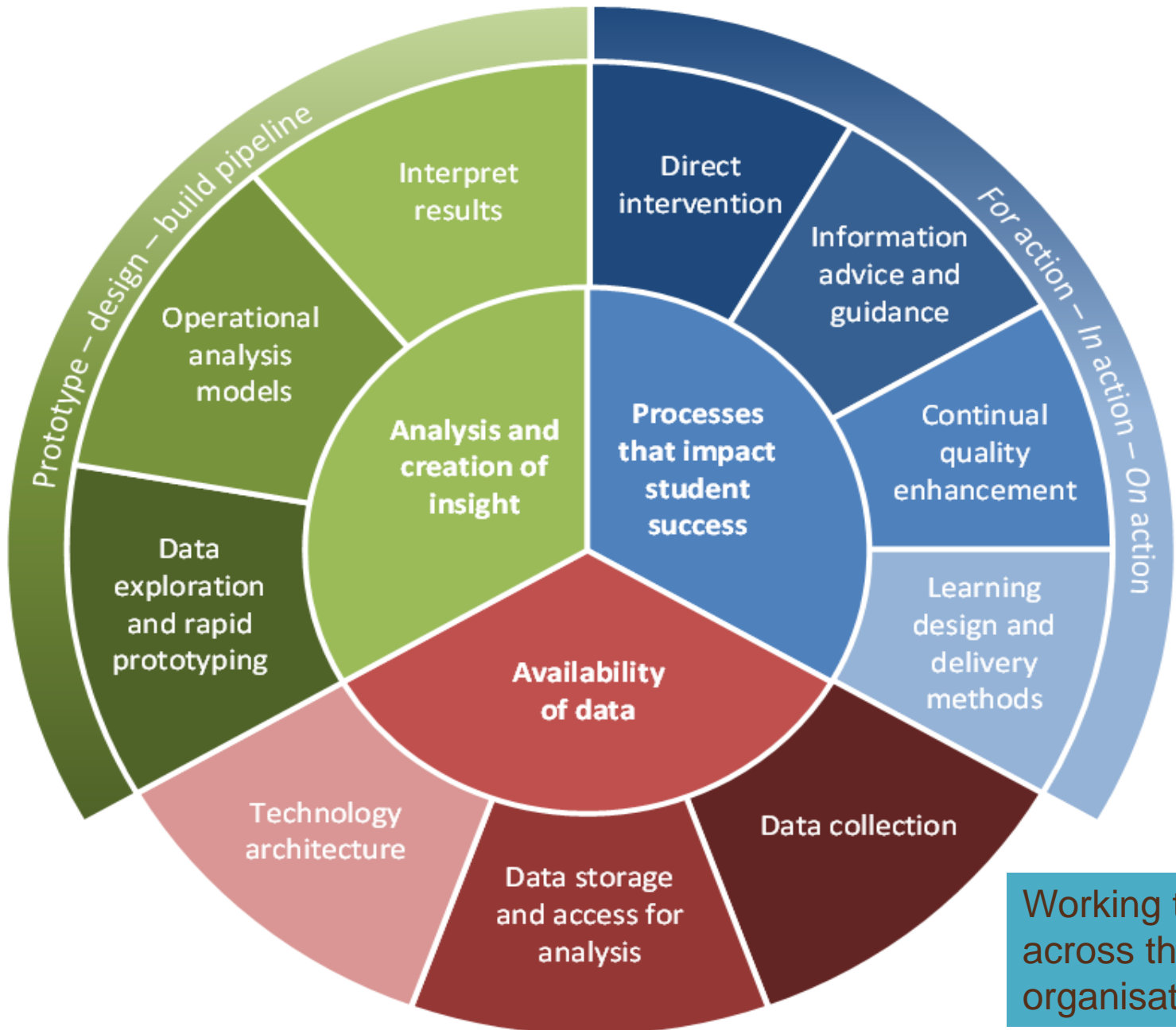
- Regulation to facilitation?
- Compliance to creativity?
- HE to Lifelong Learning?

Are we keeping pace
with these developments?



Learning analytics

Developing institutional capabilities and strengths



Working together
across the
organisation

On
In
For



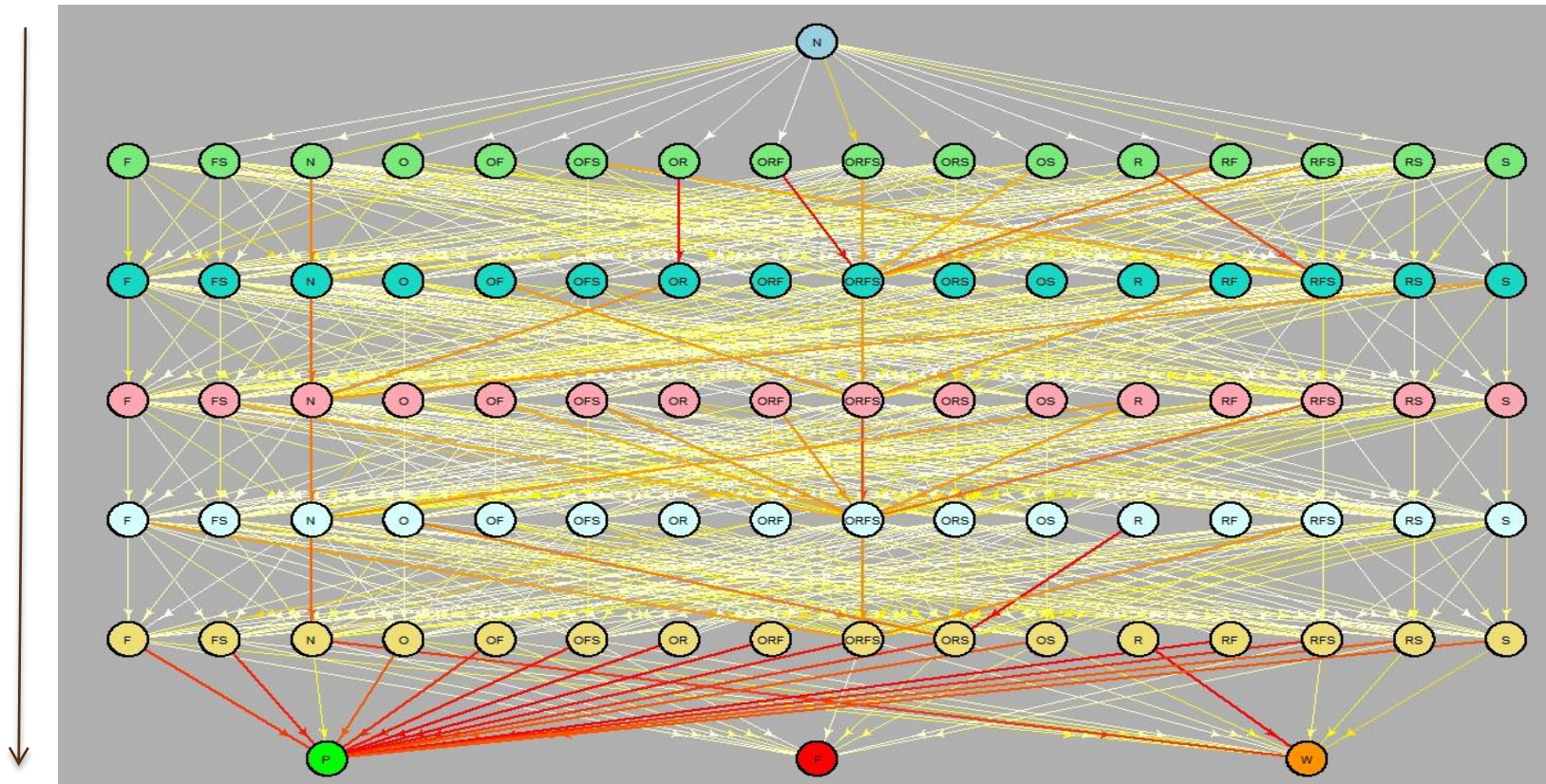
ACTION

Schon Reflective Practitioner

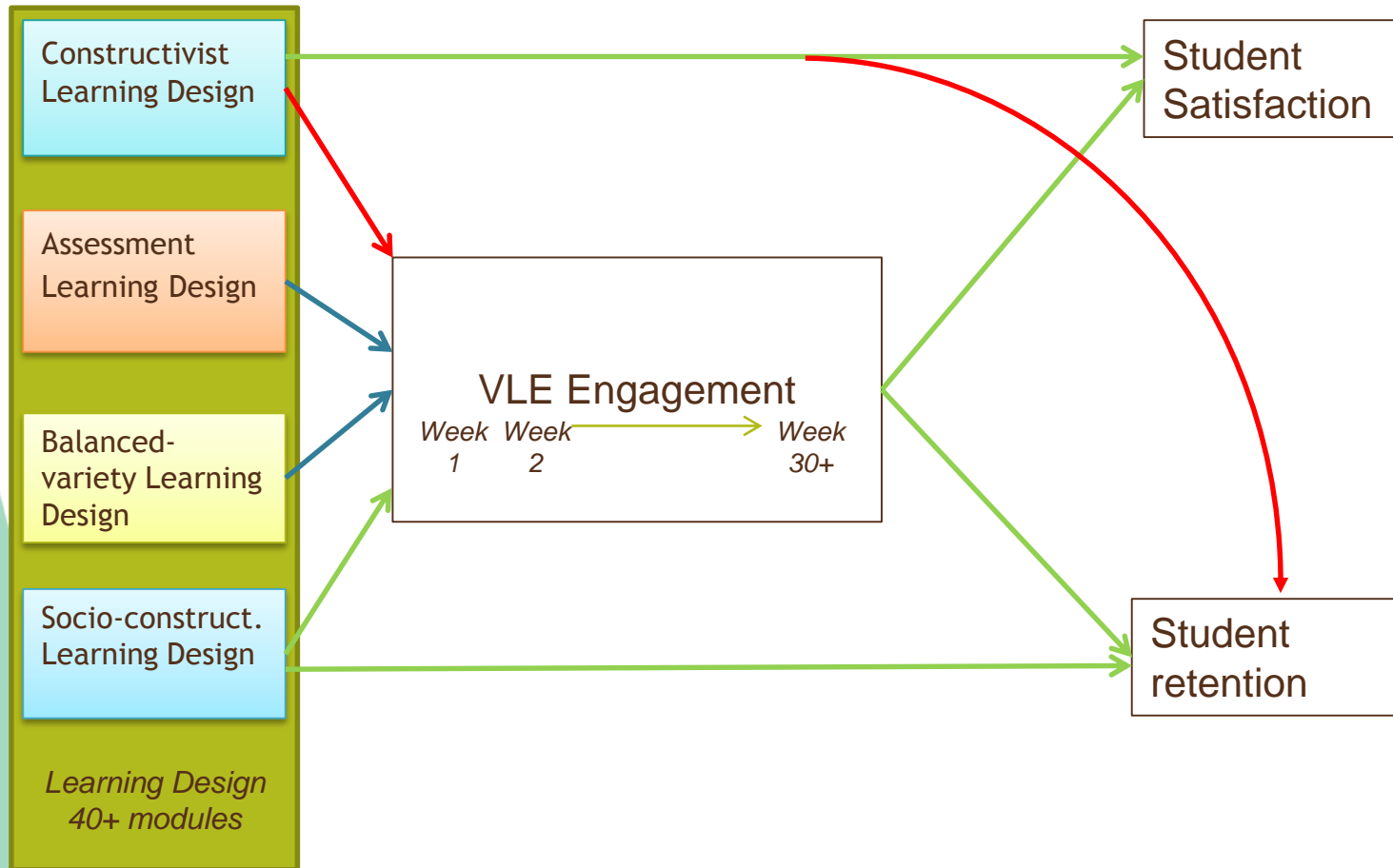
Open University: data + analysis

OU Analyse: module fingerprint

time



Assessment 1



Rienties, B., Toetenel, L., Bryan, A. (2015). "Scaling up" learning design: impact of learning design activities on LMS behavior and performance. Learning Analytics Knowledge conference.

Pausing to reconsider....

1. Do you think the current approaches to quality assurance in both your own institution and in your jurisdiction need to change or is the quality assurance regime robust enough to respond to these challenges and developments?
2. To what extent is your quality assurance work within the university focused on the student experience - student engagement, student learning outcomes, the “soft” skills and competencies and their adaptability, resilience and grit?
3. What do you think you needs to change within your institution so as to improve the quality of the learning experience of students?
4. What do you think you needs to change within your institution so as to improve perceptions by governments and employers?
5. What is missing what do you think should be added - something that has an impact on quality and performance?
6. What can COL, ICDE and UNESCO do to help?

With thanks to



The Open
University

Professor Asha Kanwar
President & CEO,
Commonwealth of Learning

Maxim Jean-Lewis
CEO Contact Nord



The Open
University

Contact me

Belinda.Tynan@open.ac.uk

Or

dvce@rmit.edu.au