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Policy and Procedures for Quality Assurance in Open and Distance Learning Programs



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‘Continue to Transform Dreams of Willing Learners’

1. Introduction

The delivery of programs in Open and Distance learning (ODL) mode is a more complex activity than on-campus delivery. It requires the integration of a greater number of separate activities, responsibility for which rests with various academic and administrative units within the University.

As one of PNG's providers of ODL programs, Papua New Guinea University of Technology (PNGOUT) is committed to maintaining high standards of quality in the content and pedagogy of the programmes it offers as well as in learning and administrative support for students undertaking them.

This requires the existence of an appropriate University-wide policy framework, together with commitment, by each of the organisational units and departments (faculties) involved, to quality assurance in all of the services it provides to the University's ODL programmes.

2. Policy Framework and Objectives for Quality Assurance in Open and Distance Learning

2.1 Preamble

By the end of 2004 the ODL programme at PNOU is projected to involve well over 12 000 students, mostly in the Adult Matriculation Programme. Given the more limited for ODL students to communicate with staff and fellow students, compared to their on-campus counterparts, it is vitally important that a high level of quality assurance is ensured by the University in all aspects of ODL programmes.

This document summarises the policy framework within which quality assurance procedures for ODL programmes operate. It also lists key quality assurance objectives arising from this policy framework. A series of complementary papers will detail the quality assurance criteria and monitoring procedure applicable to each of the academic units involved in the development and delivery of ODL programmes once/as they are identified.

2.2 Framework for Quality Assurance in Open and Distance Learning

2.2.1 The University's Responsibility

When teaching programs are conducted without or with limited regular face-to-face contact between academic staff and students, effectiveness depends on the provision of properly designed and appropriate alternative technologies, and/or distance education methodologies, resources and support services, under appropriate academic direction.

2.2.2 Operational Responsibilities

2.2.2.1 Open and Distance Learning

The Department of Open and Distance Learning (DODL) has responsibility for the operational side of ODL within PNGOUT and should have clearly developed and recorded policies for these operational arrangements. These responsibilities include:

- Ensuring, adequate quality provisions are in place both in the development and delivery facets of ODL within the University;
- Provision of planning, and development expertise and infrastructure whereby a teaching unit may develop a subject or course to be offered in distance mode;
- Maintain an active program of research and development in ODL, theory and methodology;
- Maintain an appropriate relations with the administration of the University to ensure the adequacy and reliability of all facets of enrolment, servicing and assessment of ODL students;
- Provision of a service and support infrastructure linking the students to the teaching unit/department responsibilities for the subjects or course.

To the extent that an arrangement is made whereby the teaching unit/department, or a third party, undertakes any of these responsibilities for a unit or course in place of DODL, DODL has responsibilities for ensuring that these arrangements are adequate, and for monitoring their implementation for quality.

For the purpose of this policy, the offering of undergraduate or graduate units or courses by a teaching unit/department through ODL is subject to substantially the same conditions and arrangements as for that teaching unit/department offering such units or courses fulltime (on campus) at PNGUOT.

In particular this includes the role of DODL, and the need for a teaching unit/department tendering for, or providing, units or course to consult with DODL and to meet the requirements for the provisions of ODL units laid down in this policy.

2.2.3 Responsibilities of Teaching Units/Departments

2.2.3.1 Teaching and Learning Support

There must be an ODL personnel appointed in each participating departments to take responsibility for ensuring the development of ODL materials in their respective department/faculty.

These ODL personnel will liaise with the DODL on a formal and regular basis, and will have responsibility for establishing faculty staff development programmes focused on teaching. They will meet regularly with the Prof-Vice Chancellor (academic) or his delegate responsible for Academic Projects.

2.2.3.2 Quality of Content in ODL Units

The content of study materials for ODL will be that which is considered acceptable for standard on campus based learning materials in the relevant subject area provided by the respective departments/faculties within PNGUOT.

Course and subject content is solely the responsibility of the teaching unit/department concerned.

2.2.4 Responsibilities shared between Teaching Units/Departments and DODL.

The particular aspects of development for which DODL has responsibility are those aspects of course and instructional designed whereby the content, and requirements of the course and any skills to be developed within the course, can be made accessible to students through distance mode of learning. Course and subject content is solely the responsibility of the Department or teaching unit concerned; effective teaching and learning is a shared responsibility of the teaching unit/Department and DODL.

The instructional designed of study materials will be that which is considered acceptable and comparable to the standard ODL materials provided by the PNGUOT.

2.3 Objective for the Quality Assurance in Open and Distance Learning

2.3.1 Objective for the University

- To ensure, within the limits of resource constraints, parity is maintained between students studying on-campus, and through ODL in respect to:
 - Quality of learning experiences and outcomes
 - Quality of learning and resources materials provided
 - Quality of academic and administrative support services to students
- To establish within a common framework quality assurance criteria and monitoring procedures for all teaching units and support units involved in developing and delivering opening and distance learning programs.

2.3.2 Objectives for DODL

- To collaborate with departments of the University to enable students throughout PNG and overseas to undertake PNGOUT courses and programmes via ODL modalities.
- To enable PNGOUT departments/teaching units, learned societies and professional associations to provide qualifying programmes and continuing education programmes accessible to qualified applicants anywhere in the country and abroad.
- To raise the quality of teaching and learning and facilitate the convergence of on-campus and off-campus teaching/learning modes by:
 - Promoting and facilitating the use of relevant interactive technologies in teaching and learning
 - Maintaining and active program of research into alternative modes of teaching and learning in higher education
 - Publishing and disseminating research results and ideas about ODL
- To ensure that PNGUOT study materials and support service for ODL are of highest pedagogical quality and effectiveness by:
 - Ensuring that the instructional designed principles and practices of the DODL represent the highest standards
 - Providing high quality graphical and textual designed and desktop publishing
 - Facilitating the use of a range of appropriate technologies in teaching and learning
 - Taking account of the motivations, skills, attitudes and learning approaches of the student clientele
 - Providing rapid, accurate and appropriate support service to students
 - Ensuring regular evaluation of courses, materials and methods, including student evaluation

2.3.2 Objectives for Departments/Teaching Units

- To ensure that department policies and procedures take account of the situation of the students and staff involved with alternative study modes.
- To ensure that the use of flexible learning methodologies are progressively integrated into the department's programmes.
- To ensure materials are designed and made available on digital format for learning by distance using appropriate technology.

2.3.3.1 Content

- To provide course materials appropriate to distance mode students and apt to achieve learning objectives and standards at least comparable with those obtained in on-campus courses.
- To provide course advising and support.

2.3.3.2 Academic Support

- To provide academic support, within budgetary constraints, apt to reduce the disadvantages experienced by students working without normal face-to-face contact with staff and other students.

2.3.3.3 Assessment and Marking

- To provide assessment materials designed to improve the quality of learning achieved in the subject/course;
- To provide prompt and informative feedback to students within accepted standards for best practice in ODL.
- Where casual staff are employed for marking, to provide adequate training, supervision and auditing.

2.3.3.4 Administrative functions

- o To deal promptly, appropriately and sensitively with all applications.

2.3.3.5 Liaison

- o Smooth operation at all levels

3. PNOUT – DODL

3.1 Services, Quality Assurance Criteria and Monitoring Procedures

Service	Quality Criterion	Monitoring Procedures
(a) Course Development Services		
Preparation of team schedules for course development/redevelopment and materials production	Realistic timeframe for course development/redevelopment and materials production are established and documented	Inspection of schedules
Advice on appropriate instructional design strategies	Materials incorporate key instructional design elements	Inspection of materials by instructional designer/Curriculum Development Unit (CDU)
Availability of materials through various mediums	Use of appropriate technology	As above
Independent evaluation of materials and course delivery methods	Students find materials and delivery services are effective in facilitating learning	Students evaluations conducted independently
	Peer review of course and subject content and structure	Nominated review team with experts in content and methodology (end of 1 st year)
(b) Materials Production Services		
Monitoring of adherence to course team schedules	Production and despatch deadlines are met	Monitoring by Department and DODL
Archival of master copies	Archive complete and up-to-date	Monitoring by Department and DODL
Incorporation in print materials of: - Good textile design for readability	Key criteria are satisfied, including: - Appropriate column layout, line spacing, use of white space	Monitoring by - Instructional designer/CDU - Graphic designer
- Coherent formatting - Internally with respect to other DE/OL materials - Clear structure	- Levels of heading, fonts uniform throughout e.g. colour coding, icons ⌘ Key elements e.g. assignments easily recognised e.g. colour coding	- DODL – CDU - Dept. ODL Liaison Officer
- Appropriate cover designed	- Open Learning - Conforms to PNOUT style guide and Dept. guidelines	
Response system for enquiries about distance education courses	⌘ Key criteria are; - Phone No. Provided in all advertisements	Monitoring by DODL

	- Staffing and equipment to ensure maximum 12 hour respond time	
Essential organisational information	- Complete and up-to-date information	Monitoring by ODL Liaison Officer
Incorporation in audiovisual material of: - Appropriate instructional designed	Key criteria are: - Appropriate choice of medium for given tasks. - Integration with other media is satisfactory	Monitoring by: - Instructional designer/CDU
- Good technical quality	- Acceptable signal-to-noise ratio, frequency, response, distortion and speed variation	- AV technician and DODL & technical officer
- Appropriate cover designed	- Conforms to PNGUOT style guide coherent with other unit materials	- Graphic designer
Copyright administration - Print & non-profit	- Systems to ensure adherence to provision of the Copyright Act - Adherence to provision of Copyright Act	- Monitoring by DODL through legal counsel - Monitoring by DODL and legal counsel
Study materials packing and despatching to students	⌘ Systems to ensure despatch not later than five days before start of study period to all registered students ⌘ Catch-up despatch twice weekly ⌘ Packing note included listing all items ⌘ Appropriate packaging used to prevent damage ⌘ Address list updated daily ⌘ Detailed despatch record kept ⌘ Telephone access for students to check on despatch records ⌘ System for rapid correction of any despatch error ⌘ System to handle purchase and despatch of materials for sale	⌘ DODL to oversee system established, and to monitor operation ⌘ Regular student survey to be conducted independently

(c) Academic Support Service for Students and Staffs

national marketing campaign for all distance education programs	⌘ Key criteria are: - o High quality adverting copy - o Coherent campaign - o Nationwide advertising - o Information brochers	Monitoring by DODL - DODL - Departments - Technical Officers of ITS
Students liaison service (phone, fax, email)	⌘ Immediate access to: - o Student database - o Materials dispatch database - o Assignment tracking database - o Course and subject information - o Examination timetable and centres information - o Study materials archive system for granting and recording assignment extension - o Memo system for rapid - o Communication with all students in a subject/course - o Graduate staff with personal successful experience in studying by ODL mode	⌘ Monitoring by DODL ⌘ Regular independent student surveys
Assignments handling, recording and tracking system	⌘ System to incorporate: - o Database of assignment requirements and submission dates for each subject - o 24 hour turnaround on both inwards and outwards assignments - o Recording of date of arrival and date of return - o Provision of reports on assignments marking turnaround times - o Systems to handle assignments submitted by email, facsimile and as electronic files ⌘ Ability to batch assignments for multiple	⌘ Monitoring by DODL ⌘ Regular independent student surveys

	markers ⌘ Inclusion of feedback sheets with return assignments	
Systems for computer mediated communication (CMC) with and between students	⌘ Systems to ensure: - o Economic and technical accessibility of students - o Appropriate documentation provided - o “Helpdesk” support provided - o Staff training available	Staff and students evaluations to be conducted independently - Monitoring by DODL - Support by ITS

4. Monitoring provided by Teaching Unit’s/ Department’s ODL programmes

Service	Quality Assurance Objective	Monitoring Process
1. Content		
Prepare study guide and related course materials, including multimedia and internet-based materials. Select texts and other resource materials (text, readings, audiovisual materials) and check on their availability through Bookshop and Library.	To provide course materials appropriate to distance mode students and apt to achieve learning objectives and standards at least comparable with those obtained in on-campus course,	Subject evaluation instruments administered to students: periodic audit by review group.
Academic Support		
Prepare academic administration information for students, including assessment arrangements Provide academic advice and tutorial assistance to individual students. Arrange workshop or other group meetings as appropriate.	Provide academic support, within budgetary constraints, apt to reduce the disadvantages experience by students working without normal face-to-face contact with staff and other students.	Subject evaluation instruments administered to students; periodic audit by review group.
Assessment and Marking		
Prepare assessment materials	To provide assessment materials designed to improve the quality of learning achieved in the subject.	Subject evaluation instruments administered to students; periodic audit by review group.
Provide marking and feedback for assignments and examinations	To provide prompt and informative feedback to students within the accepted standards for best practice in distance education.	

	Where casual staff are employed for marking, to provide adequate training, supervision and auditing	
Administrative Functions		
consider applications for enrolment, course credit, extensions, special consideration, and grievance reviews.	To deal promptly, appropriately and sensitively with all applications.	Monitoring extent of problems passed down the line.
Liaison		
Provide DODL and academic support units with information required for their operations. Prepare design briefs for graphic designers, programmers, etc.	Smooth operation at all levels.	Periodic review.

5. Matheson Library:

5.1 Quality Assurance for DODL student's Library Services

Service provided	Performance indicator	Monitoring Mechanism/Remedial Action
1. Lending service for Books	Requested book despatched within 2 working days of receipt of request or user advised of non-availability of the book within this period.	a) Curriculum Implementation Unit (CDU) monitors work flow and advises Librarian of any backlog or potential backlog.
Photocopying of Items held	Photocopy made and dispatch within 2 working days of receipt of request or user contacted within this period.	a) Additional casuals staffing is requested if request cannot be handled by the normal staff. b) If item missing or not available in collection, the user is notified and is offered the option of obtaining copy via other loan arrangements.
Telephone Enquiry Service	Enquiries answered on the spot of call transferred to a relevant library staff member.	Librarian and CIU to ensure that a full roster of trained staff is maintained to handle telephone enquiries.
CD-ROM/Online Searches	Results of searches (printout or disk) sent out within 5 working days	Number of searches awaiting action is monitored by Librarian and additional reference staffs are allocated for searching as required.

Collection of Recommended Reading	a) All items recommended for reading in study guides are held in the Library general collection or on counter reserve. b) Books are held in sufficient numbers to satisfy demands.	a) Continue to seek details of following years lists by October each year, with special emphasis on new titles and counter reserve items Records of titles requested but missing or not held, together with the number, it passed on to the Librarian. These titles checked with relevant study guide and item acquired if listed as a recommended reading. b) Records of books which cannot be supplied because there are insufficient copies are printed out and send to Librarian. Additional copies of titles in high demand are purchased, subject to availability of funds and the likely future demands for the titles in question
Reader Education – Library/Information	All of campus students are provided with basic information on library and opportunities for acquisition of further information on literacy skills is available for those desiring it.	a) The content and form of off-campus library guide are regularly reviewed. b) Continued to mail every enrolled off-campus student with a copy of the library guide.
Remote Access to CD-ROM Database	A range of the most relevant database to be made available to be accessed via the internet.	a) Reference staff access and recommend database that would be useful for off-campus students. b) Other relevant CD-ROM databases are mounted on a DODL website/database, subject to financial resources.
Options for Links to other Electronic Library Services	Facilitate remote access to electronic library services from other vendors.	c) Relevant library resources on Internet to be explored where considered desirable.

6. Student Records and Admissions: Services to DODL

Service	Quality Criterion	Monitoring Procedure
Applications		
design and print annual application forms	Functionality of form, timeliness of availability and appropriateness of quantity.	Design discussed with clients; time frame agreed upon in advance; quantity of supply compared to past years and new year predictions
Receive applications and checked for completeness	Processed in minimum time	Daily inspection by supervisors
Advice applicants re incomplete documentation and/or special test required	As above	As above
Enter applicant data on student system	Accuracy and speed of data entry	Feedback on error rates, daily monitoring by supervisors
Acknowledge receipt of applications	Processed in minimum time	Regular comparison with standard set
Design, print, post offer letters and publish names in the newspaper	Functionality of letter design; processed in minimum time; minimum postage rates	Design discussed with clients; time frame agreed upon and compared to standards set; regular monitoring of postage rates
Receive acceptance/rejection of offer letters	Database accuracy updated	Feedback on error rates
Reportedly statistical relating to application, offers and acceptances to DODL (and other relevant areas)	Timelines, accuracy and functionality of statistical reports	Feedback from clients
New Students		
Transfer data to enrolment screens	Accuracy and timeliness of transfer	Standards set and data integrity checks made
Design, print and post confirmation of enrolment letters	Functionality of forms; accuracy of data; timeliness of postage; postage rates	Design agreed upon with clients; feedback received from students; periodic checks with available postage rates
Receive, process request for credits and exemptions and advice students	Timeliness of processing; accuracy of advice	Comparison to standards set; feedback from staff and students
Follow up non-payment of fees	Timeliness and accuracy of assessment	Monitored by fee branch; data integrity checking
Invalidate students not meeting fees/entry requirements	Ensure rules governing invalidation are understood and followed	Data integrity checks post-census dates; monitored by grievance officer
Design, print and distribute enrolment variation request forms	Functionality and availability of forms	Design agreed upon with clients; feedback from students
Process request for enrolment	Timeliness; quality of advice	Feedback from staff; student

variations	giving	survey
Providing statics on progressive enrolment numbers	Accuracy, functionality and timeliness of availability	Staff feedback
Provide class list	Timeliness and accuracy	Agreed upon timetable and staff feedback
Current students		
Design, print and distribute enrolment variation request forms	Functionality and availability of forms	Agreed design; feedback from students
Prepare, print and post re-enrolment packages	Functionality of package and contents; timeliness of post; accuracy of distribution	Students survey
Receive and distribute re-enrolment forms	Speed of processing forms	Monitored by supervisor; feedback from staff
Re-enrolment data entered onto student database	Accuracy and timetable	Data integrity checks
Design, print, post confirmation of enrolment letters and advertise in the newspapers	As above for new students	As above for new students
Design, print forms and follow up non-payment of fees	As above for new students	As above for new students
Invalidate students not meeting fees and/or entry requirements	As above for new students	As above for new students
Provide progressive statistics on re-enrolments	As above for new students	As above for new students
Provide class list	As above	As above
Database Management		
Maintain subject and course register	Appropriate courses/subjects available on database in timely fashion	Agreed upon timetable; monitored by schools and supervisor
Train users in use of database	Users able to access and use student data in timely and accurate way	Staff feedback; data integrity checks
Provide enhancement to students systems	User requirements are correctly understood and defined for programming staff	User testing of enhancement; ongoing staff feedback
Maintain & Manage student withdrawals and deferrals	Prompt execution of withdrawal and deferral documentation	As per PNGOUT wide policy/almanac.

7. Bursary: Service to DODL

Services	Quality Criterion	Monitoring Procedure
DODL Account Management		
Operational account for fee deposits	Functionality of account	Liaison between host bank and DODL
Receive bank statement and reconciliation	Processed in minimum time	Weekly/monthly inspection by supervisors
Follow-up on defaulters	As above	As above
Enter fee data on student system	Accuracy and speed of data entry	Feedback on error rates, daily/weekly monitoring by supervisors
Acknowledge receipt/receipts	Processed in minimum time	Regular comparison with standard set
Financial reports	Processed in minimum time	Regular and monthly updates
Income distribution: DODL. Departments/Teaching unit & Central Admin	Processed as per 60:20:20 arrangement in minimum time	Per semester checking by supervisors

8. PNGOUT Examinations and Certification:

7.1 Quality Assurance Services provided to DODL

Service Provided	Performance Indicator/s	Monitoring mechanism/remedial action
Timetabling of examination for DE students in order to produce few if any clashes, minimal proximities of examination for individual students, and provided adequate time for both student revision and for assessment	Number of individual clashes and proximities. Number of days between last day of examinations and deadline for submission of results by examiners.	Feedback from clients. Publication of relevant performance indicators with the examination timetable. Information session/meetings with student representatives and academic general staff.
The timetable process should also see to accommodate special timetabling request from examiners where possible.	Number of special timetabling request received and met. Number of complaints as a percentage of the number of students timetabled.	Comparison of performance indicator data with previous examination periods to determine, measure, and explain improvement or otherwise.
Examination Papers		
Advice to subject's advisors on examination paper preparation so that quality papers are provided to candidates.	Advice/instructions are communicated in written format in a timely and suitable medium. Number of errors.	Papers are proofread by departments and cross-checked against timetabling data. Errors corrected by departments prior to printing wherever possible

	Uniformity of format	Examinations staff to maintain data on errors and reports to DODL and Heads of Departments.
Venues		
The provision across the country of examination venues that enable candidates to perform optimally	Candidates should not have so far to travel to venue that they are unable to perform optimally. Numbers of complaints above travel, lighting, noise, signage, ventilation, and furniture	Reasonable travel distance policy formulated/revised in consultation with DODL, student bodies, etc. Investigation of alternative modes of delivery of examination papers, e.g. can the Internet be used? Examination staff to investigate and resolved problems with venue ventilation, noise, etc.
Invigilators		
The provisions across the country of the invigilators who implement well- published procedures designed to deter and detect cheating but do not do so in a way that would impact unreasonably on a candidate's performance.	The instruction for invigilators and candidates are documented and communicated in a timely and appropriate medium. Number of incidences of cheating detected each examination period Numbers of complaints about invigilators.	Examinations staffs investigate alleged cheating. Discipline Statute may have been invoked. Examinations staff to investigate complaints about invigilators.

9. DODL programs Quality Assurance Statement for Technical Service Unit (TSU)

9.1 General Statement

TSU will provide software and programming support for DODL's learning operations and commensurate with the objective of providing timely quality teaching services. Services and quality objectives may be assumed to embrace high standards of efficiency and effectiveness (i.e. quality).

9.2 Standard Statement for Monitoring Process

9.2.1 Design & Testing

Design scope and factors negotiated between primary clients and TSU, test procedures devised and agreed upon, and priorities and schedules determined. Pre-implementation test procedures will normally involved both parties and secondary users.

9.2.2 Performance Evaluation and Maintenance

Monitoring will include overall system availability, stability and response times- particularly during key periods- and disk space availability and allocations. This will not normally involve users but agreed procedures for reporting of anomalies and malfunctions by the primary client is (to be) a key element of the monitoring process. Performance will depend on the availability of the system and how it copes under the normal operating conditions.

9.2.3 Continuing and Future Development

In essence, any developments and enhancements embrace a further pass through the design and testing phase. However, any specific proposals which are proposed or in train for a particular service can be included under this heading. It perhaps also needs to be appreciated and detailed blueprints do not exist for design, maintenance and problems resolution in relation to the various systems, and that although there are traditional acceptance practices, future development should include full documentation of service provisions and support procedures.

Service Purpose and Quality Objective	Monitoring Processes
COURSE INQUIRIES CENTRE SYSTEM <i>Primary Client:</i> DODL <i>Objective.</i> To provide and maintain an efficient and effective on-line and internet marketing database for recording and analysis of ODL enquiries. Such database is to be capable of producing mailing labels and mailing address data files according to on-line customer definition.	<i>Design and Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Problem Response and Resolution.</i> Standard <i>Continuing and Future Development.</i> System is to be interfaced with PNGOUT main system in the medium term.
STUDENT DATA SYSTEM <i>Primary clients:</i> Student Admission and Records Unit <i>Objective:</i> to provide support a comprehensive student system for the recording of applications, production of offer letters etc, and the management of student enrolment and fee payments.	<i>Design and Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Problem response and Resolution.</i> Standard. <i>Continuing and Future Development.</i> System is to be interfaced with PNGOUT main system in the medium term.
Applicants Module <i>Primary client:</i> DODL <i>Objective:</i> To provide for recording and coding of applications for admission. Includes provision for separately identifying applications by student category (Taraka Campus, study centres, Franchise Centres, etc) and semester or other study period.	<i>Design & Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Problem Response and Resolution.</i> Standard <i>Continuing and Future Development.</i> Improve on the current student management system software

	and interface with PNGOUT main systems.
Offer (etc) Letter Suite (DODL students) <i>Primary Client.</i> DODL <i>Objective.</i> To produce multiple page offer letter and duplicates etc automatically in overnight computer runs.	<i>Design & Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Continuing and Future Development.</i> Production methods and quality of presentation require continuous review and improvements to help encourage applicants whom lodge multiple applications with a number of universities to choose a course.
Registration Direct Entry <i>Primary Client:</i> DODL <i>Objective.</i> Allow entry of student information directly into the database at Registration, and allow printing from Data Base to Registration form.	<i>Design & Testing:</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Continuing and Future Development.</i> A continuous review to include possibilities of registering through the internet and online.
Student ID Card Image Recording <i>Primary Client.</i> DODL <i>Objective.</i> To capture and store photo-images created directly from students standing in front of the digital camera connected to a PC, in person, or via and image captured (scanned) from a passport size photo supplied by students through the mail.	<i>Design & Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Continuing and Future Development.</i> At the present time the DODL cards are similar to the PNGUOT resident students.
Payment File (all enrolment records) <i>Primary client.</i> To record all fee payment calculations capable of analysis by transaction type and for accounting/bank reconciliation and budget distribution purposes.	<i>Design & Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Problem Responds and Resolution.</i> Standard <i>Continuing and Future Development.</i> To interface with the main university records and systems.
File Movement Register <i>Primary Client.</i> DODL <i>Objective.</i> to provide and application and file location and tracking system for Student Admission and Records from the time of enrolment.	<i>Design & Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Problem Responds and Resolution.</i> Standard <i>Continuing and Future Development.</i> To interface with the main university system and records (database).

Results Processing and Reporting <i>Primary Client.</i> DODL <i>Objective.</i> to provide computer programs processing assessment and producing result notices for students.	<i>Design & Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Problem Responds and Resolution.</i> Standard <i>Continuing and Future Development.</i> To incorporate and use a standard format and criteria on par with the university.
Re-enrolment Forms <i>Primary Client.</i> DODL <i>Objective.</i> To provide facility for overlay printing of personalised re-enrolment forms.	<i>Design & Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Problem Responds and Resolution.</i> Standard <i>Continuing and Future Development.</i> Nil
Graduation Forms <i>Objective.</i> To provide facility for overlay printing of personalised graduation application forms and certificates.	<i>Design & Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Problem Responds and Resolution.</i> Standard <i>Continuing and Future Development.</i> Nil
Statistical Data Reporting <i>Primary Client.</i> DODL <i>Objective.</i> To provide timely statistical data for internal enrolment monitoring and budget purposes and to satisfy PNGUOT requirements.	<i>Design & Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Problem Responds and Resolution.</i> Standard <i>Continuing and Future Development.</i> Provision for Statistical reporting to be a function of a single university database.
Class List, Course & Unit Tallies etc <i>Primary Client.</i> DODL, Affiliated Study centres & departments teaching units. <i>Objective.</i> To provide a suit of standard reports for the line printer plus and array of screen- based reports which can also be directed to a local salve/network printer.	<i>Design & Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Problem Responds and Resolution.</i> Standard <i>Continuing and Future Development.</i> Minor
Annual Cull/ Archiving (of inactive records)	<i>Design & Testing.</i> Standard

<i>Primary Client.</i> DODL <i>Objective.</i> To provide program for producing lists of students whose (paper) files are to be culled for archiving purposes.	<i>Performance Evaluation and Maintenance.</i> Standard <i>Problem Responds and Resolution.</i> Standard <i>Continuing and Future Development.</i> Computer record management review
Payment request Notices <i>Primary Client.</i> DODL <i>Objective.</i> To program and produce timely personalised payment advice/request notices for appropriate student enrolment categories.	<i>Design & Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Problem Responds and Resolution.</i> Standard <i>Continuing and Future Development.</i> Minor
Production of Transcript <i>Primary Client.</i> DODL <i>Objective.</i> To provide batch and individual records programs facilitates for producing course records, and formal certified statements of academic record.	<i>Design & Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Problem Responds and Resolution.</i> Standard <i>Continuing and Future Development.</i> To include awards
ASSIGNMENT TRACKING SYSTEM <i>Primary Client.</i> DODL <i>Objective.</i> To provide a facility for assignment movements to and from students to be recorded.	<i>Design & Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Problem Responds and Resolution.</i> Standard <i>Continuing and Future Development.</i> Minimal. To experiment with electronic assignment in the pilot project.
DESPATCH SYSTEM <i>Objective.</i> To provide a facility for despatch of study materials and other information to students. The system includes batch and packing control provisions and considerable and efficient print output.	<i>Design & Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard <i>Problem Responds and Resolution.</i> Standard <i>Continuing and Future Development.</i> Will most likely need to be retained as a separate system given DODL's unique position.
INTERNET WEBSITE <i>Primary Client.</i> DODL	<i>Design & Testing.</i> Standard <i>Performance Evaluation and Maintenance.</i> Standard

<i>Objective.</i> To allow students to access all course materials for their course, post assignments and discussion forum.	<i>Problem Responds and Resolution.</i> Standard <i>Continuing and Future Development.</i> Develop further until this is the primary means of distance education available through DODL.
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10. Learning And Qualification Pathways Framework

10.1 The purpose of the framework

The purpose of the framework is to:

1. Provide a consistent nomenclature for qualification titles at different levels
2. Define the standards to be achieved at each level.

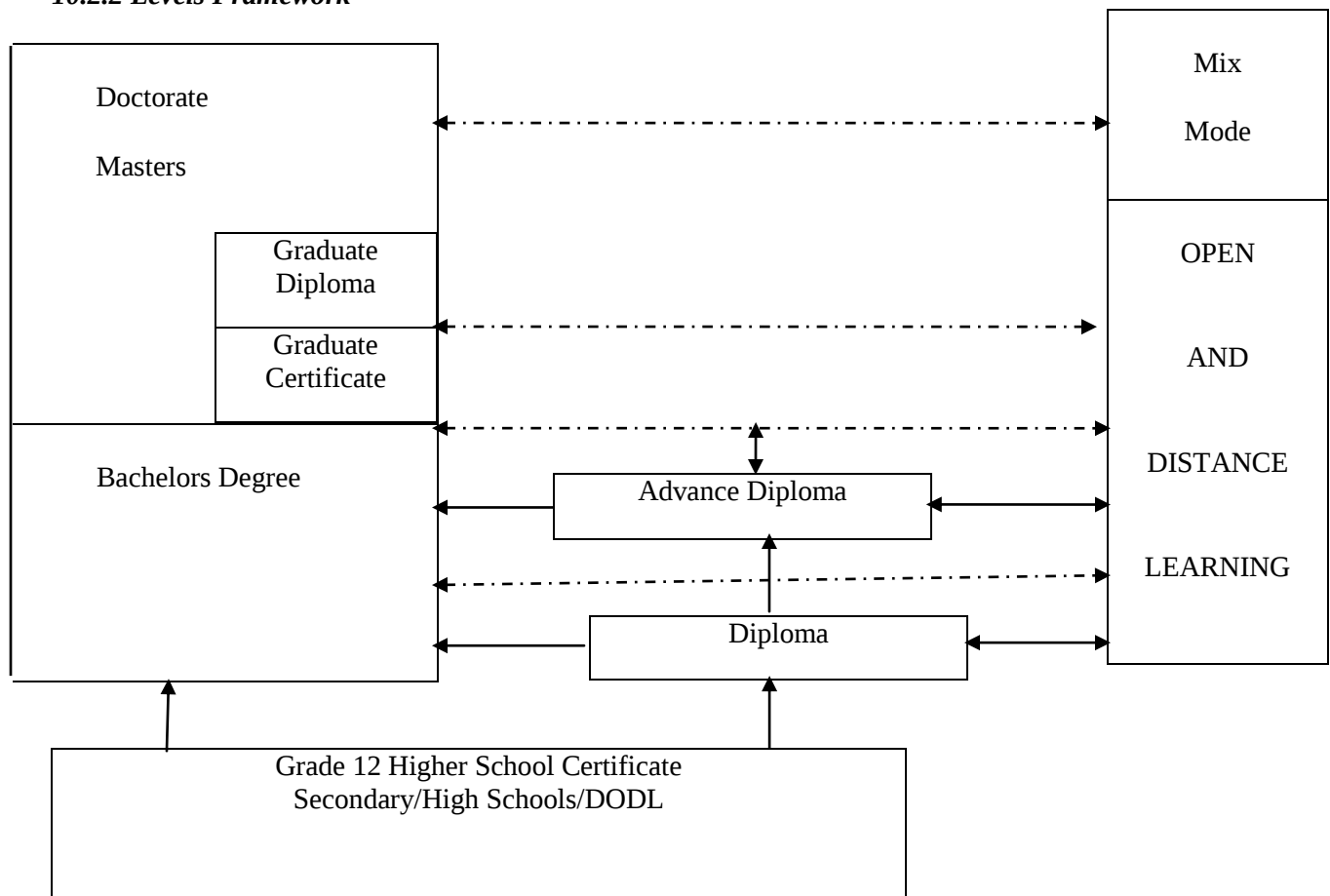
10.2 Levels

Seven levels are proposed, covering three levels of undergraduate education, and four levels of postgraduate education. The assumption is that students will be eligible for an award after successful completion of any level, even if they do not continue with their studies. For example, a student who drops out after successful completing the second year of a Bachelors programme can be awarded a Diploma of Higher Education.

10.2.1 The levels are:

1. **Diploma level:** two years of a Bachelor programme: Diploma in Higher Education
2. **Advance Diploma level:** A Larah session or one semester in a specialised subject. An advance Diploma of Higher Education.
3. **Bachelors Degree** (or Foundation Degree); A three to four year programme Bachelors degree of Higher Education.
4. **Graduate Certificate:** A Larah session or one to two semesters in a specialized subject after completion of a Bachelors Programme: Bachelors degree with Honours; or completion of a postgraduate programme which does not build on a Bachelors degree in the same discipline: Graduate Diploma, or Graduate Certificate in Higher Education.
5. **Graduate Diploma:** A one to two year programme. A graduate Diploma in Higher Education.
6. **M (Masters) level:** one year or less of postgraduate study: Masters degree, Postgraduate Diploma, or Postgraduate Certificate.
7. **PhD (Doctoral) level:** Doctorate.

10.2.2 Levels Framework



The framework is generic, and applies to all disciplines. Individual subject benchmark statements are to be devised to apply the framework to broad subject areas. Programme specifications are devised to apply the subject benchmark statement to a particular programme of study for a particular department. Individual progress files to be devised to apply the programme specification to the achievements of individual learners/clients.

10.3 Implication for departments

Departments to ensure their programmes of study lead to an award at each of the above levels (and special attention needs to be the distinction between 'postgraduate' awards for students who have a Bachelor degree in the same subject, and 'graduate' awards for those who do not). The programme specifications for each level of award them off must be consistent with the relevant qualification descriptors.

The programme specifications to consist of 'positively defined outcomes', not failure, to meet the requirements of a higher level of award. Procedures be established for counselling students at risk to transfer to a programme of study at a lower level (e.g. from Graduate Diploma to a Graduate Certificate, since it will no longer be possible to award lower degree as a compensation for narrowly failing to meet the requirements of a higher one). Department's to ensure that the amount of expected study time is appropriate for the level of award.

10.4 Qualification description

Qualification descriptors for each level be specified. For instance the minimum requirements for awarding a Bachelor degree (including honours and/or graduate programmes) the following have to be satisfied.

10.4.1 Students have to demonstrate:

1. a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at informed by, the forefront of defined aspects of a discipline;
2. An ability to deploy accurately established techniques of analysis and enquiry within a discipline;
3. Conceptual understanding that enables the student:
 - a. to devise and sustain arguments, and/ or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline: and
 - b. to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;
4. An appropriation of the uncertainty, ambiguity and limits of knowledge;
5. The ability to manage their own learning and to make use of the scholarly reviews and primary sources (e.g. referred research articles, and/ or original materials appropriate to the discipline).

10.4.2 Typically, holders of the qualification will be able to:

- a. Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and initiate and carryout projects;
- b. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve solutions or identify a range of solutions – to a problem;
- c. Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences; and will have;
- d. Qualities and transferable skills necessary for employment requiring:
 1. The exercise of initiative and personal responsibility;
 2. Decision- making in complex and unpredictable contexts; and the learning ability needed to undertake appropriate training of professional or equivalent nature.

10.5 Recognition of Prior Learning

Recognition of Prior Learning allows person to receive recognition and credit for the knowledge and skills they have, not matter how and where they were attained. This can include the skills from:

- Previous study (including courses at school or college, through adult education classes, distance education programmes or training programs at work);
- Work experience (including both work that is paid and unpaid); and
- Life experience (for example leisure pursuits or voluntary work).

What matters in obtaining recognition of prior learning is that the knowledge and skills one has gained helps to meet the learning outcomes and assessment criteria of the qualification which they are seeking credit.

10.6 Recognising Achievement

10.6.1 The Value of Qualification

10.6.1.1 Qualifications are a means to an end, and not an end in themselves. Qualification gives signals about one's employability and progress. They tell individuals and employers what is needed to achieve a given standard or skill. They help motivate people to stick with learning. They provide step-by step progress through education and training, thus helping people to move forward or change direction in their careers.

10.6.1.2 Qualification allow people to take small steps and choose combinations of learning that suits them, while being recognised by employers and society as a whole. It is acknowledged that not everyone who learns needs or wants a qualification.

10.6.1.3 DODL's aims for qualification are to:

- a. guaranteed and maintained high standards;
- b. ensure they require, and give credit for both breadth and depth of study;
- c. provide for adult learners and encourage lifelong learning;
- d. raise awareness of their importance and availability.

10.6.1.4 A wide variety of qualification will be made available from 2005 onwards.

10.6.2 Coherence and Quality

10.6.2.1 In order to protect the standards and simplify the qualifications system, there need to be a university-wide or nationwide established Qualifications and Curriculum Authority in place. This authority should:

- a. Develop a framework for all nationally recognised qualifications so that people know what their qualification means;
- b. Accredit awarding bodies, so that people can rely on the quality of their qualification; and
- c. Ensure that qualification reflect the needs of industry and of higher education, working with the National Training Council/Organisations with the Quality Assurance Agency for higher education (OHE).

10.6.3 Key Skills

10.6.3.1 Young people and adults need certain skills to develop and maintain their employability. These are:

- a. Working with other people
- b. Effective communication, including written skills;
- c. The ability to work with numbers;
- d. The use of information technology;
- e. Developing learning skills; and
- f. Problem solving;

10.6.3.2 We want to enable young people and adults to gain these key skills in higher education, colleges and the workplace, although adults may not always want to gain a formal qualification. These skills can be learnt throughout life and to any level. They are as relevant on the shop floor as they are in the boardroom. There is merit in seeing communications, numeracy and IT as basic skills.

Refer all quires to:

Head of Department – DODL - PNG University of Technology