

GUIDELINES

OPEN AND DISTANCE LEARNING



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Introduction

The mode of Open and Distance Learning (ODL) focuses on open access to teaching and learning to enable students to be free from the constraints of place and time, as well as offering flexible learning opportunities to student. ODL mode is one of the fastest growing learning concepts today and has a huge impact on all learning delivery systems. This mode is growing rapidly following the development of Internet based information technology which is a catalyst for the integration of physical learning into virtual learning. ODL mode comes from the idea where lecturer and student are separated by a certain distance and cannot meet each other or maybe they are not able to come close to each other to make their learning system flexible.

Scope of ODL Mode

Higher Education Provider (HEP) who intends to offer the ODL mode and accredited by the Technology and Technical Accreditation Council (TTAC), Malaysia Board of Technologists (MBOT) must comply with the set standards, where the courses offered in the program must be at least 60% delivered in ODL mode. Further, courses classified as ODL mode courses by HEP must be at least 80% of the Student Learning Time (SLT) allocated in open and distance mode. It must be conducted through interaction between lecturer and student synchronous and/or asynchronously through electronic/online learning platforms.

The definitions of the method of the interaction between lecturer and student are as follows:

- i. Synchronous - These interactions occur at the same time but in different locations. These interactions also have similarities to interactions in the conventional mode where lecturers and students interact in real time.
- ii. Asynchronous - These interactions take place at unequal times and locations, further freeing student from the constraints of time and space, as well as learning activities carried out independently through resources provided by the lecturer.

ODL Mode Evaluation Criteria

The evaluations of ODL Mode are divided into seven criteria, as follows:

- i. Criteria 1: Programme Design and Delivery
- ii. Criteria 2: Student Assessment
- iii. Criteria 3: Students Selection and Support Service
- iv. Criteria 4: Teaching and Support Staff
- v. Criteria 5: Educational Resources
- vi. Criteria 6: Programme Management
- vii. Criteria 7: Quality Management System

Accreditation Requirements and Criteria

The accreditation requirements and criteria for ODL mode shall be read together with TTAC Manual 2019, as well as the minimum requirements for each accreditation condition and criteria shall be met and complied with in accordance with the provisions of TTAC Manual 2019. The following are the accreditation requirements and criteria for ODL mode:

Qualifying Requirements

- i. Appointed External Advisors and Industry Advisors must have knowledge and understand about the ODL mode.

Criteria 1: Programme Design and Delivery

- i. The design, review and evaluation of the program must be characterized and appropriate to the ODL mode.
- ii. HEP should ensure that the ODL mode is delivered appropriately and managed to achieve the learning outcome goals.
- iii. The market survey conducted should also show that there is a demand for programs offered in ODL mode.
- iv. HEP should decide on the method of interaction between lecturer and students synchronously and/or asynchronously.

- v. All courses for programs conducted in ODL mode must be categorized as either conventional mode or ODL mode (synchronous and/or asynchronous). The SLT value for each category must also be specified.
- vi. Stakeholder engagement and reporting should also focus on improving the ODL mode conducted by HEP.
- vii. Methods of implementation and evaluation of Final Year Projects and Industrial Training must be clear, effective and reliable.
- viii. HEP shall review/ evaluate/ improve the programme design and delivery periodically to ensure the quality of the ODL mode.

Criteria 2: Student Assessment

- i. Student assessment should be characterized and appropriate to the ODL mode.
- ii. HEP should provide a student assessment platform that is specific, reliable and in line with current practice.
- iii. HEP must have a policy to ensure the safety, credibility, validity, reliability and consistency of the student assessment process.
- iv. Student assessment must be able to effectively measure the achievement of the desired learning outcomes.
- v. Coordination between learning outcomes and assessment must be reviewed systematically and periodically to ensure the achievement of the desired learning outcomes.
- vi. HEP shall review/ evaluate/ improve student assessment procedures and processes periodically to ensure the quality of the ODL mode.

Criteria 3: Students Selection and Support Service

- i. Student support services must be designed to meet and fit the needs of the ODL mode.
- ii. HEP must ensure that registered students have the appropriate equipment for the requirements of the ODL mode.
- iii. Effective induction should be provided to new students to familiarize students with all learning support services.

- iv. Students need to be informed about the objectives, curriculum structure, schedule, credit scores, learning outcomes, and assessment methods in ODL mode at the beginning of the study.
- v. Each student must have access to clear information about the needs and demands of pursuing a program of study in ODL mode.
- vi. HEP shall review/ evaluate/ improve support services periodically to ensure the quality of the ODL mode.

Criteria 4: Teaching and Support Staff

- i. HEP should ensure that teaching and support staff have the necessary knowledge and skills in ODL mode.
- ii. HEP must also provide training or programs related to the ODL mode to teaching and support staff continuously to ensure the quality of learning and teaching activities.
- iii. HEP shall review/ evaluate/ improve matters related to teaching and support staff periodically to ensure the quality of the ODL mode.

Criteria 5: Educational Resources

- i. Educational resources must be characterized and appropriate to the ODL mode.
- ii. HEP must provide electronic/ online learning platforms to conduct learning and teaching activities.
- iii. HEP needs to ensure that adequate educational resources are needed to support teaching and learning activities in the ODL mode. These resources include infrastructure, ICT facilities, expertise, financial, physical, learning resources and research facilities.
- iv. Educational resources must also be taken into account in terms of quality, accessibility and availability.
- v. If the HEP has a Memorandum of Understanding (MOU) and/or Memorandum of Agreement (MOA) regarding educational resources with other parties such as government agencies, HEP and industry, the evidence must be documented.
- vi. HEP should review/ evaluate/ improve educational resources periodically to ensure the quality of the ODL mode.

Criteria 6: Programme Management

- i. Program management must be characterized and compatible with ODL mode.
- ii. HEP should review/ evaluate/ improve program management periodically to ensure the quality of the ODL mode.

Criteria 7: Quality Management System

- i. The quality management system must be characterized and compatible with the ODL mode.
- ii. HEP shall review/ evaluate/ improve the quality management system periodically to ensure the quality of the ODL mode.