

## Quality Indicators for Open and Distance Learning: An Appraisal on Student Support Services

Binayak Dey

PhD Scholar, RIE, NCERT

Coordinator in Education, DODL

University of Kalyani

E-mail: [binayakdey.nips@gmail.com](mailto:binayakdey.nips@gmail.com)

### Abstract

*Open and Distance Learning has become the fastest growing section of education in today's globe, because of its approaches to flexible learning options for individual and group learners. Open and Distance Learning (ODL) system has brought structured teaching and learning processes to those who live in remote places where traditional teaching and learning facilities are inadequate. The performance in real-world circumstances is dependent on the quality of services and programs provided by distance education. Open and Distance Learning and advancements in technology have made it possible to give high-quality education to all students. This research article analyses different quality indicators for Student Support Services (SSS), different categories of Student Support Services (SSS) provided at different LSCs, the extent to which an ODL institution provides interactive support services to the students, ICT facilities and equipment at the LSC, and finally the transformation of the ODL system by integrating online learning and web-based support system is discussed.*

**Keywords-** Learner Support Centre (LSC), Open and Distance Learning (ODL), Quality Indicators, Student Support Services (SSS).

### Introduction

Open and distance learning (ODL) offers quality based more accessible educational facilities and opportunities to the learners living in isolated areas where facilities for the traditional form of teaching-learning are not sufficient. In delivering the quality education around the globe, Open and Distance Learning (ODL) plays a significant role in our country. Open and Distance Learning (ODL) follows the systematic teaching and learning processes and it has the potential to offer quality education with the application of modern technology it touches all sectors of the development. Distance education provides independent, student centred and tutor guided engagement that facilitates interaction with instructors and students which may not always be possible within the traditional classroom setting (Michailidou & A. Economides, 2003). In response to the increasing demand of higher education, School of Correspondence Courses and Continuing Education was established at Delhi University by the recommendation of CABE in 1962. Open and distance learning offers more freedom, more accessibility, and wide range of opportunities for learning and qualification. Open and Distance Learning (ODL) has emerged as a recognizable educational system with the establishment of the B.R. Ambedkar State Open University (BRAOU) at Hyderabad, India in 1982 and the IGNOU in 1985. In India, there are 110 Dual Mode Universities, in addition to 1 Central Open University, 14 State Open Universities and 1 State Private Open University which offer education through distance mode. (AISHE, 2019). Distance enrolment constitutes about 11.1% of the total enrolment in higher education, of which 44.5% are female students (AISHE, 2019).

The major criteria for determining the quality of Student Support Services (SSS) are completely depends on the learner's satisfaction. Student Support Service (SSS) in ODL refers to the fulfilment of distant learners needs, because they are central to quality learning. Timely response from the part of the ODL institutions helps to build confidence among the learners and to pursue any programme with full energy. Providing valid information, learning material distribution, admission related services,

guidance and counselling services, tutorial, integrating communication technology in teaching-learning, continuous assessment, library facilities, feedback services, addressing grievances and other educational related advices to the prospective learners, all these activities come under Student Support Services (SSS).

### **Conceptual Framework and Literature Review**

In India Open and Distance Learning (ODL) has become very popular. It has the potential to meet the ever-changing needs and expectations of millions. Learners are getting attracted towards distance learning due to its flexible and friendly course structure integrating modern technology to reach the unreachable.

The quality of both the materials and the support systems are critical to the success of a distance learning system (Pirdeaux, 1989). Major goal of most support services is to help the student realize the instructional objective of the course by minimizing the negative effects of isolation and the lack of regular classroom interaction (Croft, 1991). Open and Distance Learning (ODL) institutions should offer interactive student support services that fulfil the several needs of students, helps in enhancing their learning experience leads to academic success, and empower them to be self-directed lifelong learners (Sanchez-Elvira Paniagua & Simpson, 2018; Workman & Stenard, 1996). Student satisfaction helps the institutions to connect new learners with retention, improve their overall academic performance, and enhance students' progression rates and employability (Jancey & Burns, 2013). Student Support Service (SSS) includes various strategies which transform and empowers the learners to achieve and fulfil their learning, careers choice and self-potential (Warrender et al. 2005). In distance learning to establish a connection between the teacher and the learner, and to rectify the problems of lack of face-to-face interaction, providing feedback on time is an important teaching practice (Uribe & Vaughan, 2017). New technologies have a great impact to implement and run students support system smoothly and more effectively. Internet connection makes it possible for the distant learners to keep in touch with their teachers, friends, and other institutional resource persons. For effective student support, the resource persons should be competent in using of innovative technologies (Brindley et al. 2004). The Ministry of Education, Govt. of India, is setting a target of Gross Enrolment Ratio (GER) of 40% by the year 2024. To achieve the target Open and Distance Learning (ODL) system will have to be transformed and empowered to a learner-centric approach, with integration of technology-enabled online education system (Rao, 2020).

Qualitative student support is necessary in distance learning because the distant learners do not attend classes on a regular basis like in conventional system. Increasing student's enrolment, reducing dropout, increasing success rate, more academic achievement, promoting interactive learning, reaching the unreachable through technology and finally overcoming barriers to learning are the key features of Student Support Services (SSS) in Open and Distance Learning (ODL) institutions. The major objective of the present study is to provide a vision of Student Support Services (SSS) practicing under Open and Distance Learning (ODL) institutions in India.

### **Quality Indicators for Open and Distance Learning (ODL)**

Open and distance learning (ODL) has evolved as a strong educational instrument, providing opportunities for thousands of people seeking knowledge, skills, and challenging experiences. Emerging technologies have altered the nature of teaching and learning processes in Open and Distance Education institutions. Student Support Services are essential to distant learners' success in completing programmes in a number of scenarios. The primary goal of Open and Distance Learning (ODL) is to encourage distant learners to engage in self-study or independent study in the absence of regular face-to-face instruction. To do this, each ODL institutions provides support to its students, which consists of a collection of facilities and activities designed to make the teaching-learning process easier and more enjoyable for the students. The entire Student Support System (SSS) is undergoing a transformation in order to fulfil the high expectations of learners in terms of providing high-quality service and meeting quantitative targets in order to educate millions of people. ODL is capable of meeting the educational demands of all individuals, both the privileged and the masses. The system guarantees education to the most disadvantaged members of society, such as the disabled, physically

challenged, and those who are unable to complete their education for different reasons, particularly women.

In every institution, there is always space for development. Learners face new problems at every phase in the globalisation and modernisation process. Educational institutions are accountable for providing high-quality instruction in order to keep students up to date and prepare them to deal with new challenges. An effective SSS would reach its pupil even if he or she was in the most remote location. Learner satisfaction is strongly linked to their perceptions of attentiveness, assurance, and empathy. The importance of concepts in both planning and implementation is revealed by learner satisfaction with the ODL environment. High levels of learner satisfaction indicate greater student centeredness, which should lead to enhanced participation, involvement, and a positive reputation for an institution. The quality indicators regard to Student Support Services (SSS) provided to distance students with the goal of reducing learning barriers and increasing student achievement includes (i) Academic advice or counselling for course or programme selection (ii) Receiving applications for admission and confirmation of admission in online or offline mode, (iii) Delivery of SLM on time, (iv) Availability of Supplementary learning resources, (v) Availability of SLM in digital form, (vi) Conduction orientation and induction programmes at the LSCs, (vii) Holding Personal Contact Programme (PCP) as per DEB, UGC regulation, (viii) Organizing interactive Counselling Sessions, (ix) Use of technology during counselling sessions, (x) Providing assignment on time, (xi) Evaluation of Tutor Marked Assignments (TMA), (xii) Clarity on Term-End examination procedures and publication of results on time, (xiii) Response to queries and grievance redressal cell, (xiv) Library and Laboratory services, (xv) Web Based student support system, (xvi) Support and guidance related to placements.

### **Student Support Services (SSS) for Open and Distance Learning**

The major purpose of student support in the ODL system of education is to provide a friendly and supportive environment for students in order to help them develop self-confidence and accomplish personal achievement in their academic and life goals by making a variety of resources and services available to them. The strengths and shortcomings of the student support services determine whether the ODL methodology and overall corporate image of an ODL institution succeed or fail (Kishore, 1998). Student support services should be offered based on a full assessment of the student's situation, abilities, and needs (Koul, 2006). The institution's performance is dependent on the institution's ability to provide strong educational programmes, delivery methods, and student support services. This necessitates the establishment of a communication network connecting the HQ, RCs, and LSCs. It should supply the relevant information as well as feedback in order to improve the situation. The ultimate goal of Open and Distance Learning institutions is to empower its students to become self-sufficient learners. A number of key challenges will need to be addressed through the administration of student support services. Information management and manipulation are essential for providing high-quality services to pupils. The management of information allows for the monitoring of student progress and the introduction of services to assist in their support. The administrative, academic, and technological support services for distance learners are the core focus of the student support services (SSS). The following are the activities that fall under the various support services:

#### **(I) Administrative Support Services**

- LSCs to offer interactive counselling sessions to the students;
- Periodical inspection to examine educational infrastructure in the LSCs to allow students to learn effectively;
- On-time publication of admission notifications with the advertisement in a reputable newspaper and projecting it on the institution's official website;
- The advertisement should contain detailed information about affiliated ODL programmes, duration of each programme, its eligibility, selection procedure, starting and final date for submitting application forms;
- Providing information brochure with detailed information on a list of LSCs with contact information, the commencement of sessions, the total number of seats, minimum and maximum duration of particular programme,

registration and re-registration procedure, fee structure, payment procedure, criteria to avail scholarships, and reservation criteria;

- Information brochure includes information about particular programme type (Degree/Diploma/Certificate), small description for better understanding about the programme, the school where the programme is offered, total credit of the programme, programme specialization, semester-by-semester paper names, medium of instruction.
- Providing detail on PCP sessions, assignment weightage, and term-end examination procedures, supplementary examination system, programme prospects, and contact details of the programme coordinator. All of this information aids candidates in gaining acceptance to their desired programme;
- Admissions forms for academic programmes should be available to potential students both online and offline;
- Maintaining a record of all enrolled students, regard to many dimensions like., programme of study, session, qualifications, last university attended, gender, contact details etc;
- All affiliated LSCs are monitored by the headquarter (HEI). Periodical inspection is carried out to check the overall infrastructure, teaching-learning environment of the particular LSC. Organizing regular meetings with all academics and non-academic staff of different LSCs;
- Programme wise full time dedicated academic counsellor recruitment, training, and monitoring, as well as ensuring that appropriate facilitators are available for the LSCs;
- Arrangement of classrooms for PCP sessions and laboratories for practical lessons. Keeps track of facilitator attendance daily; each facilitator must sign the attendance register at the end of each facilitation session;
- Data linked to admissions must be sent to the SLM Distribution Division on time, so that Self-learning materials (SLM) are delivered to newly registered students from different LSCs on time;
- Keeping records of all Tutor Marked Assignments (TMA), PCP attended, and tests that are submitted to the LSC by the students. Communicating with different LSCs for term-end examination centre with necessary infrastructural facilities.
- As part of the quality control procedures outlined in the ODL Regulations, 2017, the Centre for Internal Quality Assurance (CIQA) was established. Entrusted with the responsibility of continuously revisiting the system based on experience and keeping ODL activities dynamic.

**(I) Academic Support Services**

- The mainstay of instruction in the distant education system is self-learning material (SLM). Distributing self-learning materials (SLM) and additional learning resources both physically and digitally on time;
- Induction sessions, where all new entrants meet to share their perspectives, and experiences, as well as foster peer group engagement. Conducting an orientation and induction programme at the start of the programme to familiarise students with the course of study;
- The Course Coordinator (subject expert) with other academic counsellors are responsible for providing support to the students for their chosen course of study.
- Appointment of qualified academic counsellors to provide support and to guide the students for research proposal/project/dissertation/practical work and its evaluation. Assignments are given to examine students' performance regularly;
- Effective academic calendar for smooth transaction of the course curriculum. Academic support service also includes planning, creation, and delivery of courses;
- Well-organized schedule for PCP and conducting additional interactive counselling sessions. Necessary arrangement for the delivery of lessons and

instructional support. Conduct workshops and seminars on learning skills, management skills, capacity building, and so on.

- Provide general academic counselling prior to admission and throughout the course of study, which may include specific advice on individual topics, as well as career training and career counselling;
- Conducting an entrance exam for programme admission. Carry out examination responsibilities, such as the setting of question papers, moderation of question papers and finally monitoring the assessment procedures and evaluating the answer scripts, compiling reward lists;
- Provides high-quality learner support, such as advice on course selection, and study skills. Examines, evaluates, and gives feedback on tasks that students submit on a regular basis as part of the distance learning. Regular monitoring the academic progress of learners. Facilitate two-way contact by providing tutor feedback on the students' performance.

## **(II) Technological Support Services**

- Construct, administer, and keep the institution's website and web-based learning environment up to date. Dedicated department to support different technological issues to the students and other members of ODL system;
- Management Information System (MIS) that can be used to store data and provide quick access to it. MIS aids in the maintenance of a good data bank, which aids in the improvement of the institution's quality;
- The official institutional website announces the schedule for personal contact programmes (PCP) in advance and the dates for delivery of self-learning materials (SLM);
- Using ICT to handle the examination system, including enrolling students, issuing digital identity cards, providing information to students, and announcing results, among other things;
- Anytime access to digital libraries; selecting and collating existing digital content; modifying and translating it to meet local needs;
- Integrating digital content into the curriculum; orienting students, curriculum developers, and others to identify and promote the use of digital content, which would also include a culture of motivating students and teachers to go beyond the syllabus; making a vital amount of digital content;
- Support for online course development and delivery (MOOCs), with more focus on need-based courses and credit-based certification.
- ICT in Open and Distance Learning includes smart classroom for content delivery, LCD projector, electronic smartboard, speakers, microphones, multimedia desktops, webcast lecture delivery, OER (Open Educational Resources), virtual lab, audio-visual production unit, e-content production unit and blended learning etc.
- Computer with internet connectivity is used to submit the registration form, creating class schedule, to keep track of attendance. Students' academic achievements and other important notices should be communicated to students via email. Providing important notifications to the students through Mobile SMS service to make them aware about different ongoing activities.
- Internet connectivity, wi-fi service, to access different MOOCs through online learning platforms (SWAYAM, Coursera etc.) for the students, academic counsellors to enhance their knowledge.
- Open and Distance Learning offers multimedia based learning which includes audio-video, radio, television, teleconferencing, and other electronic media. Media can be used in conjunction with or as a supplement to self-learning tools.
- The complete online admission system should be available via a learner-friendly app, allowing for entry on-the-spot.



- Learning resources in the form of text, photos, social media files, audio and video files, as well as e-books and online journals, should be available through digital libraries or digital laboratories as a result of the integration of technology.
- Student App or Mobile App is another ICT initiative to provide support services to the students. After logging in, students can access a variety of services in one window, including Enrolment and Registration Details, Learning Material Dispatch Status, Identity Card, Assignment result, TEE Result, Hall Ticket, and other important information.

### **Transforming the ODL System With Online Learning**

Access to high-quality higher education has been greatly aided by the Open and Distance Learning (ODL) system. In the teaching and learning process, Open and Distance Learning (ODL) with online learning can be extremely beneficial. Learner satisfaction is important for the success of online learning through ODL mode, particularly in institutions where it is new. The UGC issued new (Open and Distance Learning Programs and Online Programs) Regulations, 2020, in response to high demand for higher education. ODL institutions have successfully transformed their image into multimedia technology-supported education and have established themselves as a viable alternative to traditional higher education. With a larger focus on expanding the learner base, it is essential that ODL institutions move away from traditional student support and toward ICT-based student support. In conjunction with the Headquarter (HQ), a systematic effort should be launched to upgrade the LSC infrastructure in order to convert them into smart classrooms or digital LSCs. By integrating the online payment gateway technology, now the ODL institutions are able to fully automate the admissions process. This system will provide students with admission confirmations, and any post-admission related information. The ODL institutions evolving into student-centric technology-enabled online learning environments with different important aspects such as., converting printed Self-Learning Materials (SLMs) to digital Self-Learning Materials (SLMs), giving online assignments, conducting online examinations, organizing capacity building training by integrating technology, practical counselling through virtual labs, offering MOOCs on online learning platform, integrating Open Educational Resources (OER) in learning process, more accessible digital libraries etc. In this age of information and communications technologies, it is in the best interests of ODL institutions to incorporate technology into all of their areas and make earnest attempts to provide technology-enabled educational experiences to the students.

### **Recommendations & Conclusion**

Learners face new problems at every phase in the globalisation and modernisation process. Educational institutions are accountable for providing high-quality instruction in order to keep students up to date and prepare them to deal with new challenges. The goal of Student Support Service (SSS) is to address the needs of all students. Meeting these criteria is important to high-quality learning and effective ODL delivery. It acts as a link between the student and the ODL institution. For the learner, open and distance learning implies more access to a wider selection of learning and qualification options. As a result, this article explained the administrative, academic, and technological SSS provided by the ODL institutions. ODL institutions should make every effort to develop student support systems that are learner-centred in order to improve students' learning experiences. The ODL institution should make an effort to conduct a thorough examination of student support services (SSS) offered at various LSCs in order to better match these services with the needs and expectations of individual students. It's worth mentioning that ODL has played a key role in improving India's access to high-quality higher education. Moving to Distance and Online Learning can help higher education overcome some of the main issues it faces as compared to the ODL system only. The Student Support unit, particularly HEI and LSCs, must provide a positive learning environment and sufficiently provide the required support services to the students in order to deliver effective, efficient, and impactful academic support. This means that institutions must be aware of students' expectations and learning requirements in order to give the necessary support. Attending to learners' inquiries to make them feel like the ODL cares about their studies, establishing a system of time-to-time monitoring, organising adequate and efficient counselling (PCP), and providing a comprehensive web-support

system are all necessary to maintain the quality of Student Support Services (SSS) in an ODL institution. Easy access to multimedia tools and equipment to aid in their learning, organizing orientation programmes, engaging students, and partnering with LSCs to perform examinations are all important aspects of providing high-quality SSS. As a consequence, ODL institutions must focus their efforts on offering high-quality Student Support Services (SSS) to their students.

## References

- Au, O. T.-S., Li, K., & Wong, T. M. (2018). Student persistence in open and distance learning: success factors and challenges. *Asian Association of Open Universities Journal*, 13(2), 191–202. <https://doi.org/10.1108/aaouj-12-2018-0030>
- Brindley, J. E., Wälti, C., & Zawacki-Richter, O. (2004). The current context of learner support in open, distance and online learning: An introduction. In J. E. Brindley, C. Wälti, & O. Zawacki-Richter (Eds.), *Learner support in open, distance and online learning environments* (pp. 9–27). BIS-Verlag der Carl von Ossietzky Universität Oldenburg.
- Chattopadhyay, S. (2016). *Learner Support Services in Open Distance Learning System : Case Study on IGNOU. September*, 1–8.
- Considerations, S. (1986). Open and distance learning. *Education + Training*, 28(7), 218. <https://doi.org/10.1108/eb017294>
- Croft, M (1991), “Student Support Services: An Overview”, in the Report of Round Table on Student Support Services, Vancouver, Commonwealth of Learning, April 29-May 3, 3-30.
- Dutta, C. (2017). *A Study on Student Support Services in Distance Higher Education in India. 1(2)*.
- Goel, A.; and Geol, L. S. (2000), “Distance Education in 21st century”, India, New Delhi, Deep and Deep Publishers.
- Irungu, M. B. (2016). Factors influencing learners’ satisfaction with distance learning: a case of bachelor of education (arts) University of Nairobi, Kenya. Available at: [http://erepository.uonbi.ac.ke/bitstream/handle/11295/97543/Bonifes\\_Report.pdf?sequence=1](http://erepository.uonbi.ac.ke/bitstream/handle/11295/97543/Bonifes_Report.pdf?sequence=1)
- Jancey, J., & Burns, S. (2013). Institutional factors and the postgraduate student experience. *Quality Assurance in Education*, 21(3), 311–322. <http://doi.org/10.1108/QAE-Nov-2011-0069>
- Jayaram, & Dorababu. (2015). Review Article: Self Learning Materials in Distance Education System. *International Journal of Current Research*, 7(10), 21929–21934. [https://www.academia.edu/17912838/Self\\_Learning\\_Materials\\_in\\_Distance\\_Education](https://www.academia.edu/17912838/Self_Learning_Materials_in_Distance_Education)
- Kamau, J. W. (2012). *Thesis-Effectiveness of learner support services to distance learning in a Primary Education Diploma: a case study in Botswana. September*.
- Khanna, P., & Basak, P. (2010). A Comprehensive Web Based Student Support System for ODL Institutions of India. *Pan-Commonwealth Forum* 6, 1–7. [http://oasis.col.org/bitstream/handle/11599/2096/2010\\_KhannaP\\_ComprehensiveWeb.pdf?sequence=1&isAllowed=y](http://oasis.col.org/bitstream/handle/11599/2096/2010_KhannaP_ComprehensiveWeb.pdf?sequence=1&isAllowed=y)
- Kishore, S (1998). Student Support and Quality Indicators in Distance Learning, *Indian Journal of Open Learning*, 7(2), 205-212.
- Kolog, C., & Anthony, N. (2016). *An Appraisal of Students’ Level of Satisfaction of Support Services of Distance Education at the University of Education, Winneba. 6(10)*, 168–173.

- Koul, B. N. (2006), "Towards a Culture of Quality in Open Distance Learning: Present Possibilities", In Koul, B. N. and Kanwar, A. (Ed) Perspectives on Distance education: Towards a Culture of Quality. Vancouver, Commonwealth of Learning.
- Krishnan, C. (2012). *Volume 2 , Issue 2 ( February 2012 ) ISSN : 2249-7382 STUDENT SUPPORT SERVICES IN DISTANCE HIGHER EDUCATION IN INDIA : A CRITICAL APPRAISAL IJRESS Volume 2 , Issue 2 ( February 2012 ). 2(2).*
- Lucia, D. (2005). *an Evaluation of Student Support Services in. February.*
- Menon, M. (2007). *Quality Indicators f or Professional Education. August, 14–16.*
- Michailidou, A., & A. Economides, A. (2003). Elearn: Towards a Collaborative Educational Virtual Environment. *Journal of Information Technology Education: Research, 2, 131–152.* <https://doi.org/10.28945/318>
- Mirja, S., & Singh, S. P. (2014). Effectiveness of Student Support Services Provided by Indira Gandhi National Open University (IGNOU). *Mediterranean Journal of Social Sciences, 5(26), 124–132.* <https://doi.org/10.5901/mjss.2014.v5n26p124>
- NSAMBA, A., & MAKOE, M. (2017). Evaluating Quality of Students' Support Services in. *Turkish Online Journal of Distance Education, 18(4), 1302–6488.*
- Nsamba, A. N. (2016). Exploring the quality of students' support services in distance learning environments in the subject University of South Africa supervisor : prof M E Makoe March 2016. *UNISA PhD Thesis, March.*
- Panigrahi, M. R., & Mishra, S. (n.d.). *Best Practices in Open and Distance Case Studies from.*
- Perera, M. J. R., Johar, G. M., Kathibi, A., Atan, H., Abeysekera, N., & Dharmaratne, I. R. (2017). PLS-SEM Based Analysis of Service Quality and Satisfaction in Open Distance Learning in Sri Lanka. *International Journal of Business and Management, 12(11), 194.* <https://doi.org/10.5539/ijbm.v12n11p194>
- Pirdeaux, A (1989), "Support for Open and Distance Learners", in Tait. A (ed), Conference Papers, International Conference in distance education and Open Learning, September 19-22, Cambridge, Downing College, 203-210.
- Rao, N. (2020). *Envisioning the Future of Open and Distance Learning System in India. 19.*
- Sánchez-Elvira Paniagua, A., & Simpson, O. (2018). Developing student support for open and distance learning: The EMPOWER project. *Journal of Interactive Media in Education, 1(9), 1–10.* <https://doi.org/10.5334/jime.470>
- Sanz-Rodríguez, J., Doderó, J. M., & Sanchez-Alonso, S. (2010). Ranking learning objects through integration of different quality indicators. *IEEE Transactions on Learning Technologies, 3(4), 358–363.* <https://doi.org/10.1109/TLT.2010.23>
- Services, A. S. (n.d.). *Academic Support Services and Administration in ODL Systems. 7(1), 1–13.*
- Shikulo, L., & Lekhetho, M. (2020). Exploring student support services of a distance learning centre at a Namibian university. *Cogent Social Sciences, 6(1).* <https://doi.org/10.1080/23311886.2020.1737401>
- Uribe, S. N., & Vaughan, M. (2017). Facilitating student learning in distance education: A case study on the development and implementation of a multifaceted feedback system. *Distance Education, 38(3), 288–301.* <http://doi.org/10.1080/01587919.2017.1369005>



Warrender, A., Birkhead, C., Harper, F., Crawley, J., Cartwright, M., Llyod, P., Kendall, P., Barker, P., Hewlett, R., & Columbus, S. (2005). Providing effective learner support for part-time learners. <http://www.itslifejimbutnotasweknowit.org.uk/files/WCLSRNLsupport2.pdf>

Workman, J. J., & Stenard, R. A. (1996). Student support services for distance learners. DEOSNEWS, 6 (3), 1–11. [https://learningdesign.psu.edu/assets/uploads/deos/deosnews6\\_3.pdf](https://learningdesign.psu.edu/assets/uploads/deos/deosnews6_3.pdf)

#### Government Reports

- AISHE 2019