

EADTU-ENQA
Peer Learning Activity
***“Quality Assurance of blended and
online Programmes”.***

UNESCO-AAQ
15 February 2018

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4 action lines in 2017

- Survey on accreditation of QA in blended and online education
- EADTU-ENQA Peer Learning Activity on QA in blended and online education
- EADTU-ENQA PLA Questionnaire at 3 levels
- CPL country reports on uptake of new modes of teaching incl. QA structures

Survey on accreditation of online education

- Survey on practices of quality assurance and accreditation in **15 European countries**.
- It deals with **national frameworks and regulations, institutional developments in universities, current practices** of external quality assurance for online and distance education, aspects of internal quality assurance for blended, online and distance education, and finally practices of accreditation of online and distance education.
- **18 universities responded from Austria, Cyprus, Denmark, Finland, France, Greece, the Netherlands, Portugal, Italy, Ireland, Israel, Slovenia, Spain, Switzerland, the United Kingdom.**
- Results presented in the **European Parliament CULT Committee**

1.1 Is online and distance education recognized by your national legislative and regulatory frameworks?



Yes, by a specific law concerning our university	5	27.8%
Yes, by law or regulations referring to online and distance education in all universities	4	22.2%
No, no specific legislation or regulation referring to online and distance education	9	50%

Legal frameworks (CPL)

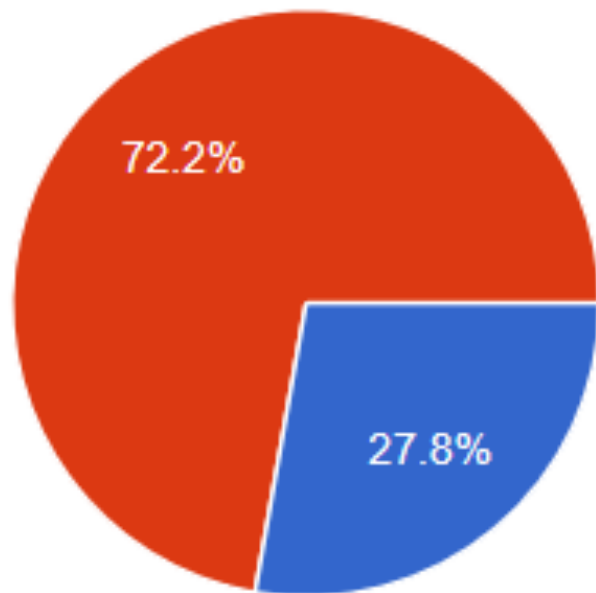
Legal frameworks are largely permissive of the introduction of digital education in all the eight case study countries, and state that different forms of education (traditional face-to-face, blended and distance) are all valid.

No revisions of accreditation processes

There is very limited evidence that suggests there have been substantial revisions to university accreditation processes.

It is likely that many universities had to think carefully about how they ensured that the quality of their provision would remain at a high level whilst introducing technology, and clearly uncertainty about how to do this still exists for some, perhaps to a degree, all (Ingolfsson, 2014; Mapstone et al, 2014).

2.4 Does your quality assurance agency adopt specific criteria for blended/online or distance teaching courses in your courses or program?



Yes 5 27.8%

No. The agency is not familiar with ICT based modes of teaching and learning. 13 72.2%



Bringing
together in
dialogue
QA agencies,
universities and
governmental
bodies

Why this PLA?

Changing world of education

In European and Western universities, **three areas of provision emerge consistently:**

- degree education
- continuing education
- open education (MOOCs, OERs)

Aim of this PLA

- The PLA will identify **next steps in the development of quality blended degree and online continuing education** in a dialogue between main stakeholders: universities, governments, quality assurance agencies and students.
- Identifying each others perspectives, roles, challenges, needs, experiences and expertise

Partners in dialogue

Higher Education Institutions

1. AGH
2. Anadolu University
3. DCU
4. EduOpen
5. FIED
6. Hellenic Open University
7. KU Leuven
8. MCSU
9. Open University Cyprus
10. Open University of the Netherlands
11. OUUK
12. TAMK
13. TU Delft
14. UNED
15. UniDistance Switzerland
16. UNINETTUNO
17. University of Jyväskylä
18. UOC

Governments

- European Commission (EACEA)
- Flemish Ministry of Education

Quality Assurance Agencies

1. Finnish Education Evaluation Centre FINEEC
2. Quality and Qualifications Ireland (QQI)
3. Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CY.Q.A.A.)
4. AQ Austria
5. Evalag, Evaluation Agency Baden-Wuerttemberg
6. AQU Catalunya
7. AAQ Switzerland
8. ASHE
9. ACSUCYL
10. UKÄ
11. NVAO
12. Fundación para el Conocimiento Madrid (FCM)

Umbrella organisations

- ESU
- ENQA
- EUA
- EADTU

Creating a favourable environment for innovating education

Accelerate by dialogue

Only in dialogue between the main stakeholders we can come to a favourable environment for further innovating education.

This PLA shows a shared responsibility to further innovate and find ways to improve, together in dialogue.

Main challenges for quality blended and online education

- 1 Governmental and European strategies and frameworks for innovation
- 2 Institutional strategy and cultural changes / mind-set
- 3 Pedagogical models and design for blended courses
- 4 New expertise needed and staff support
- 5 Student support
- 6 Including blended education in the quality framework of the university
- 7 Funding of innovation
- 8 Increased workload
- 9 Institutional evaluation, research and innovation

Ways forward

QA agencies

Making quality assessment supportive for blended and online programmes

- Create an open mind to new ideas / new methods / new pedagogies
- Developing criteria for assessing innovation (level of innovation) by adopting a maturity model for blended education
- Start from learning outcomes and assess if the teaching mode (any, incl. blended) is appropriate to achieve that outcome
- Evaluate teacher competences for blended and online teaching and learning
- Providing guidance (standards & guidelines) to institutions which want to set up blended or online courses
- Sharing good practices (agencies supporting agencies)
- Inviting experts on the QA review panel with experience in blended and online / distance learning
- Provide a (international) database of experts and eventually look for reviewers / evaluators abroad

Ways forward

National governments

- Capture the state of affairs, current needs and opportunities on blended degree education (on campus), making a survey of the institutions and make a picture of the landscape, Involving an expert group
- Explore a maturity model for blended teaching and learning
- Organise a strategic working group (advisory) and develop a strategy at national level involving all stakeholders (university, students, social partners) and experts
- Activate continuous innovation
 - Stimulate or organise continuous professional development of staff
 - Stimulate institutional leadership for continuous innovation
 - Fund Research & Innovation projects (R & I)

European Commission

- Develop a strategy document on digital higher education
- Support international cooperation, collaboration, share and exchange expertise European-wide
- Develop country reports
- Share and exchange good practices and propose recommendations on how to use technology for digital learning and digital assessment
- Support teacher education, sharing of teacher training programmes
- Fund projects (and simplified procedures for grant funding)

Ways forward

Institutional:

- Empower teaching staff by continuous professional development on blended learning and innovation, using a maturity model. Teaching and learning departments organize CPD for teaching staff
- Teaching and learning departments learning support staff in course design teams and identify patterns of good practice in their institution and in the partnership
- Create peer groups and subject area networks
- Teaching and learning departments are organizing institutional evaluation and research on the design, implementation and effects of blended teaching and learning
- Develop multimedia labs
- Student support is integrated in the design of the course

The dialogue

A dialogue on innovation and quality assurance between institutions, quality assurance agencies and governments should be organized in order to support these developments and to promote appropriate quality assurance policies

- ***Institutions:*** developing and implementing policies and strategies for digital education in blended degree and extended continuing education provisions, an internal quality framework with a maturity model for online/blended learning and for continuing and open education
- ***Quality assurance agencies:*** adapting and fine-tuning criteria/indicators and presenting guidelines for innovation and digital modes of teaching and learning, and sharing good practices of internal and external quality assurance
- ***Governments:*** developing drivers for innovation and quality and reviewing regulatory frameworks and practices for quality assurance and accreditation in higher education encouraging and accelerating innovation. A vision for change should be expressed through national strategies.

This dialogue should lead to concerted actions towards innovation and quality

E-xcellence



in online,
open and
flexible
education

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in Quality!



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in higher education institutions

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Manual

The instrument is based on the E-xcellence manual containing the benchmark statements, with the criteria and indicators. In the guide you can find the criteria and indicators. The structure of the instrument is identical to the sections in the guide and are organized into six sections.

2016

- [Preface](#)
- [Chapter 1: Strategic Management](#)
- [Chapter 2: Curriculum Design](#)
- [Chapter 3: Course Design](#)
- [Chapter 4: Course Delivery](#)
- [Chapter 5: Staff Support](#)
- [Chapter 6: Student Support](#)

Annexes:

- [Glossary](#)



SEARCH

LATEST NEWS

• [Official launch of E-xcellence](#)

[Manual](#)

• [Qualified Courses!](#)

More

EVENTS

New modes of teaching and learning

EMPOWER supports collaboration and sharing of expertise between European universities, and provides specialist advice and guidance for institutional leaders on the latest developments in online, open and flexible education. In this respect EMPOWER offers:

- Free independent advice
- Experience of about 100 trusted experts
- Guidance for university leaders
- Expert panels for targeted reviews
- Support for strategic whole of institution initiatives
- A think-tank for re-imagining the future of higher education ▶

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Activities of Empower

Get your university in the front seat ▶

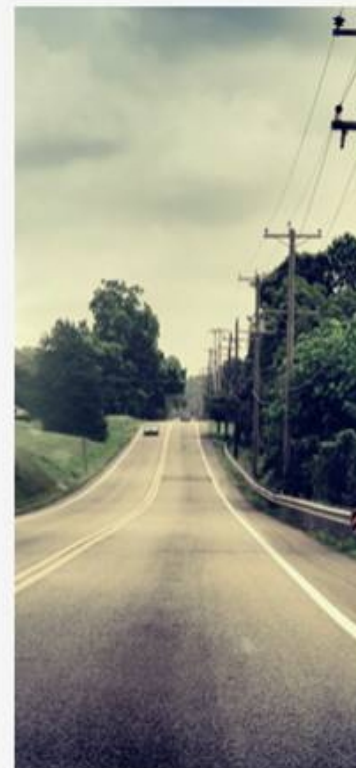
Sharing expertise

Empower is about sharing expertise ▶



Envisioning Report

The Envisioning Report for Empowering Universities ▶



12 Fields of Expertise...

Fields of Expertise



Course & curriculum



Knowledge resources



Student support



Assessment



Blended Education



International education



Open & flexible education



Continuous Development

Course & curriculum

Knowledge resources

Student support

Assessment

Institutional support

Quality assurance

Policy and strategy development

Blended education

International education

Off-campus, Online, Open & flexible education

Continuous Professional Development

OERs & MOOCs

THANK YOU

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