

Committee on Culture and Education

“Quality assurance and accreditation of Online and Distance Higher Education”.

24 January 2017

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EADTU



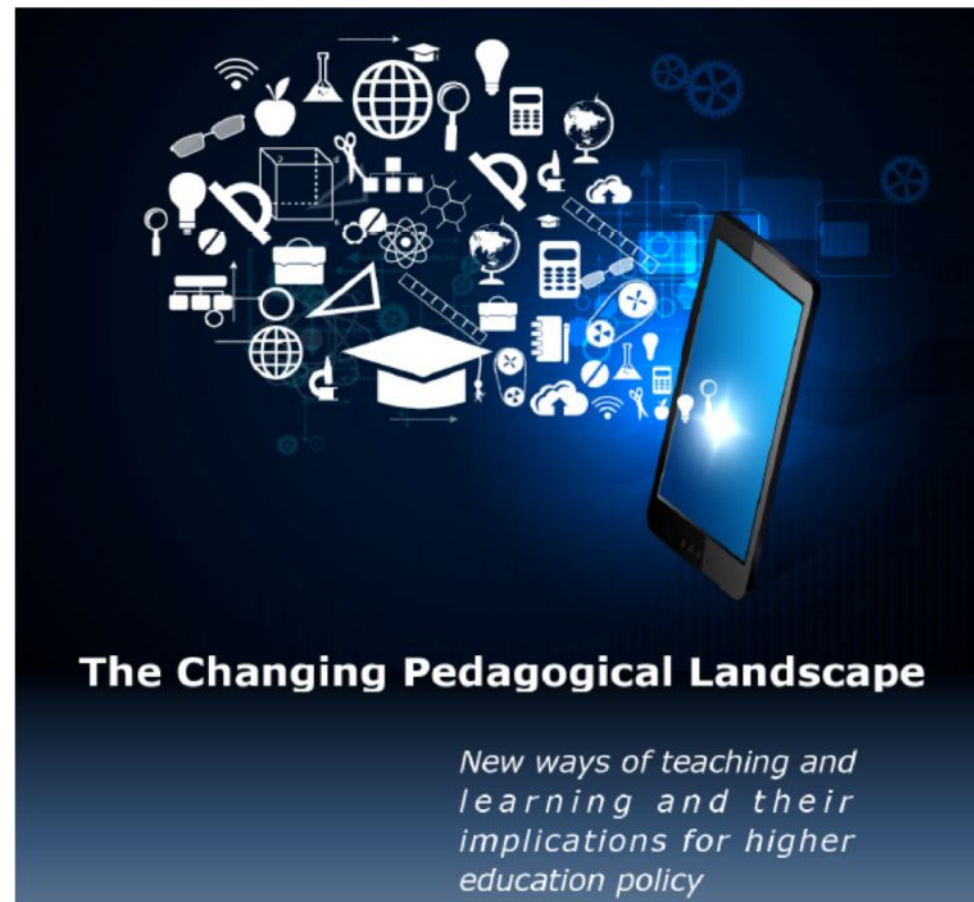
SURVEY: QUALITY ASSURANCE AND ACCREDITATION FOR BLENDED AND ONLINE EDUCATION



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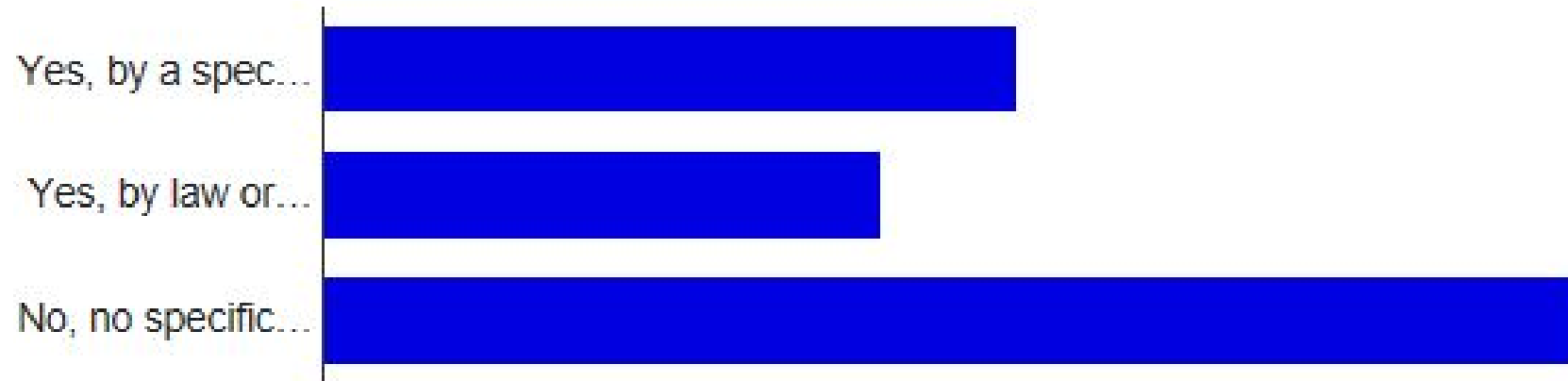


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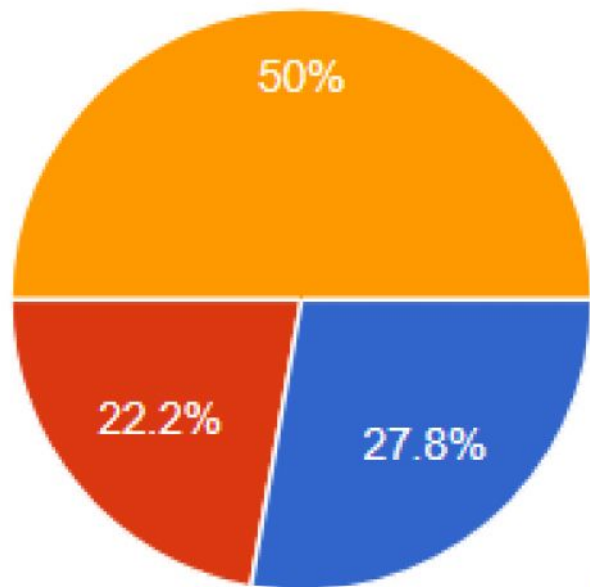
NATIONAL FRAMEWORKS AND REGULATIONS

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%

2.1 Is your institution subject to an external institutional quality review or on external reviews for each program?



External institutional quality review	5	27.8%
External review for each program separately	4	22.2%
A combination of an institutional and program reviews	9	50%

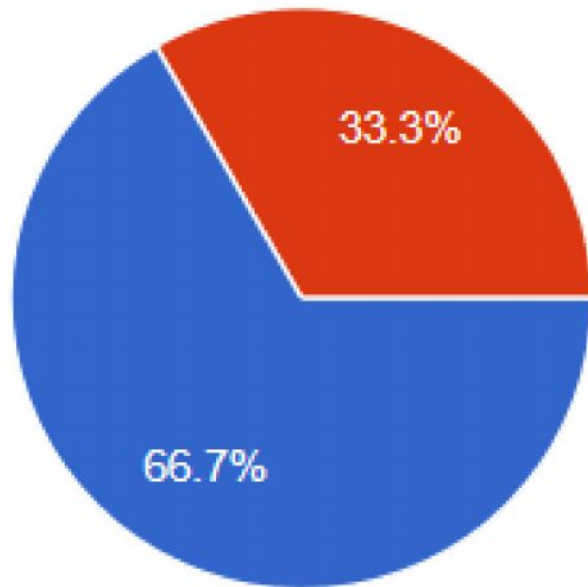
Recommendation 1

- ***National governments** should review their legislative and regulatory frameworks and practices for quality assurance and accreditation in higher education (including recognition of prior learning) to ensure that they encourage, and do not impede, the provision of more flexible educational formats, including degrees and other ECTS-bearing courses that are fully online.*



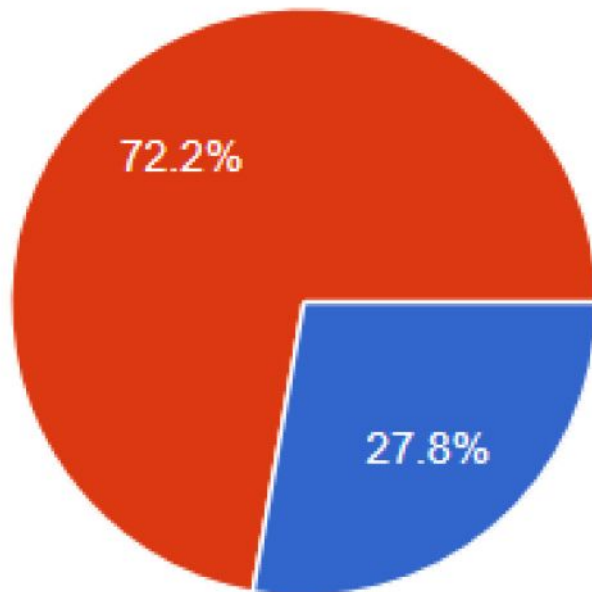
SUPPORTIVE ACTIONS FOR EXTERNAL QUALITY ASSURANCE

2.3 Does your quality assurance agency apply typical face to face / on campus program indicators/criteria for the evaluation of your courses or programs?



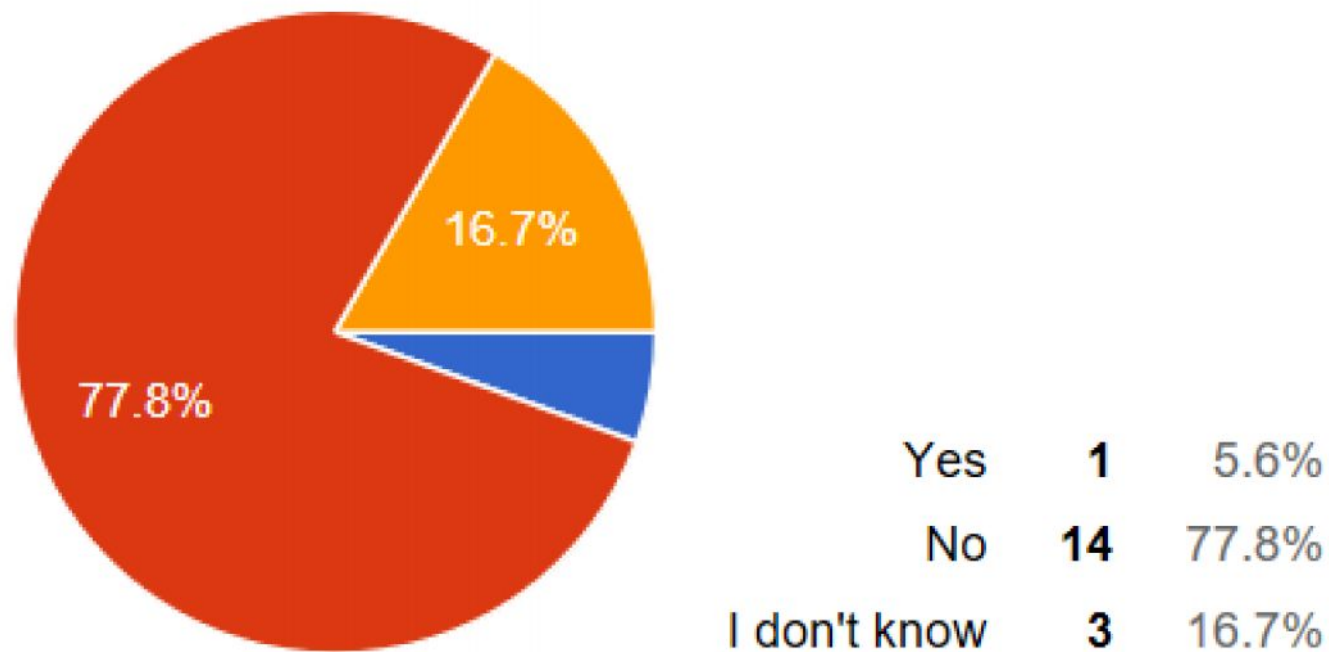
	Yes	12	66.7%
No. These face to face or on campus criteria are not used for blended/online or distance courses or programs		6	33.3%

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

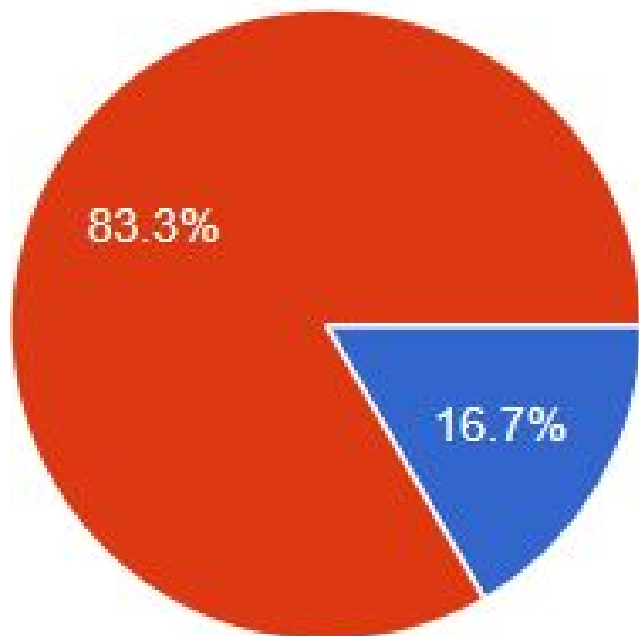


Yes	5	27.8%
No. The agency is not familiar with ICT based modes of teaching and learning.	13	72.2%

2.7 Did your quality assurance agency produce examples of good practice in institutional strategies and the technological and educational support for blended/online or distance courses or programs?

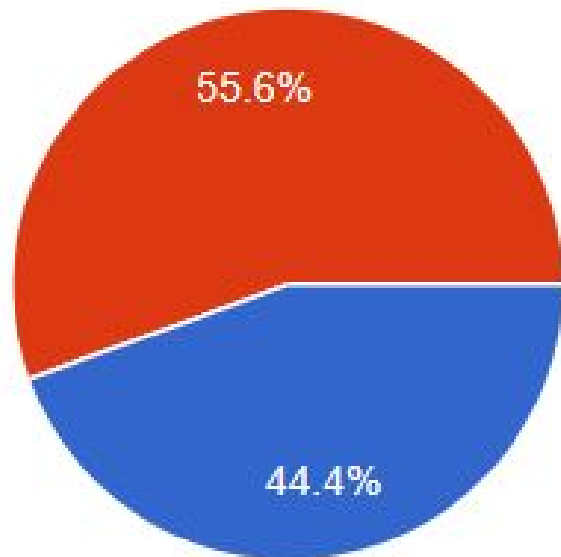


2.8 Did your quality assurance agency provide your institution with practical guidelines for the internal quality assurance for blended, online or distance courses and programmes?



Yes	3	16.7%
No	15	83.3%

2.10 Does your national quality assurance agency ensure that its quality assurance panels contain an appropriate proportion of external reviewers with expertise in new modes of teaching and learning.



Yes	8	44.4%
No	10	55.6%

Recommendation 2

- ***National QA agencies should develop their own in-house expertise and establish processes that are sufficiently flexible to include recognising and supporting new modes of teaching and learning. They should evaluate institutions on their active support of innovation (or importantly, the lack of it), and its impact on the quality of teaching and learning.***

Recommendation 3

- ***ENQA and other relevant European networks should support the sharing of good practice by national QA agencies in the development of criteria on the recognition of new modes of teaching and learning.***

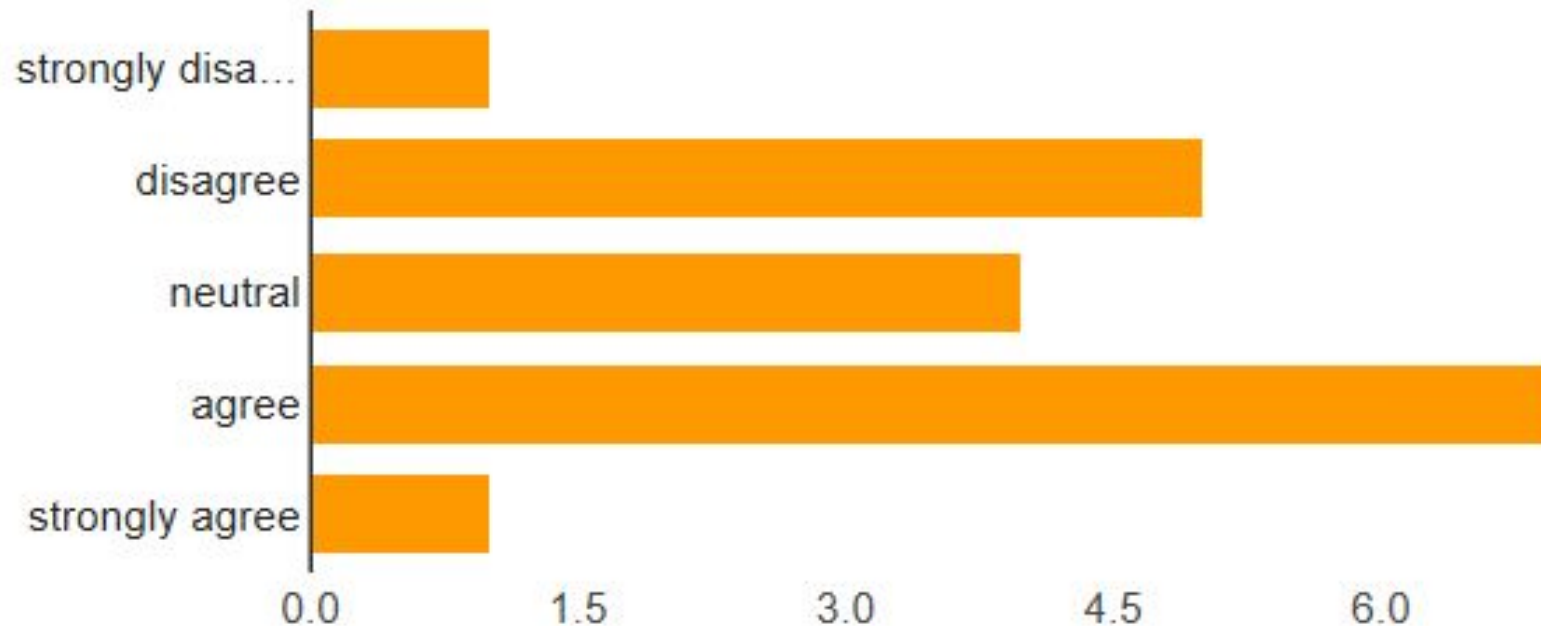
Recommendation 4

- *Building on the strong existing base of digital education, **European and national metrics** should be established to record the typologies and extent of online, blended, and open education at institutional and national levels. This would enable institutions to compare themselves with others and to monitor their own progress.*

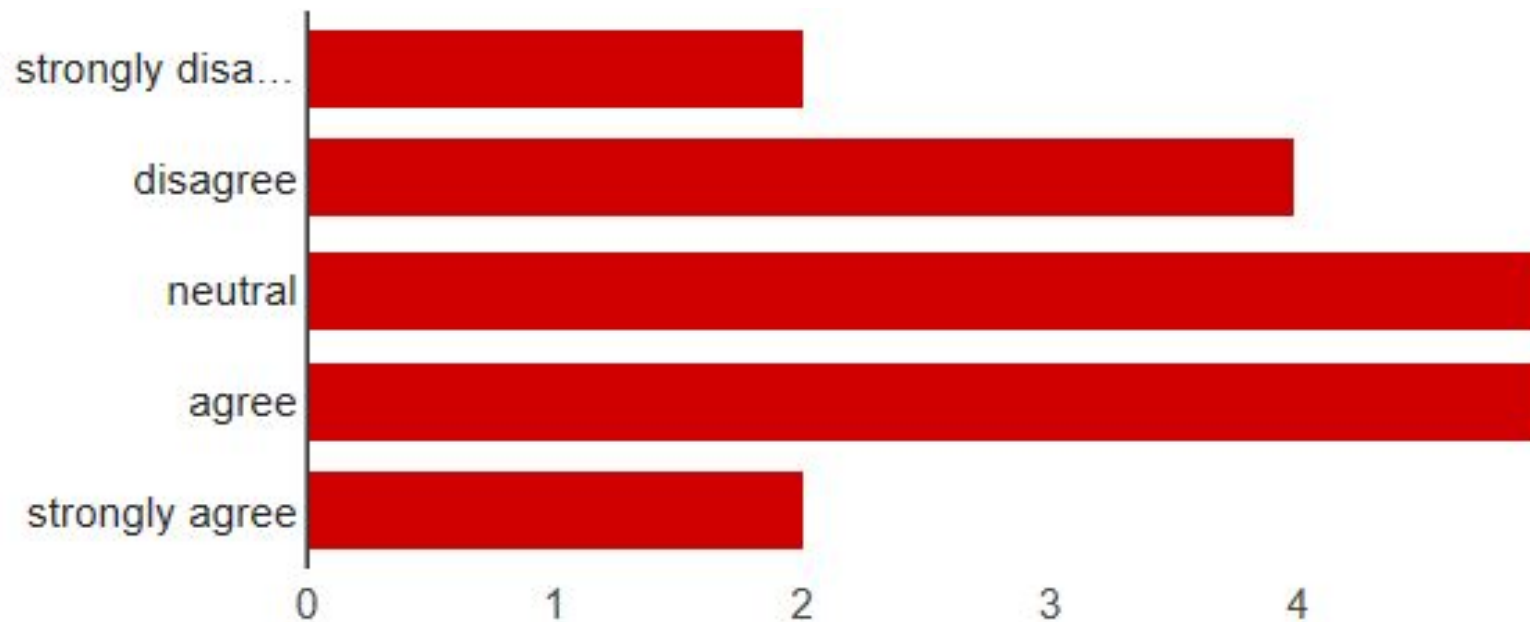


STUDENT NEEDS AND EXTERNAL QUALITY ASSURANCE

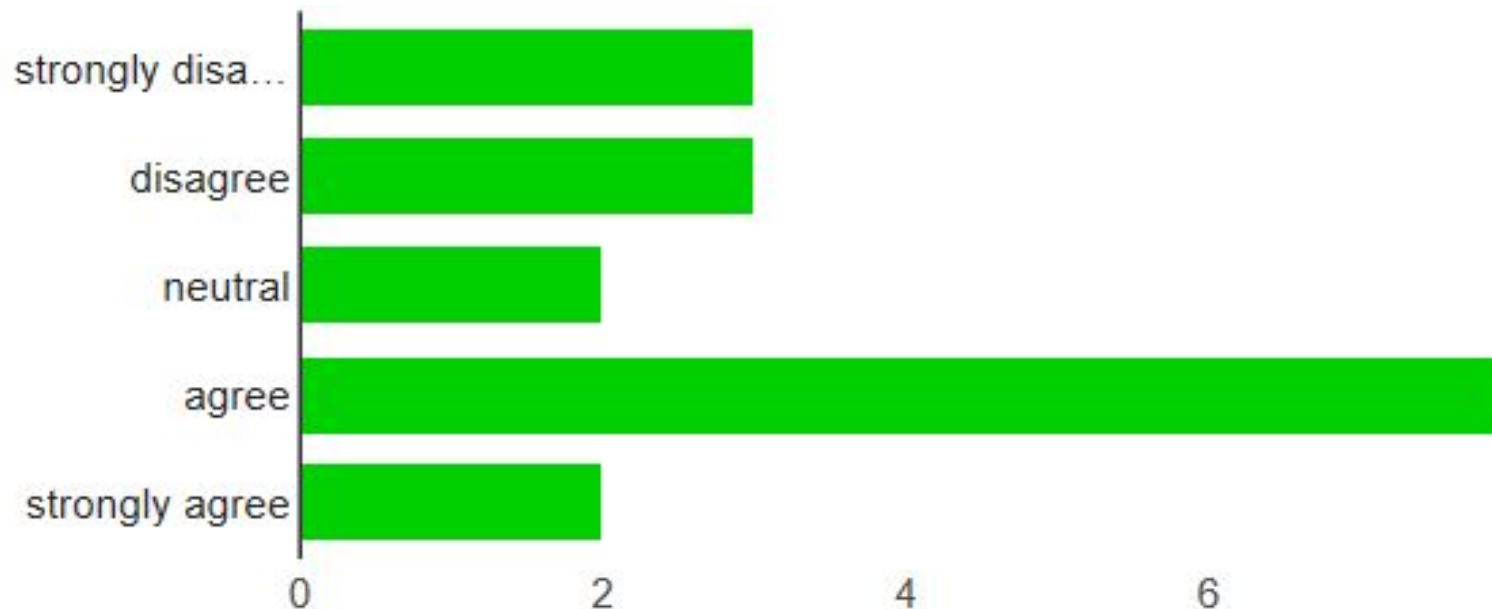
**The needs of your non-traditional target groups (e.g. 25 plus students) [2.11
The national quality assurance agency takes into account following
educational features of your institution:]**



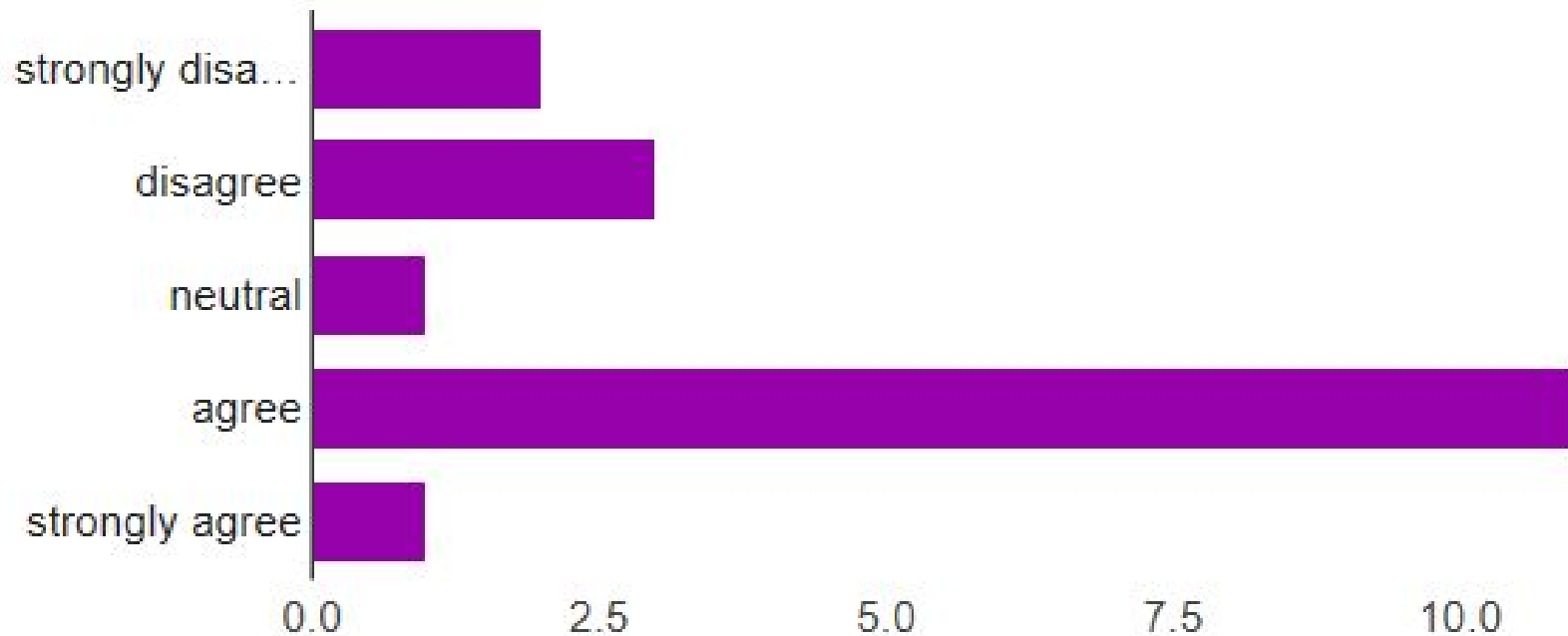
The needs of your part-time students [2.11 The national quality assurance agency takes into account following educational features of your institution:]



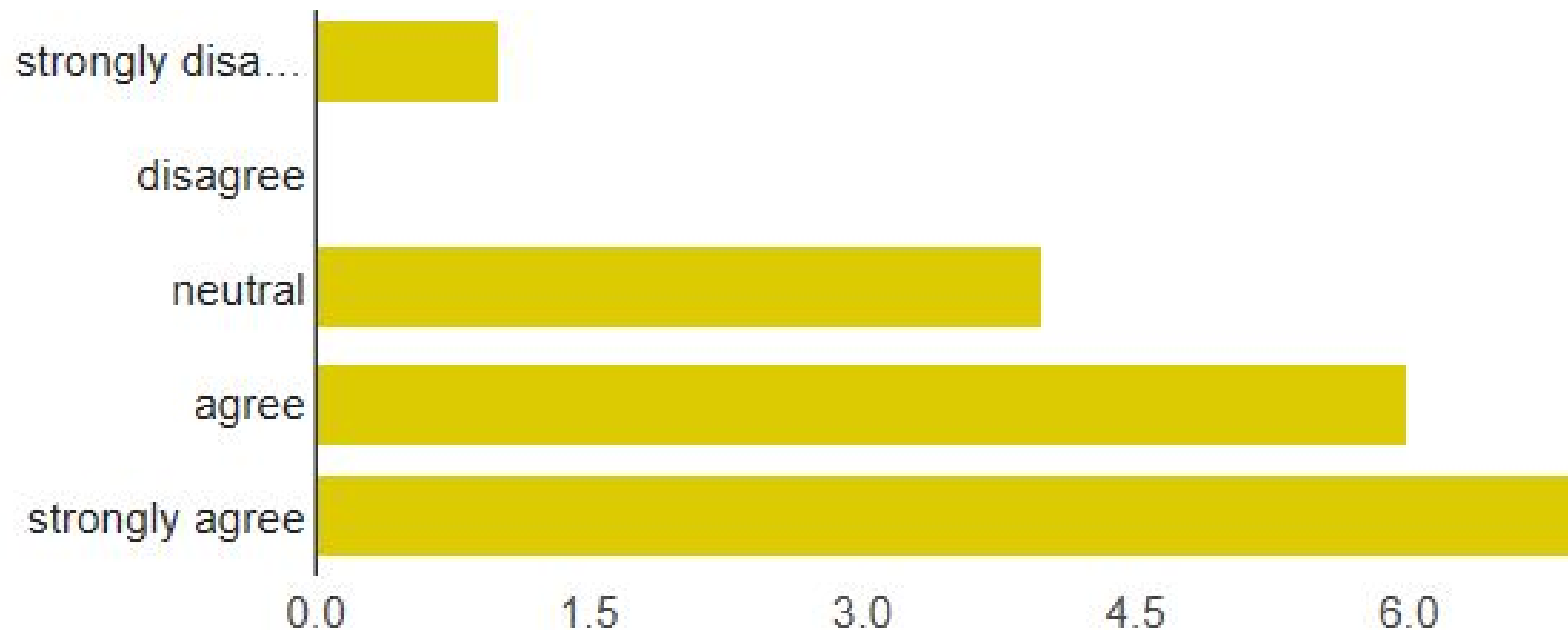
Specific course design for blended and online teaching and learning [2.11 The national quality assurance agency takes into account following educational features of your institution:]



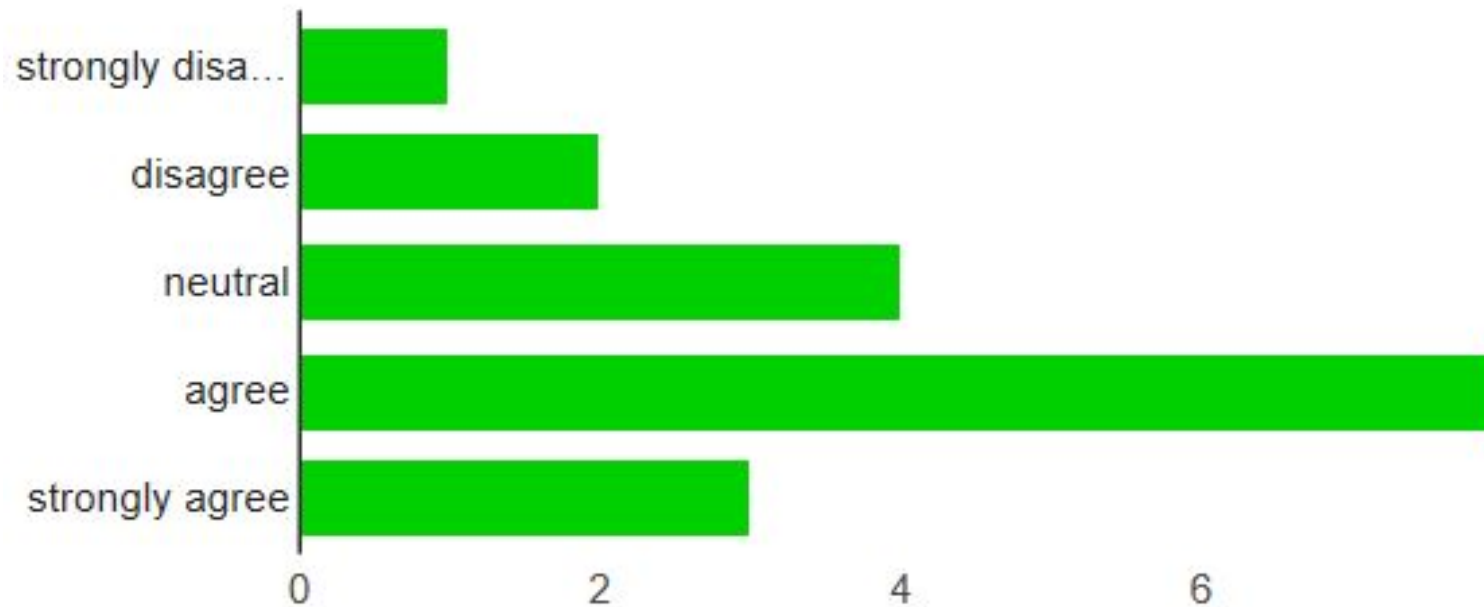
Structure and flexibility in your programs for a better out-reach and study progress [2.11 The national quality assurance agency takes into account following educational features of your institution:]



Continuous professional development of teaching staff [2.11 The national quality assurance agency takes into account following educational features of your institution:]



**Institutional strategies to keep your institution continuously innovative [2.11
The national quality assurance agency takes into account following
educational features of your institution:]**



Recommendation 5

- ***ENQA and other relevant European networks should support measures taken by institutions related to the needs of non-traditional target groups and part-time students and to widening access strategies, including well-structured, but flexible education leading to study progress and success. This will also include digital pedagogies in blended and online course design, collaborative learning in small groups, formative and summative e-assessment. They should assure that institutional strategies and the continuous professional development of teaching staff involve innovation through digital teaching and learning.***



INSTITUTIONAL QUALITY ASSURANCE

Recommendation 6

- ***Institutional leaders** should develop innovation strategies using the potential of new modes of teaching and learning for the quality enhancement of higher education and eventually for extending their provisions to non-traditional and part-time students by flexible modes of delivery. In these strategies, the continuous professional development of staff should embrace digital education and deal as well with off campus students, when they are there.*

Recommendation 7

- *Staff should be supported by technical and pedagogical experts. Institutions should promote sharing expertise by staff in communities of practice or course teams. Institutional evaluation and research should be part of the quality assurance process. Internal quality assurance for digital modes of teaching and learning should be developed in partnership with the external quality assurance agencies.*



ACCREDITATION

Recommendation 8

- *Distance education should be accredited according the same rules as face to face programmes. If accreditation is based on quality reviews or if quality reviews are requested for programmes accredited by law, reviews should take in account specific criteria, indicators, guidelines or frameworks.*
- *If short learning programmes need an accreditation, this should preferably be based on an ex post quality review. Institutional quality assurance should be applicable beforehand, as is also the case for MOOCs.*

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Thank you!

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