

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

FIED

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Bringing  
together in  
dialogue  
QA agencies,  
universities and  
governmental  
bodies

# Aim of the EADTU-ENQA Peer Learning Activity

- The PLA was to 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

# Why this PLA?

## Changing world of education

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

- degree education; facing large numbers of students and lower staff/students ratios.
- continuing education; longer careers, initial HE becoming obsolete
- open education (MOOCs, OERs); need for LLL

# Keeping pace with the needs of learners of all ages and of society.

- **Blended education** will raise the quality and efficiency of degree education,
- **Online education** will upscale the area of continuing education and continuous professional development (CPD) by offering flexible and scalable courses with a larger outreach responding to the needs of learners at work, who face longer careers and career shifts.

# Creating a favourable conditions 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.

# 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

# PLA elements

- What does quality mean in new forms of education?
- Being able to assess what is to be assessed in innovating education, you need to speak the same language and work with the same criteria and indicators.
- Identifying challenges related to blended and online education (Questionnaire)
- What are regulatory frameworks hampering or stimulating further innovation?
- Good practices in using QA systems for blended and online education
- Etc.



# EADTU-ENQA PLA Outcomes

- 1 An **enhanced common understanding** blended and online education
- 2 A **dialogue on innovation and quality assurance** between institutions, quality assurance agencies and governments
- 3 **Key elements that should be moved forward** in order to strengthen innovation and the dialogue between governments, QA-agencies and universities in this field
- 4 **Identifying the expertise needed** and ways of sharing at European level
- 5 **Identifying ways forward** and lower thresholds in innovating education
- 6 **Identifying future innovative initiatives and projects** related to the topic of the PLA

# 1 An enhanced common understanding blended and online education

**New, digital modes of teaching and learning will affect higher education** practice and policies and strategies in higher education

- **Innovating degree education**, facing higher student numbers and a lower staff/student ratios, extending the learning environment and intensifying education
- **Upscaling continuing education** for career development (CPD) and for personal development, responding to urgent needs in the economy and in society
- **MOOCs, transferring knowledge and skills to all** and creating a culture of lifelong learning

These developments should **be stimulated and activated by national governments as part of the Bologna Process** in order to accelerate strategic efforts and developments in all European countries in a lifelong learning perspective.

## 2 A dialogue on innovation and quality assurance between institutions, quality assurance agencies and governments

**A dialogue between main stakeholders** on digital modes of teaching and learning and the development of blended degree education and on online continuous education **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.

### 3 Key elements that should be moved forward in order to strengthen innovation and the dialogue between governments, QA-agencies and universities in this field

- **Institutions:** **leadership** to be continuously innovative, continuous professional development of staff, technology and staff support, collaboration within the institution (teams and support structures), institutional evaluation and research, university extension schemes for extending continuing education to a large scale;
- **Quality assurance agencies:** **sharing good practices** between agencies; seeking for a cross-institutional consistent approach backed by stakeholders;
- **Governments:** **governmental strategies and visions, funding schemes,** large scale continuing education as an area of provision next to degree education

## 4 Identifying the expertise needed and ways of sharing at European level

- **Institutions:** **teaching and learning departments**, university extension structures with expertise on educational/pedagogical, technological, business models
- **Quality assurance agencies:** **in-house expertise** on recognising and supporting digital modes of teaching and learning; expertise also to be reflected in review panels; expertise in blended degree education and online continuous education
- **Governments:** **support structure/agency** for online and blended education

## 5 Identifying ways forward and lower thresholds in innovating education

- **Institutions: Strategies and frameworks** in collaboration with quality agencies and governments; European networking and collaboration;
- **Quality assurance agencies: European networking and sharing good practices through ENQA**; support of institutions; developing recommendations, guidelines and policies for institutions
- **Governments: creating a favourable framework for blended degree education and continuing education**, including equal funding parameters for traditional and online/distance students; an equal funding statute for full-time and part-time students;

## 6 Identifying future innovative initiatives and projects related to the topic of the PLA

- **ENQA Working Group e-learning: 2016-2018**
- The European Forum for Enhanced Collaboration in Teaching (**EFFECT**) project, coordinator EUA: 2016-2018
- European maturity model on blended education (**EMBED**) project, coordinator EADTU: 2017-2020
- European Short Learning Programmes (**E-SLP**) project, coordinator EADTU: 2018-2021

# Merci

George Ubachs

[george.ubachs@eadtu.eu](mailto:george.ubachs@eadtu.eu)