

# Main considerations for QA of e-learning provision



## 13<sup>th</sup> EQAF – Broadening the scope of QA (Vienna)

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1. Introduction
2. QA of e-learning provision
3. Conclusions
4. Spanish experience

## DIGITAL AGE



## Main reasons

- Globalisation
- Worldwide internet

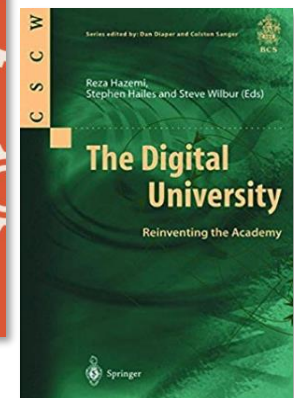
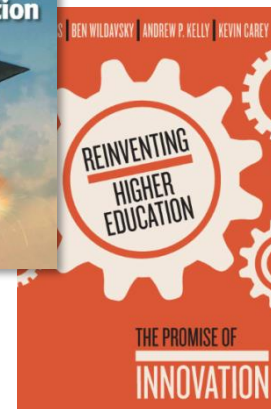
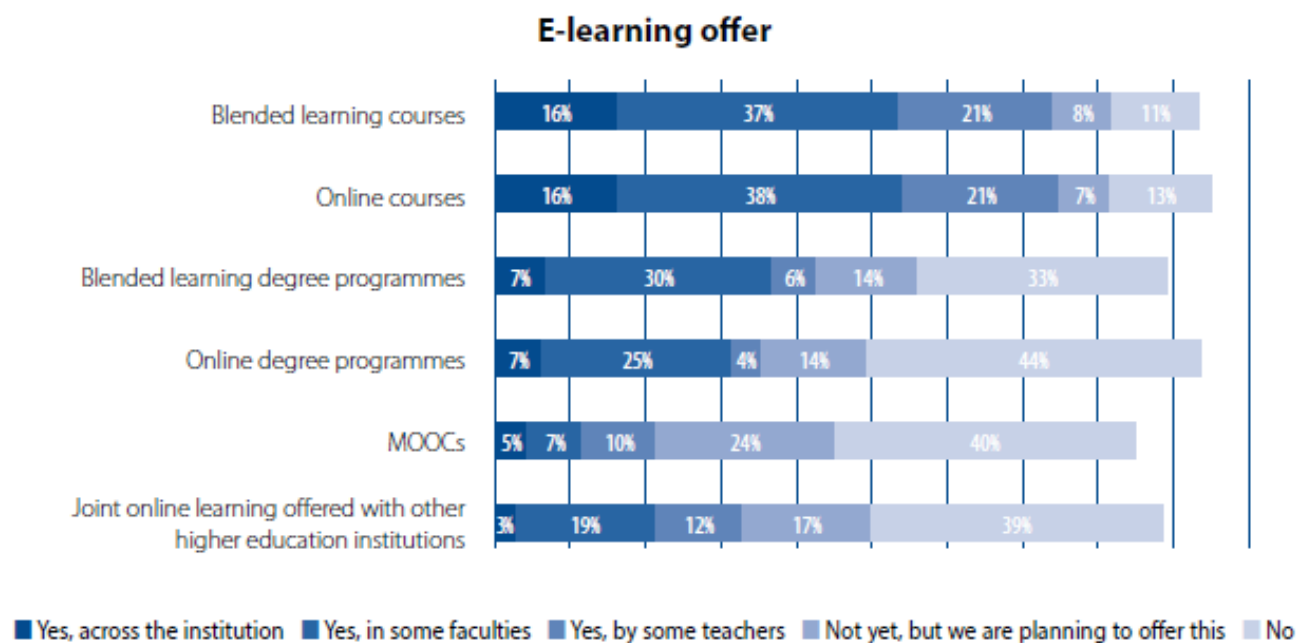


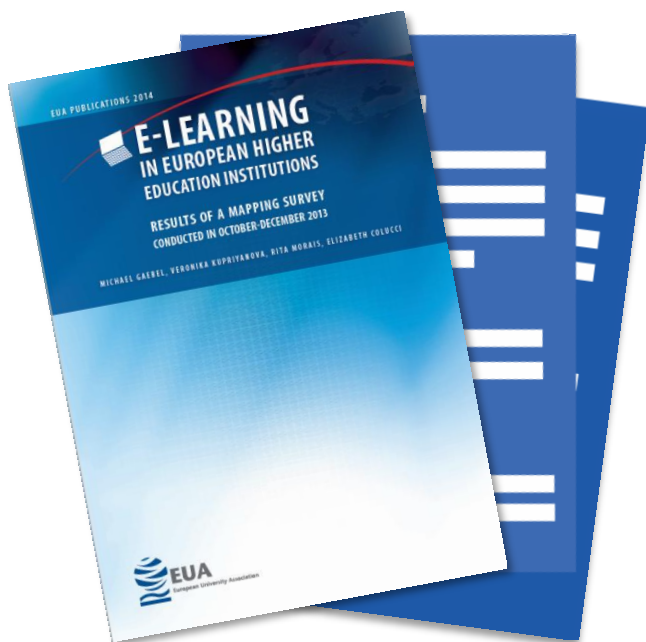
Figure 20: Does your institution offer any of the following? (Q43)



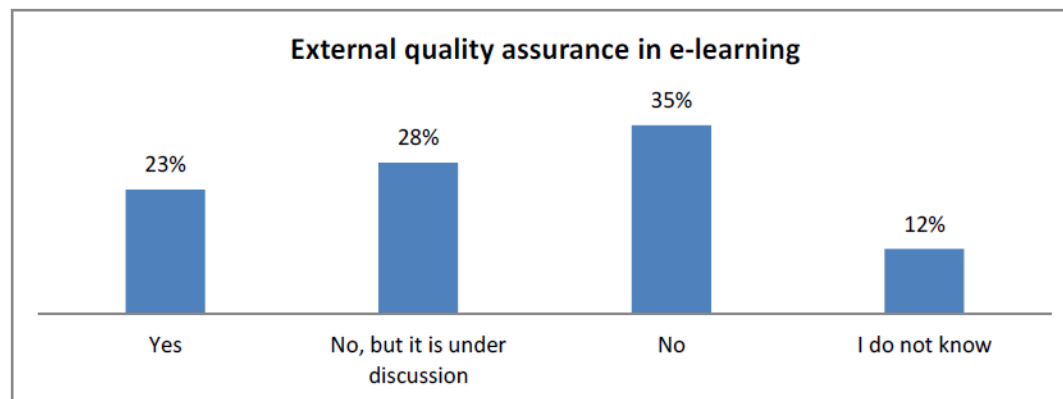
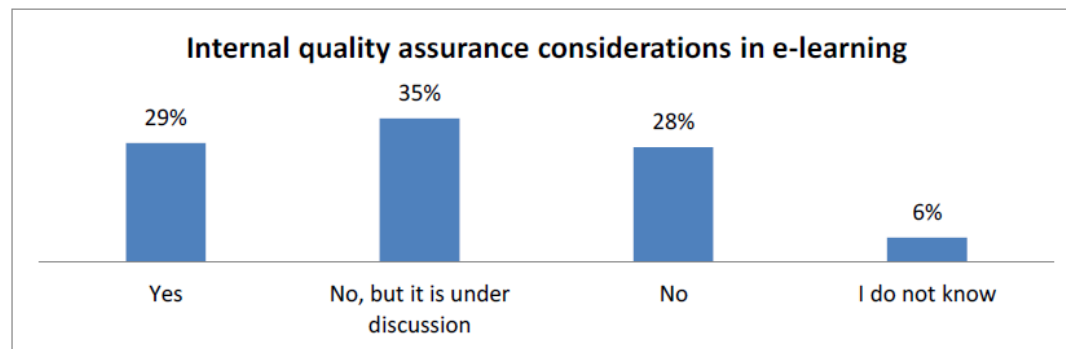
EUA, 2015



<https://eua.eu/component/attachments/attachments.html?id=437>



EUA, 2014





## Objectives

- Create an inventory of sources on QA and e-Learning.
- Agree on definition of e-learning.
- Agree on recommendations (QAA and HEIs).



## Members

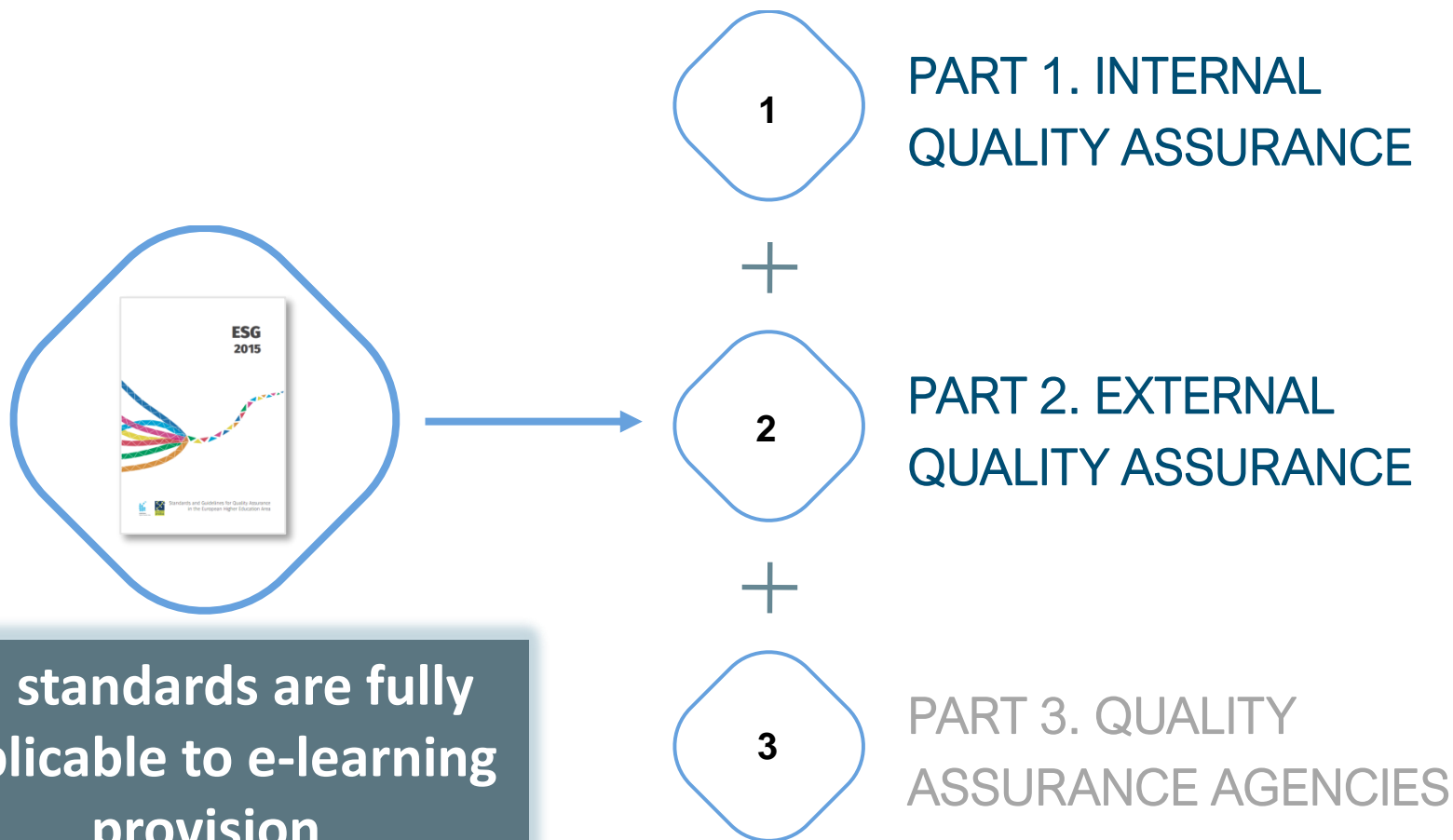
Esther Huertas (chair), Lindsey Kerber (secretary), Georg Seppmann, Sandra Marcos, Monika Risse, Ivan Biscan, Charlotte Ejning, Liza Kozłowska, Liia Lauri, Kerstin Schoerg, Ana Capilla



## Calendar

November 2016 – November 2018





All standards are fully applicable to e-learning provision

Recommendations to QAA and HEI

**New**



Which are the  
most challenging  
standards?







- Standard 1.1\* – Policy for quality assurance
- Standard 1.2 – Design and approval of programme
- Standard 1.3\* – Student-centred learning, teaching and assessment
- Standard 1.4\* – Student admission, progression, recognition and certification
- Standard 1.5\* – Teaching staff
- Standard 1.6\* – Learning resources and student support
- Standard 1.7\* – Information management
- Standard 1.8 – Public information
- Standard 1.9 – On-going monitoring and periodic review of programmes
- Standard 1.10 – Cyclical external quality assurance

## 1.1

### Standard 1.1 – Policy for quality assurance

- E-learning strategy is embedded in the overall strategy of the institution (adapt QA strategies?).
- Policies to grant access & ensure participation of SEND students.
- Ethical and legal considerations.
- Stakeholders involvement.

## 1.3

### Standard 1.3 – Student-centred learning, teaching and assessment

- Educational model designed in order to guarantee students achievement of LO.
- E-assessment (authentication and authorship).
- Formation of online discussion groups (student-student contact & sharing experiences / teachers – students).
- Learning materials and appropriate updates.

## Standard 1.4 – Student admission, progression, recognition and certification

1.4

- Academic recognition assured.
- Same level of recognition by professional bodies & employers as on-campus programmes.
- Fraud / Diploma mills.

## Standard 1.5 – Teaching staff

1.5

- Definition of the structure, profile and role of teaching staff.
- Skilled & well supported (training / support services): pedagogical and technological requirements.
- Coordination of teaching activity is more complex.

## Standard 1.6 – Learning resources and student support

1.6

### Learning resources

- VLE
  - Interoperable & robust.
  - Ensure accessibility of learning materials & e-assessment.
- Library, virtual labs. (if appropriate).

### Student support

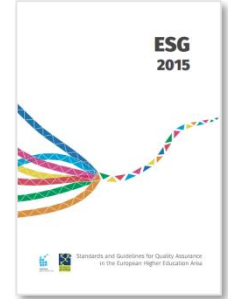
- Tutoring, pedagogical, technological, administrative-related needs.
- Student support adapted to e-learning environment.
- Improve student retention rate and success & satisfaction of students.

### Virtual mobility (students and academics)

## Standard 1.7 – Information management

1.7

- Data & indicators derived from e-learning.



**Standard 2.1 – Consideration of internal quality assurance**

**Standard 2.2\* – Designing methodologies fit for purpose**

**Standard 2.3\* – Implementing processes**

**Standard 2.4\* – Peer-review experts**

**Standard 2.5 – Criteria for outcomes**

**Standard 2.6 – Reporting**

**Standard 2.7 – Complaints and appeals**

## Standard 2.2 – Designing methodologies fit for purpose

2.2

- Particularities of Part 1 (Internal QA).
- Flexible processes to include new modes of teaching and learning (innovation).
- Specific criteria, indicators, guidelines or frameworks.

## Standard 2.3 – Implementing processes

2.3

### **SAR**

- Pedagogical model & VLE explanation.
- Access and navigate the VLE (classrooms, debate forums, teaching materials, etc.).

### **Site visit**

- Intense examination of technological infrastructure.
- Interview all stakeholders (different teaching staff profile).

### Standard 2.4 – Peer-review experts

2.4

- Experts with experience in e-learning / blended learning.
- Training.





- HEI are adopting **new pedagogies** very quickly, while **QAA are adapting** in terms of giving special consideration to e-learning.
- ENQA's WG report demonstrates that **ESG are fully applicable to e-learning provision.**  
Common understanding for HEI and QAA.
- **Quality of e-learning** should be guaranteed as **any other** type of provision. HEI should **ensure the continuous improvement.**

## SPANISH EXPERIENCE

- ❖ Context and references
- ❖ Implementation of considerations
- ❖ Main challenges
- ❖ Conclusions

# SPANISH HIGHER EDUCATION INSTITUTIONS PROVIDING E-LEARNING PROGRAMMES:

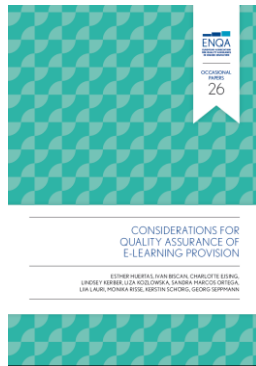
- **“TRADITIONAL” UNIVERSITIES**
- **ON-LINE/DISTANCE UNIVERSITIES**
- **NEW PROVIDERS CONCEIVED AS A BUSINESS MODEL**

❖ **CONSIDERATIONS FOR QA  
OF E-LEARNING PROVISION  
(ENQA, Occasional paper,  
2018)**

❖ **SPANISH FRAMEWORK FOR  
THE EVALUATION OF  
PROGRAMMES**

❖ **SPANISH LEGISLATION**

**GUIDELINES FOR THE  
DESIGN AND  
EVALUATION OF E-  
LEARNING  
PROGRAMMES. (REACU)**



**Considerations for QA of e-learning provision. (ENQA)**



**Guidelines for the design and evaluation of e-learning programmes. (REACU)**



**GUIDELINES FROM  
ACSUCYL**



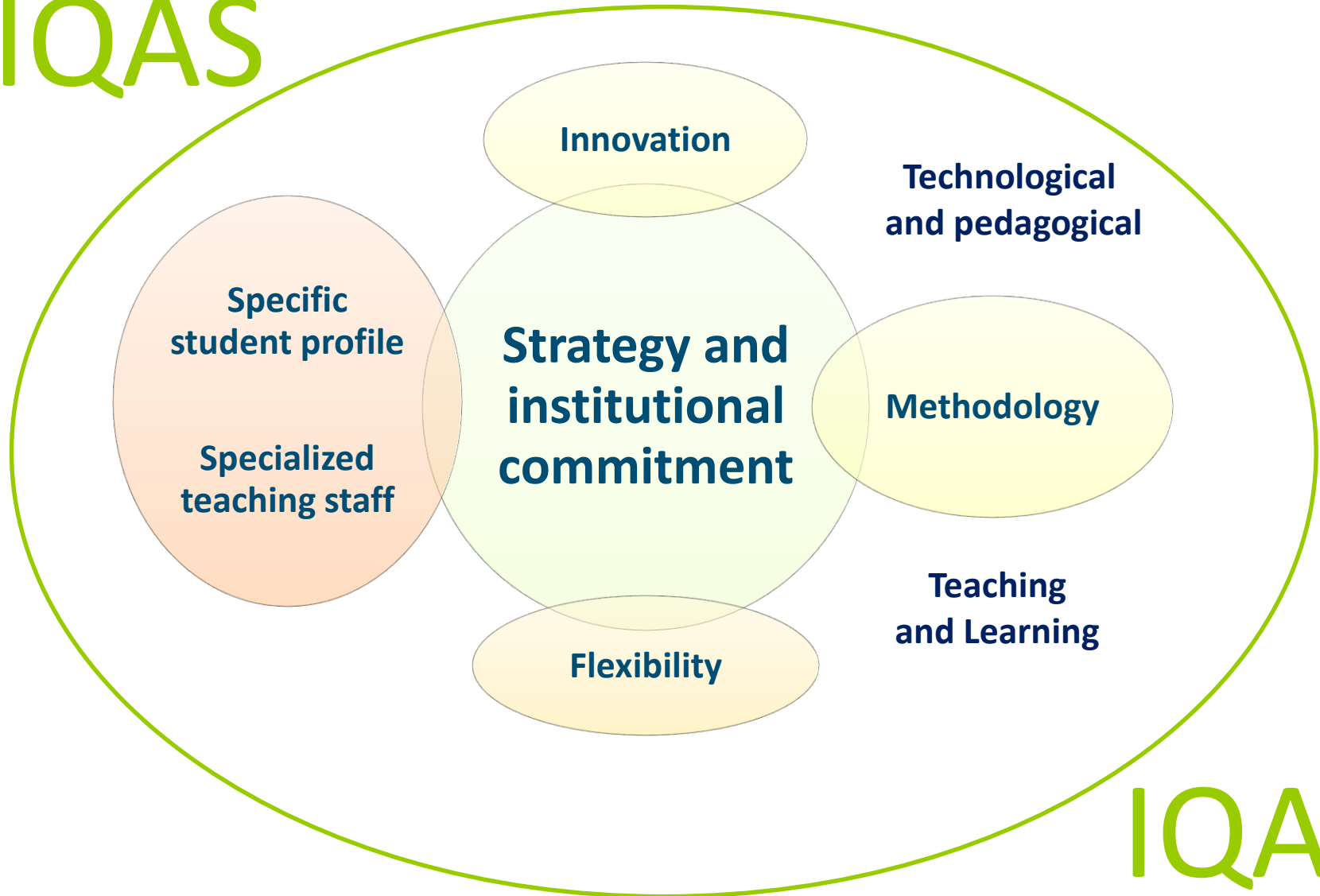
**GUIDELINES FROM  
AQU CATALUNYA**

SPANISH GUIDELINES		ENQA CONSIDERATIONS	
JUSTIFICATION		ESG 1.1/1.2	
ACCESS AND ADMISSION		ESG 1.4/1.8	
PLANNING OF STUDIES		ESG 1.3/1.5	
TEACHING STAFF		ESG 1.5	
INFRASTRUCTURE AND SUPPORT		ESG 1.6	
EXPECTED OUTCOMES		ESG 1.3/1.7	
QUALITY ASSURANCE SYSTEM		ESG 1.1/1.9	

- **INSTITUTIONAL STRATEGY**
- **TEACHING STAFF**
- **METHODOLOGIES AND DESIGN OF CONTENTS**
- **VIRTUAL LEARNING ENVIRONMENT**
- **QUALIFIED EXPERTS**



# IQAS



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