Supporting Quality Assurance of Online and Blended Learning
HECA Academic Quality Enhancement Forum

Impact

The guidelines produced as part of this project will allow for more consistency and the sharing of best practices between Higher Education Institutions (HEIs) regarding the governance and management of quality on blended learning programmes regardless of funding model, allocation of resources or scope of provision.

Context

Some key points of context for this project include:
- The Higher Education sector shifting to online learning delivery in 2020/21
- Consequent need for policies and procedures to be place to ensure quality standards, opportunities for enhancement and equality of opportunity for students are maintained across both face-to-face delivery and online delivery.
- Challenge of inconsistent definitions of what constitutes a programme that combines face-to-face across providers.
- Difficult to ensure consistent governance and management of quality on blended learning programmes across the entire sector or, at least, between comparable providers

Aims

The overall aims of this project are to:
1. Gather evidence and insights from the experiences of HECA member colleges on their blended learning quality assurance experiences during the pandemic.
2. Organise 'insights workshop' informed by the synthesis above, and attended by representatives from HECA colleges.
3. Develop insights in each of the core areas of QA as set out by QQI, informed by aggregated findings.
4. Produce and publish of a suite of sectoral insights and/or resources

Process/Findings

As this project is ongoing, this section outlines the key processes informing the project and future findings.

Gather insights from HECA Colleges via questionnaire

Conduct focus groups with experts in diverse areas of QA

Collate findings and produce report

Create insights and/or sectoral resources

Conclusion

In conclusion, this project is focused on the development of a range of practical guidelines that will enable HEIs to integrate the governance and management of quality on blended learning programmes into their overall quality assurance and enhancement systems. It is informed by lived experience and best practice, and aligned to quality standards as set out by QQI.

References

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