



Work Package 2:

*QUIS analysis projects on
Quality in e-learning*

Authored by the partners of the project

QUIS: QUality, Interoperability and Standards in e-learning)

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<http://www.tisip.no/quis/>

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INTRODUCTION

The activities in the QUIS project will be directed towards QUality in e-learning, Interoperability and reusability of e-learning material and development of Standards. The project will also look at cost effectiveness in e-learning. Quality in e-learning is important to be able to exchange both learning materials and learning practices across HEI's in Europe.

In the project workplan the following main activities are identified:

- Quality Assurance Systems (QAS) for e-learning: analyse and disseminate previous projects and results
- enhance the QAS further by focus on the ongoing Bologna process (structure and management), best practice and *academic diversity*.
- analyse existing and experimental e-learning systems (LMS, VLE etc) related to parameters as management capabilities, pedagogical support, content development and adaptability, including also evaluating software quality and openness.
- increase access ability and understanding of evolving e-learning standards by making an online guide explaining the main objectives and relationships.
- suggest requirements for the next generation of e-learning systems by developing design patterns to guide teachers developing e-learning environments and increase personalisation using both learning objects and agent technologies. This will be one effort to forward European learning tradition to standardisation and interoperability processes.
- To be able to set up a sustainable e-learning programme is of utmost importance to understand and control both development costs and delivery costs and to be able to make realistic estimates for the income potential. The project will analyse available models and case studies and suggest new and balanced models for cost effectiveness of e-learning, taking into account the user perspective (consumer), the supplier perspective and the society perspective. The aim is to help HEI's and other stakeholders in making sustainable e-learning programs.

The work is organised in stages / work packages (WP). The WP's on **quality in e-learning** (WP2 and WP3) identifies all relevant sources and results from previous or ongoing projects and disseminate these on the QUIS web site. After in-dept studies of the most important sources, QUIS will synthesis and develop the area further both related to QAS for establishing joint study programmes as well as for guidance on how to set up net-based education across language and cultural barriers.

This report is the deliverable of Work package 2 of the QUIS project. The aim of WP2 was: Analyse projects on Quality in e-learning.

Description of work:

- Analysing earlier EU projects, such as MENU, EDU-ELEARN, MECA-ODL, E-LEN, GreTel, Neworkers, etc. taking into account, and from the view of the Bologna process
- Collect and disseminate the relevant results of these projects
- Collect results from partner institutions
- Disseminate findings among the partners

The report is based on information from survey of quality and e-learning projects. We have compiled information of activities about eLearning quality at an international level. For that bibliographic references have been reviewed and databases of the existing resources have been analysed.

As a product of this working package a synthesis of quality projects documents about experiences and projects in the national field has been obtained, and also publications related this subject.

CLASSIFICATION

A variety of QA approaches have been developed for various purposes and different perspectives. In order to compare QA approaches, it is necessary to identify a classification scheme, determining the scope, purpose, and method of each approach.

- Lifecycle Model focus on different phases on a product, beginning with planning to the termination of a product's use. (e.g ISO 9000). Production and service processes follow a certain lifecycle, starting with the very first idea ending with the termination of a product.
- Functional Model cover different functional areas of educational activities, ranging from administrative issues to the design of learning units. This approach focuses on functional areas in the design process.

We can distinguish

- product oriented
- process oriented

QA approaches.

E-LEARNING QUALITY PROJECTS

1. mENU: A model for a European Networked University

Project Background and Objectives

MENU is one of several European Commission projects and it is placed in the directory called eLearning Action Plan.

The MENU project sets out to create a model for a European Networked (Virtual) University, providing a variety of e-learning opportunities. The model will be based on experiences from previous projects and activities at the partner institutions. It will include an organisational structure, a quality assurance system, examples of joint courses and study programmes across institutional borders, guidelines and a demonstrator of a practical e-learning environment. The demonstrator will focus on ICT-related studies.

Partners in MENU will constitute the core of a future consortium, a permanent, sustainable ENU, offering courses and degree programmes across Europe. ICT will be extensively applied for administration, contact and information, learning environment and virtual mobility of students and staff. Dissemination of findings will make the model and the consortium available to other institutions.

The elements – parameters of quality

In this section there is a brief presentation of the most significant parts and elements within the mENU quality assurance system, which are identified as follows:

- Administration
- Study Programmes
- Courses
- Staff
- Students

The criteria

To assess and assure quality, mENU QAS defines 5 specific quality attributes as criteria of the quality level of the above generally presented elements.

The criteria applied to the a fore mentioned QAS elements are:

- availability
- usability
- performance
- security
- potential for change

Project outcomes

The MENU project sets out to create a model for a European Networked (Virtual) University, providing a variety of e-learning opportunities.

Source

<http://munin.hsh.no/lu/inf/menu/index.htm>

2. MECA-ODL: Methodology for the Analysis of Quality in ODL through Internet

Project Background and Objectives

MECA-ODL is carried out with the support of the European Community in the framework of the SOCRATES programme, in the MINERVA ODL action. The project reference number is 87901-CP-1-2000-1-ES-MINERVA-ODL.

The main aim of the project is to develop a methodology to analyse the quality of ODL training projects in all its phases: conception, development, teaching and evaluation from different quality criteria: in terms of methodology, of contents and of technology. As a final objective, the project is seeking the unification of criteria to develop quality standards in ODL, that could be used as references for organising entities and users of this type of training.

Further project objectives are:

- Determine the elements that make ODL training of quality in terms of methodology, contents, didactic and technology.
- Establish evaluation criteria for ODL training through Internet.
- Produce a methodological Guide for quality analysis of ODL training in each of its development phases.

And as operative objective, highlight on:

- The creation of a network of entities with knowledge to analyse the training quality of ODL through Internet.
- The production of a methodological Guide to analyse the quality of ODL training in all its components and to be used as much for new projects as for ongoing ones.
- The development of a tool to evaluate the quality of materials and training courses through Internet.

The Phases of the ODL

Seven phases are involved in the development, production, delivery and evaluation of ODL objects, modules or courses:

- Conception
- Analysis
- Design
- Content
- Production
- Delivery

Project outcomes

- Methodological Guide of quality criteria regarding ODL training via Internet
- Quality analysis software available via Internet
- Application of the quality analysis software in training actions using the net.
- Entity network to promote quality training through Internet

- Evaluation

Source

www.adeit.uv.es/mecaodl

3. NETWORKERS: New Models for Enhancement of ODL use in Life-long Learning of Workers

Project Background and Objectives

The main goal of this project is the setting up of an authentic forum for debate, discussion, promotion and dissemination around the topic of the uses of Internet as a tool for continuous training, through the experiences at European level of different previous projects and actions carried out in Leonardo and Socrates. This forum must generate reference for the promotion of open and distance training through Internet.

Specific objectives are:

Analyse and evaluate the results of each project in any of these topics:

- integration of ODL training in more traditional training methods; organisational changes
- training the trainers/tutors in ODL Internet and training curricula
- changes in the training process and collaborative models of learning and teaching
- students competencies and motivation
- contents development and tools
- distance training providers in the web
- evaluation and quality of learning results
- certification of ODL through Internet
- cost-effectiveness of ODL through Internet
- new technologies training: impact on enterprises
- characteristics of “learning organisations”
- training management in Internet

Elaborate reports with orientations and good practices of continuous training in Internet in each of the subjects referenced above.

Favour the promotion, dissemination and transfer of results of the projects developed under Leonardo and Socrates. Generate information / training material for enterprises, decision-makers and training organisers in distance training: technical and human resources / advantages / difficulties / opportunities, etc.

Set up a group at a European Level of reference centre, excellence and assessment on distance training through Internet for SMEs.

Obtain a global overview of recommendations about the development, implementation and evaluation of ODL-Internet targeted to managers and workers.

Area 6. Quality of learning results

Objectives

Objectives of this activity are analysis of the results of the Leonardo and Socrates projects related with web based DT. Identification, analysis and evaluation of the pilot projects, similarities and differences of approach, criteria and results. Improving the quality of online training by tracking advantage of new educational and methodological approaches

The area of Quality of learning results implies analysing, the whole learning process, starting from learning needs up to delivery. There is a need to compare different existing models and standards.

The outcome will be a continuous improvement in quality to satisfy customers and to give a contribution to the quality of DE in society.

Whatever methods are used to improve quality, they will only be effective if the desire to continually improve quality is fully embraced as a fundamental business philosophy. This should bring about an improvement in quality to the benefit of students, business performance of the institute and to society at large.

This can be achieved by the following methods:

- Quality guidelines
- Accreditation systems
- Staff education
- Employment and experts
- Membership of associations
- Competitive pressures
- Refund guarantees to students
- International standards

Project outcomes

- Evaluation and quality of learning results
- New models for enhancement of ODL

Source

<http://leonardo.euproject.net/go.cfm?PageId=4822>

4. GreTel: eLearning in Europe: needs, experiences and instruments

Collaboration of European experts on the development of internationally applicable eLearning modules

Project Background and Objectives

eLearning experts from Germany, France, the United Kingdom, Italy and the Czech Republic are working together in the LEONARDO project GreTel in order to develop instruments for the production of internationally applicable online-based eLearning programmes of high educational and technological quality.

Scientists, software developers, enterprises, tutors and learners from five European countries collaborate on the adaptation of an eLearning module initially produced for national use only to other languages and to various cultural contexts.

Content, language, didactics, cultural and technical aspects of the module have to be adapted to different pre-conditions and requirements in different countries.

By adapting and developing eLearning-Modules for the use in different countries the GreTel-eLearning experts improve their expertise and international experience. On this basis they create various instruments for translational adaptation and implementation of eLearning-modules, which are made accessible to the general public on the project's Website.

The multifunctional Website also gives access to adapted online courses to learners from different countries and provides eLearning-experts with a communication- and dissemination-platform. A print-report "eLearning for international users" is present the project's outcomes and discuss them in a series of articles by European eLearning experts.

Source

<http://www.poolweb.it/gretel/interne/project.asp?M=1>

5. E-LEN: A network of e-learning centres

Project Background and Objectives

The E-LEN project is a project under the Socrates Programme which aims to create a Network of E-Learning Centres and leading organisations in the learning technologies. The E-LEN network will support a diverse constellation of learning centres around the world, have a strong capacity for developing and delivering pedagogically-informed technology for effective e-learning experiences and disseminate these experiences to other institutions.

Project outcomes

- Establish the necessary infrastructure and organisational structure for the network of e-learning centres. See the ELEN booklet: Design expertise for e-learning centres: Design patterns and how to produce them
- Identify and gather best practices, make a collection of design patterns, research roadmaps on e-learning and to enhance the dissemination of such results
- Produce guidelines for establishing learning centres.
Implementing an institutional e-learning centre: guiding notes and patterns

Source

<http://www2.tisip.no/E-LEN/>

6. EQO: European Quality Observatory

Project Background and Objectives

The main objective is to provide a comprehensive platform for developers, managers, administrators, decision makers and end-users to find a suitable quality approach that fits their needs.

Moreover:

- providing a conceptual framework for the description and harmonization of quality approaches.
- suggesting a reference framework as a European quality standards. The project will be directly linked to standardization groups of [CEN/ISSS \(Workshop Learning Technologies\)](#) and [ISO/IEC JTC1 SC36](#) in order to transfer results from standard committees to the users and vice versa. One of the main outputs is the development of a European quality framework, a harmonized model for e-learning quality.
- providing an internet-based repository for quality management, quality assurance and quality assessment approaches for the field of e-learning.
- providing recommendations for the use of quality management, quality assurance and quality assessment approaches for various target groups (e.g. end users, HE administrators, developers) and for specific purposes (e.g. process improvement, product transparency, domain-specific purposes, national / regional / local needs).
- providing services to support the implementation of quality approaches in organizations.
- Users will be able to use internet-based applications that help them to implement quality approaches (such as process models, quality criteria) adapted to their context, objectives and experiences.
- establishing and supporting a European community of practice in order to reach a common understanding of the concept of e-learning quality.

The different steps to reach the aims are planned as followed:

PHASE 1 - Collection of Quality Approaches

In this phase quality approaches shall be collected and described. It is based on the results of the CWA Quality Assurance of the [CEN/ISSS Workshop Learning Technologies](#), where a collection of approaches was already provided. Therefore the focus is on the reuse of quality approaches, not original research on this field.

PHASE 2 - Conceptual Design / Classification of approaches

The approaches collected in phase 1 will be classified in a classification scheme which provides a structured approach to search and retrieval purposes. The classification scheme is also based on the classification of the CWA Quality Assurance of the [CEN/ISSS Workshop Learning Technologies](#). This classification contains the following attributes: general data (e.g., name, description, and source), methodology, target groups, processes, results / products, assessment criteria, and standards.

PHASE 3 - Development of the repository

Based on the classification, an intelligent search engine for quality approaches will be developed. Users will be able to submit, search, retrieve, and adapt quality approaches for their specific needs and purposes (e.g. searching for certain domains, adapting approaches for a certain organization, submitting own approaches). Furthermore, users will be able to add quality approaches to the observatory. The repository is based on a repository for thesauri, developed by [EUN](#) within the [CEN/ISSS WS Learning Technologies](#). The most important function is the adaptation of quality approaches for users: users can adapt generic quality

approaches (e.g., process models, product criteria) to the needs and requirements of their organization. This tool will enable developers, users, and decision makers to easily implement quality mechanisms in order to improve the quality of their E-Learning processes and products.

PHASE 4 - Community and expertise

A community of practice (the users of the repository) will provide additional experiences and expertise for quality assurance approaches. By this dynamic approach, the exchange of experiences, evaluations, and expertise will be facilitated. The network will consist of users, organizations, and other networks creating, researching, or using quality assurance methods for E-Learning. Different topic-centred works-groups will be facilitated to improve specialized discussions.

PHASE 5 - Evaluation

The repository will be continuously evaluated by external experts in order to improve the concepts and developments, but also the acceptance within the community.

Project outcomes

The EQO model

Source

www.eqo.info

7. SEEQUEL: Sustainable Environment for the Evaluation of Quality in eLearning

Project Background and Objectives

The SEEQUEL - Sustainable Environment for the Evaluation of Quality in E-Learning - project originates from the joint initiative of the e-Learning Industry Group (eLIG) and of a number of European expert organizations and associations at all levels of education and training, co-ordinated by the MENON Network.

It therefore brings together, in a fundamental way, the companies in the e-learning industry who provide the tools and services, the users, the expert organizations and agencies.

In order to define a cohesive, inclusive and robust approach to the Quality in the implementation and use of e-Learning systems and processes, the SEEQUEL project aims at taking the required step to establish a European "eLearning Quality" Forum.

Project outcomes

- Quality assessment, evaluation and conformance practice;
- Cases of "good practice" and design guidelines;
- Quality assurance frameworks (with criteria and standards).

Source

<http://www.education-observatories.net/seequel/index>

8. QUAL-E-LEARNING: La qualité de l'eLearning

Project Background and Objectives

The project aims at achieving the following general and specific goals:

- Contribute to the definition of a general framework of e-learning quality;
- Form the basis of an European debate on the characteristics of use and on e-learning quality;
- Promote a better coordination of the actions carried out in this field both by each Member State and at Community level;
- Guide the reflection and the choices of those which are and especially which could become teachers, producer-users, customers or users of these training instruments.

Give to 200 key training actors working in Italy, France, Germany and Spain (involved in all levels of training systems) knowledge, tools and methods to improve evaluating the effectiveness and the impact of training cycles that include the use of e-learning.

This objective will be achieved through the application of a reference model based on best practices, and by providing methods and techniques of application, reference standards and the conditions that ensure the transfer of these practices.

Project outcomes

Handbook of Best Practices for the evaluation of eLearning Effectiveness

Different types of actors within the e-learning process:

- Students
- Trainers
- Conceptors
- Training bodies
- Leaders
- Learning management system experts
- Platform editors

Source

<http://www.qual-elearning.net/>

9. UNFOLD: Understanding New Frameworks of Learning Design

Project Background and Objectives

UNFOLD is a 2 year EC Framework 6 Support Project. It is THE space for people to participate in the implementation and adoption of the IMS LD-Spec.

The UNFOLD project is supporting the adoption of open eLearning standards for multiple learners and flexible pedagogies

The project is now in final period, leading up to the end of the project on 31st December 2005.

Project outcomes

- Providing access to public resources about Learning Design (many of which are on this Web site)
- supporting and facilitating the Communities of Practice (CoPs)
- Organising regular face to face meetings
- Organising workshops, and attending conferences and

Source

<http://www.unfold-project.net/>

10. EUA: Developing an Internal Quality Culture in European Universities

Socrates project. European University Association

Project Background and Objectives

The European University Association, as the representative organisation of both the European universities and the national rectors' conferences, is the main voice of the higher education community in Europe.

The Quality Culture Project had its origin in the EUA's action plan 2001-2003 and Policy position paper on quality (approved by the EUA Council in September 2001). Both documents emphasised that, in issues of quality assurance, the point of departure must be the universities' capacity for developing a robust internal quality culture, and stressed that this capacity is integrally linked to institutional autonomy and public accountability.

The Quality Culture Project aims at contributing to the development and embedding of a systematic and coherent quality culture in universities as well as to the general goals of the Bologna process through increased transparency and attractiveness of European higher education. It increases the awareness within the institutions for the need to develop an internal quality culture and to promote the introduction of internal quality management. This in turn helps the institutions to approach external procedures of quality assurance in a constructive manner.

The innovative and dynamic working method for this project is grounded in EUA's philosophy. As a pan-European association representing a variety of institutions in numerous national settings, EUA's activities have repeatedly demonstrated the benefit of mutual learning in the context of European diversity. Both the highest and the lowest resourced institutions can learn from one another in meaningful ways.

The project guidelines are based on the combined methodology of two long-standing and interlinked EUA programmes, both using SWOT (Strengths, Weaknesses, Opportunities and Threats) as an analytical tool:

- The Institutional Evaluation Programme examines the institutions' capacity for change, that is, their ability to develop and implement a strategic plan, as well as the robustness of their internal quality arrangements. In brief, the evaluations are set within a dynamic and context-sensitive approach rather than focused on a universal criteria or method.
- The Management Seminar (co-sponsored with IMHE/OECD) uses small group work to discuss, in a supportive environment, the participants' specific leadership and management issues.

Elements of quality of EUA

- Senior leadership
- Strategy, Policy and Planning
- Data, Information and analysis
- Staff
- Students
- Other members of the Institution

Project outcomes

- Report on the Quality Culture Project
- Good Practices

Source

http://www.eua.be/eua/en/projects_quality.jsp

<http://leonardo.euproject.net>

11. Open and Distance Education Quality Council ODL QC Standards

Project Background and Objectives

Open and Distance Learning Quality Council ODL QC is the UK guardian of quality in open and distance learning. Set up originally by government in 1968, we are now an independent body.

Accreditation is open to all providers of home study, distance learning, online or e-learning and other open learning or flexible learning courses, as long as they meet our standards. For details, see:

- how to apply for accreditation;
- resources and advice on quality;
- links to other sites.

Learning with an ODL QC-accredited provider means being sure of good service. Help available includes:

- advice on open and distance learning;
- advice on buying courses;
- what to do if things go wrong.

These Standards in Open & Distance Learning were adopted in September 1999 by ODL QC as those necessary to ensure good quality in any open or distance learning provision. They were revised in February 2000

These standards apply across the whole range of ODL provision, though their implementation may differ from provision to provision.

Within each Standard, paragraphs in italics amplify how quality in the area covered by the standard should be interpreted; whilst they are integral to the standard, they are illustrative rather than mandatory in character.

Where a standard is not applicable, a statement of why it is not applicable should be included in the submission.

If that standard has not been met, a clear statement of the reasons should be given, and of how the provider intends to remedy this situation.

Some standards represent best practice, and failure to meet them may not necessarily debar a provider from accreditation but will highlight an area needing improvement for continuing accreditation.

Project outcomes

The Standards are subdivided into ten sections

1. Course Objectives & Outcomes
2. Course Contents
3. Publicity & Recruitment

4. Admission Procedures
5. Learning Support
6. Open Learning Centres
7. Learner Welfare
8. The Provider
9. Joint Provision
10. Accreditation

Source

<http://www.odlqc.org.uk/index.htm>

12. ELUE Improving quality of e-learning in universities e-learning project

Project Background and Objectives

ELUE is a European project chosen by the European Commission as part of the "Preparatory and innovative actions 2003/b - eLearning" invitation to tender. It is led by the CRUI (the Italian Conference of University Rectors, which is equivalent to the French CPU) and piloted in France, by the CPU assisted by the AMUE. ELUE has three objectives :

- The analysis of the experiments underway and already completed in the universities of the countries involved (Italy, Finland and France)
- The comparison of these different experiments and the identification of “best practices” on the basis of shared standards
- The establishment of an eLearning and higher education observatory.

The general objective of the project is improve quality of e-learning activities engaged in within the university world.

Source

http://europa.eu.int/comm/education/programmes/elearning/projects_2003/elue.pdf

13. SEEL: Supporting excellence in E-Learning

Project Background and Objectives

Supporting Excellence in E-Learning (SEEL) is a project dedicated to the quality in eLearning, taking the point of view of a learning territory: what does quality mean for a learning region (or city) becoming an eLearning region (or city). In the framework of the project, we define an eLearning territory (region or city) as a territory using knowledge, information and learning technologies (KILT) to value all its assets, individual, organisational, industrial, cultural, patrimonial, social etc. The SEEL project has now moved forward and is part of the creation of the European Foundation for Quality in E-Learning (www.qualityfoundation.org).

SEEL (Supporting Excellence in E-Learning) is a consortium dedicated to the study of the impact of quality policies in e-learning at local and regional levels.

SEEL is an open initiative and we invite other regions and partners to join the initiative through the signature of a Memorandum of Understanding (MoU).

Four organisations have recently been approved to receive the SEEL Quality for eLearning Regions and Cities Awards 2004. These awards are intended to promote and reward excellence in using information and communication technology to support the development of learning regions and cities.

Project outcomes

- eLearning quality guidelines
- eLearning Regions and Cities Memorandum of Understanding (eLRC MoU)
- eLearning Regions & Cities Centres of Excellence Charter
- eLearning Regions & Cities Benchmark system

Source

www.selnet.org

CONCLUSION

The approaches cover a variety of aspects and perspectives for the quality of e-learning.

As a conclusion of the analysis, we have found that most of the QAS of the projects focus on development and design, ensuring quality from teachers/developers/managers perspective. The student perspective concerning transparency of learning environments are often neglected.

There is a lack of a generally accepted QAS in Europe, for the traditional mode of delivery, too.

The analysis of Quality projects has shown that there is currently no harmonisation effort towards a common European Quality Assurance System. Different quality assurance systems and learning management systems are focused on different pedagogical and institutional characteristics

This study has identified accepted quality assurance approaches. Since this study is only a preliminary result, further development has to be taken to work out the QAS for e-learning.

We have proposed a *process oriented system* for quality assurance. But for the design and development processes based on different approach. Process and product oriented are combined into common framework.

For each process, a detailed process description, *guidelines* (e.g. similar to ISO 9000) should be prepared. Total Quality Management (TQM) seen as ways to bring about quality in education.

An online quality management system for e-learning will be developed in the e-learning production. Although ISO 9000 accreditation is not necessary, those principles were applied where they were considered useful. The instructional design process (Analysis, Design, Development, Implementation, and Evaluation) is the major process of the system. This process is subdivided into steps or procedures, each with inputs, outputs, roles and responsibilities and supporting documents.

Within education and training the aim of a quality management system is to ensure that the provision of service is both consistent and continually improving. It is recognised that there are philosophical and practical differences between education and training. These real differences should not impact upon quality management systems to any significant degree. It is important that the quality system adopted by a school should be developed to suit the style and character of the establishment and, more importantly, that it should be accepted by teachers and other staff.

The quality assurance in the context of the QUIS project.

Recommendation: Quality Criteria/indicators/measures in QUIS QA system

1. Analysis

The task is to define exactly the target groups and their needs and on this basis to draft the purpose of the training. The needs analysis is a very complex phase, since it should actually address all dimensions of needs, from business to learner requirements, bearing in mind that education not only a single solution

1.1. Justify the requirements

Purpose is ensuring the needs the course must meet are identified. Tasks is identify the learner requirements, the performance requirements, and the business requirements

1.2 Organize and run the analysis

Purpose is to plan how much, from whom, and how to collect data related to identified performance and learner requirements.

1.3 Define the educational tasks.

The tasks must be clear, and specified. Which group of learners will be targeted. Sort and analyse data and create a summary document and obtain commitment on the course purpose

2. Design

The process of Design is to provide a planned structure to the learning event. During this phase, findings from Analysis are used to design a course

2.1 Design planning.

The provider shall prepare plans for each design activity. The plans shall describe or refer specially to these activities and define responsibility for the implementation.

2.2 Outline the contents.

The designer may decide approaches that are either subject oriented or learner cantered.

2.3 Outline the delivery system.

A delivery system can take many formats, depending on methods and media that are used to present course materials. The design will adopt for either group learning or individual learning and choose for various media (lecturing, multimedia, e-learning etc.)

2.4 Outline the evaluation strategy.

Evaluation should measure whether learners meet the course objectives. It is therefore important that objectives should not only deal with subject matter in terms of knowledge.

2.5 Decide the quality criteria.

Monitoring system to all stages of the learning process. Quality systems, standards. Feedback from learners, teachers, developers.

3. Development

The development uses the course description, as the result of the Design stage, to shape the actual course. The development process consequently goes along similar part ways as the design process.

3.1 Organizational conditions.

The development of course material ought to be based on a project plan, which describes routines, finances and other resources, the delegation of responsibility among those involved, and time schedule for the work.

3.2 Target group.

The development and use of material must be based on an appraisal of the target group's needs, qualifications, knowledge and experience.

3.3 Select media and materials.

Determine the media and materials for use in lessons.

3.4 Develop the contents.

The process can be supported by consultation of the following resources: Existing materials, conventional materials, literature, and other resources.

4. Production

The output of previous stages is design, development course materials. These materials are the input of production page. The results (output) of production stage are the course materials ready for delivery

4.1 Assemble media and materials.

Purpose is to produce the final version of media and materials, according to design specifications. During production process results should be measured against the goals.

4.2 Reproduce course materials.

Copy course materials should be monitored that the copies meet course specifications and quality standards.

5. Delivery

The process of Delivery includes the final preparation and the actual running of the course

5.1 External conditions

Laws, regulations, standards for education government plans and certification schemes in the relevant field.

5.2 Organisational Conditions

For every study programme should be a description that specifies the goals , content, standard length of the study, learning material, teaching activities, learning activities, evaluation procedures, time constraints, requirements for previous study.

The educational institution should have staff with professional and pedagogical expertise that corresponds to the subject content and level of programme.

The fees must be reasonable relative to the benefits that students receive in the form of study materials and teaching.

It must be ensured that all of the parties have a common understanding ago all aspects of the programmes goal.

5.3 Students

It must be decided and measured the previous knowledge of the students.

Contracts and terms of study must be formulated in accordance with the customer legislation.

5.4 Material

5.5 Teachers.

It must be specified the competence requirements for the teachers in all courses. The training institution ought to motivate the teachers to keep both professionally and pedagogically abreast of their field.

5.6 Communicate the course.

Tools need to be prepared that let learners know details of the course and their value to them, as well as possible pre-course learning activities.

5.7 Teaching, guidance, other support

The institution ought to make sure that the students receive the learning support they need, e.g. the possibility of telephone contact, etc. The institution should have a system for follow up of teachers work. The institution has to get functioning systems for follow up and support of its students regarding their performance during the programme.

6. Evaluation

Evaluation is the meaning or interpretation of data from the assessment in an institutional setting, the evaluators may be students, faculty, and accredited agencies. The results of an assessment process should provide information which can be used to determine whether or not intended outcomes are being achieved.

6.1 Students achievement of goals.

The institution should have a system for the evaluation and monitoring of the extent to which the student achieves the goals that were established for the individual courses.

6.2 Course completion.

The institution should have systems for registration and presentation of its results in the form of statistics regarding graduates, number of successful exam candidates, registering the relationship and competition of various types of programmes, rates and results of the courses.

6.3 Teaching results.

The institution should have systems for the evaluation, tests, examination and documentation of teaching results. Evaluation and documentation can be conducted continuously throughout the programme and a final examination. Diplomas, certificates should give correct documentation of the programme content and level, plus the student results.

Based on data on students' progression, results and viewpoints, the institution ought to evaluate the extent to which students' and institutional goals have been achieved, both generally and for the individual courses and programmes. In the event of departures from these goals, the institution ought to take corrective measures.

TERMINOLOGY

This chapter deals with the terminology used in this report.

DEFINITIONS

Audit

A systematic way of checking that the policies, processes and procedures within a quality management system are being adhered to. Audits may be internal, carried out by staff from within the organisation, or external.

ISO 9000

An international quality standard which specifies requirements for certification against which a Quality Management system can be assessed. The assessment (or audit) is carried by an external company known as a certification body.

Quality Assessment

Quality Assessment denotes the totality of measures carried out consistently and systematically in order to insure that a product conforms with the requirements of a stated specification (EN 180000)

Quality Assurance

Quality assurance denotes all the planned and systematic activities implemented within the quality system, and demonstrated as needed, to provide adequate confidence that an entity will fulfilled requirements for quality (ISO 8402).

Quality Circle

A group of colleagues in any field, who meet regularly to review and discuss examples of best practice, in order to ensure continuous improvement in the services and products they offer.

Quality Control

A procedure for checking work after it is done and then correcting it if faulty.

Quality Management

Quality management denotes all activities of the overall management function that determine the quality policy, objectives and responsibilities, and implement them by means such as quality planning, quality control, quality assurance and quality improvement within the quality system (ISO 8402).

Quality Management System

A QMS is a way of formally ensuring that an organisation is consistently in control of the quality of the products or services that it supplies to its customers. It is formal because it consists of a system of controlled, documented processes and procedures which can be audited.

Quality Plan

Any document setting out specific quality practices, resources and sequence of activities relevant to a particular service, course or programme.

Quality Policy

Quality Policy is a meaningful statement drawn up by an organisation, to reflect their commitment to quality processes, procedures, services and products.

TQM

Total Quality Management focuses on achieving quality and can be defined as a philosophy and a set of guiding principles that intend to meet and exceed the needs and expectations of various external and internal customers

Standards

Standards are regulations giving requirements to achieve rationalization, quality assurance, safety, environmental protection, and improvement of communication in industry, technology, science, administration and public.

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