



COMMONWEALTH *of* LEARNING

**A Guide for Implementing a Quality Assurance**

# **Institutional Review Tool for Blended Learning**

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Professor Romeela Mohee, University of Mauritius

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COMMONWEALTH *of* LEARNING

# A Guide for Implementing a Quality Assurance Institutional Review Tool for Blended Learning

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FOR ENHANCED BLENDED LEARNING



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Commonwealth of Learning, 2021

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### Kenya

Africa Nazarene University  
Kenyatta University  
Kenya Methodist University  
Maseno University  
Moi University  
Riara University  
St. Paul's University  
Strathmore University  
University of Eastern Africa, Baraton  
University of Nairobi  
United States International University

### Rwanda

INES Ruhengeri  
Kibogora Polytechnic  
Kigali Independent University  
University of Rwanda  
University of Technology and Arts of Byumba

### Tanzania

Mzumbe University  
Open University of Tanzania  
St John's University of Tanzania  
State University of Zanzibar

### Uganda

Bugema University  
Kampala International University  
Makerere University

# PREAMBLE

*A Guide for Implementing a Quality Assurance Institutional Review Tool for Blended Learning* (herein referred to as the QA Review Tool) has been developed by the Commonwealth of Learning (COL) as part of its mandate to lead the quality assurance component of the Partnership for Enhanced Blended Learning (PEBL) project. This project is co-ordinated by the Association of Commonwealth Universities (ACU) and includes the Staff and Educational Development Association, UK (SEDA), the University of Edinburgh, Kenya's Commission for University Education (CUE) and COL as technical partners.

The purpose of the QA Review Tool is to help institutions, and in particular their quality assurance units, to enhance their institutional capacity to develop and deliver quality blended learning courses for students. It also serves to support an individual institution's progress towards building a sustainable culture to embrace blended learning.

At the time of publication of the QA Review Tool, there have been 75 million recorded infections of COVID-19, with 21 million active infections worldwide. Institutions around the world have pivoted from traditional to online or blended forms of learning to maintain continuity for learners and minimise any negative impact on the academic calendar. Many institutions have scrambled to adjust, and administrators, faculty and students alike have struggled with the transition. While the challenges are multifaceted, this QA Review Tool will support institutions in conducting a thorough analysis of how they approach the development of blended learning across a range of carefully selected categories.

An important attribute of the QA Review Tool is that it is an open educational resource (OER) with a CC BY-SA licence (Creative Commons, n.d.), which means it may be modified, redistributed and so on as long as attribution is given to the original authors. The QA Review Tool should therefore be viewed as a collection of ideas, examples and/or instruments. It can be used in its entirety, or elements of it can be used and modified according to an institution's capacity, needs and resources. In its application to date, the authors have found that institutions are at varying stages of engaging with online or blended learning and that their resources, particularly during the COVID-19 pandemic, which was still very much ongoing at the time of launching this publication, may be over-stretched. However it is used, the QA Review Tool can allow users to take a flexible approach to implementation, which may serve to ease some of these challenges.

The QA Review Tool has been piloted with all the higher education institutions that are participating in the PEBL project. The PEBL project is centred on developing a network of institutions in East Africa to move towards using blended learning more fully. The premise of the project is to address qualified staff shortages in various subject areas through the use of quality learning materials developed by experienced subject-matter experts. The courses can be used in credential-bearing programmes and shared across institutions. The development of a network dedicated to sharing courses

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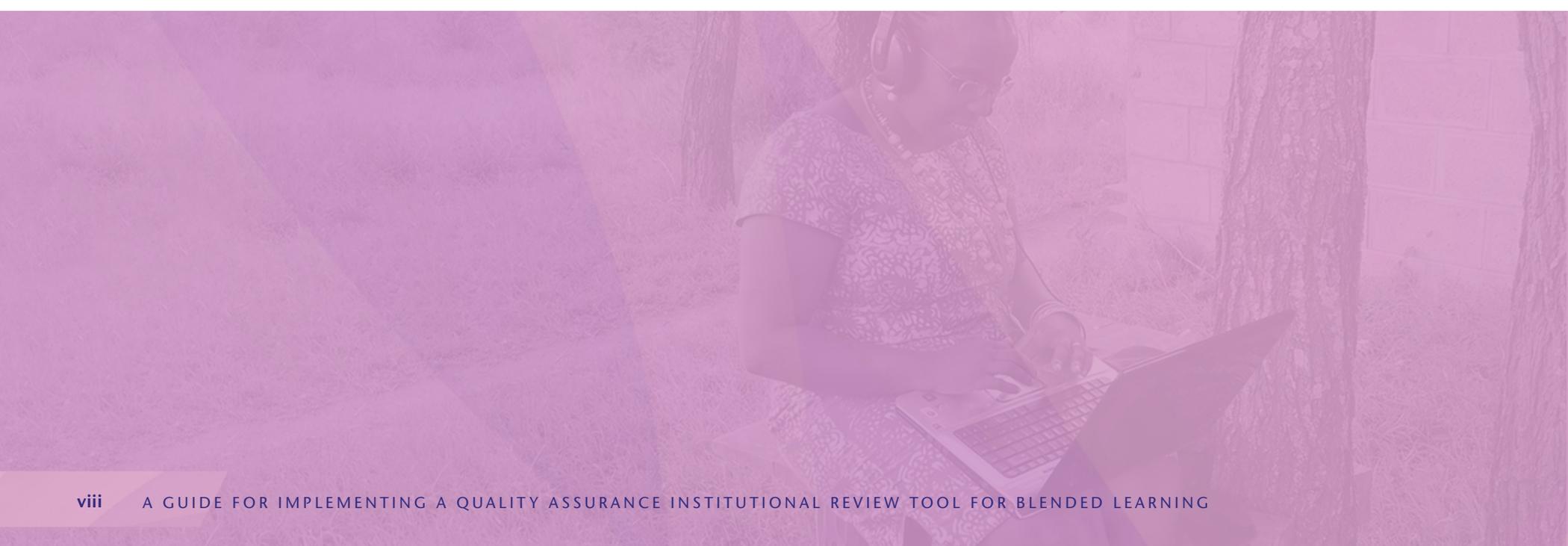
An important attribute of the QA Review Tool is that it is an open educational resource (OER) with a CC BY-SA licence, which means it may be modified, redistributed and so on as long as attribution is given to the original authors.

also serves to foster a community of higher education institutions that will continue to develop and share courses over time, after the PEBL project concludes. The culmination of upskilling the East African institutions will be to develop, share and modify a suite of blended learning courses among the participating institutions.

The central components of the PEBL project are blended learning course development (under the direction of SEDA), online learning management (University of Edinburgh) and quality assurance (COL). The ACU is responsible for the budgeting and co-ordination of the project, and the Commission for University Education is the East Africa partner that provides guidance on accreditation and contextualisation.

In total, the network comprises 23 higher education institutions located in Kenya, Rwanda, Tanzania and Uganda.

COL's 30 years of experience in collaborating with institutions across the Commonwealth, and its central mission to enhance access to formal and informal quality education opportunities, form the backdrop for the conceptualisation and development of this QA Review Tool for blended learning. COL is also tasked with ascertaining institutional readiness to engage with blended learning, and to subsequently work with institutions to improve various areas of blended learning (e.g., integrate technological or innovative phrasing into an institutional mission statement, contextualise courses, etc.), leading to clear quality assurance guidelines that will enable sustainable practices in delivering quality blended learning.



# 1.0 THE PURPOSE OF THIS GUIDE

This guide is designed to help higher education institutions (HEIs) implement an Institutional Quality Assurance Review Tool for Blended Learning, herein referred to as the QA Review Tool.

Given the increasing mobility and volume of learners enrolled in higher education internationally, the need to raise, or maintain, quality assurance standards and mechanisms has become paramount. The cost of conducting an external review has proven to be exorbitant. The growth in the number of QA experts employed by HEIs, however, means that resources can now be dedicated to conducting a review largely internally. The QA Review Tool serves as a guide for doing so.

The QA Review Tool is organised into three successive components: Online Survey, On-site Institutional Review and Final Review report and Improvement Plan. Institutions may choose a flexible approach to implementation, using only part of the QA Review Tool, shortening timelines (see Table 1), making modifications or considering alternatives.

The descriptions for each component of the QA Review Tool are as follows:

1. **Online Survey:** This entails conducting a survey of individual staff members involved in the implementation of blended learning and writing the Online Survey report (see Appendix 2).

2. **On-site Institutional Review:** This entails using the survey results to help inform an institutional QA review of faculties, schools, departments and units that are implementing blended learning. This includes sourcing documents (e.g., meeting minutes, policies, curricula) and interviewing relevant stakeholders (e.g., VCs, academics, senior management, students).
3. **Final Review Report and Improvement Plan:** This entails drafting the Final Review report that captures the findings and corresponding inferences of the QA team from the data in the Online Survey and On-site Institutional Review. The Improvement Plan lays out the areas or issues the institution needs to address and a realistic schedule for doing so. The QA team may share the Final Review report with colleagues or a consultant to garner feedback. The Final Review report can then be submitted to the university's executive management for further feedback and sign-off.

The growth in the number of QA experts employed by HEIs, however, means that resources can now be dedicated to conducting a review largely internally. The QA Review Tool serves as a guide for doing so.

This guide to implementing the QA Review Tool is organised into the following sections:

- Online Survey
  - The Strategic Dimensions
  - Preparing and Administering the Online Survey
  - Rating System
  - Analysing Online Survey Results
  - Online Survey Report
- On-site Institutional Review
  - The Strategic Dimensions
  - Defining the On-site Institutional Review
  - Planning the Review
  - Gathering Evidence
  - Sampling
  - Triangulation
  - Making Judgments
- Final Review Report
  - Implementation of the Review
  - Findings
  - Ratings of Strategic Dimensions
  - Recommendations
  - Improvement Plan
- Case Studies
  - Kenyatta University
  - University of Rwanda

## 1.1 Suggested Timelines: Implementation of the QA Institutional Review Tool for Blended Learning

The QA Review Tool is designed to take approximately eight weeks to fully implement if used in its entirety as outlined in this guide. Ideally, the implementation process would be led by an institution’s Quality Assurance director (or equivalent), with support from a QA team. In our experience, other divisions of an institution may forge ahead independently (e.g., an institution’s faculty or school), and therefore it is possible that the QA Review Tool may be used within only one part of an institution. However it is used, though, we recommend that the QA director, dean or other senior management figure identify and recommend competent reviewers with a keen interest in blended learning to be part of the QA, or related, team to support its implementation. Users should be reminded that under the CC BY-SA licence, the QA Review Tool may be modified to suit a given institution’s needs, which includes shortening (or extending) its application time. The timeline below is not mandatory and the QA team should feel confident about deciding how the QA Review Tool will be used.

Table 1 presents estimates of the number of weeks required to implement the QA Review Tool based on the application of all three components.

**Table 1: Estimated timeline to implement the QA Review Tool**

	<b>Stage</b>	<b>Time</b>
i.	Online Survey (and analysis)	Weeks 1 & 2
ii.	On-site Institutional Review	Weeks 3–6
iii.	Draft Final Review report	Weeks 7 & 8

## 2.0 ONLINE SURVEY OF STAFF

Representatives from all faculties, departments, schools, units, etc., involved in the development, deployment, implementation and monitoring of blended learning should complete the Online Survey. The results should inform the development and approach of the On-site Institutional Review template and Final Review report template, led and implemented by the QA team.

The Online Survey and On-site Institutional Review are composed of questions aligned with eight Strategic Dimensions, described below.

### 2.1 The Strategic Dimensions

Eight Strategic Dimensions frame the Online Survey template and Online Survey report template (see Appendices 1 and 2) and the On-site Institutional Review template and Final Review report template (see Appendices 3 and 4). The Strategic Dimensions are as follows:

- 1. Institutional Vision for Blended Learning:** There is a focus on the institutional shift to embrace blended learning as demonstrated through, for example, announcements from senior leadership, new initiatives, advocacy, vision for the institution, faculty, learners, etc.
- 2. Policies and Institutional Structure:** There are policies, financial commitments and dedicated staff for blended learning. Evaluation of blended learning initiatives is established.
- 3. Infrastructure, Facilities, Resources and Support:** Networked facilities are in place to support learning and teaching, digital resources are used,

teaching staff have adequate support and evaluation criteria to refine modules are in place.

- 4. Partnerships:** Where feasible, senior management and faculty have a clear line of communication with the national university commission and other universities and technical partners. Within the institution, there are linkages across departments within and external to the institution to enhance delivery of blended learning.
- 5. Research, Innovation and Evaluation:** Research is being conducted on the blended learning initiatives, and innovative approaches to learning are included. Evaluation criteria and implementation plans exist for modules.
- 6. Programme Relevance and Curriculum:** The curriculum is relevant to learners, outcomes and competencies are defined, instructional design adheres to good practices and satisfies credit hours (and increasingly outcomes and competencies) and there are assessments online.
- 7. Learning Support:** Offline and online support (e.g., technical support, counselling support) is available through multiple channels, learners can readily communicate with academic and administrative staff and there is high student satisfaction with blended learning.
- 8. Professional Development:** Staff have adequate access to and opportunities for professional development (e.g., they can participate during regular work hours), mentoring and incentives to develop capacity to fully engage in blended learning at an institution.

The Online Survey template is located in Appendix 1 and is also covered by the CC BY-SA licence.

## 2.2 Preparing and Administering the Online Survey for Staff

The QA team should familiarise themselves with the eight Strategic Dimensions of the Online Survey template (see Appendix 1).

The Online Survey should be administered *to all relevant staff* (i.e., those with an interest or experience in blended learning), and ideally electronically (e.g., through Google Forms, SurveyMonkey, etc.). Each participant is asked to consider the eight Strategic Dimensions and their associated Sub-Dimensions and — based on their *own experience and interpretation* of the systems and performance of the institution in regard to blended learning — select one of three levels of performance (i.e., achieved, partially achieved, not achieved), with supporting feedback or commentary, where feasible (see Table 2). The QA team is responsible for following up with participants to ensure a good response rate.

A sample of 10 participants or more is ideal, and a response rate of 70% is strongly recommended. QA teams will likely have to follow up regularly with participants to remind them to complete the Online Survey.

## 2.3 Rating System

Table 2 shows the rating system.

Table 2: Rating system

Level of Performance	Description of Level of Performance
<b>Not Achieved</b> ( <i>opportunity for improvement</i> )	The Sub-Dimensions have not been achieved. Little to no implementation has been carried out and there is no evidence of good practice.
<b>Partially Achieved</b> ( <i>minimal threshold reached</i> )	The Sub-Dimensions have been achieved or are in progress. There is some evidence of achievement but not enough to demonstrate good practice.
<b>Achieved</b> ( <i>good practice</i> )	The Sub-Dimensions have been achieved with evidence of good practice.

## 2.4 Analysing Online Survey Results

Once the QA team has collected the Online Survey results (ideally, with a 70% response rate, as noted above), they can begin their analysis.

In terms of providing narrative and interpretation, a useful way to analyse the Online Survey results is to group them into **vertical and horizontal areas of focus**. Horizontal areas span across the institution (e.g., ICT and blended learning policies, performance appraisals). Vertical areas are parts of the institution where it is necessary to drill down for details (e.g., faculties, schools, departments). Table 3 provides an example of both vertical and horizontal areas of focus.

**Table 3: Example of horizontal and vertical focus**

<b>Strategic Dimension Number</b> (See 2.1 for the full list of Strategic Dimensions)	<b>Faculty of Nursing</b>	<b>Faculty of Hospitality</b>
<b>2. Policies and Institutional Structure</b>	<p><b>Rating of Sub-Dimensions: Achieved (good practice)</b></p> <p>Existence of documents, processes, staff statements indicating there is a rigorous process of programme development for blended learning, design and review; experienced blended learning facilitators; structured blended learning lesson planning in place; regular performance planning for blended learning facilitators; and a good system for getting feedback from learners and stakeholders that enables programme planning for blended learning to meet learner and industry needs.</p>	<p><b>Rating of Sub-Dimensions: Not Achieved (improvement recommended)</b></p> <p>Blended learning programmes are rarely reviewed, although they have been offered since before the organisation became a university, and many of the staff were employed there at that time. Learner feedback indicates that restaurant service and cookery courses often involve too much theory and too few practical elements. Despite this, tutors and management never meet to discuss learner feedback or review either the blended learning programmes or the lesson plans for the programmes.</p>
<b>3. Infrastructure, Facilities, Resources and Support</b>	<p><b>Rating of Sub-Dimensions: Not Achieved (improvement recommended)</b></p> <p>Inadequate ICT infrastructure (e.g., low bandwidth, few computer terminals), financial resources (e.g., little, inconsistent or non-sustainable funding) and support (technical or counselling) for blended learning.</p>	<p><b>Rating of Sub-Dimensions: Not Achieved (improvement recommended)</b></p> <p>ICT systems, equipment and bandwidth do not have the capacity to meet the needs of both students and staff.</p>
<b>8. Professional Development</b>	<p><b>Rating of Sub-Dimensions: Achieved (good practice)</b></p> <p>Staff have opportunities to voluntarily participate in short- and long-term blended learning professional development.</p>	<p><b>Rating of Sub-Dimensions: Not Achieved (improvement recommended)</b></p> <p>Staff are not given adequate opportunities to engage in professional development for blended learning.</p>

**What does the information in this example tell us?**

\* Horizontal Focus: There is commonality in staff feedback on Strategic Dimension 3 across two faculties at least, indicating that inadequate ICT infrastructure and low bandwidth are common issues.

\* Vertical Focus: Staff express different opinions about Strategic Dimensions 2 and 8. Nursing staff indicated there are good systems for meeting learner needs and developing capacity of instructors, while hospitality staff indicated a need for improvement in these areas.



## 2.5 Report on the Analysis of the Online Survey Report

The Online Survey report should describe the quantitative data (the performance rating — see Table 2) and qualitative data (description of level of performance — see Table 3). The aim of the Online Survey report is to highlight areas of potential strength and weakness to guide further investigation to eventually create institutional improvement in blended learning. The Online Survey report should be reviewed by qualified individuals. Once any revisions have been made, the Online Survey report should be submitted to the institution's executive management for final review. (See Appendix 2 for an example outline for the Online Survey report.)

It is important to note that individuals complete the Online Survey independently. The data need to be corroborated by the QA team, and this is the purpose of the next phase, the On-site Institutional Review.

## 3.0 THE ON-SITE INSTITUTIONAL REVIEW

Once the Online Survey report has been reviewed and finalised by the institution's executive management, preparations should be made to execute the On-site Institutional Review portion of the QA Review Tool.

**Figure 1: Who does it? How long does it take?**



### Who does it?

The full QA team is needed to implement the On-site Institutional Review. They will need to:

- Plan and scope the On-site Institutional Review
- Conduct an intensive search for and analysis of documents related to blended learning
- Identify and interview the relevant stakeholders in the university including executive management, academics, admin staff and students
- Collate and analyse the data and write the Online Survey report and Final Review report



### How long does it take?

Each team should expect to spend four to five working days on this exercise. This allows time for:

- Defining the Review
- Scoping
- Planning
- Carrying out the Review and collecting data (i.e., gathering evidence)
- Collating and discussing the results and developing an Improvement Plan
- Writing the Online Survey report and Final Review report

The On-site Institutional Review is a comprehensive, systematic review of the institution's performance against the identified Strategic Dimensions and Sub-Dimensions in blended learning. It is important to recognise that institutions will be at varying stages of implementation with blended learning and therefore being transparent in the presentation of the data is paramount.

The Improvement Plan is part of the Final Review report (see Appendix 4 for the template) and should serve to address gaps with the aim of subsequently narrowing them. This may entail securing resources, capacity building of staff, developing materials, etc. The focus is to increase an institution's capacity to deliver quality blended learning modules that can be sustained over time.

The following sub-sections outline how the On-site Institutional Review should be conceptualised, planned and implemented.

### 3.1 The Strategic Dimensions

See 2.1, Appendix 1 (Online Survey template) and Appendix 3 (On-site Institutional Review) for details about the Strategic Dimensions and Sub-Dimensions.

### 3.2 Defining the On-site Institutional Review

The On-site Institutional Review provides the structures to support the institution's ability to diagnose problems and subsequently develop interventions that will improve institutional results in blended learning as outlined in the Improvement Plan.

The On-site Institutional Review is a formal evaluation of the quality outcomes of the institution in blended learning and builds on the data

acquired from the Online Survey. The On-site Institutional Review activity should be guided by the following key thematic questions, which are aligned with each Strategic Dimension:

1. **Institutional Vision for Blended Learning:** What evidence demonstrates the institution's commitment to using blended learning in the long term?
2. **Policies and Institutional Structure:** To what extent does the institution provide the requisite resources for successful blended learning (e.g., policies, meeting minutes)? Details about finance, ICT infrastructure, bandwidth, executive management endorsement and related inputs are needed.
3. **Infrastructure, Facilities, Resources and Support:** To what extent does the institution provide the requisite infrastructure, facilities, resources and support for successful blended learning (e.g., bandwidth, technology, academic materials)?
4. **Partnerships:** To what extent does the institution collaborate with other institutions engaged in blended learning and with governing bodies (e.g., national commission on higher education) to help support its own implementation of blended learning?
5. **Research, Innovation and Evaluation:** To what extent has the institution enabled the use of technological devices, platforms and social media for blended learning?
6. **Programme Relevance and Curriculum:** To what extent has the material been contextualised to suit the national/local context, and does the curriculum include the pre-determined competencies required of learners?

7. **Learner Support:** To what extent does the institution provide support to its students (e.g., technical, counselling or other supports)? What input does the institution have in terms of students' needs in relation to studying via blended learning?
8. **Professional Development:** To what extent does the institution provide support (e.g., allocation of time, relief from other duties, flexible opportunities) to its staff who are developing and delivering blended learning modules? To what extent does (or will) the institution monitor and review its implementation of blended learning across faculties, schools, departments and units?

Each Strategic Dimension is integral to providing a comprehensive understanding of an institution's blended learning status. The questions above should serve as ongoing reference points from the start of the institutional QA review (i.e., the Online Survey) through to the execution of the On-site Institutional Review and submission of the final report.

Devoting time to drafting responses to the above questions will help an institution to better plan and visualise what this comprehensive activity will look like, anticipate problems and streamline the implementation.

### 3.3 Planning the On-site Institutional Review

Careful planning will help to clarify the purpose of the QA team's role and objectives in carrying out the On-site Institutional Review. The QA team should schedule activities effectively and plan appointments and develop contingencies (e.g., alternatives to interviews, or conducting interviews by emailing questions if there are scheduling conflicts).

Planning the On-site Institutional Review exercise requires the QA team’s agreement on which methods to use, the types of evidence to include, which stakeholders should be involved, timelines and division of responsibilities. Planning involves several considerations:

- Who to interview (we recommend executive management, academics and students)
- Which materials to review
- Scheduling
- QA team members’ duties and areas of focus
- Type and volume of evidence required (e.g., documents, statistics, interviews)
- Monitoring progress and comparing outcomes as they emerge
- Safeguarding the data and the identity of the participants

Responses to these considerations largely depend on the focus of the institutional QA review — that is, whether the QA team intends to review some areas across the whole institution (horizontal focus), some areas in depth (vertical focus) or both.

**Point to note: Conflicts of interest**

When looking at one area in depth, a reviewer should be as impartial and objective as possible and should not evaluate areas where there is a conflict of interest (e.g., evaluation of friends or family). Additionally, the person most familiar with the area of work (e.g., the manager of that area) is not the best person to evaluate it for the following reasons:

- Objectivity, credibility and integrity are challenged in areas where reviewers “have a stake” in the outcome.
- A person familiar with the systems and processes may think that they already know the answers and may be looking for evidence to confirm what they think they already know (bias confirmation).
- Staff may find it difficult to be frank with someone whom they know well and/or to whom they report, given the potential impact on working relationships.

### 3.4 Gathering Evidence

Gathering evidence is critical for identifying areas of improvement. For the institutional QA review, quality is more important than quantity, particularly when conducting interviews or collecting other qualitative data.

As previously mentioned, the On-site Institutional Review is focused on corroborating stakeholders’ *opinions* and *perceptions* expressed in the Online Survey and on acquiring additional data via interviews, focus groups and document analyses. Overall, the On-site Institutional Review will inform the Final Review report, which should present a comprehensive picture of the blended learning landscape in the institution. The Final Review report consolidates the data and evidence from the On-site Institutional Review and includes an Improvement Plan that will enable institutional decision makers to make judgments and direct where the institution can or should go to enhance the delivery of blended learning.

The data and documentary evidence should come from interviews, focus groups and documents (see Appendix 3). Some fact-based and verifiable sources of documentary evidence are listed in Table 4.

**Table 4: Objective forms of evidence: Types and examples**

Form of Evidence	Examples
Organisational documents	Policies and procedures, staff and student handbooks, website, charter, strategic plan and school curriculum
Statistical information	Enrolment, retention and completion rates
Records	Meeting minutes, assessment results, moderation results, health and safety records, needs assessments for learners, performance management documents and interviews
Knowledge assets	Course materials, lesson plans, research outputs and documentation from projects
Reports and plans	Moderation action plans, self-review reports and annual reports
Third-party evidence	Learner/tutor/employer feedback forms and survey

Additionally, relevant stakeholders — including, for example, executive management, academics and students — should be interviewed or participate in focus groups to provide additional input. While such activities elicit what are essentially perceptions, they offer opportunities for the researchers to question participants about their responses, with an added layer of accountability in the context of focus groups. Focus groups provide forums where participants' opinions may be corroborated, challenged, etc., by other participants, which may generate a richer source of data than interviews. The approach(es) taken will largely be dictated by time and other resources. The larger purpose for direct engagement between a researcher and participant is to generate information, which will then be triangulated with data from other sources (e.g., Online Survey, documents, reports, etc.), adding to the validity and reliability of the data. (See section 3.6, Triangulation.)

### 3.5 Sampling

The QA team must determine how much and what type of data need to be examined for the purposes of any one Strategic Dimension, though acquiring an adequate volume of data can be problematic. Sampling will be dependent upon time and other resources, availability of participants, etc.

The two main sources of data and documentary evidence recommended for the On-site Institutional Review are secondary and primary sources. Secondary sources are not specifically related to the research for the review, and would include documents and other records. Primary sources are those collected by a researcher with a specific purpose, and would include participant interviews and focus groups. Another example of a primary resource in the institutional QA review is the Online Survey.

Some examples of secondary sources include the following (more examples are offered in Appendix 3):

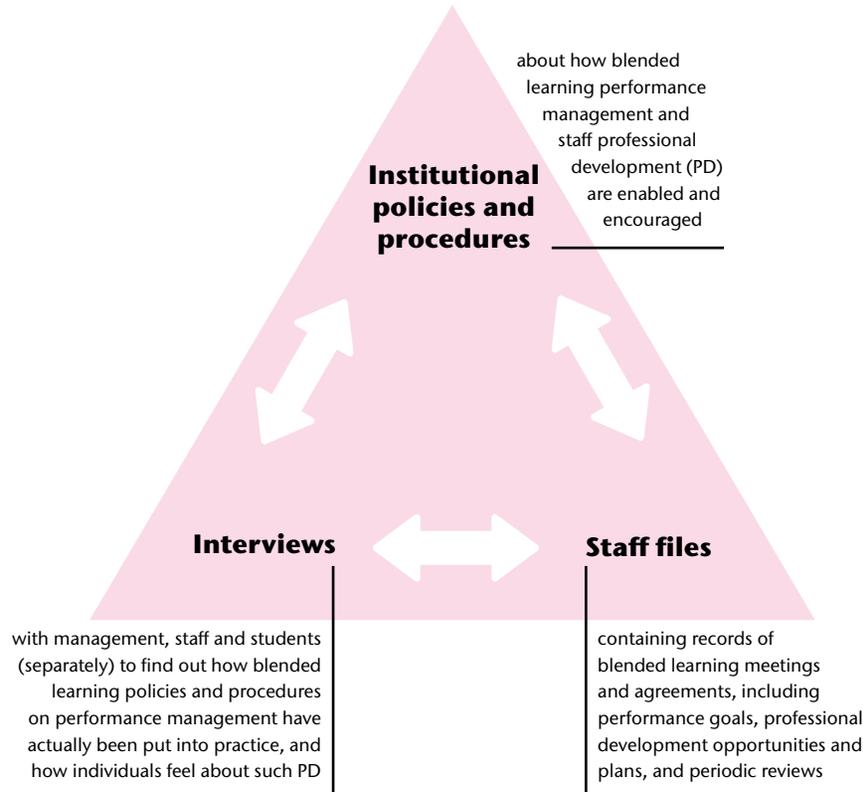
- Institutional news (e.g., website, newsletters)
- Announcements (e.g., VC or senior management messages, emails, memos, calls for research or modules, website)
- Documents (e.g., MoUs, policies, regulations, guidelines, curricula, meeting minutes, course syllabi)
- Evaluation reports (e.g., course evaluations, student evaluations, grades, templates, student testimonials)

The type and quality of data acquired from documents or interview and focus group participants will vary, and it is important that the QA team regularly reflect on their analyses. At some point, for example, it may become evident that the data are consistently showing the same results or that participants' responses are similar to those of earlier participants, thus yielding little new information. The team must use its judgment to decide when it is no longer viable to continue data collection if no new information is emerging.

### 3.6 Triangulation

Triangulation is a procedure that compares evidence from two or more sources that inform the same phenomenon. The intent is to corroborate data and make judgments on their reliability. Triangulation could occur between any of the sources of data or documentary evidence collected. Using the example of the specific staffing issues in the faculty of Hospitality (see Table 3), the QA team could choose to corroborate three pieces of evidence: staff files, interviews with selected staff members and students, and institutional policies and procedures to verify why staff have either not engaged in professional development or have fared poorly from such training. Figure 2 illustrates the triangulation process.

Figure 2: The triangulation process



### 3.7 Making Judgments

The QA team makes judgments about the data collected from the On-site Institutional Review.

The reviewers need to analyse the quantitative and qualitative evidence and compare the institution's status with the descriptive statements of the three-tier rating system (see Table 2).

## 4.0 FINAL REVIEW REPORT

Appendix 4 contains a template for reporting the review findings, structured by key questions. The QA team's Final Review report should focus on the evidence-based judgments that were agreed in relation to all the key thematic questions aligned with each Strategic Dimension (see Appendix 3). In addition, the review team should report on the analysis of the causal relationship between institutional partners and results in any other critical focus areas, and the conclusions from that analysis.

It is important for the review team to keep comprehensive records of the process and their judgments, including the evidence that informed the judgments, for future reference.

When the review team is satisfied with the Final Review report, including the proposed Improvement Plan, and executive management has signed off on it, it should be disseminated to key stakeholders for reflection, action planning and addressing areas identified for improvement.

### 4.1 Case Studies

As noted in the Preamble, the QA Review Tool was designed as part of the Partnership for Enhanced and Blended Learning Project, funded by the Strategic Partnership for Higher Education Innovation and Reform. All 23 institutions in the PEBL project used the QA Review Tool. To illustrate its application, we have included two short case studies: Kenyatta University, in

Nairobi, Kenya, and University of Rwanda, in Kigali, Rwanda. It should be noted that these case studies summarise much longer reports, approximately 30 pages each, drafted by each institution. The Final Review template is located in Appendix 4.

These short case studies show that each institution used the QA Review Tool to identify both good practices and areas for improvement. Kenyatta University identified the need for a policy related to blended learning, and University of Rwanda identified the need for one related to quality assurance in ODeL. It is important to note that the application of the QA Review Tool provided evidence of gaps and this enabled the users to draw inferences that they may not otherwise have been able to.

In the case of these two universities, this exercise was a thorough self-reflection on their progress towards developing and delivering effective and meaningful blended learning experiences to learners. It also serves as an evidenced-based exercise to consider what supports are required to create a larger institutional ecosystem built around blended learning.

However the QA Review Tool, or elements of it, is used, it should be used iteratively within an institution. New faculties may forge ahead with blended learning, new tools may surface and content *will* need updating. The QA Review Tool is intended to help institutions have a plan and the corresponding tools to assess internal changes. Institutions may also see a need to make changes to the QA Review Tool — the CC BY-SA licence not only enables but also encourages modifications.

## QA REVIEW AT KENYATTA UNIVERSITY (KU)

*The On-site Institutional Review acted as a yardstick upon which we can evaluate our processes and performance in the current state of blended learning. Subsequently, we were able to identify the gaps and the potential improvements, with the aim to make KU's blended learning offerings globally competitive.*

Dr George Onyango, Dean of the Digital School of Virtual and Open Learning — KU

### Overview

The purpose of the On-site Institutional Review at Kenyatta University was to assess progress towards the implementation of blended learning, more specifically at the Digital School of Virtual and Open Learning (DSVOL) which oversees the implementation of online and blended learning at the university.

### Tool

The COL QA Review Tool consisted of an Online Survey, an on-site review exercise and the submission of a report highlighting strengths and weaknesses as well as improvement measures at an institutional level for blended learning practices.

### Key Takeaway

The Digital School of Virtual and Open Learning offers 90 programmes ranging from certificate to postgraduate level, with a current enrolment of 9,000 students. The blended learning programmes conform to the Commission for University Education (CUE) standards.

### Good Practices

Availability of an eLearning policy, in alignment with Kenyatta University's strategic plan (2016–2026) and various policies/guidelines such as the university module development guidelines, DSVOL operations and standards and examination policy guidelines.

- Blended learning, combining digital instruction and live tutorials, is offered through the main campus and seven regional centres of KU.
- A Moodle system configured to KU needs with a student management system (Campus Nexus) that feeds student data into the Learning Management System. Student data, including application, registration, fees payment details and course grading, are managed online.

### Gaps

- *Strategic Dimension 3: Infrastructure, facilities, resources and support*
  - The space for storage of eLearning resources is not adequate.

- The Internet connectivity has to be enhanced to reach 100%.
- *Strategic Dimension 6: Programme relevance and curriculum*
  - There is a gap between alignment and interactivity in the design of blended learning modules.

### Improvement

- Initiate the development of a blended learning policy.
- Establish partnerships with higher education institutions to roll out more blended learning programmes.
- Bridge the gap between research and policy to inform future blended learning policies.
- Enhancing learner support in terms of feedback mechanisms.
- Enhancing capacity building in online facilitation.



## QA REVIEW AT THE UNIVERSITY OF RWANDA

*This report will inform the generation of institutional plans for improvement in order to optimise the opportunities provided by blended learning approaches.*

Dr Andre Muhirwa, Director of Teaching and Learning Enhancement at University of Rwanda, College of Education

### Overview

The findings generated from the institutional QA review undertaken by the University of Rwanda empowered institutional leaders and staff to undertake action related to the adoption, deployment and implementation of blended learning.

### Tool

The QA Review Tool consisted of an Online Survey, an On-site Institutional Review exercise and the submission of a final report highlighting strengths and weaknesses and corresponding Improvement Plan, which enabled the University of Rwanda to make evidence-based decisions to augment their blended learning practices.

### Key Takeaway from the Final Review report

Existence of good framework policies and strategies such as the National ODeL Policy, the Rwanda National Framework on MOOCs and OER, the University of Rwanda Institutional ODeL Policy, the implementation of the Strategic Plan 2018–2022, the methodology for ODeL capacity building for University of Rwanda staff and an anti-plagiarism policy.

### Good Practices

- Availability of a strategic plan highlighting the importance of e-Learning to enhance teaching and learning at the University of Rwanda.
- School ODeL champions have been trained while the rest of the academic staff (676) in all colleges are being trained to become proficient in the use of learning technologies.
- The university has its own well-functioning harmonised and customised e-Learning platform with 2,579 modules and more than 23,000 users.
- The university has a licence to use the anti-plagiarism software Turnitin.
- The University of Rwanda is in partnership with other institutions that support its initiative to enhance teaching and learning through blended learning.
- Existence of a multimedia studio that produces audio and video materials to enhance the interactivity of online modules.

### Gaps

- The ICT infrastructure is not adequate; there is an Internet bandwidth issue which negatively impacts the Internet connectivity, especially for students' use on campus.
- The teaching staff require more training on the effective use of the blended learning mode of delivery.
- The academic staff are not sufficiently involved and engaged in the blended learning mode of delivery. There is a need for greater sensitisation, awareness raising and training opportunities.
- The digital content needs improvement.

### Improvement

- Increase implementation of innovative approaches such as the use of ODeL, mobile phones and ICT.
- Make a plan for capacity building on online design, development and facilitation including the use of open educational resources.
- Train staff and faculty in instructional design and digital content development.
- Develop an institutional quality assurance policy for ODeL.



## 5.0 SUMMARY

This guide and the tools (i.e., Online Survey, On-site Institutional Review) it describes should empower institutional leaders and staff to undertake institutional QA reviews relative to their adoption, deployment and implementation of blended learning. It outlines the critical steps for implementing the institutional QA review for blended learning in HEIs and should be examined in depth before any actions are taken. Overall, the QA Review Tool is centred on eight Strategic Dimensions and Sub-Dimensions for blended learning at the institutional level. The Final Review report will assist in the formation of institutional plans that focus on blended learning.

## 6.0 REFERENCES

Creative Commons. (n.d.). Attribution-ShareAlike 4.0 International (CC BY-SA 4.0). Retrieved 30 October 2020, from <https://creativecommons.org/licenses/by-sa/4.0/>





## 7.0 APPENDICES

### Appendix 1: Online Survey

The Online Survey comprises two sections:

- Section One: Background
- Section Two: Strategic Dimensions and Sub-Dimensions

#### SECTION ONE: BACKGROUND

**a. Name of institution**

**b. Details about your role and experience in blended learning**

**c. Which faculty/division/school/department are you in?**

**d. Which position do you currently hold?**

**e. Length of service at your current institution?**

## SECTION TWO: STRATEGIC DIMENSIONS AND SUB-DIMENSIONS

- Please respond to all the items by using the rating system described below.
- Please rate your university’s performance on each Strategic Dimension and Sub-Dimension listed below. Please base your response on your own experience and knowledge of blended learning at your university.

### The rating system

Level of Performance Achievement	Description of Level of Performance
<b>Not Achieved</b> <i>(Opportunity for improvement)</i>	Little or no implementation has been carried out, little or no relevance to Strategic Dimension/Sub-Dimension, no systematic evaluation of outcomes.
<b>Partially Achieved</b> <i>(Threshold – improvement)</i>	The Sub-Dimension is yet to be achieved fully. It is a work in progress. Some evidence of a systemic approach to quality management of core processes: key risks are managed, some quality problems are identified and efforts made to address them.
<b>Achieved</b> <i>(Good practice)</i>	The Sub-Dimension has been fully achieved. Seamless deployment of systems across the institution.
<b>I Don’t Know</b>	The respondent has no knowledge of the Dimension or Sub-Dimension.
<b>Not Applicable</b>	The Sub-Dimension is not relevant or does not apply.

Strategic Dimension	Sub-Dimensions	Rating					Evidence of Sub-Dimensions Achieved	Improvement Needed
		Achieved	Partially Achieved	Not Achieved	I Don't Know	N/A		
<b>1. Institutional Vision for Blended Learning</b>	1.1 Institutional vision and mission focus on the need for changes in culture, policies and practices in technology-rich environments and are being studied and emulated by other universities							
	1.2 The university has documents, provision for professional development activities, etc., to guide and enable meaningful learning experiences for learners							

Strategic Dimension	Sub-Dimensions	Rating					Evidence of Sub-Dimensions Achieved	Improvement Needed
		Achieved	Partially Achieved	Not Achieved	I Don't Know	N/A		
<b>2. Policies and Institutional Structure</b>	2.1 The university has a policy on blended learning or a policy that includes provisions for blended learning							
	2.2 Guidelines, etc., are in place to encourage academics to engage in blended learning							
	2.3 Guidelines, etc., are in place to encourage teaching staff (e.g., tutors) to engage in blended learning							
	2.4 Guidelines, etc., are in place to encourage students to engage in blended learning							
	2.5 A strong leadership team or task force is in place at the university to drive and oversee the blended learning implementation with the support of the specialised centre in the university							
	2.6 Blended learning performance is reviewed regularly against agreed performance targets and improvement plans are implemented (or there are plans for such mechanisms)							
	2.7 Finances are sourced, budgeted and managed to help the institution to achieve its objectives and outcomes for blended learning							

Strategic Dimension	Sub-Dimensions	Rating					Evidence of Sub-Dimensions Achieved	Improvement Needed
		Achieved	Partially Achieved	Not Achieved	I Don't Know	N/A		
<b>3. Infrastructure, Facilities, Resources and Support</b>	3.1 Infrastructure and facilities are adequate for on-site and on-campus learning and teaching activities (e.g., library, tutor office hours)							
	3.2 Infrastructure and facilities are adequate for off-site learning and teaching activities (e.g., online library, study centres)							
	3.3 Appropriate subject matter experts or teaching staff create content for blended learning							
	3.4 Technical and service support are provided (e.g., instructional designers and multimedia developers) to support teaching staff in blended learning practices							
	3.5 Procedures, rules and regulations are in place to monitor activities and results for blended learning to inform module refinement, practices, etc.							

Strategic Dimension	Sub-Dimensions	Rating					Evidence of Sub-Dimensions Achieved	Improvement Needed
		Achieved	Partially Achieved	Not Achieved	I Don't Know	N/A		
<b>4. Partnerships</b>	4.1 The university regularly engages with its commission regarding developments in the PEBL project.							
	4.2 The university regularly engages with other universities on the implementation of blended learning							
	4.3 Faculties, schools, departments and academic or unit leaders and teaching staff are engaged with colleagues in other disciplines within the institution to enhance delivery of the blended learning modules.							
	4.4 Faculties, departments and academic or unit leaders and teaching staff are engaged with partners externally in the PEBL project to enhance delivery of the blended learning modules.							

Strategic Dimension	Sub-Dimensions	Rating					Evidence of Sub-Dimensions Achieved	Improvement Needed
		Achieved	Partially Achieved	Not Achieved	I Don't Know	N/A		
<b>5. Research, Innovation and Evaluation</b>	5.1 Blended learning modules have been well designed relative to innovative learning options (e.g., collaboration, interactivity) to make them equal to or better than conventional face-to-face modules							
	5.2 There is adequate funding for research and innovation in the ongoing development of blended learning modules							
	5.3 There is (or there are plans for) adequate evaluation of blended learning modules relative to updating materials, teaching and learner input on the blended learning experience							
	5.4 Faculty and related personnel are engaged (or will be engaged) in conducting research on the implementation and outcomes of blended learning modules							

Strategic Dimension	Sub-Dimensions	Rating					Evidence of Sub-Dimensions Achieved	Improvement Needed
		Achieved	Partially Achieved	Not Achieved	I Don't Know	N/A		
<b>6. Programme Relevance and Curriculum</b>	6.1 The curriculum design for all modules for blended learning have been revised for curricular relevancy to the institution (if borrowed from another university in the PEBL project)							
	6.2 The curriculum responds to learning outcomes/competencies and the skills learners are expected to acquire							
	6.3 The instructional design of all modules reflects established blended learning practices							
	6.4 The instructional design of all modules meets the required credit hours or learning outcomes or competencies							
	6.5 There are assessments that are conducted online or through the Learning Management System							

Strategic Dimension	Sub-Dimensions	Rating					Evidence of Sub-Dimensions Achieved	Improvement Needed
		Achieved	Partially Achieved	Not Achieved	I Don't Know	N/A		
<b>7. Learner Support</b>	7.1 There is online learner support to minimise learning impediments and thereby enable satisfactory learning in the blended learning modules (e.g., email contact, WhatsApp contact, online library, counselling)							
	7.2 There is offline learner support to minimise impediments to learning and thereby enable satisfactory learning in the blended learning modules (e.g., telephone, office hours for support or counselling, library facilities)							
	7.3 The university uses the available technology (e.g., Internet, mobile phones, radio, television, social media and print media) appropriately to communicate with students							
	7.4 Academic and administrative staff are accessible to learners through a range of technology-mediated platforms (e.g., emails, teleconferencing, SMS, social media or other Internet group discussions)							
	7.5 The perception is that students are satisfied with the blended learning delivery and support							

Strategic Dimension	Sub-Dimensions	Rating					Evidence of Sub-Dimensions Achieved	Improvement Needed
		Achieved	Partially Achieved	Not Achieved	I Don't Know	N/A		
<b>8. Professional Development</b>	8.1 There are proper conditions for professional development of staff in blended learning (e.g., support from management, infrastructure, accessibility, relief from other duties)							
	8.2 There are external support structures for staff to engage collaboratively, be mentored, etc., in blended learning							
	8.3 Teaching and related staff have incentives (i.e., monetary, promotion, performance) to engage in blended learning							

## Appendix 2: Suggested Outline for the Online Survey Report

### 1. INTRODUCTION

- 1.1 Response rate
- 1.2 Method and presentation of results

### 2. FINDINGS BY STRATEGIC DIMENSION AND SUB-DIMENSION

Strategic Dimension	Performance Rating	Findings	Participants' Comments	Reviewers' Comments on Findings
<b>Vision, Mission and Blended Learning Philosophy</b>  <b>1.1</b>  <b>1.2</b>				
<b>Policies and Institutional Structure</b>  <b>2.1</b>  <b>2.2</b>  <b>2.3</b>  <b>2.4</b>  <b>2.5</b>  <b>2.6</b>  <b>2.7</b>				

Strategic Dimension	Performance Rating	Findings	Participants' Comments	Reviewers' Comments on Findings
<b>Infrastructure, Facilities, Resources and Support</b>  <b>3.1</b>  <b>3.2</b>  <b>3.3</b>  <b>3.4</b>  <b>3.5</b>				
<b>Partnerships</b>  <b>4.1</b>  <b>4.2</b>  <b>4.3</b>  <b>4.4</b>				
<b>Research, Innovation and Evaluation</b>  <b>5.1</b>  <b>5.2</b>  <b>5.3</b>  <b>5.4</b>				

Strategic Dimension	Performance Rating	Findings	Participants' Comments	Reviewers' Comments on Findings
<b>Programme Relevance and Curriculum</b>  <b>6.1</b>  <b>6.2</b>  <b>6.3</b>  <b>6.4</b>  <b>6.5</b>				
<b>Learner Support</b>  <b>7.1</b>  <b>7.2</b>  <b>7.3</b>  <b>7.4</b>  <b>7.5</b>				
<b>Professional Development</b>  <b>8.1</b>  <b>8.2</b>  <b>8.3</b>				

### 3. CONCLUSIONS



### 4. RECOMMENDATIONS



## Appendix 3: On-site Institutional Review Template

Like the Online Survey, the On-site Institutional Review is measured by the level of performance achievement.

### The rating system

Level of Performance Achievement	Description of Level of Performance
<b>Not Achieved</b> <i>(Opportunity for improvement)</i>	Little or no implementation has been carried out, little or no relevance to the Strategic Dimension/Sub-Dimension, no systematic evaluation of outcomes.
<b>Partially Achieved</b> <i>(Threshold – improvement)</i>	<b>The Sub-Dimension is yet to be fully achieved. It is a work in progress.</b> Some evidence of a systemic approach to quality management of core processes: key risks are managed; some quality problems have been identified and efforts have been made to address them.
<b>Achieved</b> <i>(Good practice)</i>	<b>The Sub-Dimension has been fully achieved.</b> Seamless deployment of systems across the institution.

In terms of implementation, the On-site Institutional Review is to be defined, planned and conceptualised in terms of what evidence is to be gathered. This will determine the types of sampling to carry out, what documents to source, who to interview and how much time to budget for follow-ups. Triangulation will be dictated by an initial review of the data to ascertain if sufficient evidence has been gathered. Making judgments is an ongoing exercise, but in the process of report writing, it is essential to apply a critical lens to the level of performance within your institution. The primary aim of the Final Review report is to assist in the design of improvement plans. Therefore, it is in the QA team's best interests to provide a detailed and careful account of the data acquired and your professional opinion as QA experts in writing the Final Review report.

As you will see below, under each Strategic Dimension there are three rows for people interviewed and document sources. This is only a template. We encourage you to include as many sources as deemed necessary in carrying out this review. It is important to constantly re-evaluate the types of evidence you acquire and ascertain if you have the correct information to inform a given Strategic Dimension. Finally, the key questions are for guidance only. You may pose questions from the Online Survey, or draft your own based on the QA team's ongoing observations, findings, etc.

Some examples of evidence are also provided in the template below.

Strategic Dimension	Sub-Dimensions	No.	Persons Interviewed		Document Reviewed		Rating			Evidence	Improvement Needed
			Date	Title	Date	Title	Achieved	Partially Achieved	Not Achieved		
<b>1. Vision, Mission and Blended Learning Philosophy</b>	What evidence demonstrates the university's commitment to using blended learning for the long term?	1								<ul style="list-style-type: none"> <li>• <i>News</i></li> <li>• <i>Announcements</i></li> <li>• <i>Documents</i></li> </ul>	
		2									
		3									
<b>2. Policies and Institutional Structure</b>	To what extent does the institution provide appropriate resources for blended learning (e.g., policies, meeting minutes)? Details on finance, ICT infrastructure, bandwidth, executive management endorsement and related inputs are needed.	1								<ul style="list-style-type: none"> <li>• <i>Evaluation reports</i></li> <li>• <i>Performance framework</i></li> <li>• <i>Chatroom records for both students and staff, and for student-to-student/peer chats</i></li> <li>• <i>Online assignment submission</i></li> <li>• <i>Online assessment</i></li> <li>• <i>Students have online access to only their own grades</i></li> <li>• <i>Bulk SMS to students</i></li> </ul>	
		2									
		3									

Strategic Dimension	Sub-Dimensions	No.	Persons Interviewed		Document Reviewed		Rating			Evidence	Improvement Needed
			Date	Title	Date	Title	Achieved	Partially Achieved	Not Achieved		
<b>3. Infrastructure, Facilities, Resources and Support</b>	To what extent does the institution provide appropriate infrastructure, facilities, resources and support for blended learning (e.g., bandwidth, technology, academic materials)?	1								<ul style="list-style-type: none"> <li>Teachers'/facilitators' weekly data/monthly data</li> <li>On-site and off-site record of communication</li> <li>Use of Facebook, WhatsApp, etc., for teaching and support by both staff and students</li> <li>Staff's and students' laptops, tablets, smartphones, etc., being used for blended learning</li> </ul>	
		2									
		3									
<b>4. Partnerships</b>	To what extent does the institution engage with other partners to acquire support in its own implementation of blended learning?	1.								<ul style="list-style-type: none"> <li>Emails on engagements</li> <li>MoUs</li> <li>Formal letters</li> <li>Internal memos</li> </ul>	
		2.									
		3.									
<b>5. Research, Innovation and Evaluation</b>	To what extent has the institution enabled the use of technological devices, platforms and social media for blended learning?	1.								<ul style="list-style-type: none"> <li>Calls for research</li> <li>Research proposals</li> <li>Documents/website informing students of multiple communication channels</li> <li>Evaluation templates</li> </ul>	
		2.									
		3.									

Strategic Dimension	Sub-Dimensions	No.	Persons Interviewed		Document Reviewed		Rating			Evidence	Improvement Needed
			Date	Title	Date	Title	Achieved	Partially Achieved	Not Achieved		
<b>6. Programme Relevance and Curriculum</b>	To what extent has the material been contextualised to suit the national/ local context; does the curriculum meet pre-determined competencies required of learners in the discipline?	1.								<ul style="list-style-type: none"> <li>Curricular artefacts (examples)</li> <li>Module syllabi outlining credit hours, learning outcomes, competencies, assessments</li> </ul>	
		2.									
		3.									
<b>7. Learner Support</b>	To what extent is the institution providing support for quality blended learning to its students (e.g., technical or counselling support)? What inputs does the institution have on students' needs in relation to studying via blended learning? Are students satisfied with blended learning?	1.								<ul style="list-style-type: none"> <li>Module syllabi detailing supports available</li> <li>Policies or guidelines on learner support (e.g., technical and counselling support)</li> <li>Student attestation of satisfaction with learner support</li> <li>Student satisfaction overall with blended learning</li> </ul>	
		2.									
		3.									

Strategic Dimension	Sub-Dimensions	No.	Persons Interviewed		Document Reviewed		Rating			Evidence	Improvement Needed
			Date	Title	Date	Title	Achieved	Partially Achieved	Not Achieved		
<b>8. Professional Development</b>	To what extent is the institution providing support (e.g., allocation of time, relief of other duties) to its staff developing and delivering blended learning modules? To what extent does (or will) the institution monitor and review its implementation of blended learning across faculties, schools, departments and units?	1.							<ul style="list-style-type: none"> <li>• <i>Face-to-face lab demonstration/teaching reports</i></li> <li>• <i>Workshop/mentoring and coaching evaluation reports</i></li> <li>• <i>Attendance list at workshops kept internally or externally by HEI or communities of practice</i></li> </ul>		
		2.									
		3.									

## Appendix 4: Suggested Outline for Final Review Report

### EXECUTIVE SUMMARY

- *In the assessment of the review team, identify the key strengths of the institution.*
- *In the assessment of the review team, identify the key weaknesses that the institution needs to address.*
- *In brief, describe the proposed improvement plans resulting from the review process.*

### 1. INTRODUCTION TO THE REVIEW OF THE IMPLEMENTATION OF A QA PROCESS FOR THE BLENDED LEARNING INSTITUTION (MONTHS, YEAR)

- *Background information about the institution — general information about faculties, schools, departments offering blended learning, clients it serves, its successes and challenges.*
- *Date of the inception of the review process; major stakeholders and actors involved and their roles; description of processes involved and institutional learning experiences resulting from the institutional QA review.*

### 2. EMPHASIS AND FOCUS OF THE ELECTRONIC/ONLINE REVIEW

*Identify the areas chosen for focus and the rationale for the focus.*

### 3. IMPLEMENTATION OF THE ON-SITE INSTITUTIONAL REVIEW

- 3.1 *Approach to the review and the rationale for the approach.*
- 3.2 *Observations on the methods used to gather evidence and on the quality and quantity of evidence gathered.*
- 3.3 *Description of team decision-making, the process for making judgments based on evidence and the process for deciding on ratings.*
- 3.4 *Record of evidence used.*
- 3.5 *Learning from the process: Benefits and lessons learned.*

### 4. FINDINGS OF THE OVERALL INSTITUTIONAL REVIEW

*As far as possible, the Final Review report should seek to answer the evaluative questions by drawing on a cause-and-effect analysis and evidence-based judgments. In addition, the team should report on the analysis of the causal relationship between enablers and results in any other critical focus areas and the conclusions of those investigations. This discussion forms the main body of the Final Review report.*

## 5. RATINGS BY STRATEGIC DIMENSION, DRAWING UPON YOUR EVIDENCE-BASED JUDGMENTS

*Each Strategic Dimension consolidates the sub-points from the Online Survey. Like the Online Survey, the same ratings for each Strategic Dimension are identified as achieved, partially achieved and not achieved. The number of people or documents reviewed for each Strategic Dimension are listed.*

## 6. RECOMMENDATIONS OF THE OVERALL INSTITUTIONAL REVIEW

*Recommendations should include a statement of the problem, the systemic context of the problem (identification of the likely source and analysis of how it is impacting performance), the proposed solution(s) and the expected outcome.*

## 7. IMPROVEMENT PLAN

*Indicate areas that need improvement in the table below and describe the action that will be taken, the due date or timeline and the people who will be responsible for ensuring it is carried out.*

Area for Improvement	Action	Due Date/Timeline	Person Responsible

**Date of This Report:**

**Signatures of Contributors:**

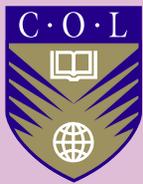












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