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D3.1 Report

Project Acronym:	PT&SCHE
Project full title:	Introduction of part-time and short cycle studies in Serbia
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Abstract	D3.1 report gives an overview of the analysis based on gathered information about EU practices and principles for quality assurance in online studies, with a specific focus on Part-Time and Short-Cycle studies, and on the needs and experiences in this area in the Republic of Serbia.

DOCUMENT CONTROL SHEET

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TABLE OF CONTENT

TABLES

FIGURES

LIST OF ABBREVIATIONS

TLU	Tallinn University
UNIABDN	The University Court of the University of Aberdeen
OUNL	Open University of the Netherlands
USZ	University of Szeged
ACADEMIA	Academia d.o.o., OE Višja strokovna šola
UB	University of Belgrade
UNS	University of Novi Sad
UNIKG	University of Kragujevac
BMU	Belgrade Metropolitan University
VISER	School of Electrical Engineering and Computer Science of applied studies
PT	Part-Time
SC	Short-Cycle
HE	Higher Education
HEI	Higher Education Institution
F2F	Face-To-Face
QA	Quality Assurance
MOOCs	Massive Open Online Courses
LMS	Learning Management System
EU	European Union
RS	Republic of Serbia
EHEA	European Higher Education Area
WP	Work Package

GLOSSARY

For the purposes of this study, the following **glossary** should be referred to:

E-learning

A generic expression for all learning and teaching methods using information and communication technologies (ICT). It can be used in face-to-face setting and in “distance learning“, separately or combined.

Online learning

All course activity is done online; there are no required face-to-face sessions within the course and no requirements for on-campus activity.

Blended learning

A form of education that combines the instruction conducted on-campus (i.e. face-to-face activities) with implementation of online learning. Online learning can replace a significant percentage of face-to-face instructional activities, however, certain activities (lectures, discussions, labs etc.) may require personal presence.

Part-Time studies (PT)

Extended studies are a form (regime) of studies, which means that a student has to complete the same study program, to the same extent, with the same outcomes as the regular ones, with the acquisition of the same title and occupation in an extended period of time.

Short-cycle studies (SC)

Education through the selection of specific subjects that will enable the acquisition of specific professional knowledge needed to perform a specific job.

EXECUTIVE SUMMARY

As above mentioned, besides traditional F2F teaching methodologies, PT&SCHE project will adopt the most appropriate e-learning technologies and pedagogical approaches for PT and SC studies. It encompasses:

- Development and experimental use of a new e-learning platform, with elements of personalized e-learning
- Two pilot SCHE programs - students will be able to configure their online lessons differently, according to their knowledge needs, i.e. learning objectives.

This report provides the results of the survey on the subject of the needs and requirements of online PT&SCHE in higher education institutions in the Republic of Serbia and in the European Union. It provides a systematically presented overview of the gathered information about EU practices and principles for quality assurance and other aspects relevant for online PT&SCHE studies, as well as on the needs and experiences in this area in the Republic of Serbia.

1. Introduction

The PT&SCHE project is implemented by a consortium of fifteen partners from Serbia, Estonia, United Kingdom, Netherlands, Hungary and Slovenia. The consortium consists of four European universities (University of Tallinn, University of Aberdeen, The Open University of Netherlands, University of Szeged), one European Vocational College (Academia d.o.o.), four universities in Serbia (University of Kragujevac, University of Belgrade, University of Novi Sad, Metropolitan University), one school of applied studies in Serbia (School of Electrical Engineering and Computer Science of Applied Studies), the Ministry of Education, Science and Technological Development, the National Council for Higher Education, the Conference of Universities of

Serbia, Belgrade Chamber of Commerce and one company (IRVAS International Ltd.).

The main objectives of the project are:

- Defining the legal framework that supports the development and implementation of Part-Time and Short- Cycle studies.
- The adoption and implementation of the most suitable online and traditional (face-to-face) learning methodologies.
- Development of five pilot programs for PT and/or SC HE through short cycles.

The Work Package 1 of this project, aimed at performing a benchmark analysis of the policies and legal frameworks for PT and SC studiesa in Programme Countries, produced an analysis of the current EU policies and legal frameworks in this area, providing valuable information for the development of the legal framework for PT&SCHE at Serbian institutions.

The Work Package 2, focused on the development of legal frameworks for implementation of PT&SCHE in Serbia, provided the consortium with the results of the survey of the relevant stakeholders in Serbia on the subject of the needs and different aspects of PT and SC studies. The results are given in the report with quantitative and qualitative analysis of the survey related to the needs and requirements of universities, labour market, student needs, etc relevant for PT and SC studies in Serbia.

The survey was accompanied by the round table discussions between the academic and labor market representatives.

All these activities and deliverables from WP1 and Activities 2.1 and 2.2 represented the basis for the first **Draft for the recommendation of the policy for the Part-Time and Short-Cycle studies in Serbia.**

Work Package 3, within which this Report is produced, is focused on paving the way for strengthening sustainability of PT&SCHE with adoption of eLearning technologies and pedagogical approaches. In the 3.1 activity the consortium established the task to specify the

needs and requirements for online PT&SCHE in EU and Serbia. Together with 3.2 Report on the existing eLearning methodologies and technologies in EU and Serbia, we will be able to specify the eLearning technologies and methodologies that best suit the needs and goals defined, which is the planned outcome of the Activity 3.3. All this will serve as the base for developing concrete authoring tool and e-learning platform, in the following Activities 3.4 and 3.5.

Thus, **the objectives** of this D3.1 report are:

- To provide the analysis of needs and requirements for online PT&SCHE in EU Partner countries and Serbia, at national and institutional levels;
- To identify good EU practices and models that could be adopted in Serbia at national and institutional levels;
- To identify and describe problems and challenges in relevant areas;
- To provide a detailed data needed for the benchmarking and recommendations in Activity 3.3 - Specification of adopted eLearning technologies and methodologies and further WP3 development.

2. Methodology

2.1 Methodology framework

The subject of the report will be analyzed along **three dimensions:**

1. **Needs and requirements for online PT&SCHE - RS project partners survey**
2. **Needs and requirements for online PT&SCHE - EU project partners survey**
3. **Wider scope about RS and EU practices - outside the project partnership**

- **Needs and requirements for online PT&SCHE - RS project partners survey**

Since Part-Time and Short-Cycle studies currently do not exist in the Republic of Serbia, in this part of analysis, we focused on answering two main questions:

1. What is the opinion about and readiness for the introduction of PT&SC studies and their implementation modalities, with the focus of online implementation;

2. What is the current state in Serbian HE system regarding online learning in general.

Both questions are important in order to establish and evaluate current situation in this area. This evaluation is needed so as to have the proper grounds for defining the most effective ways and pace of introduction of PT&SC studies in Serbia through e-learning. Thus, **Part 1** of 3.1 analysis aims to establish the existing capacities and tendencies within Serbian HE system.

The survey was distributed to two target groups:

1. The teaching staff of the HEIs in Serbia that participate in this project

2. The enrolled and potential students of the HEIs in Serbia that participate in this project

Since the project consortium encompasses 3 of the largest universities from public sector in Serbia (UB, UNS, UNIKG), one university from private sector (BMU), and one school of applied studies (VISER), the teaching staff and students from these institutions can be perceived as a representative sample for the Serbia HE system survey.

- **Needs and requirements for online PT&SCHE - EU project partners survey**

Four European universities (UTL, OUN, UNIABDN, USZ) and one higher vocational school (ACADEMIA) are the project partners with the task to transfer their know-how and experiences in the fields in which they have the expertise and good practices and to provide most relevant information that can be used as guidelines for Serbian partners. This is why **Part 2** of 3.1 analysis was conducted by distributing the questionnaire to EU project partners, who can answer the specifically formulated questions that are of relevance to the project. The information
that are investigated are related to the assessment and quality assurance processes, existing and developing strategies, national and institutional supporting mechanisms etc.

Some of the partners have experience in implementation of online studies, as well as PT and SC studies; however majority does not implement all. For this reason, some questions are related to online and PT&SCHE combined, and some questions investigated these two segments as such – as applicable and in accordance with the partners' expertise. This design of the questionnaire should provide us with as much information as possible.

- **Wider scope about RS and EU practices – outside the project partnership**

In addition to the above mentioned sources, a wider scope of information will be reported – the so far mapped state of affairs, existing tendencies and initiatives in the field of this study, based on the main conclusions of EU and other reports on online learning (including PT and SCHE) that can be useful for further activities in developing technologies and methodologies for the courses developed through the project.

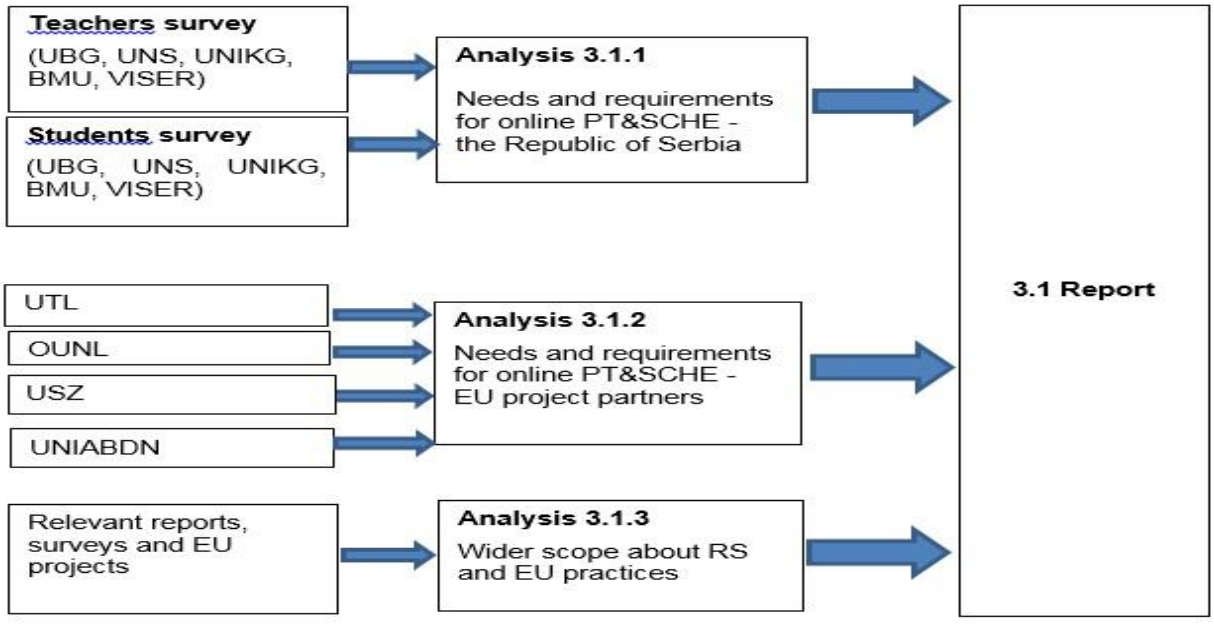


Figure 1. The methodology framework used for development of D3.1 Report

Statistics given in the report are obtained from this analysis.

2.2 Data collection and analysis

Data collection was done by using the set of questionnaires developed by the consortium members for the purposes of the project. All the analyses are done within the project activity 3.1 Specification of needs and requirements for PT&SCHE.

Part 1 of 3.1 analysis was done by developing two questionnaires, similar in its structure, but with the different questions in accordance with the perspective of each group:

1. Questionnaire for the **teaching staff**, which will in future implement PT&SCHE

2. Questionnaire for current and potential **students,** which are the primary beneficiaries of future PT&SCHE

Since these two groups were recognized also as the target groups for the research within other two activities of this project: Activity 3.2 Analysis of existing e-learning methodologies and technologies for PT & SCHE (within WP3) and Activity 4.1 Analysis of needs, existing practices and constraints of F2F PT studies (within WP4), for practical purposes, the consortium decided to design and distribute mutual questionnaires, comprising 3 different segments relevant for these three activities. For the purposes of this study, we will focus only on the segments of this questionnaire that are of importance for 3.1 analysis.

Part of the Questionnaires	Selection criteria for gathering data
1. General questions	Establishing the profile and the diversity of the respondents
2. SC studies	Assessment of the opinions and suggestions about design and implementation of SC *(PT studies were surveyed in 4.1 analysis)
3. Online studies (PT&SC and in general)	Assessment of the current development level and the needs in the field at RS HEIs

Table 1: The structure of 3.1 – Part A questionnaire together with selected criteria for gathering data

The survey was responded anonymously. It was distributed as an online survey (using the Googe form) to the representatives of the academic community and students.

The teachers' survey was distributed to all the faculties and departments within the participating institutions, followed by official plea sent by the contact person or the responsible person (Vice-Rector for teaching affairs etc.). The teachers' survey received 537 responses.

The students' survey was distributed through student databases (owned by the Rectorates, University Centers for Career Development and Students Counselling, the teachers etc.). The students' survey received 838 responses.

Part 2 of 3.1 analysis was done by developing a questionnaire for EU partners.

Part of the Questionnaires	Selection criteria for gathering data
1. Strategic approach	Assessment of the impact of the defined strategic approach to the implementation
2. Design and implementation	Diversity of implementation mechanisms and existing good practices
3. Quality	Assessment of the impact of the established quality control to the implementation

Table 2: The structure of 3.1 – Part B questionnaires together with selected criteria for gathering data

The survey was designed in close collaboration with the team that developed the Questionnaire within 3.2 Activity, in order to avoid overlapping of the questions. Thus, 3.1 analysis is focused on parameters such as national/institutional strategies, supporting mechanisms, implementation modalities, assessment and quality control processes, while the 3.2 questionnaire is focused on more technical and pedagogical aspects and the methodologies used in implementation. Nevertheless, due to the close nature of the subjects of 3.1 and 3.2, some similar aspects might have took place.

The survey was responded by the persons from the partner institution who are responsible and competent for this field. It was distributed through the contact persons list, i.e. the working group of the WP3.

4 out of 5 EU partners provided their answers.

Part 3 of 3.1 analysis was done by mapping and researching the documents and reports on this subject issued so far on RS and EU level.

3. The analysis

3.1. Needs and requirements for online PT&SCHE - the Republic of Serbia

3.1.1. Teachers' survey

Q1: Name the University/School where you teach.

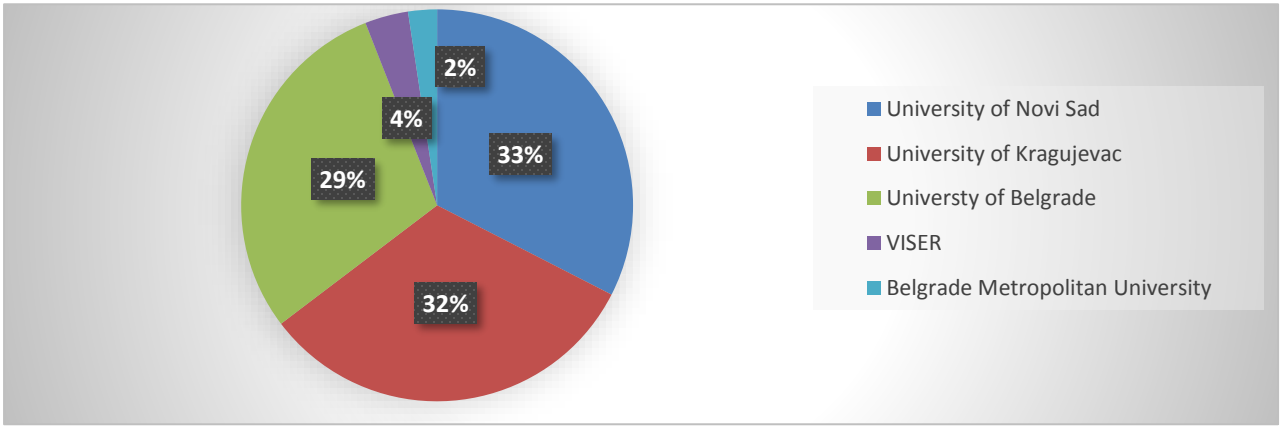


Figure 2 . Home institutions of the respondents

As above mentioned, the survey responses have been provided by the representatives of 3 of the major public universities in RS, 1 of private universities and one school of applied studies. UNS, UKG and UBG had the largest response rate among the teachers. These numbers could

be expected due to the size of all 5 partner institutions. The universities mentioned have considerably higher number of teachers than VISER and BMU, so this ratio is reasonable.

Q2: Select scientific field within which you teach.

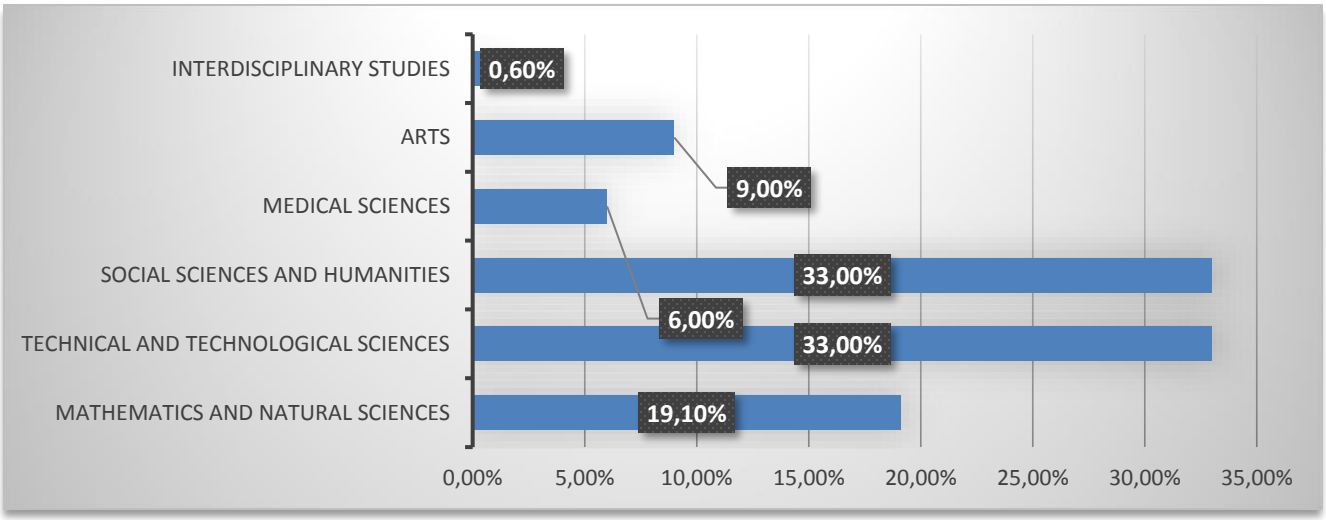


Figure 3.Teaching field of the respondents

The teachers from all scientific fields gave their contribution. Except for VISER, which conducts studies exclusively in the field of technical and technological sciences, the other HEI conduct studies in almost all the fields – social sciences and humanities, mathematics and natural sciences, medical sciences, arts and interdisciplinary studies. Since the survey was responded on a voluntary basis, it can be concluded that that most interest is the survey on this subject was shown by the teachers from the field of technical and technological sciences and social sciences and humanities (33% of the responses per each field). Relatively low interest is shown by the teachers from the field of medical sciences. This could be expected, due to the nature of the studies in this field that mainly requires clinical practice and direct contact with the patients. The smallest number of professors that participated in the survey teaches within the field interdisciplinary studies, which could be attributed to the generally small part of study programmes within this area in RS.

Q3: Your title (position in the institution)

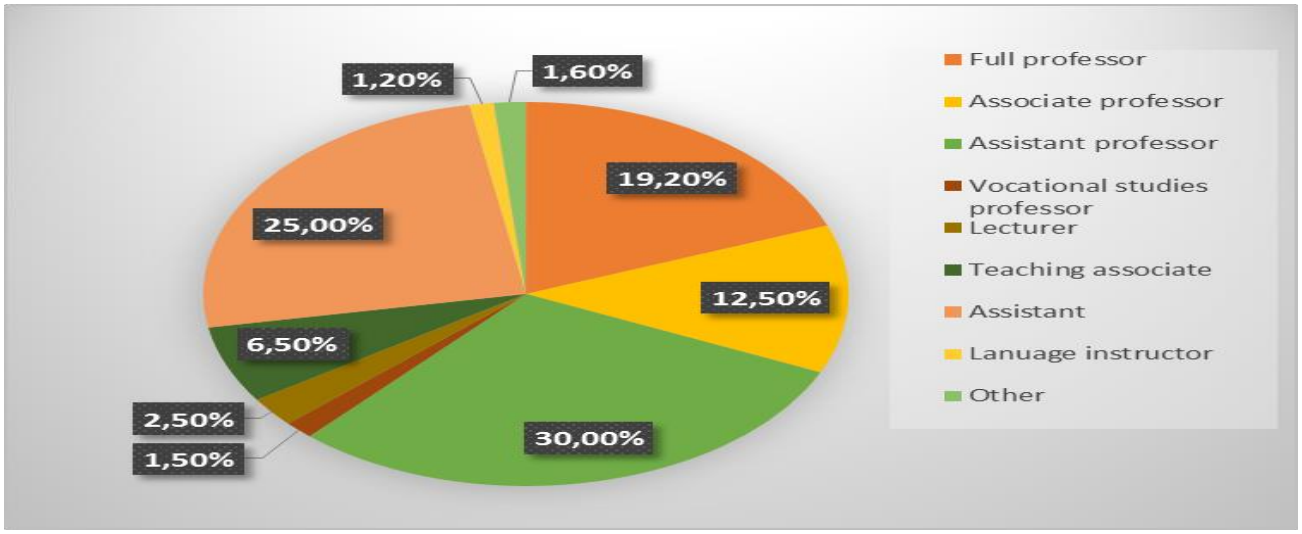


Figure 4. Title of the respondents

According to the academic ranks, more than a half of the respondents (63,2%) are professors, more precisely: full professors – 19,5%; associate professors – 12,5%, and predominantly, assistant professors – 30% of all respondents. Also, significant number of respondents are assistants of the professors. These numbers indicate the prominent interest of the younger generations for this subject, indicating that in the future there will be the faculty interested for these activities. However, the more experienced professors were not reluctant to discuss it.

Q4: If a regular school year is worth 60 ECTS, how many credits should a Short-Cycle be worth?

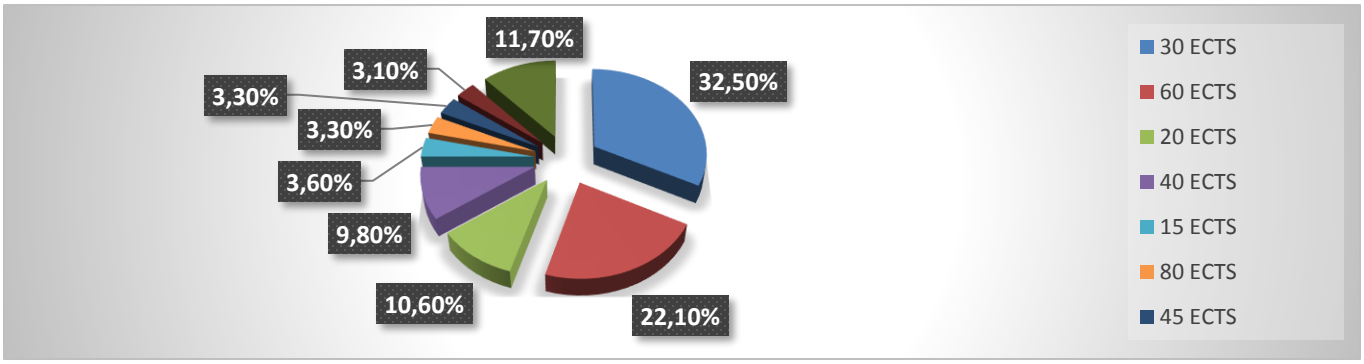


Figure 5.Opinion about the number of ECTS in SC

Since the issue of the duration, nor the number of ECTS for SC studies is not yet established, the respondents were asked for their suggestions. As can be seen at the figure above, the answers are provided to an extent that significantly varies. The largest group (32,5% of the sample) is of an opinion that SC should be worth half a regular study year, in terms of ECTS (30 ECTS). Considerable portion (22,10%) suggest the same distribution of the credits as in the regular academic year (60 ECTS). Around 10 % of the respondents would find suitable 20 ECTS and 40 ECTS per SC. Interesting differences can be observed between the rest of the answers (from 0 to 90 ECTS). However, none of the solutions separately is not supported enough so as to be considered as a significant statistical group.

These varied responses are, of course, due to the broad definition of a Shot Cycle, which is not very familiar concept in RS. For the purposes of this questionnaire, the same glossary as stated at the pg. 7 of this document was provided. The definition of the SC states: *Education through the selection of specific subjects that will enable the acquisition of specific professional knowledge needed to perform a specific job.* Thus, the interpretation could have been broad.

Q5: Do you think that Short-Cycle studies should be formed in close agreements with employers and their expressed needs, where they would financially support their staff in attending these cycles?

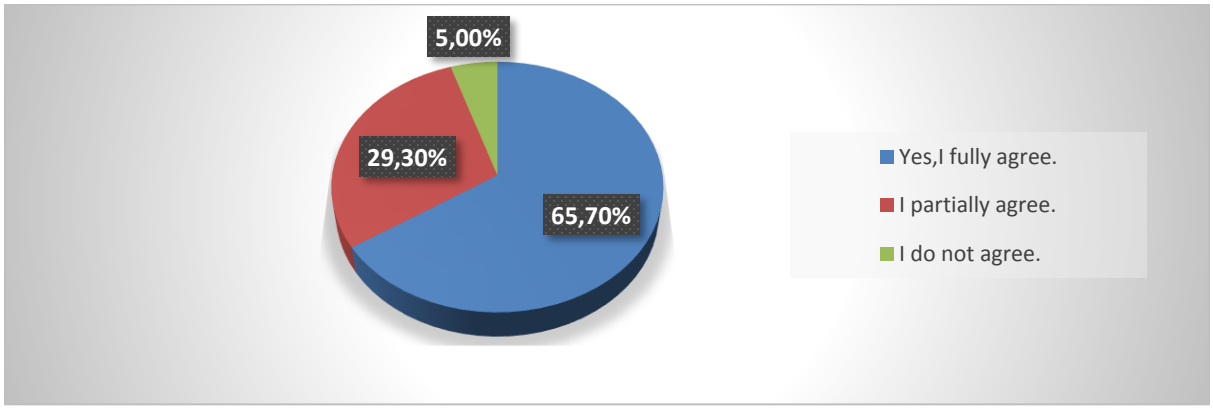


Figure 6.Support of the cooperation with employers

Nevertheless, the vast majority of respondents (95%) agree about the question of consulting employers about the formulation of SC structure, as well as its financial implementation. 65,70% fully supports the collaboration with the employers, 29,30% partially, and only 5% would not support this idea.

Q6: To what extent should Part-Time students be allowed to study through distance-learning?

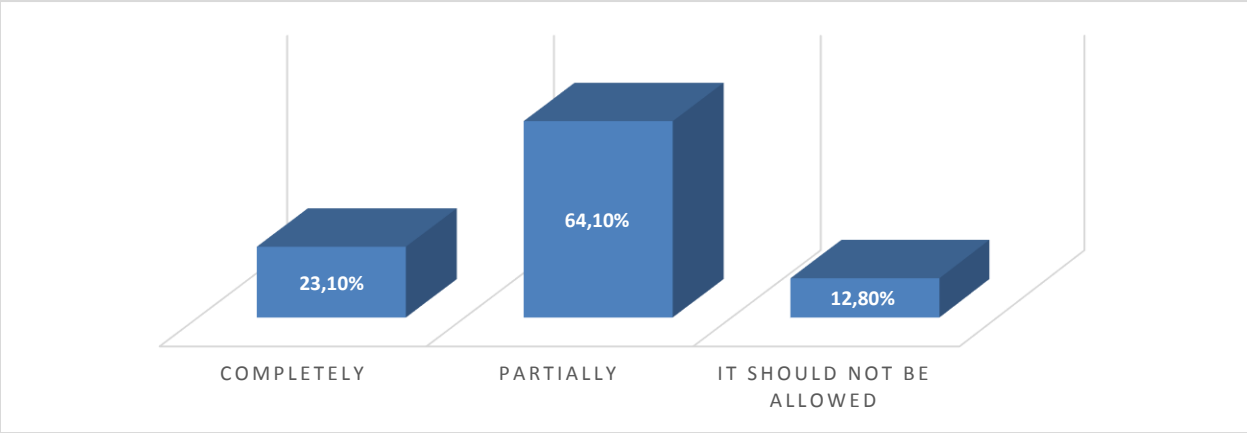


Figure 7.Opinion on distance learning in PT

When asked about the suggestions for PT studies, more specifically, the question relevant to this WP – should it be provided as distance learning – almost 90% of the respondents agree that it should. Although, the number of those which would prefer it as a blended learning is almost a double of those who would support providing it completely at a distance. 12,8% do not support this form of distance learning.

Q7: Do you support the following modes of teaching and to what extent?

Several modalities of implementation of online teaching was suggested for the evaluation of the teachers. As can be seen at the figures below, online learning is very strongly supported in RS. Most support is given to blended learning: study programmes (90,40%) and Short-Cycles (90,50%) implemented in this way. Studies implemented entirely online rise a little bit more skepticism, especially when it comes to whole study programmes, but they also have support by the majority of teachers. Utilizing online studies for mutual teaching in collaboration with other institutions is also perceived as a positive initiative by the largest group (almost 90% of the teaching staff). More details can be read from the figures below (from pg 20 to pg 22).

- **Study programmes implemented online**

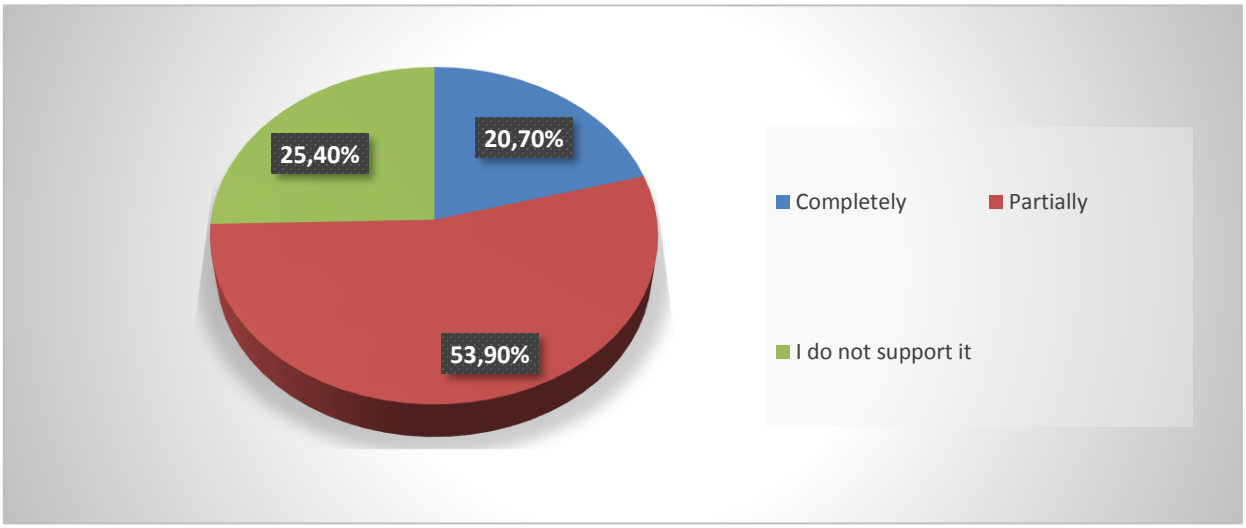


Figure 8.Support of study programmes implemented online

- **Study programmes implemented as blended learning**

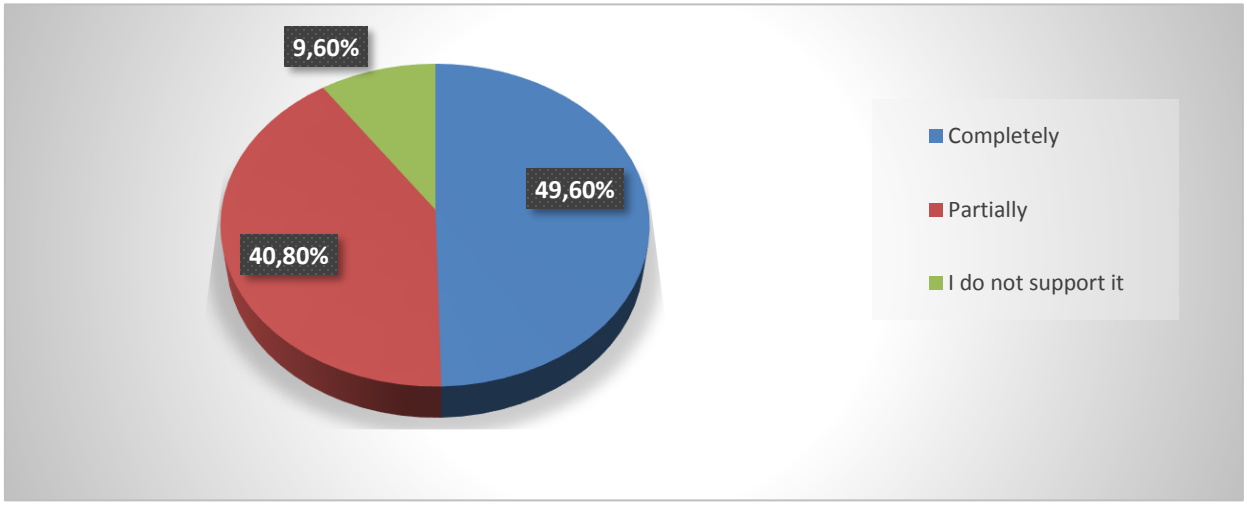


Figure 9.Support of programmes implemented as blended learning

- **Short-Cycles implemented online**

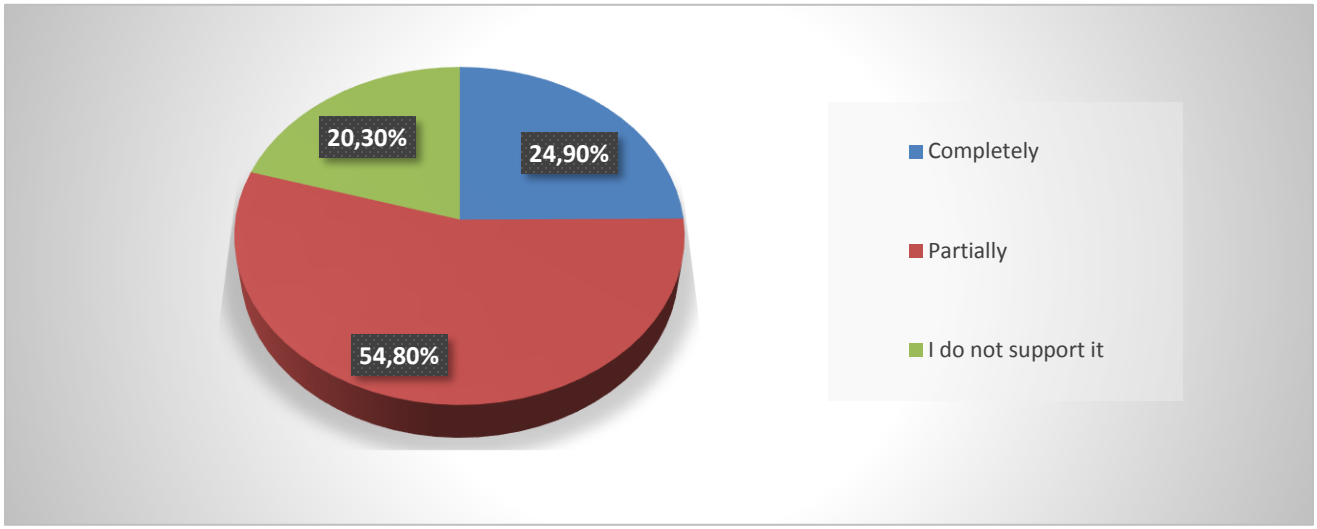


Figure 10.Support of Short-Cycles implemented online

- **Short-Cycles implemented as blended learning**

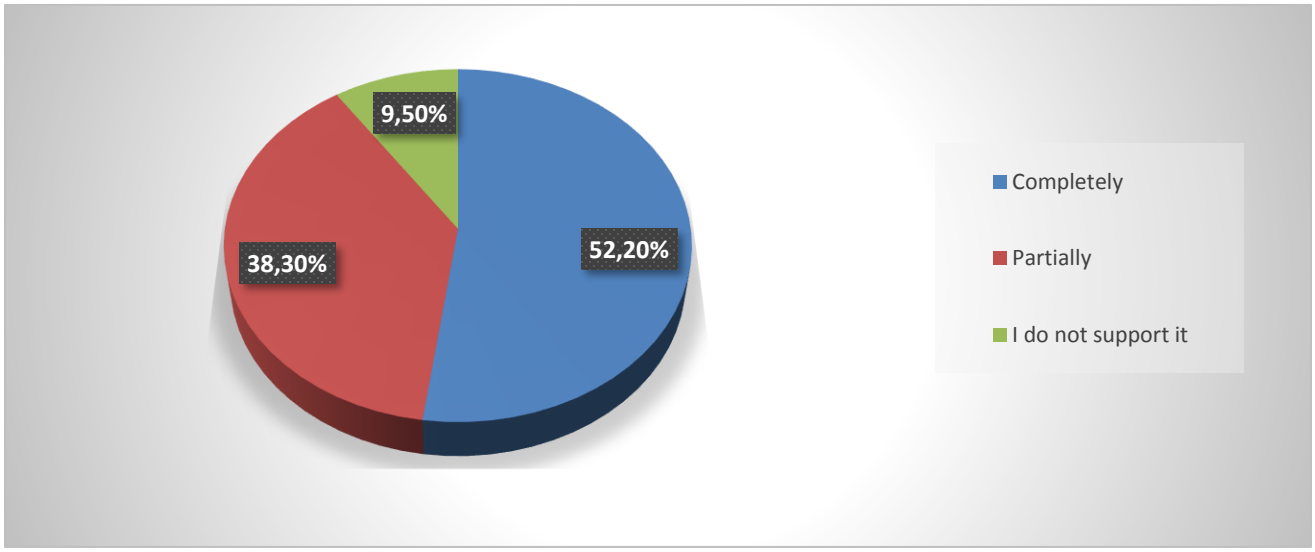


Figure 11.Support of Short-Cycles implemented as blended learning

➢ **Online teaching implemented in cooperation with other institutions**

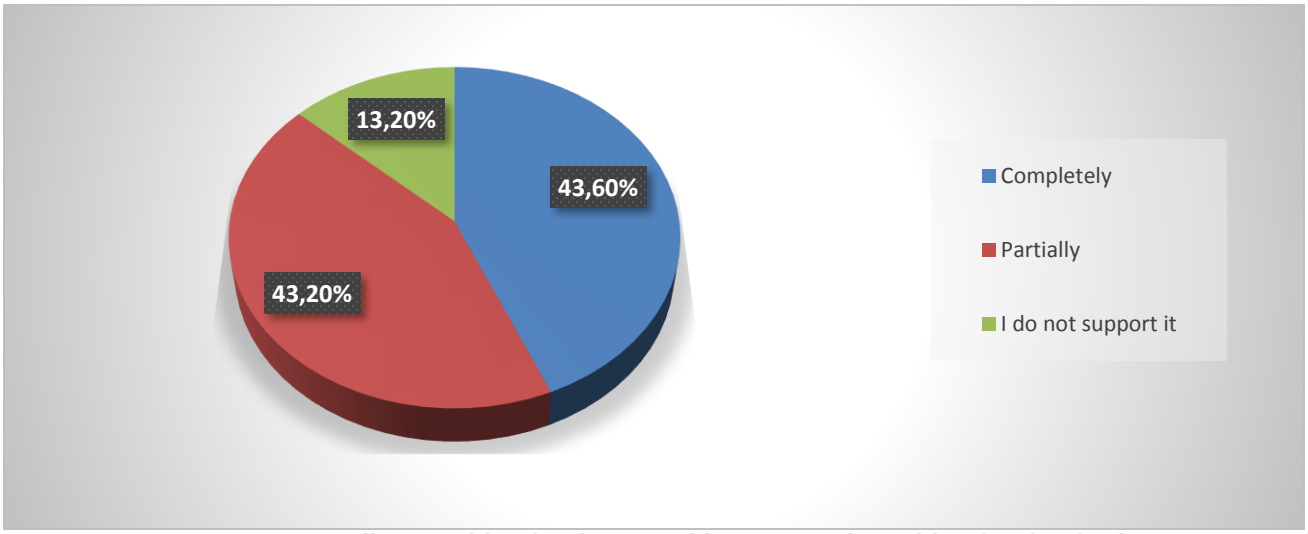


Figure 12. Support of online teaching implemented in cooperation with other institutions

Q8: Would you be ready for the introduction of e-learning on your subjects?

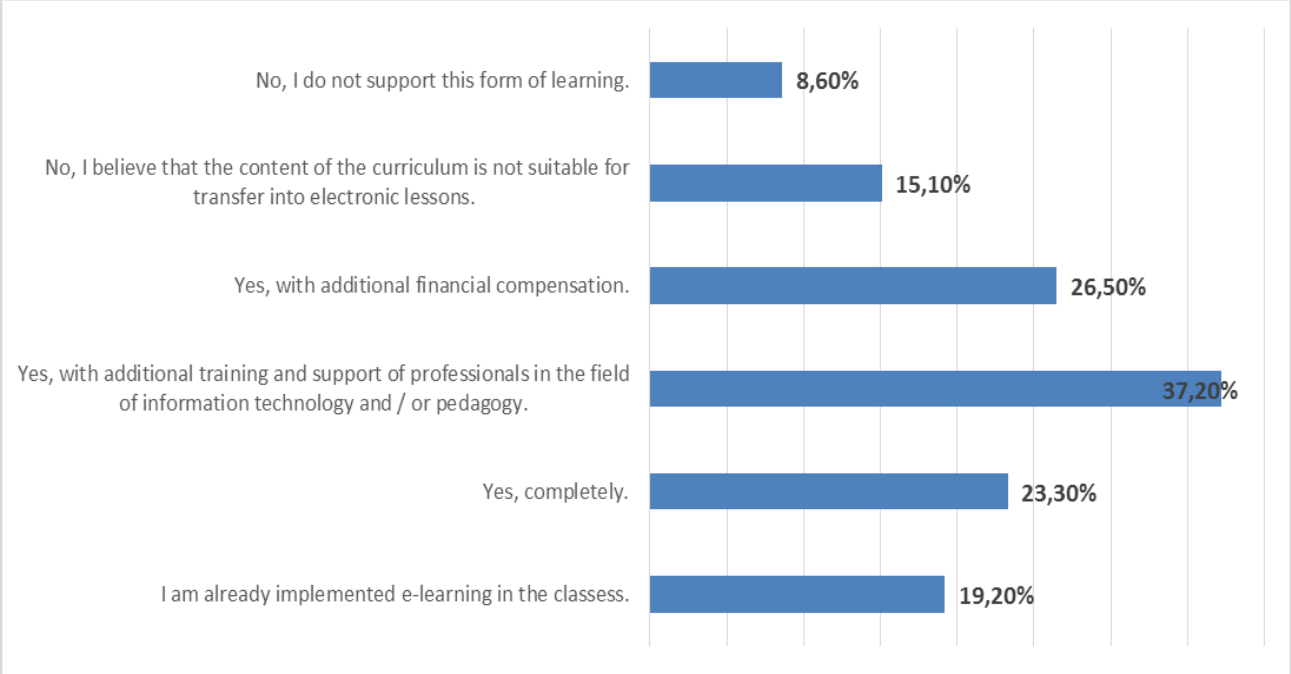


Figure 13.Readiness of the respondents for introduction of e-learning

Apart from the general opinion and the support for the online PT, SCHE and other types of e-learning, we were interested in knowing what is the level of readiness of RS teachers for the implementation of e-learning in their specific subjects. This would not be an issue for almost half of the respondents (44,5%), since 19,20% indicated that e-learning already takes place in their classes. Additional 23,30% of the respondents stated that they are completely ready for introducing it. As for the rest of the respondents, 37,20% would support it, but would need a training in the field of IT usage and/or pedagogical approach to this form of teaching. To about a quarter of the respondents, additional financial compensation seems important. 23,7% teachers stated that they would not be ready for e-learning– 15,10% due to the nature of the subjects that they teach, the content of which is not suitable for transfer in electronic lessons. Overall, the readiness level is found to be favorable.

Q9: Choose the statements for which you consider to be the benefits of online courses in comparison with F2F courses.

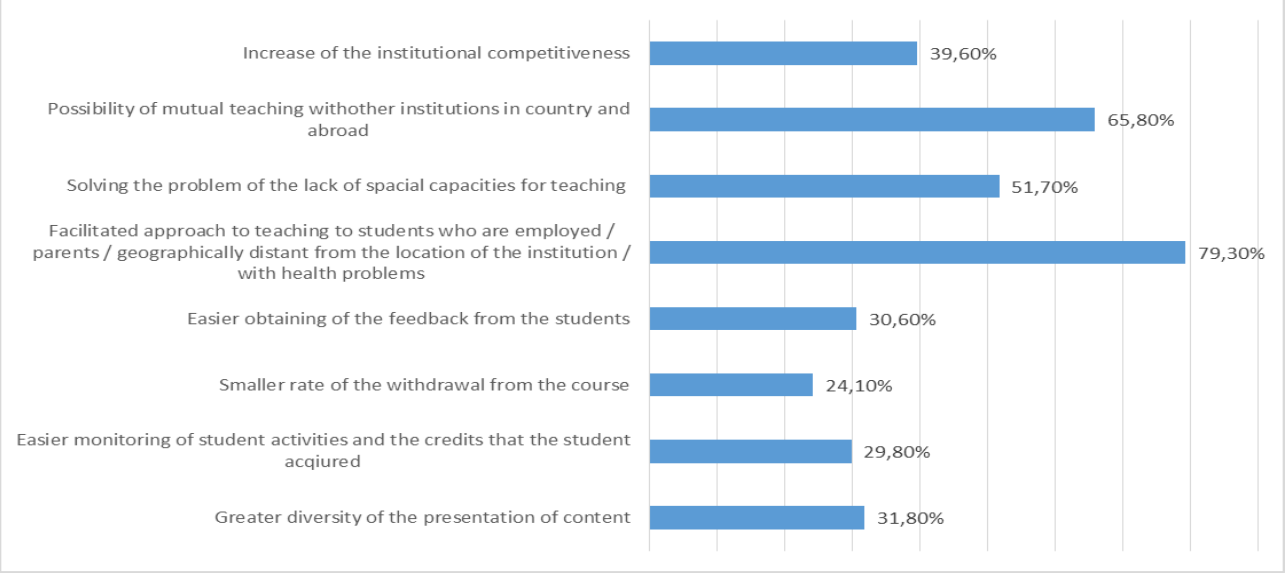


Figure 14. Rating of benefits of online courses

As benefits of e-learning, most teachers (79,30%) find it suitable for attracting larger number of students which are currently not enabled to study, such as employed, disabled students, people with family obligations, geographically distant students etc. Again, the possibility of collaboration with other institutions via these forms of HE is highlighted by many (65,8%). The

special capacity is something that is often a problem in RS HEIs, and the benefit of online teaching in this area is stressed by more than a half of the respondents.

Q11: What kind of teaching exists on your subjects:

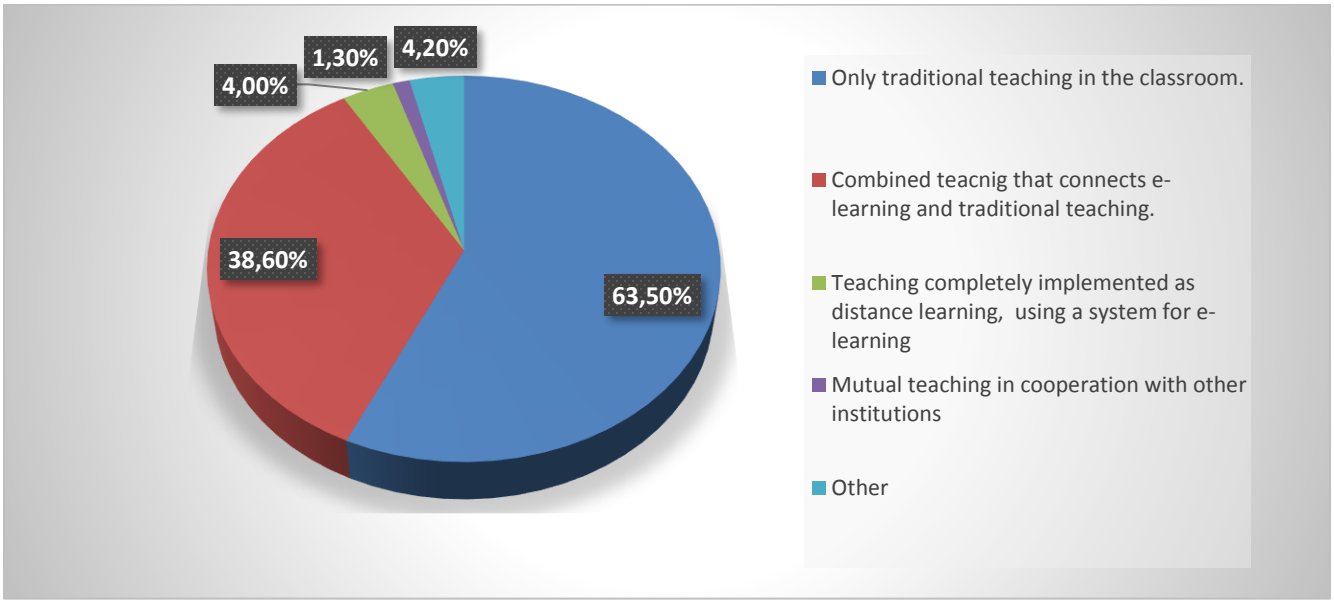


Figure 15.Existent teaching modalities

The need for the innovation is evident when we state that almost two thirds of the teachers (63,5%) currently implement only traditional teaching in the classroom. Completely online study courses are implemented only by 4%, while bended learning is more frequently implemented – in almost 40% of the cases.

Q12: Are there regulations that govern e-learning at the level of your institution?

In line with the above indicated percentage of the teaching staff not involved in e-learning, almost the same number (62%) is not familiar with the existence of institutional rules and regulations related to it. 32% state that there is no legislative or official rules at their institution, as opposed to only 4% where there is some form of e-learning guidelines.

Of those who answered positively, very small number provided the concrete answer to the subquestion - **If the answer is YES, please indicate the name of the document, at which level and when was it adopted and what are its main provisions.**

Those answers very mainly vague and were related to study programmes accreditation standards (existing specifically for distance learning studies). Only 2 respondents mentioned documents specifically targeted to e-learning (1. – Regulation on distance learning and 2. Setting up the concept of online lessons 2016-17, Increase of the interactivity of online lessons 2016-17). However, having in mind that out of almost 537 people, only 2 provided these answer, it can be concluded that either the responses are not exact, or the existence of the documents is not sufficiently known in practice.

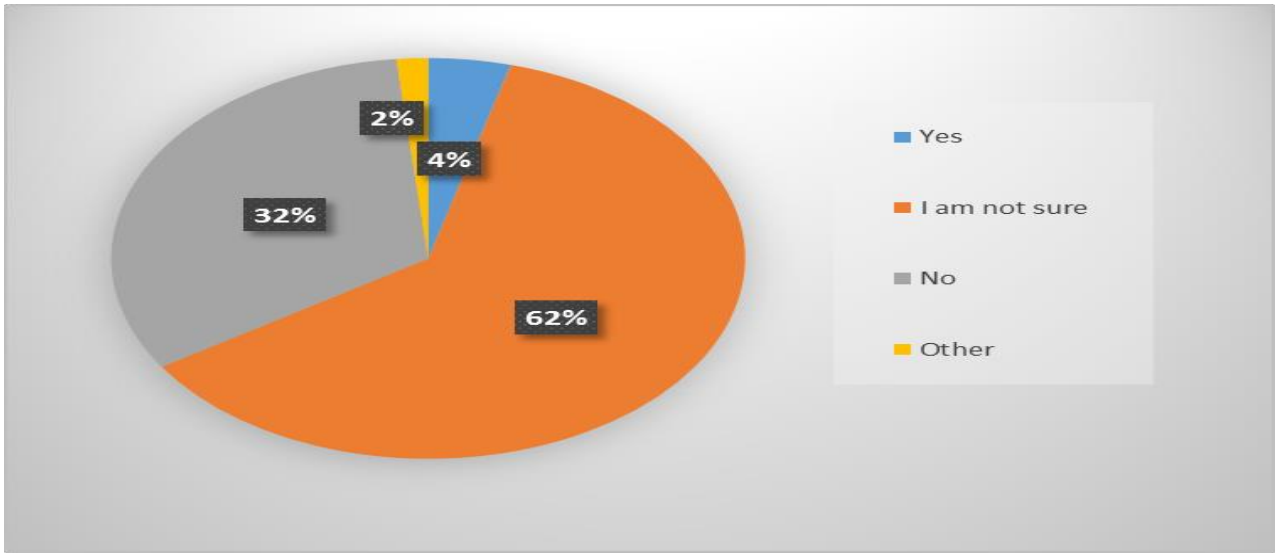


Figure 16.Existence of institutional e-learning regulations

Q13: If your institution conducts online classes, please indicate which the target groups of students.

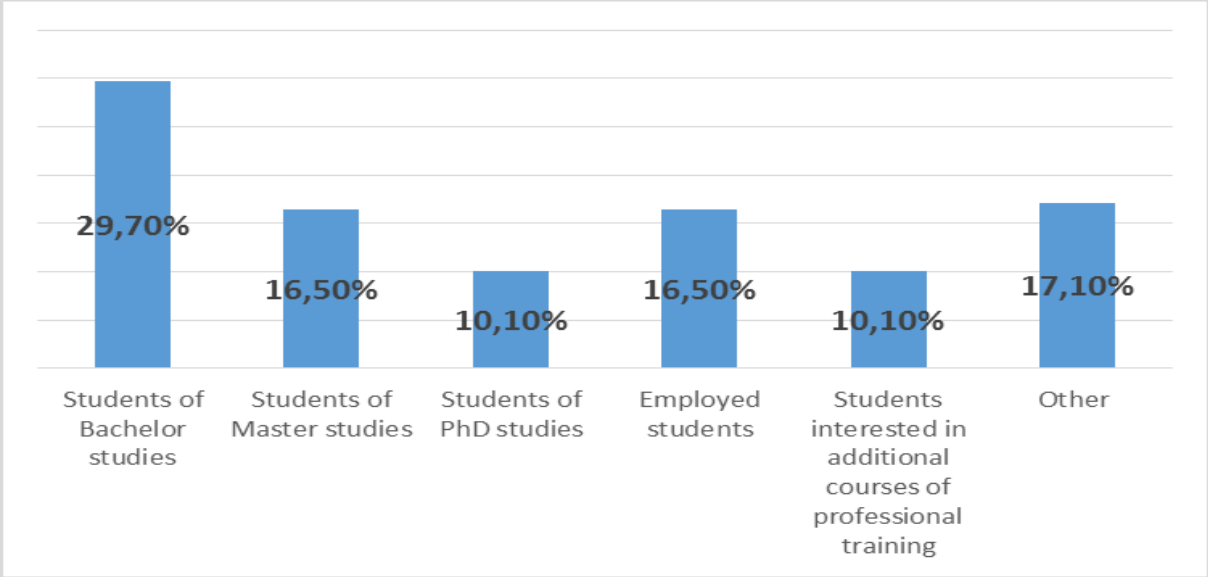


Figure 17.Student target groups

For those whose institutions implement online classes, we wanted to investigate what are the target groups of the students. Since in the previous questions we concluded that there is no formal strategic approach to e-learning, these answers should be interpreted with care i.e. the parts of the student population that are provided with e-tools for learning might have these opportunities as a result of enthusiasm of specific departments or event teachers alone, not necessarily as a result of a deliberate approach. This could explain the choice of the response “Other” in 17,10% cases.

29,7% of the respondents indicated the students of Bachelor studies as a main target group, while on the second place there are students of Master studies and employed students (16,5% each). According to the survey, the least targeted categories are of PhD students and students interested in additional courses (10,10% each). The letter are actually potential students of SC, which do not exist in RS so far, which explains the lack of the data on this.

Q14: Is there an institutional cordination and quality control of online learning process?

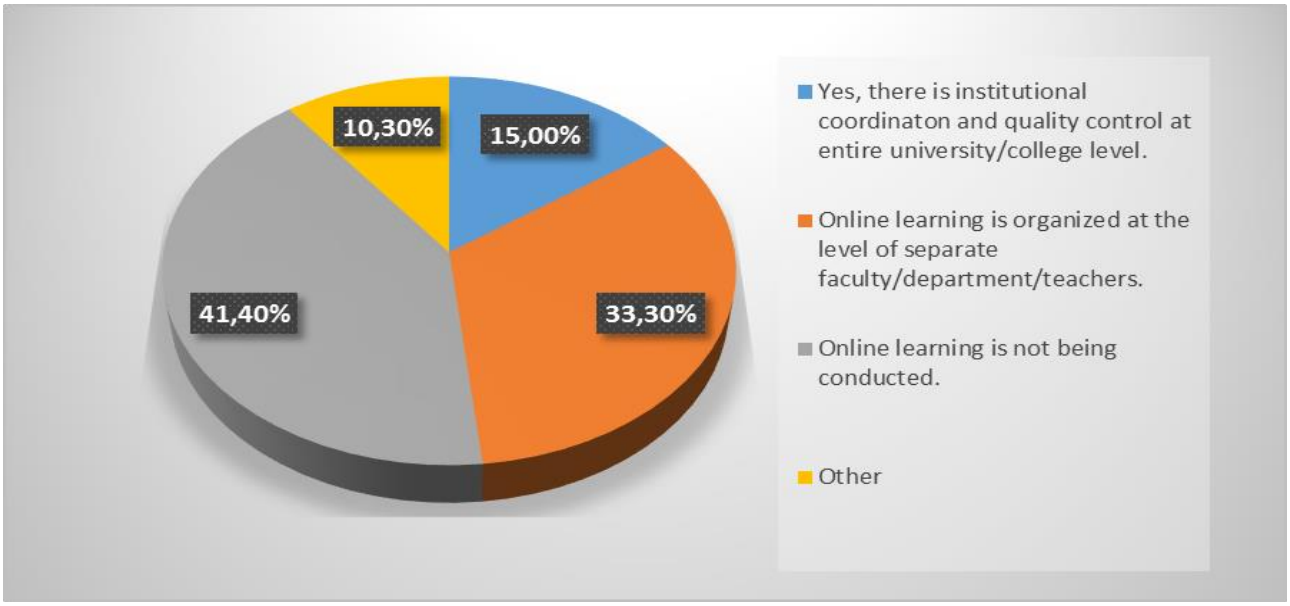


Figure 18.Institutional cordination and quality control of online learning

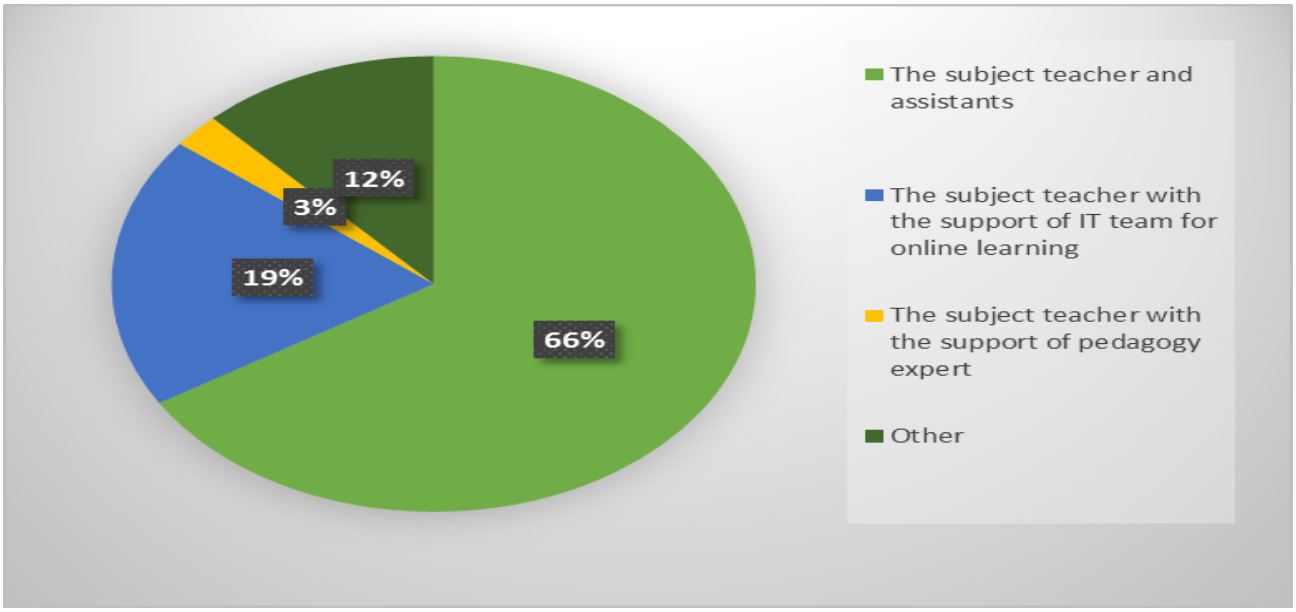
In addition to the issue of lack of regulatory basis for e-learning, the same applies to the processes of quality control of these types of activities. Only 15% of the respondents state the existence of the quality assurance approach at the institutional level. However, through further investigation in details on the internal and external quality control processes, it shows that these answers were mainly related either to the external quality control by National Accreditation Committee. When the answers are related to internal control, in 45% cases it points to the anonymous surveys (28,33% stated the students' surveys) and 18,33% of responses it points to monitoring by University/Faculty Quality Assurance Commissions. These commissions control the work of teachers, propose plans for quality improvement, make suggestions to the competent authorities of the faculty/university, teaching staff and non-teaching staff. They have the roll to take the proper actions to improve the quality of teaching, following legal and other regulations of the university and the faculty, taking into account labor market needs, opportunities and aspirations of students. However, we did not receive any relevant answers as to the methods of monitoring of e-learning specifically by the Commissions. Students' surveys rise discontent of the teachers, according to their comments. The lack of systematic approach, or at least information

on it, can be observed in most of the answers. However, there are several teachers that expressed that they teach according to the procedures clearly specified that they are all familiar with and with highly skilled technical support for eLearning. Some specific monitoring practices were mentioned, such as peer-reviews and visits, provision of the grab screens in the reports, control of the materials for the portal etc.

Thus, the situation between the partner institutions varies, and it can be noted that one situation is not institutionally-wide, but it differs also at the departmental level.

Q15: If your institution conducts online teaching, who is responsible for the creation of teaching materials and courses? Please reflect on the issue of intellectual property of the created materials.

Figure 19.Creation of materials and IP rights



When it comes to the material generated for e-learning purposes, the majority of teachers make them alone or together with their subject assistants (66%). Around one fifth of the teachers conducting online teaching have the support of the teams such as IT or pedagogy experts, and the question of intellectual property is not nor clear nor resolved. Great majority of teachers believe that IP question should be of priority and that this not being regulated is even a significant factor for the reluctance of many professors to produce the materials and participate more actively in e-learning. Several teachers suggested Creative Commons application.

3.1.1. Students' survey

Q1: Gender of the respondents

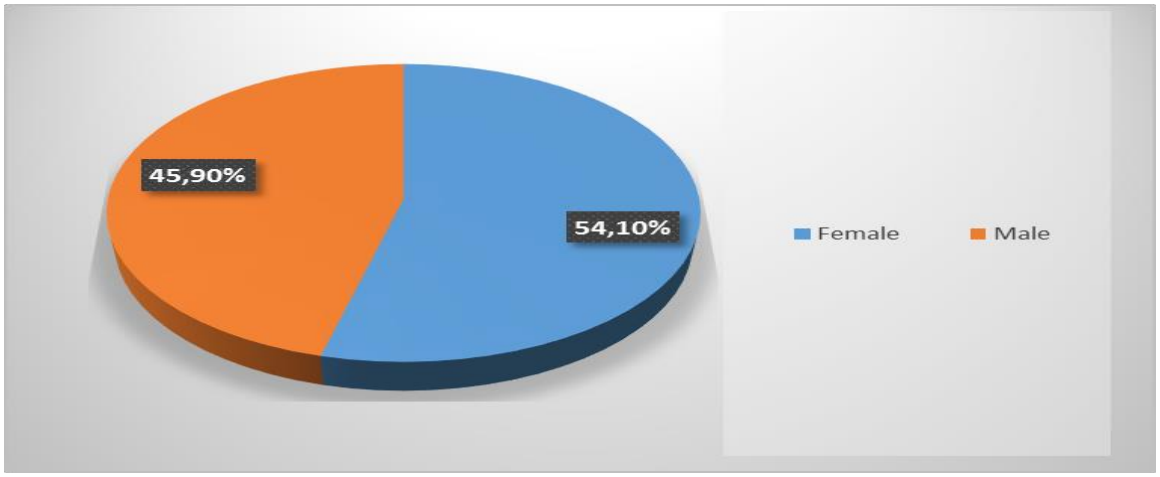


Figure 20.Gender of the respondents

In this survey, gender balanced responses have been received.

Q2: Age of the respondents

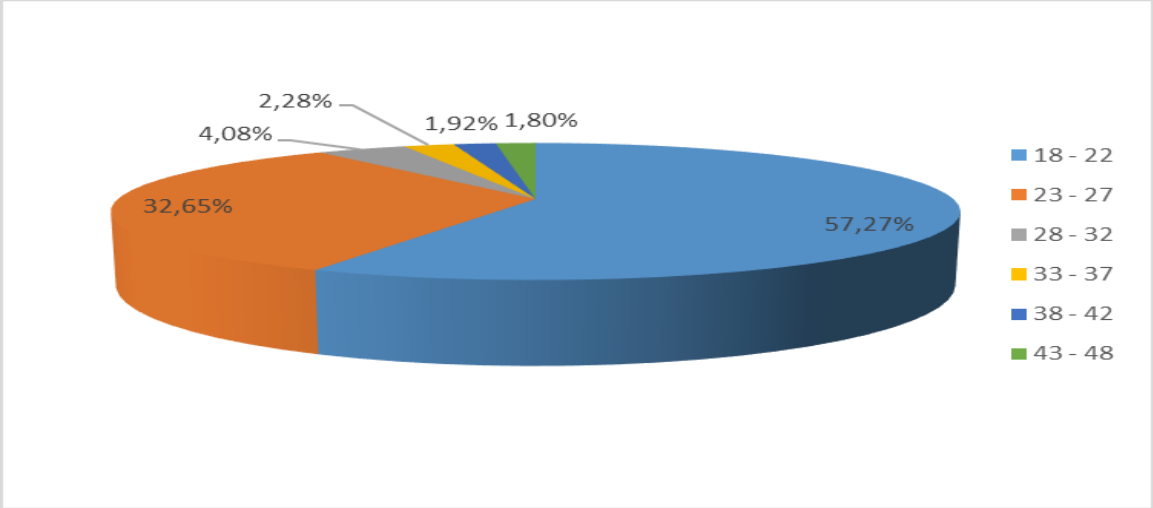


Figure 21.Age of the respondents

Majority of the respondents are between 18 and 22 years of age, i.e. on bachelor studies (57,27%). After that, the students between 23 and 27 participated (32,65%). The oldest respondents are 48 years old. Since PT and SCHE is targeted at lifelong learners and people in need of requalification or additional training for work-related purposes, as well as for young people, it is positive to state that the survey reached a variety of target groups.

Q3: University/School attended

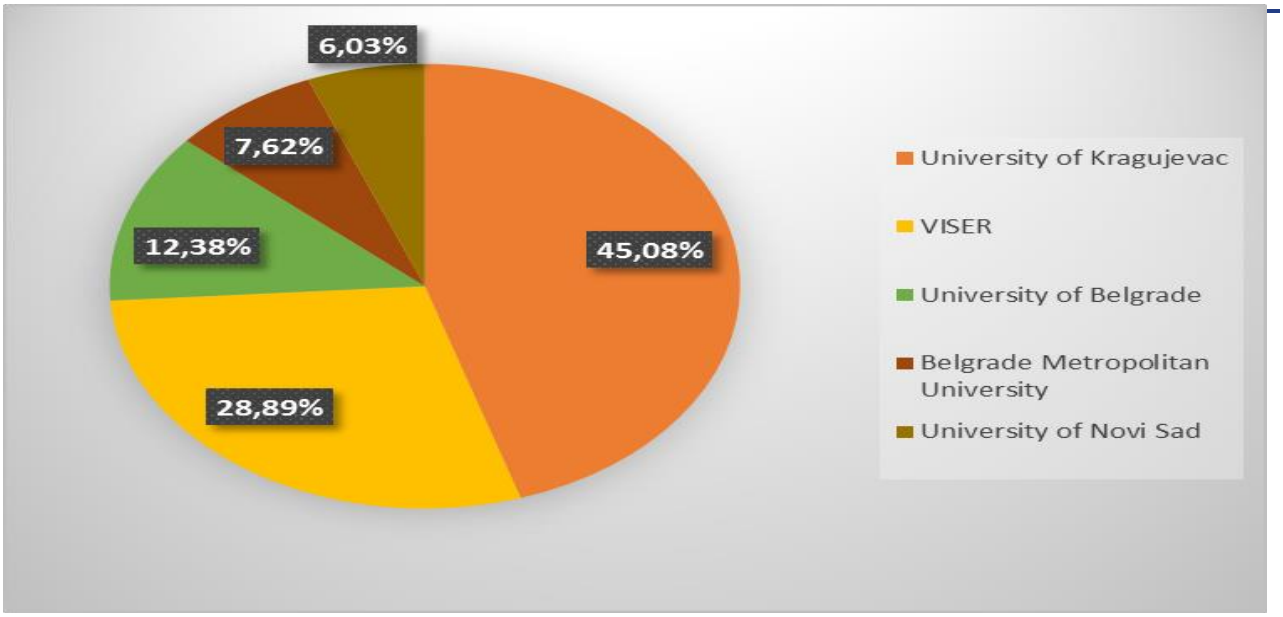


Figure 22.University/School attended

University of Kragujevac's students most actively participated in the survey (almost a half of the overall number), and VISER response rate is surprisingly high, having in mind the size of the institution and the number of students. But also, since the overall number of the students that responded is over 8 hundred, the smaller rates of other universities gave a sufficient number of students to perceive the overall picture.

Q4: Field of study

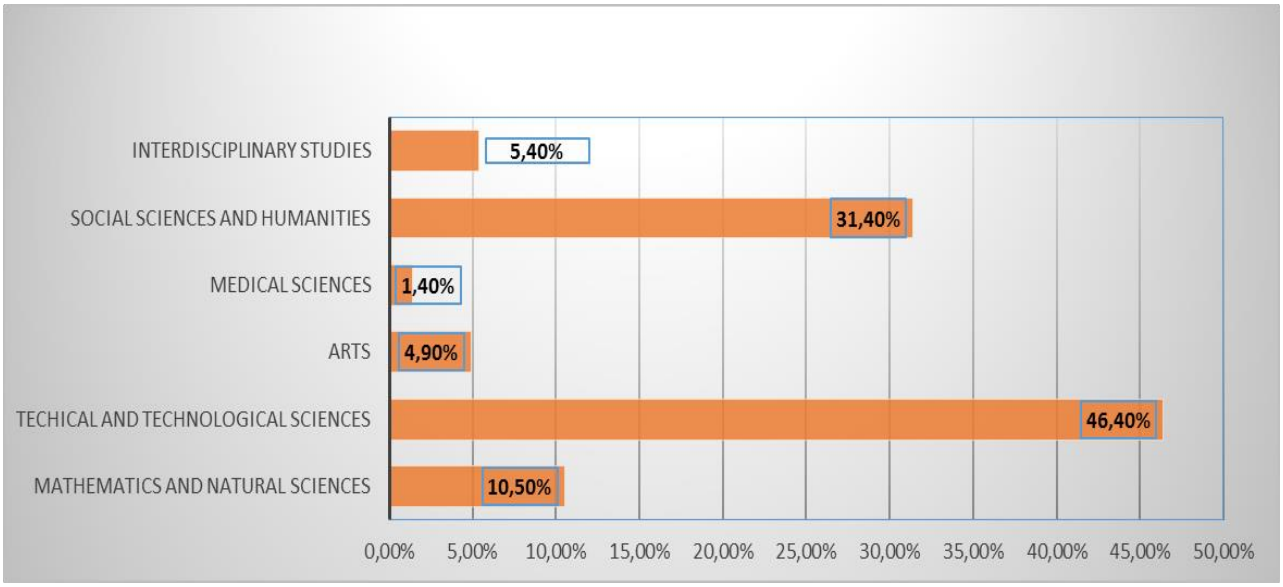


Figure 23.Field of study of the respondents

As in case of the teaching staff, the smallest sample of students came from the field of medical sciences. Almost half of the respondents study technical and technological sciences, and around 30% social sciences and humanities. Nevertheless, natural sciences, mathematics, arts and interdisciplinary students also participated.

Q5: Level of study

Majority of the respondents, as stated above, are students of basic (bachelor) studies – over 50% (52,80%) of the overall number attends basic academic studies, while 32,70% attend basic vocational studies (this once more reflects VISER participation). Also, 10% are at the master level of studies, and a number of PhD students and students of specialized professional studies as well.

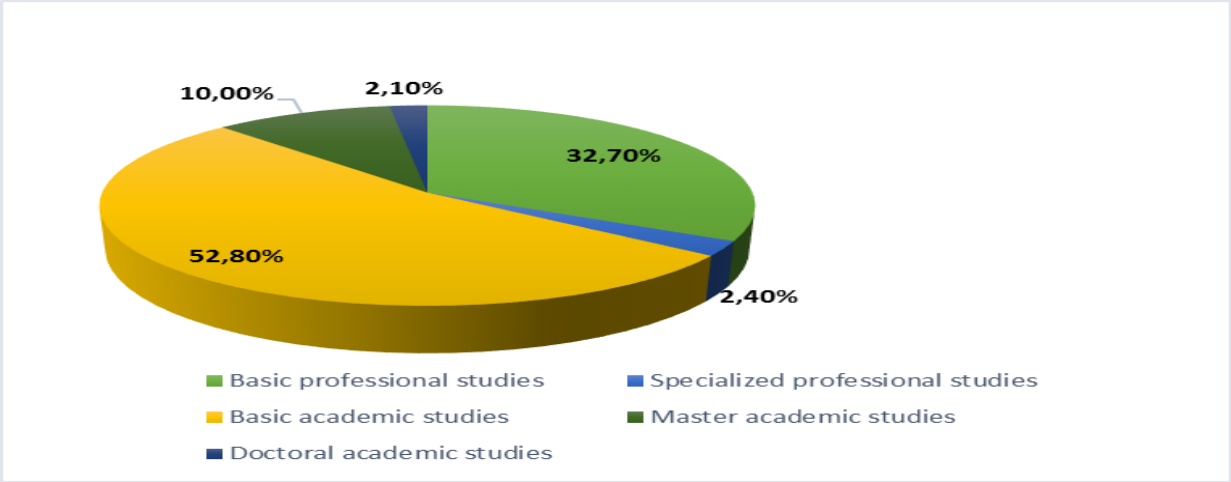


Figure 24.Level of study of the respondents

Q6: Do you work in parallel with studying?

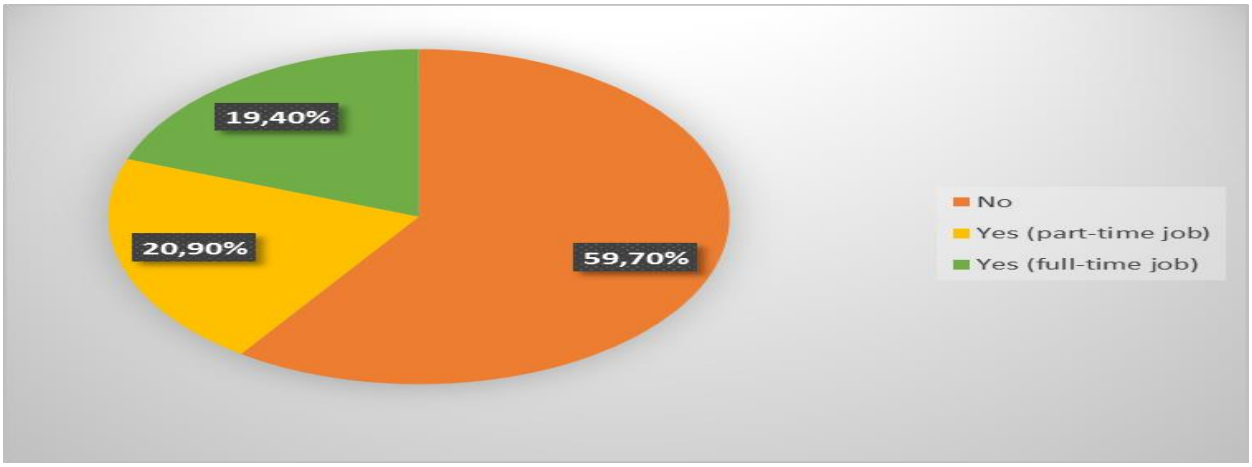


Figure 25.Percentage of employed students

The ratio between employed and unemployed respondents is approximately 60% : 40%. Employed students are divided in nearly a half in terms of the type of employment (full-time vs. part-time job). Once again, all the target groups are successfully covered.

Q7: Where would you place your parents/guardians on a scale where 1 represents a low social status and 10 represents a high social status?

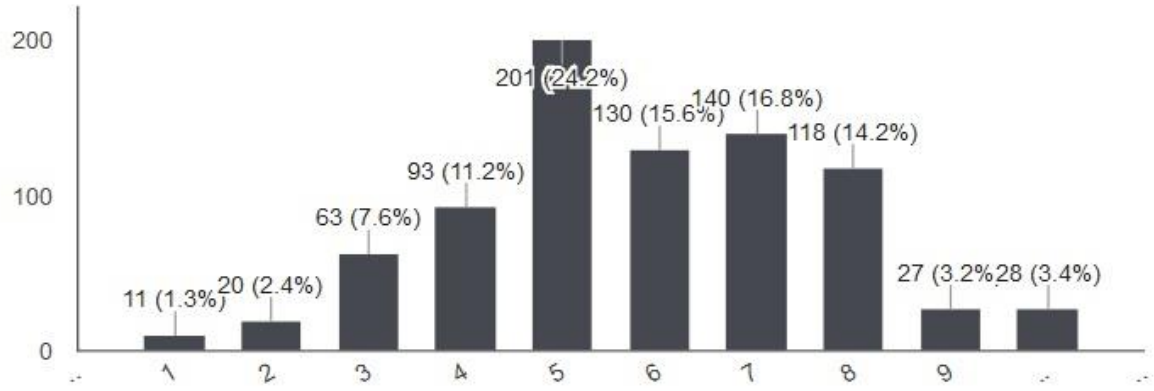


Figure 26.Social status scale

One fourth of the students classifies their parents/guardians as of a middle social status. The number of those who placed their family on a scale position higher that the average is almost 2,5 times higher than of those who graded their family on a lower part of the scale.

Q8: Do you study outside the city of your residence?

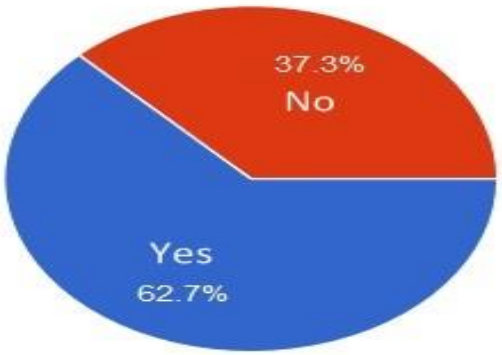


Figure 27.City of residence

Among respondents, almost 40% studies outside their city of residents, which is interesting finding, having in mind that these students could be one of the main target groups for online PT and SCHE.

Q9: To what extent the Part-Time students should be allowed to attend distance learning instead of classical education?

When asked about distance learning possibilities for Part-Time students, only 4,7% of the students did not find this possibility attractive, as opposed to 95,3% which support this option – 50,30% partial allowance and 45% complete teaching at distance. The interest rate in these studies will, in reality, of course, depend on many factors, but for the beginning, this response suggests interest and a good potential.

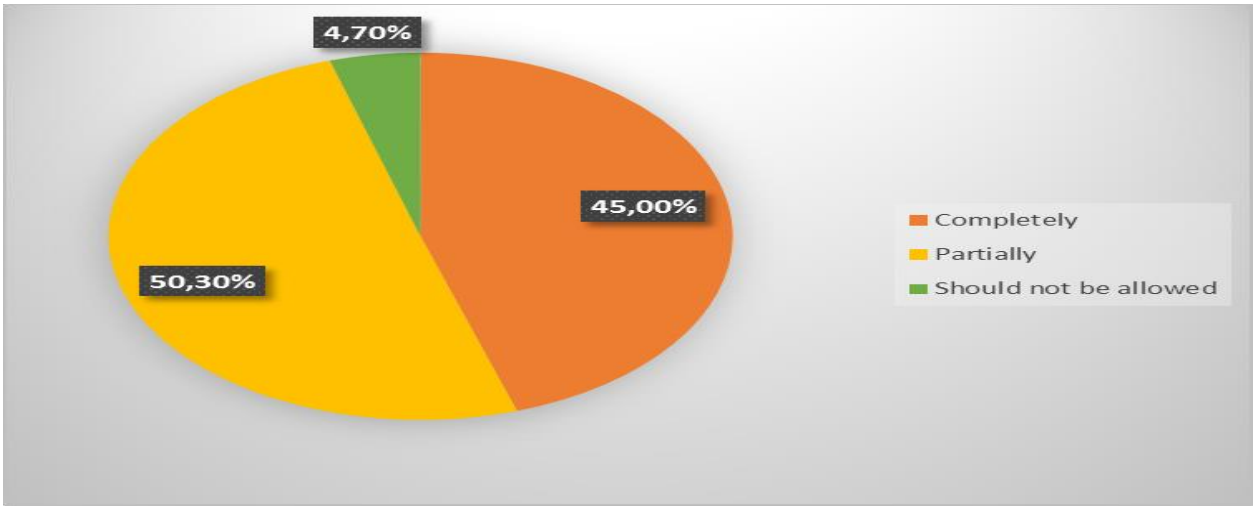


Figure 28.Distance learning for PT sudies

Q10: If a regular school year is worth 60 ECTS, how many credits should a Short-Cycle be worth?

When asked about SCs, the students agree with the teachers about the suggested ECTS worth of a study cycle, giving preference to 30 ECTS (23,97%) and 60 ECTS (23,30%). Other suggestions are widely spread – from the smallest numbers to 100 ECTS. 40 ECTS also got a significant number of suggestions.

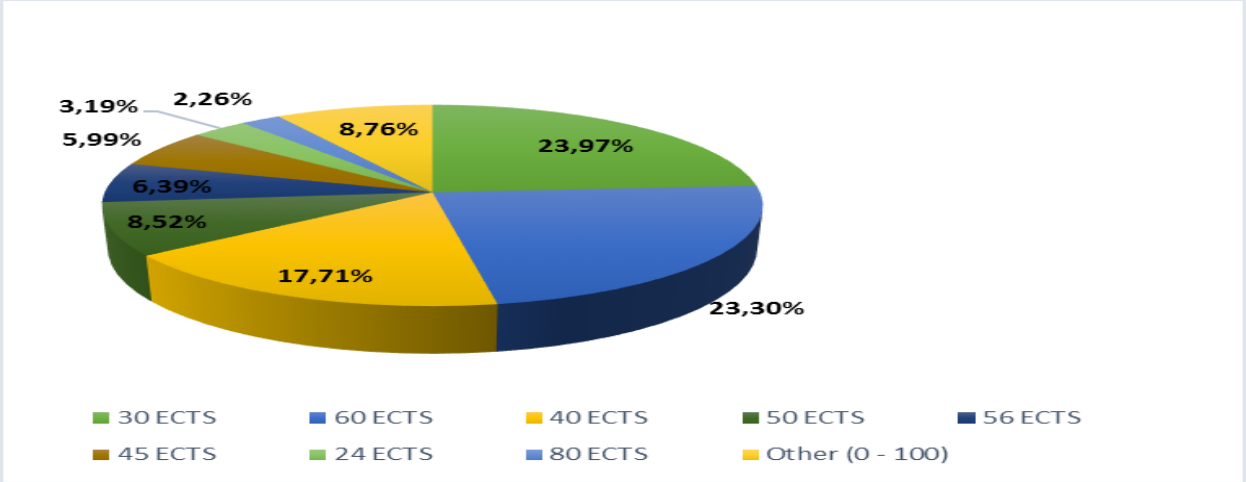


Figure 29.Number of ECTS in SC

Q11: If you are employed, do you think your employer would support your professional training in a form of acquisition of additional specific professional competencies formulated based on the employer's needs (Short-Cycle studies)?

As we have seen in the teachers' survey, the academic community representatives believe it is important to include the employers into the formulation of SCs, and expect them to support the trainings of their staff. Fortunately, the opinions of the employed respondents are also optimistic – almost two thirds of them would receive some kind of employers' support – 33,88% indicated the practice of their firms to financially support their staff in their professional improvement, while 29,62% could be relieved from the workload with the aim of attending the classes. On the other hand, 36,50% of the employed students would not rely on their employers and would have to organize their trainings only in free time outside work, and to pay it by their own means.

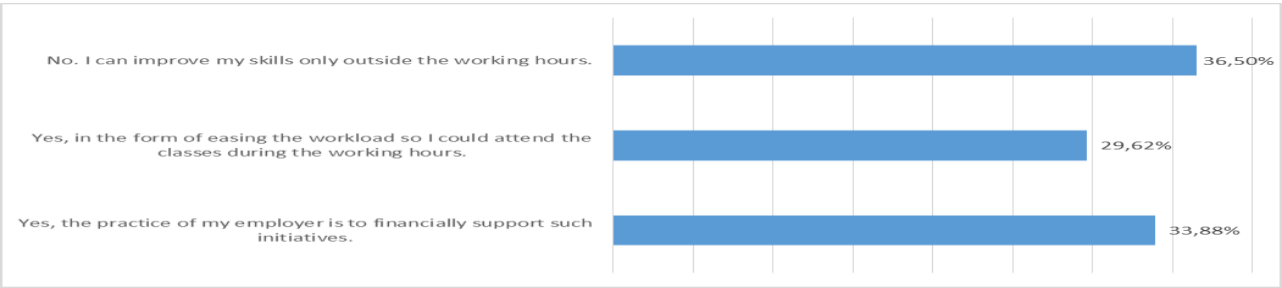


Figure 30. Opinion on the employer's support

Q12: Would you be interested in training / study which is conducted online?

Our so far conclusions are confirmed in this question. 61,90% students questioned would be interested to attend online Short-Cycle studies, and 34,30% a study programme completely or partially conducted online. Around 4% of the respondents are interested in both. Thus, both PT and SC studies, according to this survey, have a significant potential and interest rates in students in Serbia.

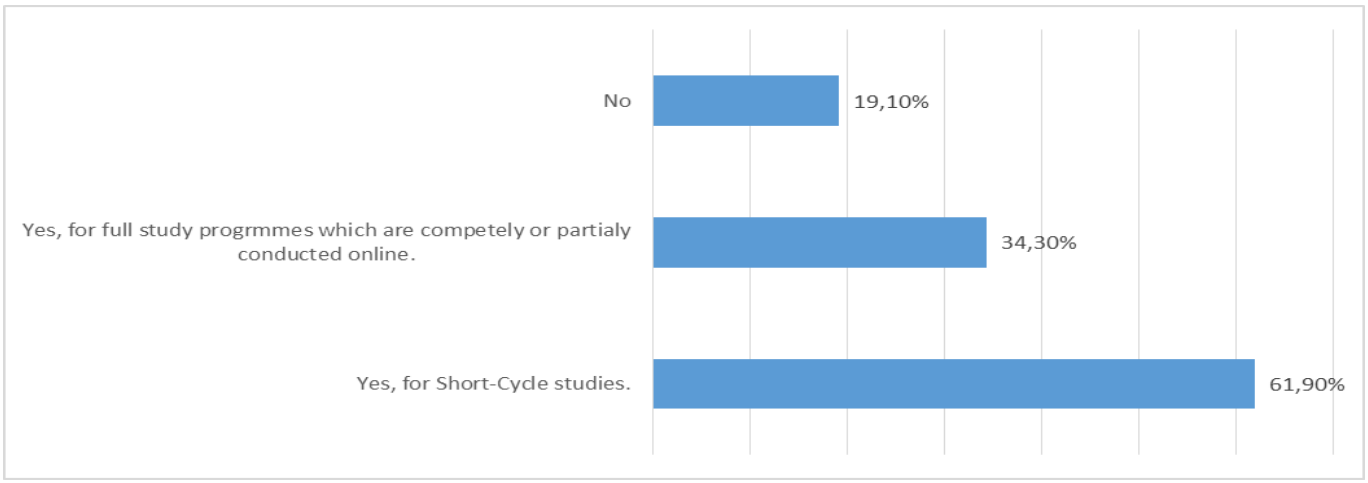


Figure 31.Interest in online studies

3.2. Needs and requirements for online PT&SCHE – EU project partners

Q1: Does your country have a national strategy or policy tackling e-learning in higher education?		
Criteria	**Partner institution**	
Strategic approach	**Tallinn University**	
	Answer	**Comment**
	No, but there are national measures for e-learning support.	• There is only a general strategy for all levels and forms of lifelong learning in Estonia. • This strategy defines the goals of digital turn in formal education system. These goals are partly **related to the concept of e-learning a**s defined by this questionnaire. • Based on the strategy, a programme for developing digital learning resources has been announced by the Ministry of Education, but this programme **does not address the higher education.** • In 2003 – 2008 and 2009 – 2013 there were specific **EU-funded national level programs for developing e-learning in higher education**, but these were finished without continuation.
	Open University of Netherlands	

	No, but there are national measures for e-learning support.	• There is not one national strategy for e-learning. • But there is a **national support organization** called SURF (Collaborative organisation for ICT in Dutch education and research) • **There have been numerous innovation grants for higher education to foster innovation via online learning.** Currently there is a grand **scheme from 2015 – 2020 active** for HE institutions **to experiment with open and online education.**
	University of Aberdeen	
	No.	There is no strategic plan discussing this as a separate area of concern.
	University of Szeged	
	No, but there are national measures for e-learning support.	• **E-learning is supported through different funds.** There is an **online repository** where digital materials have to be uploaded.

Table 3: National strategies and policies

Q2: Is there an institutional strategy or policy for e-learning at your university?		
Criteria	**Partner institution**	
Strategic approach	**Tallinn University**	
	Answer	**Comment**
	No.	• **TU had** a separate university-level e-learning strategy for 2003 – 2008 and 2009 – 2013, **but decided not have a new one.** • Instead, the **general strategic development plan for the university includes some parts that address issues related to e-learning**.
	Open University of Netherlands	
	Yes, at the university level.	• Since e-learning/ technology-enhanced learning is at the heart of OUNL educational model, **it is part of the educational strategy and does not need a dedicated strategy.**
	University of Aberdeen	
	No.	• There is no specific 'e-learning' approach, but at University level there is rather a mention and assumption of **blended learning** happening using **the institutional virtual learning environment (VLE).**
	University of Szeged	

	No, but it is under development.	

Table 4: Institutional strategies

Q3: Are there any target groups defined for online study offer?		
Criteria	**Partner institution**	
Strategic approach	**Tallinn University**	
	Answer	**Comment**
	No.	• Due to the autonomy of the institutes at TU, it **is up to every institute to define their priority target groups.** • **Usually, the online studies are initiated not on the basis of the needs of some well-defined target group, but rather** any initiative for a new online study programme is triggered **by an enthusiastic staff member who wants to innovate the learning opportunities.**
	Open University of Netherlands	
	Yes.	• Graduate students • Postgraduate students • Employed students • Adult learners seeking for professional specialization courses

	University of Aberdeen	
	Yes.	• Postgraduate students • Employed students
	University of Szeged	
	Yes.	• Graduate students • Employed students • Adult learners seeking for professional specialization courses

Table 5: Target groups

Q4: Does your institution provide systematic supporting measures for e-learning?		
Criteria	**Partner institution**	
Design and implementation	**Tallinn University**	
	Answer	**Comment**
	Yes: - Staff trainings -Support team for teaching staff - E-learning center	• A University Centre for e-learning • 5 persons employed • Providing training and support services for staff **in all institutes**: Moodle, interactive tests, videoconferencing, video lectures

		streaming and recording (using Echo360 system or professional video production with two cameras) etc.
	Open University of Netherlands	
	Yes: - Staff trainings - Support team for teaching staff	• The university **hires external companies** for staff trainings (e.g. an academic leadership course). • **The university organizes BKO** (basis kwalificatie onderwijs- basic qualifications for education) **course**. This course aims at improving the didactical skills of pedagogy experts.
	University of Aberdeen	
	Yes: - Staff trainings -Support team for teaching staff - E-learning center or similar unit	• The team which helps to determine **which platform is being used**, **help staff with training**, offer **pedagogic training** of all staff for teaching in higher education.
	University of Szeged	
	Yes: - Support team for teaching staff	• ICT, pedagogy experts

Table 6: Institutional supporting measures

Q5: What type of support is available to students?		
Criteria	**Partner institution**	
Design and implementation	**Tallinn University**	
	Answer	**Comment**
	• Wi-Fi access • Computer classrooms • Online access to libraries • Electronic student portfolio	
	Open University of Netherlands	
	• Wi-Fi access • E-learning center • Online access to libraries • Online course catalogue • Online portal for learning and communication • Social networks for communication • Online examinations	• OUNL is a distance learning university offering mainly online services. Computer classrooms and Wi-Fi access do not apply to its context. • OUNL offer study centers where students can physically meet other students and where there is available Wi-Fi.

	University of Aberdeen	
	• Wi-Fi access • Computer classrooms • Online access to libraries • Online course catalogue • Electronic student portfolio • Online examinations	• **All of UNIABD students** have something for **all of their courses in the VLE.** • Some courses make use of this more than other: for some, the VLE is where the teacher sends an email to students and have them submit coursework. For others, this is where quizzes and other materials are worked through, and where you an online exam might be taken. There is also everything in between these two extremes.
	University of Szeged	
	• Wi-Fi access • Computer classrooms • Online access to libraries • Online portal for learning and communication • Social networks for communication • Online examinations	

Table 7: Students support

Q6: Which courses does your institution offer?		
Criteria	**Partner institution**	
Design and implementation	**Tallinn University**	
	Answer	**Comment**
	• Blended degree courses	• Most of **MA level study programmes target specialists who are already working full-time.** This is why most of the masters-level courses are offered in a blended mode. • **F2F - online teaching ratio:** Typically, the **F2F study load is 20% of the total study time** (e.g 3 ECTS course with only 4 x 4 hours F2F sessions, the rest of learning activities are carried out online).
	Open University of Netherlands	
	• Online degree courses • Blended degree courses	• **F2F - online teaching ratio for blended courses:** 5% F2F - 95% online. • Rarely, events are organized, where students can meet each other or the teachers.
	University of Aberdeen	
	• Online courses (short cycles)	

	• Blended courses (short cycles) • Online degree courses • Blended degree courses	• **Most of UNIABD offer is degrees,** and only a small number of short cycle programmes. • **F2F - online teaching ratio for bended courses:** it changes across disciplines
	University of Szeged	
	• Online courses (short cycles) • Blended courses (short cycles) • Blended degree courses • Joint online learning with other institutions	• **F2F - online teaching ratio for blended courses: about 50-50%.** • The organization of joint activities in joint online courses depends mainly on the type of the course.

Table 8: Courses offered

Q7: In which scientific fields is e-learning conducted at your institution?		
Criteria	**Partner institution**	
Design and implementation	**Tallinn University**	
	Answer	**Comment**
	• Mathematics and natural sciences • Technical and technological sciences	

	• Social sciences and humanities • Arts • Interdisciplinary studies	
	Open University of Netherlands	
	• Mathematics and natural sciences • Technical and technological sciences • Social sciences and humanities • Arts	
	University of Aberdeen	
	• Mathematics and natural sciences • Technical and technological sciences • Social sciences and humanities • Medical sciences • Arts	• Courses are **available across almost all disciplines**, but only a few degrees are on offer, and these are **mostly postgraduate ones.** • This is because not all disciplines have enabled/required the automatic recording of lectures, which seems to be the standard way of offering up e-learning; record the lectures, put them in the VLE and then carry on from there.

	University of Szeged	
	• Mathematics and natural sciences • Technical and technological sciences • Social sciences and humanities • Medical sciences • Arts • Interdisciplinary studies	

Table 9: Scientific fields of courses offered

Q8: Who is responsible for the design of the courses, teaching and examination materials? Please also reflect on the issue of the intellectual property of the materials.		
Criteria	**Partner institution**	
Design and implementation	**Tallinn University**	
	Answer	**Comment**
	• **The main teacher** who is responsible for the whole course.	

	• By default, all rights for the e-learning resources are reserved **to the university**, but in some cases the teachers have requested **for Creative commons license** and it was granted.	
	Open University of Netherlands	
	• **The course staff** (full professor, assistant professors) are responsible for the creation of a course in the yOULearn LMS.	
	University of Aberdeen	
	• **Each of the course organizers** looks after their own materials, which is then gathered together into groups of courses for different degrees.	
	University of Szeged	
	• Materials are designed by a **team of experts** working at the institution. **Materials are given an International Standard Book Number (ISBN**), and because of this, they count as **published books.**	

Table 10: Design of the courses, teaching and examination materials and IP rights

Q9: How is the additional workload of the staff involved in e-learning regulated?		
Criteria	**Partner institution**	
Design and implementation	**Tallinn University**	
	Answer	**Comment**
	NA	
	Open University of Netherlands	
	• Sometimes extra capacity is allocated to a course. However, most teachers OUNL combine research and education in their job.	
	University of Aberdeen	
	• There is **no extra staff** involved usually. For the few MOOCs on offer, then there is extra staff, but this is not the norm.	

	University of Szeged	
	• There are **no regulations** regarding this matter.	

Table 11: Staff workload regulations

Q10: In your experience, for which type of e-learning studies are more appropriate, according to students performance and satisfaction rates?		
Criteria	**Partner institution**	
Design and implementation	**Tallinn University**	
	Answer	**Comment**
	NA	TU has no experience with SC and PT studies.
	Open University of Netherlands	
	Both, Short-cycle studies and Part-time studies	

		OUNL sees technology-enhanced learning as a tool to address challenges for lifelong learning (see Kalz, 2015). Therefore, not only the study mode is important but also location and other barriers.
	University of Aberdeen	
	Part-time studies	At UNIABD there is very little SC teaching.
	University of Szeged	
	Both, Short-cycle studies and Part-time studies	

Table 12: Satisfaction rates and success of different types of online courses

Q11: What are the financial sources that provide sustainability of e-learning courses?		
Criteria	**Partner institution**	
Design and implementation	**Tallinn University**	
	Answer	**Comment**
	Institutional own resources	

		TU is not allowed to charge students for degree programmes, so the study fees are used for funding e-learning development **only in in-service training.**
	Open University of Netherlands	
	• national/regional funds dedicated for these purposes • students fees	
	University of Aberdeen	
	Institutional own resources	
	University of Szeged	
	National/regional funds dedicated for these purposes.	

Table 13: Financial sources

Q12: What is the ratio between the student fees for face-to-face and online studies and courses?		
Criteria	**Partner institution**	
Design and implementation	**Tallinn University**	
	Answer	**Comment**
	NA	
	Open University of Netherlands	
	NA	OUNL only offers online studies, so no comparison is possible
	University of Aberdeen	
	Fees are **the same** for both types of studies	
	University of Szeged	
	Fees are **the same** for both types of studies	

Table 14: Students fees

Q13: What is the ratio between the (minimum) number of ECTS credit points that students need to complete per academic year in regular studies and in Part-Time studies?		
Criteria	**Partner institution**	
Design and implementation	**Tallinn University**	
	Answer	**Comment**
	NA	TU has no experience with Short- cycle and Part-time studies.
	Open University of Netherlands	
	NA	OUNL only conducts Part-Time studies.
	University of Aberdeen	
	Full time students must **do at least 1.1 of what a part-time student does up to 1.5.**	For example, a PT student can only do up to 45 credits per term, and a FT student has to do at least 46 credits up to a normal load of 60.
	University of Szeged	

	No difference between credit points earned in regular study programs or in other (e-learning) programs.	

Table 15: ECTS for PT studies

Q14: What is the ratio between the (minimum) number of ECTS-credit points per academic year in regular studies and number of ECTS-credit points in Short-Sycle studies?		
Criteria	**Partner institution**	
Design and implementation	**Tallinn University**	
	Answer	**Comment**
	NA	TU has no experience with Short- cycle and Part-time studies.
	Open University of Netherlands	
	NA	OUNL does not support Short-cycle studies.
	University of Aberdeen	
	NA	
	University of Szeged	
	/	

Table 16: ECTS for SC studies

Q15: Are there any international standards followed by your institution in the design of e-learning courses (ISO, IEC or other)?		
Criteria	**Partner institution**	
Quality	**Tallinn University**	
	Answer	**Comment**
	No	
	Open University of Netherlands	
	Yes	• In general, OUNL follows a typical **PDCA-Cycle (Plan-Do-Check-Act)** in many processes including educational design of courses and study programs. • In addition, **peer-review** is used for quality assurance.
	University of Aberdeen	
	No	
	University of Szeged	
	No	

Table 17: Standards

Q16: In your country, is there a national/regional/professional body which prescribes standards for e-learning in higher education and performs external control?		
Criteria	**Partner institution**	
Quality	**Tallinn University**	
	Answer	**Comment**
	No	
	Open University of Netherlands	
	Yes	• The Dutch standardization institute (NEN) has a **special commission for learning technologies.** They either create **national standards or endorse international standards**. They offer a paid membership model where participants in academics or industry can co-decide on these matters. • In addition, the VSNU (Association of universities in the Netherlands) sets accreditation standards for Higher Education in Belgium and the Netherlands.
	University of Aberdeen	
	No	

	University of Szeged	
	No	

Table 18: External monitoring

Q17: Are there established institutional procedures for quality control, taking into account the specific requirements of e-learning? How the institution ensures that the certificates/diplomas issued after the completion of online courses and study programmes meet the academic standards of the certificates/diplomas issued in other ways?		
Criteria	**Partner institution**	
Quality	**Tallinn University**	
	Answer	**Comment**
	Yes	NA
	Open University of Netherlands	
	Yes	• All the courses are developed according to **quality guidelines** that come with the regular quality assessment of study programs. Each study program has **each 3 years** an interim visitation by an **external committee** to assess the quality.

		• Each HE institution has an official **examination registry** in which **all courses, including online-courses, need to be registered**. • Each study program is regularly evaluated by **internal and external student surveys**. In summary, online learning programs are treated under the same quality regime as traditional courses and there is **no specific institutional procedure for quality control of e-learning at** OUNL since it only conducts e-learning.
	University of Aberdeen	
	No	Each course and/or degree **has an external examiner**, who oversees the **learning outcomes and how these are assessed** during the term and makes recommendations accordingly.
	University of Szeged	

	Yes	• All programs are monitored (re-accredited) every 7 years by the **National Accreditation Board.** • Additional monitoring is done at both **department and a faculty level.** • Online courses are developed **based on materials** presented to students **in regular studies.**

Table 19: Internal QA

Q18: At the end, please give the overall recommendation regarding the benefits and possible obstacles of online studies, based on your experience.		
Criteria	**Partner institution**	
Quality	**Tallinn University**	
	Answer	**Comment**
	/	
	Open University of Netherlands	
	OUNL believes that digital technology **helps** overcoming the barriers that	**Table 2** Mapping of lifelong learning barriers and new technologies *Barrier for lifelong learning* — *New technology* Lack of finance — Open educational resources/open educational practices Lack of personalization — Modeling of lifelong learning/open learner models and mobile and contextualized learning Time/place — Learning networks/networked learning and mobile learning Lack of facilities to study at home — Mobile and contextualized learning Fragmentation — Mobile and contextualized learning/learning networks and networked learning Health/age — Open learner models and accessibility tools

	hinder large parts of the society from participating in Higher Education. In the comment section is a summary of barriers for lifelong learning and advanced learning technologies that can help to overcome them (taken from Kalz, 2015).	
	University of Aberdeen	
	The main **obstacle** that UNIABD faces is that there is not enough time and effort given to thinking out how e-learning can be improved in the delivery of a better student experience. For now, it is a missed opportunity as the University focuses on on-campus students.	
	University of Szeged	
	Main **obstacle**: The regular teacher-student roles have to change	

	significantly for online studies. This has not happened so far. Main **benefit:** Learning can be performed anywhere, anyhow.	

Table 20: Recommendations

3.3. Wider scope about RS and EU practices – outside the project partnership

Serbia

Since in Serbia, as well as in EU, there is no specific QA standards, strategies or action plans which are dedicated to online PT and SC studies, for the purposes of this WP, which deals with online provision of PT&SCHE courses, we will give an overview of the current regulations in the area of online studies, which would be, or already are, in most cases applied to the PT and SC which are implemented in a form of e-learning.

As the practical aspecs like methodological and pedagocial approaches, as well as technologies used are decsribed in the 3.2 Report, we will here focus on regulatory and legislative frameworks. Further on, since the strategic apporoach is something that is very country / institution specific, we will mostly provide the information about the frameworks and models that can be most applicable – those for the quality assurance.

Hopefully, this, togehter with the previous survey results and 3.2 report will be a good base and the input for the bencharking analisys and recommendations to be done in the Activity 3.3.

In Serbia, there is no specific strategy for e-learning in HE at national nor, at institutional level. It is promoted as a part of other development strategies (such as national *Strategy of Development of Information Socety in Republic of Serbia*), but separate strategy is not specifically elaborated. However, as we have seen through this study, in majority of project partner countries, even those with advanced e–learning, this is also the case. Thus, it can be concluded that a correlaton between the existance of a specific strategy and actual implementation of e-learning activities is not inevitable. The survey performed by the European University Association in 2013 showed that of all the HEIs that engage in e-learning more than 50% of the students , 45% has institutional strategy in place (Gaebel et al. , 2014, 31) which points that there is a link, but not a very strong one, between the adoption of e-learning strategies and the volume of e-learning activities (Gaebel et al. , 2014, 23). Serbian HEI experience is additional a proof for this, since many e-learning activities exist for a long time as a result of independent efforts and initiatives.

Regarding the Quality Assurance of e-learning, there are several regulations at national level. This subject was in details elaborated through the **TEMPUS project DL@WBC**, which had the aim to improve the quality and relevance of distance education at Western Balkan HEIs.

The National Council for Higher Education of the Republic of Serbia prescribes Standards and Procedures for Accreditation of Faculties and Faculty Curricula.

The Standard 12 is dedicated to distance education. This standard states that distance learning programmes should be based on methods and technologies of distance education, and supported by resources that enable its quality implementation. Distant learnning study programmes can be organized in every area, and for each educational, scientific and artistic field, if its content, supported by available resources, can be adopted through distance studies in a quality manner, and if it is enables the same level of acquired knowledge of graduated students, same effectiveness of the studying and the same degree, as the usual methods of study programme realization.

The statute instructs that:

- The course contents should be conceptually adjusted to distance learning, with clearly noted consultation hours
- Learning guides, provided by the faculty, must contain concrete proposals and suggestions about the learning strategies of students and self-testing
- The testing subsystem must be integrated into a LMS, and must support different learning and assessment methods
- The exam must be executed within the premises of the faculty
- The faculty must provide the necessary equipment and ICT for keeping and maintaining two-way communication between lecturers and students, needed for realisation of distance education.

Apart from these essential requirements, different universities have additional quality systems which they have implemented over time (Devedzic et al. 2011, 16).

Additionally, in RS, there are prescribed:

- Instructions for the preparation of the accreditation of distance learning study programmes;
- Peer review form for accreditation of distance learning study programmes.

EU and beyond

We will give a brief overview of two international projects that dealt with the QA in the area of distance learning.

Life Long Learning project SEQUENT - Supporting Quality in E-learning European Networks

This project was supported by the European Commission as of 2014, under the Lifelong Learning Programme: ERASMUS Accompanying Measures. It aimed to promote excellence in the use of ICT in HE and prepare QA agencies in establishing a solid methodological response.

Some challenges this project posed as relevant are:

• How can universities apply QA instruments for online education in combination with running systems?
• How can QA – agencies assist in the removal of barriers for online education?
• How can governments provide room for innovation?

This project network continued to function as initiative that will not only promote both excellence models developed in the previous decades by its members (E-xcellence and UNIQUe) but also, the variety of numerous quality tools, quality approaches and quality models that may serve the improvement of e-Learning provision in European education.

Examples of good implementation of QA in several educational institutions can be found in the Report issued by this project at the following link: https://www.researchgate.net/publication/278404011_Quality_Agencies_in_Europe_and_their_approach_to_e_-learning_and_open_learning

Erasmus + project EQUIP – Enhancing Quality through Innovative Policy and Practice

in 2005, the proposal of the *Standards and guidelines for quality assurance in the European Higher Education Area* (ESG) were prepared by the European Association for Quality Assurance in Higher Education (ENQA) in collaboration with the European Students' Union (ESU), the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA) and approved consequently by the Ministers responsible for higher education. In accordance with changing context of HE, by the request of the Ministerial Communiqué, E4 Group (ENQA, ESU, EUA, EURASHE) in cooperation with Education International (EI), BUSINESSEUROPE and the European Quality Assurance Register for Higher Education (EQAR) in 2012 prepared a proposal for a revision of ESG 'to improve their clarity, applicability and usefulness, including their scope'.

A comparative analysis of the ESG 2015 and the ESG 2005 as well as the publication of revised ESG 2015 was done through EQUIP project.

As a part of the innovated QA standards, standard 1.6 Learning resources and students support states:

"The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support."

This provision can be seen as the promotion of enabling study models and methodologies tackled by this project – e-learning, student-centered approach, PT and SC studies.

The ESG are used by institutions and quality assurance agencies as a reference document for internal and external QA systems in HE. Moreover, they are used by the EQAR, which is responsible for the register of QA agencies that comply with the ESG.

The ESG apply to all higher education offered in the EHEA with no regards of the mode of study or place of delivery ... including those which are not part of a programme leading to a formal degree. (See ESG, 2015)

Further on, we will present the conclusions of several relevant surveys and reports produced by relevant international bodies and associations.

EUA publications

For the purposes of this study, two publications issued by the European University Association have been identified as most relevant:

EL2014: E-learning in European higher education institutions

• Conducted in the period October-December 2013
• Surveyed 249 HEI from 39 European HE systems
• Respondents: repersons sponsible for ICT-based learning
• Subject: Different types and uses of e-learning ; impact on learning and on the institution

Trends 2015: Learning and Teaching in European Universities

- 451 HEIS from EU
- Parts of Trend Questionnaire 2015 were dedicated to e-learning.

Some of the main conclusions of the two surveys:

The results show a broad uptake of different forms of e-learning and a strong consensus on its importance. The mostly used form is blended learning, while MOOC courses are described as a bit controversial, but challenging and on the rise.

Statistics from the surveys provides us with the folowing numbers as for the different types of e-learning in use:

	EL2014	T2015
Blended learning	**91%**	**74%**
Online provision	**82%**	**75%**
Online degree programmes	**39%**	**36%**
Joint online learning courses with other universities	**40%**	**34%**
MOOCs	**12%**	**22%**

The first three main benefits of e-learning, as reports state, are:

- Revision of teaching methods

- Monitoring learning progress

- Educating large numbers students

Main institutional motivation for e-learning was stated as:

Flexible learning	**24%**
Increased effectiveness of classroom time	**20%**
More learning opportunities for students off campus	**18%**
More learning opportunities for students on campus	**13%**
Internationalization	**9%**

As an issue, a relatively **low level of institution-wide mainstreaming** has been recognized:

- 53% use it institutionally wide, others use it in some departments and by individual teachers.
- Only 28% institutions involve into e-learning more than 75% of the students.
- Only 22% institutions apply e--learning in all disciplines.

Reasons for this are often found in the lack of funding, disciplinary differences, governance systems. On the other hand, Trends survey concludes the unclarity about whether the decentralized way in which ICT-based innovations are being introduced is due to lack of central steering or is deliberately intended to pilot them first on a small scale.

E-learning management and organization, according to EL2014, is given under the leadership and attention of persons responsible, such as chief information officer, vice-rector for information systems, advisor to the president on digital developments etc. In terms of centralization, 40% of the surveyed institutions coordinated it in cooperation between the central and faculty based units, while 35% had a central unit dealing explicitly with e-learning. When compared to the size of the institution, the larger the university, the stronger the need for coordination between the university and the faculty existed. Only faculty and/or departmental responsibility was noted mostly in the cases of very small universities, or in the case of the institutions so large that every department had a capacity to deal with these issue. Medium-sized universities mostly opt for collaborative approach.

Infrastructure and services most broadly provided are:

- Digital library access
- Computer rooms
- Wi-Fi
- Student services
- Staff enhancement (80%: senior leadership responsibility)

With regards to strategic approach to e-learning, an institutional strategy or a policy regarding e-learning was, in the time of the survey, developed in 52% and in the process of development in 26% of the surveyed institutions.

40% of the institutions had e-learning centers as a means of institutional support for e-learning implementation.

Quality assurance for e-learning was found in the emerging phase and gaining importance:

- Internal QA: 29% institutions had it, 35% were discussing it
- External QA: 23% institutions stated that their QA agencies give e-learning a special attention, and 28% were discussing it

The results suggest that the importance of QA for e-learning will grow. However, precise mechanisms required further analysis.

ICDE publication 2015 - Quality models in online and open education around the globe: State of the art and recommendations

More recent publication on the QA in online learning was issued by International Council for Open and Distance education.

This publication provides lessons learned from the extensive survey of more than 40 international (world-wide) models and existing schemes for quality assurance in open, distance, flexible and online education, including e-learning.

The most frequent context is comprised of the criteria in the aspects of management of the institution (institutional strategy, visions and resourcing), design of the curricula (processes of curriculum and module development) provision of support to students and staff etc. These criteria are then divided into performance indicators. Some models use numerical scoring criteria, others apply more subjective and descriptive assessments.

The models can be categorized into several groups:

1. Certification/Label - awarded by the body which designed and offered the model. The awarding bodies can be various, from interest groups to international representative associations. It can be followed by a request that the reviewed institution commits to an improvement plan and later renewal of certification.

2. Benchmarking - a studious comparison of institutional performancs and processes with that of others.

3. Accreditation - obligatory certification or licensing of institutions and/or their programmes. If granted, it enables access to national financial support or recognition at the market of awards issued. It is conducted as Ministries of Education, Quality Assurance Agencies and other formal professional bodies.

Additionally, some of the documents reviewed are used as advisory framework.

The list of the reviewed models and their categorisation is given in the below:

Quality Model	Certification	Benchmarking	Accreditation	Advisory Framework
ACDE (the African Council for Distance Education Quality Assurance and Accreditation Agency)				
ACODE (the Australasian Council of Open, Distance and e-Learning)				
AVU (the African Virtual University)				
CALED (the Latin American and Caribbean Institute for Quality in Distance Education)				
CHEA (the Council for Higher Education Accreditation), US				
E-xellence EADTU (the European Association of Distance Teaching Universities),NL				
OpenupEd EADTU (the European Association of Distance Teaching Universities), NL				
UNIQUe EFQUEL(the European Foundation for Quality in e-learning), BE				
ECB Check EFQUEL (the European Foundation for Quality in e-				

Learning). From Dec 2014 GIZ (Deutche Gesellshaft fur International Zuzammenarbeit), DE	■			
The eLearning guidelines (eLg) Ako Aotearoa, developed by Tertiary Education Commission, led by AUT University and Massey University, New Zealand				■
The E-Learning Maturity Model (eMM) New Zealand Ministry of Education Tertiary E-Learning Research Fund				■
E-learning Quality Model (ELQ) NAHE (The Swedish National Agency for Higher education)				■
Epprobate The Learning Agency Network (LANETO e V), DE	■			■
Khan* eight-*dimensional* e-*learning framework Badrul Khan				■
The OLC Quality Scorecard Online Learning Consortium, (former Sloan-C), US	■			■
OER TIPS The Commonwealth Educational Media Centre for Asia (CEMCA)				■
Pick&Mix Matic Media, SERO ConsultingLtd, UK		■		

Table 21: Quality models

The report further suggests that it is not possible nor appropriate to recommend one model over another, since a selection strongly depends on institutional context, objectives and maturity. However, these are the models that can be considered for the needs and requirements specific for the HEIs in Serbia.

On the basis of the conclusions of this research study, a set of recommendation and proposed actions for stakeholders is provided. The recommendations and conclusions from the report will be cited here as in the paper.

Recommendations:

1. Mainstream e-learning quality into traditional institutional quality assurance;
2. Support the contextualisation of quality systems;
3. Support professional development, in particular through documentation of best practice and exchange of information;
4. Communicate and promote general principles;
5. Assist institutions in designing a personalised quality management system;
6. Address unbundling and the emergence of non-traditional educational providers;
7. Address quality issues around credentialisation through qualifications frameworks;
8. Support knowledge transfer from open and distance learning to traditional quality systems;
9. Support quality assurance audits and benchmarking exercises in the field of online, open, flexible, e-learning and distance education;
10. Encourage, facilitate and support research and scholarship in the field of quality; and
11. Encourage, facilitate and support implementing quality assurance related to new modes of teaching.

Conclusions:

- There is an extremely large variety of quality tools catering to many audiences and needs.
- There is no significant gap in terms of analysis of institutional systems, which would require a new scheme to be developed.
- In the case of recognition and unbundling, which are not e-learning specific, there are definite deficiencies with scope for further developments.

- All the quality systems suffer certain deficiencies (lack of universal applicability, unclear which maturity levels they are best for, widely divergent quality of reviews and of advice given, challenges to respond to change, etc.)
- There is a role for ICDE working with other international organisations in the following main areas, all of which are critical:
  - providing a register of effective quality systems, and a guide to members on which are appropriate for their context and purpose
  - addressing common issues around training, best practice sharing, localisation, etc., for providers of quality systems
  - working with international organisations to ensure a harmonised regulatory environment
  - working with international agencies to ensure student engagement in determining quality standards.

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