Deliverable D3.3 Self-assessment tools/guidelines for evaluation of digital TLA

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Group 3 Monitoring, Evidence Collection and Continuous Improvement

• Evidence at institutional / programme / course level

• Course evaluation and student feedback

• LMS data and staff feedback

• Improvement planning and QA responsibility

Output: Each group prepares: 5–7 self-assessment questions · Evidence examples · 2–3 indicators · Guidance notes for HEIs · Implementation risks

Feedback Questionnaire for Institutional Self- Evaluation of the Digital Education Quality Assurance (QA) System (ref. 1, p. 233-240).

Self-Assessment Question	Sample Indicators	Examples of Evidence
1. To what extent does our institution provide a consistent, high-quality approach to the design, review, and continuous improvement of online and digital courses?	• Institution-wide course design standards exist and are consistently applied. • New online courses undergo a formal quality review before launch. • Course content is reviewed and updated on a regular cycle.	• Course design handbook or LMS template. • Quality assurance review rubric. • Course approval records. • Annual curriculum review reports.
2. How effectively do our online teaching and learning practices promote student engagement, interaction, inclusion, accessibility, and a positive learning experience?	• Teaching guidelines include active and collaborative learning approaches. • Expectations for instructor-student interaction are clearly defined. • Accessibility requirements are embedded in course design.	• Online teaching guidelines. • Faculty handbook. • Accessibility policy and WCAG compliance guidance. • Examples of course interaction activities.

3. How well does our institution prepare and support faculty members to teach effectively in digital and online environments?	• New online instructors complete foundational training. • Ongoing professional development opportunities are available. • Faculty have access to instructional design and technical support.	• Faculty development programme descriptions. • Training completion records. • Workshop schedules. • Instructional design support service reports.
4. To what extent do our assessment practices ensure fairness, validity, reliability, timely feedback, and academic integrity in online learning?	• Policies address standards for online assessment. • Academic integrity measures are systematically implemented. • Feedback expectations and turnaround times are defined.	• Assessment policy. • Academic integrity policy. • Turnitin or plagiarism-detection reports. • Feedback standards or marking guidelines.
5. How effectively do our student support services address the academic, technical, accessibility, and social needs of online learners?	• Online students receive orientation and digital skills support. • Academic and technical support services are accessible online. • Mechanisms exist to foster student engagement and belonging.	• Student orientation materials. • Online tutoring and advising service information. • Helpdesk statistics. • Student engagement initiatives and participation data.
6. How confident are we that our technology infrastructure, data protection practices, cybersecurity measures, and governance processes adequately support digital learning?	• Technology selection and approval processes are documented. • Data privacy and security policies are implemented and monitored. • System reliability and cybersecurity risks are regularly reviewed.	• IT governance framework. • Data protection policy. • Cybersecurity audit reports. • LMS performance and uptime reports.

7. How effectively does our institution use feedback, data, and quality review processes to promote continuous improvement, academic integrity, ethical technology use, and digital equity?	• Student and faculty feedback is collected regularly. • Quality review findings inform improvement actions. • Equity and ethical implications of digital learning are monitored.	• Survey results and dashboards. • Quality enhancement action plans. • Committee minutes. • Digital equity assessments. • AI and ethics guidelines.

Guidance notes for HEIs. Poner ejemplos de evidencias explicados.

Self-Assessment Question	Potential Implementation Risks
1. Course Design, Review, and Continuous Improvement	• Inconsistent application of course design standards across departments. • Lack of instructional design expertise or resources. • Course reviews conducted irregularly or treated as a compliance exercise rather than a quality improvement process.
2. Online Teaching, Engagement, Inclusion, and Accessibility	• Faculty may not consistently apply active-learning or engagement strategies. • Accessibility requirements may be poorly understood or implemented. • High variability in the quality of student interaction across courses.
3. Faculty Preparation and Support	• Low participation in training and professional development. • Insufficient staffing of instructional design and technical support services. • Resistance to adopting new digital pedagogies or technologies.
4. Assessment Quality and Academic Integrity	• Overreliance on traditional online exams that do not adequately assess learning outcomes. • Inconsistent application of academic integrity procedures. • Delays in providing feedback to students due to workload pressures.
5. Student Support and Services	• Online students may be unaware of available support services. • Limited availability of support outside standard business hours. • Student isolation and low engagement despite support mechanisms being available.

6. Technology, Data Protection, and Governance	• Technology outages or inadequate system performance affecting learning continuity. • Data privacy breaches or cybersecurity incidents. • Adoption of educational technologies without adequate risk assessment or governance review.
7. Continuous Improvement, Ethics, and Digital Equity	• Feedback is collected but not systematically analyzed or acted upon. • Lack of clear accountability for implementing improvement actions. • Digital equity gaps (devices, connectivity, digital skills) remain unidentified or unaddressed. • Ethical issues related to AI and learning analytics emerge faster than institutional policies evolve.

References

Ref 1. eCAMPUS (2025). Deliverable 3.1: Best practice report and policy paper on internal quality assurance (IQA) of online/digital teaching, learning and assessment (TLA) https://drive.google.com/drive/folders/1yl3e6MPgX2FdZkhemrLo_eZd4KJI6NL1