IIOE Quality Assurance Framework

Sub-Component	Assessment area	Description of Assessment Area (under each component of IIOE QA framework)
Component 1: **Institutional policies and mission** The accredited institution has established well-understood administrative policies and mechanisms on procedures, efficient management and administrative capacity, physical facilities and resources adequate, partnership, etc. for the proper operation of online programmes/courses and the discharge of its obligations to all its learners.		
1.Mission	Goals and objectives for online and blended learning	The institution has clearly defined goals and objectives for online and blended learning initiative in the institution mission.
2.Planning	Strategic plan	The institution has a strategic plan in place that drives and supports quality online and blended learning.
	Equity and access	The institution identifies and addresses equity and access issues when planning for online and blended learning.
	Organisational structure	The institution's organisational structure enables quality online and blended learning.
3.Policies	Policy for quality assurance	There is an institutional policy for quality assurance of online and blended learning.
	Policy for teachers and staff appraisal	There is a monitoring and appraisal policy and system that ensures accountability and motivation of teachers and staff in developing and implementing online and blended learning.
	Policy for teacher workload	There is an institutional policy for teacher workload based on credit hours (than based on the number of contact hours that are face-to-face or online).

	Policy for ICT competencies of teacher	There is an institutional policy that requires ICT competencies among its teachers.
	Policy for inclusivity	There is an institutional policy that promotes inclusivity regardless of gender, political ideology, religion, ethnicity, and socioeconomic situation.
4.Collaboration and partnership	Availability of internal partnerships	There are partnerships and collaborations (e.g. within and across faculties, and between different centres and units) in place within the institution to support online and blended learning.
	Availability of external partnerships	There are partnerships and collaborations with other institutions and organisations (e.g. HEIs, educational enterprises, international organisations, etc) to support online and blended learning.

<table>
<tr><td colspan="3" align="center">Component 2.

Teaching and learning Infrastructure and Resources

The accredited institution has adequate and appropriate teaching and learning infrastructure and resources to conduct quality academic programmes/courses through online and blended learning. The institution uses technological innovations in educational transactions for enriching the learning experiences it provides to learners and manages the institution in a technology enabled way for effective institutional functioning.</td></tr>
</table>

	Financial provisions	The institution has made financial provisions for the maintenance and operations of technology infrastructure and resources for online and blended learning.
5.Financial and administrative provisions	Administrative provision	The institution has made administrative provisions for the maintenance and operations of technology infrastructure and resources for online and blended learning.
	Budget allocation	The institution allocates budget to support quality online and blended

		learning.
6. Infrastructure and recourses provision	Technical infrastructure and recourses	The technical infrastructure and recourses of the institution could support online and blended learning.
	Teaching and learning infrastructure and recourses	Teaching and learning infrastructure and resources (online and offline) support online and blended learning.
	Accessibility of infrastructure and recourses	Infrastructure and recourses are accessible to all teachers and learners for online and blended learning.
7. Infrastructure and resources management	Guidelines and procedures for management and maintenance	The institution has clear guidelines and procedures for the management and maintenance of teaching and learning infrastructure and resources.
	Professional development on the maintenance and management of infrastructure and resources	There are professional development opportunities for technical staff improve their capacity in maintaining and managing the infrastructure and resources.
	Review of infrastructure and resources	The institution conducts regular reviews of infrastructure and resources and their usage.

Component 3.

Development and Implementation of Online and Blended Programmes/courses

Programmes and courses are developed and delivered to meet the needs of different types of learners, employers and society and to encourage access to quality education. The course materials clearly present the intended learning outcomes, teaching-learning activities, assessments and learner learning support. Assessment methods effectively test and measure learners' achievement of the stated learning outcomes of programmes/courses. Also, programmes/courses should address the needs of the target learners in the context of market demand and lifelong learning.

8. Programmes/course planning and development	Programme/course description	For each programme/course, there are publicly accessible description that clearly indicate: 1) the admission criteria, 2) learning outcomes, 3) teaching and learning strategies, and 4) assessments.
	Programme/course learning outcomes	The programme/course learning outcomes are aligned to the institutional learning outcomes (graduate attributes), and the

		occupation/vocation competency standards.
	The alignment of programme /course design	The learning outcomes, teaching and learning strategies and assessment methods of the online programmes/courses are aligned and appropriate for the level and purpose of the programmes/courses.
	Consistency of course hour	When the online lessons are integrated into programmes/courses, there is no change on the numbers of contact hours/credit hours.
	Online and face-to-face learning are complementary	The online lessons are used to support and be supported by face-to-face learning activities.
	Internship opportunities	There are opportunities for internship or other ways of developing employability competencies.
	Work-based learning for practice-oriented programme/course	In the case of practice-oriented programmes/courses, work-based learning forms an integral part of the programme/course, and where appropriate, placement in a work-based environment is an essential component of the programme/course.
9. Feedback	Teaching and learning interactions	There are teacher-learner, and learner-learner interactions in the programmes/courses.
	Means/channels of interaction between online teaching and learning	Teachers use a range of online platforms and channels to interact with learners.
10.Staffing	Competent teachers	Competent teachers (disciplinary /subject /pedagogical/ online and blended learning) are in place to ensure the quality implementation of programmes/courses.
11. Flexibility	Recognition of previous learning experience	Previous learning experience and degree verification with other institutions offer flexibility to

		learners.
12. Internship and Practice-based Learning Activities	Availability of face-to-face practice-based learning activities	There are face-to-face practice-based learning activities to complement online and blended learning.
	Availability of infrastructure and resources for practice-based learning activities	There are infrastructure and resources available (e.g. space, facilities, staff, etc.) to practice-based learning activities.
	Availability of partnership	There are partnerships that support and facilitate the internship.
13.Programme/course evaluation	Monitoring and evaluation mechanisms	There is a set of mechanisms (e.g. online programme committee, online teaching and learning committee at various levels, quality assurance committee, etc.) in place to monitor and evaluate the design and implementation of programmes/courses regularly.
	Online Programme/course evaluation methods	Programme/course evaluation includes learner evaluation of teaching and learning, graduate employment survey, teaching reflection, etc.
	Professional bodies and industry stakeholders review programmes/courses	Professional bodies and different industry stakeholders are invited to review the programmes/courses.

<table>
<tbody>
<tr><td colspan="3" align="center">

Component 4.

Learner assessment and evaluation

Assessment of online programmes/courses is properly managed, and meet the requirement of institutional, national accreditation bodies and enterprises. The institution publishes its academic grading policy and applies it with fairness, consistency and transparency. Evaluation is based on the stated programme and course learning outcomes.

</td></tr>
</tbody>
</table>

14.Assessment design and alignment with learning outcomes	Clear assessment information	There is clear assessment information (including learning outcomes, assessment tasks, assessment criteria and rubrics, assessment procedure and deadlines, etc.) provided in all programmes/courses.

	Variety of assessment forms	The assessments include formative and summative assessments, assessment of online lessons and face-to-face practice-based learning activities and internship.
15.Grading	Availability of grading system	The institution has an system for grading assessments.
	Application of marking guidelines	The marking guidelines are applied to all programmes/courses.
	Availability of appeal system	A system is in place for learners to appeal about their grades.
16.Examination process	Plagiarism measures	There is a system in place to regulate plagiarism issues in assessments;
	Arrangement for assessments	Arrangements for locally administered assessments are secured and monitored.
	Confidentiality of assessments	There is a system to ensure the confidentiality of the assessments.

Component 5.

Learner learning support and progression

Registered learners are supported by the provision of a range of opportunities for tutorial and interaction by local partner universities. Contact tutoring, assignment tutoring, mentoring, counselling (both online and face-to-face), and the stimulation of peer support structures to facilitate their holistic learning progression.

17. Learner learning support at institutional level	Availability of Mechanisms and resources for learner learning support	There are institutional mechanisms and resources (including learning support staff) to support learners throughout the duration of their online and blended learning.
	Variety of learner learning support	There are a variety of support (e.g. workshop, help desk, online enquiry, counselling and career guidance, etc.) open and accessible to learners.
18. Learner learning support at programme/course level	Built-in learner learning support in programmes/courses	Learner learning support is built into the programme/course development and implementation.
	Support from teachers	Teachers support learners to monitor and manage their learning progress and outcomes in the

		programmes/courses.
Component 6. **Professional development and support for teachers and staff** Support and professional development services is attainable to teachers (academic/teaching staff), administrative and technical staff, for them to realise professional development, and sustainably contribute professionally to the development, delivery and support of online programmes/courses.		
19. Support for teachers and staff	Availability of technical support	Technical support (online and/or onsite) is available to teachers and staff.
	Availability of pedagogical/instructional design support	Pedagogical/Instructional design support is available to teachers.
	Availability of administrative support	Administrative support is available to teachers and staff.
	Support for programme/course development	Teachers are encouraged and supported (intuitional level, faculty level and/or department level) to develop and implement online and blended learning in their programmes/courses.
	Support for reflection and sharing	Teachers are encouraged and supported to reflect and share experiences on online and blended learning design and implementation.
20. Professional development for teachers and staff	Professional development on online and blended learning	Professional development on online and blended learning (technical and pedagogical) are provided for teachers and staff.
	Professional development on ICT competencies	Professional development on ICT competencies are provided for teachers and staff.
	Availability of Time	Teachers and staff are provided with time to engage in professional development on online and blended learning.
	Responsibility	Professional development of teachers and staff is the responsibility of the individual, faculty and/ or

		department.
	Appraisal	Professional development on online and blended learning is a part of teachers and staff appraisal.
	Availability of support resources	Support resources for professional development (online training resources, guideline, planning templates) are available for teachers and staff.