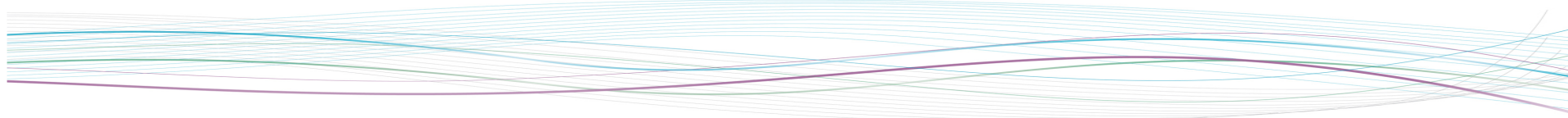


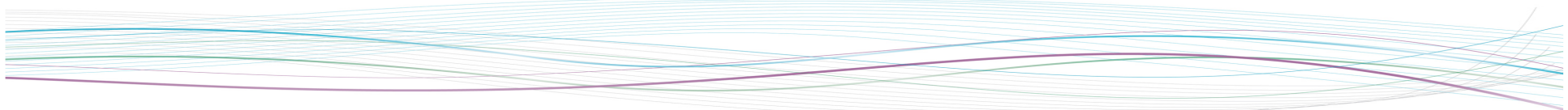
# Support to HEIs in their adaptation to remote virtual learning and shift to online EQA procedures

Klemen Šubic



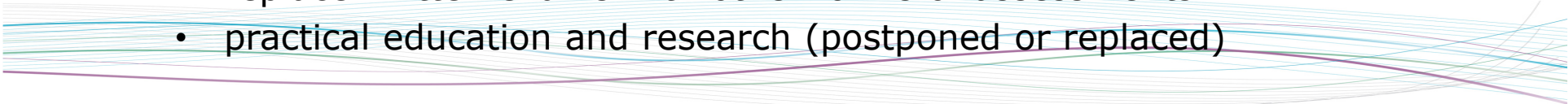
## Emergency remote education

- COVID-19 pandemic resulted in a lockdown of all education institutions in Slovenia (overnight)
- cancellation of all F2F lectures, exercises, seminars, suspension or postponement of projects implementation and suspension of practical education (student internship)
- F2F has been transformed into emergency remote education
- Remote vs. online, distance, mobile, distributed learning
- Expectations: after the pandemic, the majority of HEI's will return to their pre-pandemic organisational structure, but with some modifications
- Collaboration of HEI, Ministry and Nakvis to prepare relevant recommendations



## RECOMENDATIONS

The shift to emergency online education should:

- be well thought out, not Ad-Hoch
  - be properly designed to provide adequate information and technical support to all users
  - be properly designed to ensure a comparable quality of the study programmes, comparable learning outcomes and competences
  - guarantee establishment of mechanisms for ongoing monitoring, adaptation and improvement of both teaching and learning to achieve the desired competencies or learning outcomes
  - guarantee such learning environments and tools that provide students with access to learning materials, activities and tasks to achieve the intended learning outcomes
  - provide teachers, students and other users with uniform online tools (not too many) for the implementation of ERE and appropriate support for their use (adequate technical support and training, safe and stable environment, and adequate two-way communication)
  - replace written exams with other forms of assessments
  - practical education and research (postponed or replaced)
- 

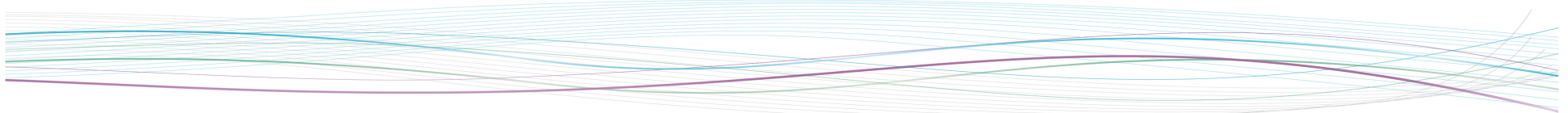
# RECOMENDATIONS

## SELF-EVALUATION

In the process of self-evaluation, the achievement of certain and expected competencies or learning outcomes with the study programme is monitored, at the same time as the level of commitment of students and teachers, their motivation and satisfaction.

## CHANGE OF STUDY PROGRAMMES

Exception: The amendments to the Law made possible for HEI to change the following compulsory components of study programmes (during the 2019/2020 academic year): assessment methods, method of conducting studies, conditions for completing studies and conditions for completing individual parts of the programme, if the program contains them, and criteria for recognizing knowledge acquired prior the enrollment.



## ONLINE SITE-VISITS

Guidelines for online evaluation visits:

- tested within the procedures of VET evaluation and evaluation of an example of study programmes

Main highlights:

- 2-days site-visit conducted within 3 days (1st and 3rd-day online visit, the second-day examination of documents, evidence, and preparation of the report)
- Agency provides: support, platform, training (if necessary)
- A week before the visit: preparation meeting with experts (to test the platform, functionalities, rules of behavior and conduct)
- 5 days before the visit: online meeting with a coordinator at HEI or VET
- On the online site-visit (virtual tour of the premises and equipment - basic instructions how),
- In case of technical issues, the online site-visit is switched to secondary platform (Google Meet or Skype)

In case there is a need for a physical site-visit, it shall be organized the second day of the visit (only chair and NAKVIS staff)







**THANK YOU FOR YOUR ATTENTION**

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