

OfS Blended Learning Review

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Government Events Conference

5 October 2022

Office for
Students



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Agenda



Project
overview



Emerging
findings



Evaluation



Dialogue

Context

Emergency pivot moving to emergent practices

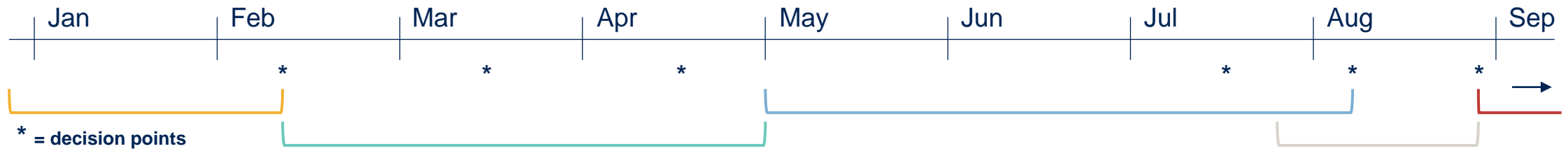
Regulatory intelligence

Polarised, sometimes oppositional perspectives from students, university staff and stakeholders

Political and media context

2021 2022

Post-project



Discovery

- Review existing data/evidence/intelligence
- Refine review questions and scope



Commissioning

- Commission reviewing body
- Invite providers to participate
- Commission student polling



Fieldwork

- Review panel completes work
- Monitoring & management
- Receive external reports



Analysis

- Review body reports
- Polling data analysis
- Agree compliant/non-compliant behaviours
- Report drafting



Impact

- Report publication
- Publicity/dissemination
- Post-project evaluation

What is blended learning?

“ Teaching and learning that **combines in-person delivery and delivery in a digital environment.**

The balance of in-person delivery and delivery in a digital environment can vary widely and the term 'blended learning' is used to refer to a wide variety of models across the higher education sector. ”

Barber (2021), Gravity Assist, propelling higher education towards a brighter future
Digital teaching and learning review, OfS, February 2021

“ The **thoughtful integration** of classroom face-to-face learning experiences with online learning experiences ”

Garrison and Kanuka (2004) Blended learning: Uncovering its transformative potential in higher education

B1: Academic experience

The provider must ensure that the students registered on each higher education course receive a high quality academic experience. A high quality academic experience includes but is not limited to ensuring that each course:

1. is up-to-date;
2. provides educational challenge;
3. is coherent;
4. is effectively delivered; and
5. as appropriate to the subject matter of the course, requires students to develop relevant skills.

**Securing student success:
Regulatory framework for
higher education in England**

B2: Resources, support and student engagement

The provider must take all reasonable steps to ensure:

1. students receive resources and support to ensure:
 - a. a high quality academic experience for those students; and
 - b. those students succeed in and beyond higher education; and
2. effective engagement with each cohort of students to ensure:
 - a. a high quality academic experience for those students; and
 - b. those students succeed in and beyond higher education.

What it is...and what it is not

What it is	What it is not
England only	UK-wide
Targeted review of approaches to blended learning in small number of 'case study' providers.	A wide-ranging, cross-sector consultative exercise with broad evidence gathering phase.
Focused on blended learning as it relates to OfS conditions of registration B1 and B2.	Exploring approaches to assessment (B4) or outcomes (B3) delivered via blended learning.
Identifying approaches to blended learning that are likely to be compliant with regulatory baseline.	An account of 'best practice' for continuous improvement.

What does 'good' look like?

Incentivise registered providers to deliver teaching and learning, academic support and resources compliant with relevant conditions of registration, resulting in better education for students.



Increase public and students' confidence in the OfS



Increase public and students' confidence in the wider higher education sector over the longer term.

The review panel

Professor Susan Orr (Lead reviewer)

PVC Education at De Montfort University and former TEF 2 Panellist and Chair of Subject TEF pilot for Art & Design



Dr Melissa Highton

Assistant Principal for Online and Open Learning and Director of Learning, Teaching and Web Services at University of Edinburgh



Professor Nick Lieven

Professor of Aircraft Dynamics at University of Bristol and former TEF subject panel Chair for Engineering and Technology



Dr Dave Thomas

Senior Adviser at Advance HE and Associate Lecturer at Kent and Medway Medical School



Emerging findings



Rationale for approach to blended learning and **information** for students



Timeliness and quality of **feedback** in online settings



Quality of **online learning resources**



Fostering **academic community**

What are we saying?



Likely to cause a compliance concern

Should we observe or become aware of these kinds of approaches, they would likely attract more regulatory scrutiny. This could include investigatory and enforcement action.



Unlikely to cause a compliance concern

Providers implementing these approaches are likely to be delivering higher education that is above the baseline quality requirements and would be unlikely to prompt further scrutiny

Evaluation activity

Report/communications stakeholder engagement monitoring

- *Post publication Oct/Nov 2022*

Survey of provider staff in key roles

- *Post publication Oct/Nov 2022*

Online focus groups with members of student representative bodies

- *Externally commissioned, Nov 2022*

Phone/ virtual interviews with provider staff in key roles

- *Externally commissioned May 2023*

Tracking changes using existing data in areas the review identifies the OfS likely to have concerns

- *TBC - subject to confirming the areas of concern & an evaluation feasibility assessment*

Questions



Office for
Students

The logo for the Office for Students, featuring a dark blue square with a yellow square in the top right corner containing the letters 'OfS' in white.

OfS

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