Blended Learning Policy FAQs in support of ETBs in the FET sector

The following list of FAQs was generated following recent discussions between ETBI, the FET Quality Network and Directors Forum. It is intended to support all ETBs in the implementation and deployment of Blended Learning processes across the sector. While some FAQs bear straightforward answers/ guidance, others are subject to further discussion with QQI and ETBs.

FAQs	ANSWERS	SOURCES/ RESOURCES/ LINKS
How is online content normally delivered?	Examples of online content delivery include Moodle platforms, recorded input, webinars, online discussion forums and Zoom lessons.	Moodle Tips; Moodle.org https://moodle.org/; Enovation tailor-made Moodle solutions: https://enovation.ie/project/dcu/ (see case study with DCU- already a user of Enovation).
What is the maximum % in delivery ratio?	The delivery of Blended Learning programmes must show that the balance between the two is fit for purpose and demonstrates planning and oversight considerations. A good place to start would be to draw rationales for both components in respect of modules, programmes and chosen ratio. Things to consider: resources and infrastructure, learning needs, nature of programmes, learner supports, instructional and programme design.	See QQI guidelines.
What is the minimum delivery ratio?	This varies depending on the nature of programmes and required contingency measures to ensure learners' needs are being met while safety and wellbeing are catered for.	See UCD model.
Can the 30-70% ratio apply to most programmes?	In most cases, the 30-70 ratio applies, however this is dependent on the programme and the justifiable need for either component. This will be raised with QQI in the near future.	
Is BL delivery ratio based on programme relevance?	Yes. It is also based on programme content, ILOs, requirements, and feasibility. 'A provider moving into blended learning formats is in a position to demonstrate that it has understood, planned and approved any differences in its quality management that may be appropriate for such learning, and has reviewed its policies and regulations to ensure they are fit-for-purpose in context' (QQI Statutory BL guidelines, p.7)	See QQI guidelines.
How is the staff capacity determined **for online delivery?**	Online delivery strategic approaches require careful planning of infrastructure and staff training and recruitment required for both F-to-F and online delivery. An investment in contingency and training arrangements is	See ETBI Blended Learning Framework

	required, including recruitment and the establishment of key roles.	
How are strategic objectives determined?	A strategic plan for Blended Learning is typically explicit and communicated to all stakeholders and aligned with existing quality and strategic mechanisms in respect of traditional programmes.	See ETBI Blended Learning Framework- Statutory and Organisational context.
What is a recommended approval process (through governance structures) for the integration of hybrid learning?	A programme development and governance process include, but not limited to, programme design processes, professional development, assessment, RPL and PLSS…This is exemplified in the Blended Learning framework.	See ETBI Blended Learning Framework
COVID-19 & post December 2020: which is the current agreed for a dispensation to run remote/ blended programmes?	Query currently being researched.	N/A
What is the % of QQI modules that can be delivered in a blended mode without revalidation?	According to QQI validation guidelines 'An extensive (i.e. very substantial) change to a programme is one that effectively results in a new programme that must be validated as such'. Because this is a unique case, and because the emergency COVID period is unpredictable, QQI advise consultation with themselves in respect of 'differential validation'	See QQI guidelines/ publications.
What is the required staff training for BL programme implementation?	The required staff training varies in scope, depth, and needs, depending on the ETB and programme. 'The strategies and processes for the appointment, induction, training, professional development and appraisal arrangements for teaching and support staff are appropriate and specific to blended and online learning' (QQI Statutory guidelines, 2018: 9).	**See:** Blended Learning strategy tips here; ETBI library; ETBI BL framework; DCU BL resources, including training