



**wwetb**

Bord Oideachais agus Oiliúna  
Phort Láirge agus Loch Garman  
*Waterford and Wexford  
Education and Training Board*

# **Waterford and Wexford Education and Training Board**

## **Blended Learning Policy For Further Education and Training**

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# 1 CONTEXT OF POLICY

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WWETB complies with the requirements of Quality and Qualifications Ireland (QQI) Quality Assurance guidelines in the development of QA procedures and in the development of programmes of education and training. In accordance with QQI's Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (2018), [Guideline 3.1](#), the ETB's approved and published strategy takes account of the existing and planned development of Blended Learning provision. [\(The new Strategy 2023-2027 should/will do this??\)<sup>1</sup>](#)

This policy on Blended Learning provision is consistent with QQI standards, guidelines, policies and criteria relating to programmes and awards, in particular:

- QQI's Statutory Quality Assurance guidelines for Providers of Blended Learning Programmes (2018).
- QQI's policy on QA (core) Guidelines (QQI, 2018).
- QQI's Core Validation Policies and Criteria

QQI's Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (2018) use the following Garrison and Kanuka definition (2004) for Blended Learning: "the integration of classroom face-to-face learning experiences with online learning experiences". Blended learning combines classroom teaching with online learning, drawing on the strengths of each learning space. In its Organisational Strategy, Waterford and Wexford Education and Training Board (WWETB) has adopted the following definition of Blended Learning:

**Blended Learning: The integration of classroom-based, face-to-face learning experiences with remote online learning experiences.**

[Definition in Strategy Statement???](#)<sup>2</sup>

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<sup>1</sup> Reference to WWETB Strategy Document- Citation

<sup>2</sup> WWETB formal definition of 'Blended- Learning' reference from Strategy Document? - Citation

## 2 PURPOSE OF POLICY

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The purpose of this policy is to establish the definition of blended-learning courses and the principles and processes which apply to the development, delivery, monitoring of blended learning courses which are to be delivered through blended learning.

The policy is also intended to guide the organisation and its further education and training (FET) centres in devising quality online learning experiences and managing potential risks and vulnerabilities posed by the arrangements for blended-learning programmes including safeguarding academic standards in such programmes.

## 3 SCOPE OF POLICY

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The scope of the policy incorporates FET courses that will apply a systematic blended-learning approach as per definition in Section 2. The policy does not cover *remote assessment* of learners, only remote elements of course delivery and learning.

As this policy covers blended learning as a facilitation of remote learning by design and not remote assessments, this policy operates in conjunction with all other WWETB FET policies particularly the assessment policies such as:

- Examinations
- Secure Store of Assessment Materials
- Compassionate Consideration
- Short-term Extensions
- Assessment Malpractice
- Reasonable Accommodation

WWETB acknowledges that not all its traditional programmes and procedures are appropriate for an application of a blended Learning format. The applicability of a blended learning format is dependent on a number of factors such as; learner profile and skills, practitioner staff technological competencies, IT infrastructure and support systems etc.

## 4 DEFINITIONS

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The following definitions serve as WWETB definitions within the context of developing and delivering blended-learning opportunities for FET learners.

**Definitions include:**

- **TECHNOLOGY-** In this context, ‘technology’ refers to the use of electronic methods, hardware and software as a medium by which pedagogical methodologies and learning is supported.
- **TECHNOLOGY- ENHANCED LEARNING** - Technology-Enhanced Learning (TEL) may be defined as any form of instruction where technologies are used to facilitate and enhance learning. TEL can be represented as a continuum, moving from the traditional classroom-based/face-to-face learning, supported by technology, to a more flexible, blended approach which makes significant use of technology and can reduce face-to-face contact, on to a fully online approach which is entirely dependent on technology.
- **BLENDED LEARNING** - The term blended learning is the systematic practice of using both online and in-person learning experiences when teaching learners.

**The Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes-**

QQI state that; ‘Blended learning will always involve face-to-face learning. Providers engaged in blended learning will typically also deliver the face-to-face component. As with all types of learning/delivery, providers will look for the most effective and efficient means to support learners in achieving intended learning outcomes. Often this will require a blend of different learning and teaching strategies. It is commonplace that a programme described as blended learning will include a combination of, for example:

1. Online learning resources developed for online delivery
2. Access to learning technologies such as virtual learning environment
3. Tools to support virtual learning and off campus learning– virtual learning spaces and discussion and other forums to support students
4. Online activities to support formative and summative assessment
5. Face-to-face tuition
6. A remote delivery component. The ratio of face-to-face and online synchronous delivery should be carefully considered to establish what is most appropriate for;
  - a. The learner cohort
  - b. The course content.
  - c. The available support and infrastructure for online learning.

- **Face-to-face-** For the context of this document, the term ‘face-to-face’ refers to on-location learning or learning that happens in a WWETB FET centre (or place designated by the relevant ETB agent) where there is attendance by both learners and practitioners.
- **FET-** Further Education and Training
- **On-line Learning-** Could be described as the extreme end of the technology enhanced learning continuum. The teaching, learning and assessment takes place via a virtual learning environment and can be done either synchronously or asynchronously.

## 5 ROLES AND RESPONSIBILITIES

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### 5.1 WWETB SENIOR MANAGEMENT

WWETB actively promotes technology-enhanced learning and has designated systems and structures in place for FET provision by which to develop and support same. An expressed commitment of the Organisational Strategy Statement 2023-2027 is to **(Insert Support Strategy commitment here)**. Functional units such as Digital Learning, Professional Learning Development and Information Technology are well established and play a critical role in equipping the organisation to offer enhanced learning opportunities by way of technology. As well as enhancing learning, the organisation acknowledges the responsibility for learner safety with regard to the use of information technology and commits to safeguarding of learners, staff and information via the procedures associated with the following WWETB policies:

- Acceptable Internet Use Policy
- Acceptable E-mail Use policy
- Computer Password Policy
- Data Protection Policy
- Eye Test and Provision of Spectacles for Staff
- Mobile Computer Use Policy
- Social Media Policy

### 5.2 FET MANAGEMENT

The extent to which technology assists FET delivery in a pedagogical context is management by the FET Management Team and programme coordinators. As FET provision covers a wide spectrum of

learning formats and opportunities, it is not practical or appropriate to expect the same levels of technology-enhanced learning across our provision. The extent to which technology is utilised is managed by the relevant FET Manager and respective Coordinator(s)/Principal(s). The FET Management Team approve and formally review the WWETB FET Blended Learning Policy.

### 5.3 THE PROGRAMME APPROVAL COMMITTEE

The programme approval committee serve as the governance and approval forum for approval to deliver and/or amend awards. In the context of blended learning, the Programme Approval Committee will make the final approval decisions for applications to deliver courses that will have blended learning format.

### 5.4 FET QUALITY TEAM AND QUALITY ASSURANCE STEERING GROUP

The FET Quality Team manage the programme approval process including the application process for blended learning formats. Programme approval applications are reviewed by the Quality Assurance Steering Group to assess for convention and to ensure there is no unnecessary duplication of provision. See section 7 for application process. While the Quality Team is the unit with the responsibility for the development of policies and processes that help to ensure a best practice, quality, and a standardised approach, the ultimate responsibility for quality methods of instruction and modes of delivery lies with the practitioner, the coordinator/principal and relevant FET manager.

### 5.5 FET COORDINATORS AND PRINCIPALS

FET Coordinators and Principals are responsible for the management of specified allocations of FET provision. In the context of the application blended learning formats, the coordinator/principal manages the process for;

- Ascertaining the suitability of a blended format for the course and the learner profile.
- Planning for the requirements of a blended learning format in terms of; adequate infrastructure, staff training, development of course materials, learner support, staff support, technological support, and contingency planning.
- Formal application to Programme Approval Committee for a blended learning format. One application per course.

- Clearly advertising the course as blended learning in format and defining for prospective learners the details and requirements of the course. Further to this, ensuring that course format is appropriate for and amenable to the course candidates prior to intake.
- Ensuring that all course practitioners and learners are comfortable with the systems and infrastructure in place. Implementing robust review procedures mid-course and at endpoint and recording findings, making adaptations to course elements where necessary.

## 5.6 FET PRACTITIONER

It is expected that all practitioners will demonstrate an appropriately positive and professional attitude toward using technology for teaching and learning and engage in training opportunities for same when organised. FET practitioners are responsible for the development of and continued optimisation of teaching and learning materials appropriate to, the learning context, the learning cohort, and the expected standards in conjunction with the National Framework of Qualifications.



## 6 POLICY STATEMENT

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- 6.1.1** In line with the WWETB Strategy Statement 2023-2027, the organisation commits to (the appropriate goals/aims here from the Strategy Statement with regard to technological infrastructure, Programme Design, flexibility and responsiveness, anything that relates to remote/blended and/or online learning).
- 6.1.2** This policy represents the principles and procedures that underpin the provision of WWETB courses offering a blended learning methodology in delivery. The policy details the prescribed approach to and subsequent approval of applications to run courses via a blended learning format.
- 6.1.3** WWETB FET programmes may plan for the application of remote learning methodologies where appropriate for the learner and practitioner cohort in the following context:
- Where blended learning contributes to the optimisation of learning in terms of:
    - Suitability of remote learning for the course learner profile
    - The development of a maximised learning experience where the elements that are delivered remotely are appropriate for the delivery methodology
  - Where market intelligence demonstrates that the scale of demand will ensure the format's viability and sustainability.
  - During contingency/emergency periods (such as the COVID-19 pandemic for example) where remote learning offers the most appropriate solution for the continuation of the service WWETB commits to in terms of FET provision.

- 6.1.4** Planning and applications to run a course via blended learning will be initiated by the relevant FET and Centre Manager.
- 6.1.5** WWETB commits to upholding inclusivity as a principle in the approach to FET provision and applications to run programmes in a blended format will be done so with the full consideration of this commitment.
- 6.1.6** Centres planning to run a course using a blended methodology will develop a plan to establish which elements are appropriate to remote delivery and the online methods that will be used by which to deliver these elements prior to submitting the formal application to the WWETB Programme Approval Committee. The RASE or similar method can be used to do this.
- 6.1.7** Centres offering courses using a blended format will provide utmost clarity in advertisement and registration processes to ensure that all prospective learners are aware of the implications, opportunities and responsibilities associated with the course format.
- 6.1.8** Blended Learning courses will be ideally only offered to learners over 18 years of age, but concessions can be made for individual cases where appropriate or in the contingency cases referred to in **6.1.3**.
- 6.1.9** Centres offering courses using a blended format will provide utmost clarity to learners in the supports that are available to them while on course.
- 6.1.10** Centres offering courses will designate a person to support learners with the online learning elements of the course. This staff member will have the relevant technological skills to provide this support.
- 6.1.11** Only Virtual Learning Environment platforms that have been vetted and approved for use in a blended learning context by WWETB's IT department will be used for remote learning activity and the intended VLE for use will be explicitly stated in the application form. It is the Centre/FET Manager's responsibility to ensure that the proposed VLE is approved by the IT Manager prior to application.
- 6.1.12** Subsequent change to another VLE (after the application process) is possible, but only if formal approval (by e-mail) has been received from WWETB's IT Manager.

**6.1.13** Centres applying to run a course via a blended methodology will ensure that the appropriate technological hardware is in place for practitioners prior to delivery and that learners have access to the necessary hardware inclusive of loan, rent to buy schemes etc. where appropriate.

**6.1.14** There is full engagement with the course stakeholders in order to periodically review effectiveness of the blended methodology and this engagement and the information arising from same is formally and accurately documented.

**6.1.15** Applications to run courses with a blended learning format where the online learning is synchronous (in other words ‘live teaching’) will be processed by way of the FET Programme Approvals procedure, and the approval decision will lie with the Programme Approval Committee. However, where approval is sought for blended learning formats that include asynchronous content or delivery and/or summative online assessments such as examinations, skills demonstrations, presentations and projects etc., this requires a formal WWETB programme validation submission to QQI. In these instances, the following QQI policy must be consulted:

<https://www.qqi.ie/sites/default/files/2021-11/qi-17-policies-and-criteria-for-the-validation-of-programmes-of-education-and-training.pdf>

**6.1.16** Formal course assessments should not be managed in the online environment unless the programme has been through the QQI validation process (**see 8.1 Scope of Approval**). Exceptions to this can include the following assessment types:

- Assignment
- Learner Record

**6.1.17** All applications to run a programme using a blended methodology will follow the procedures outlined in Section 8. All courses will go through this process, even if the centre/provider has been previously approved to run another programme via blended learning through the formal channels.

**6.1.18** Practitioners will deliver remote classes from their assigned centre unless otherwise arranged with the relevant FET Manager.

**6.1.19** All participating learners and practitioners will be appropriately protected in line with General Data Protection legislation, Child Protection (if applicable) and that intellectual property and copyright legislation will be upheld.

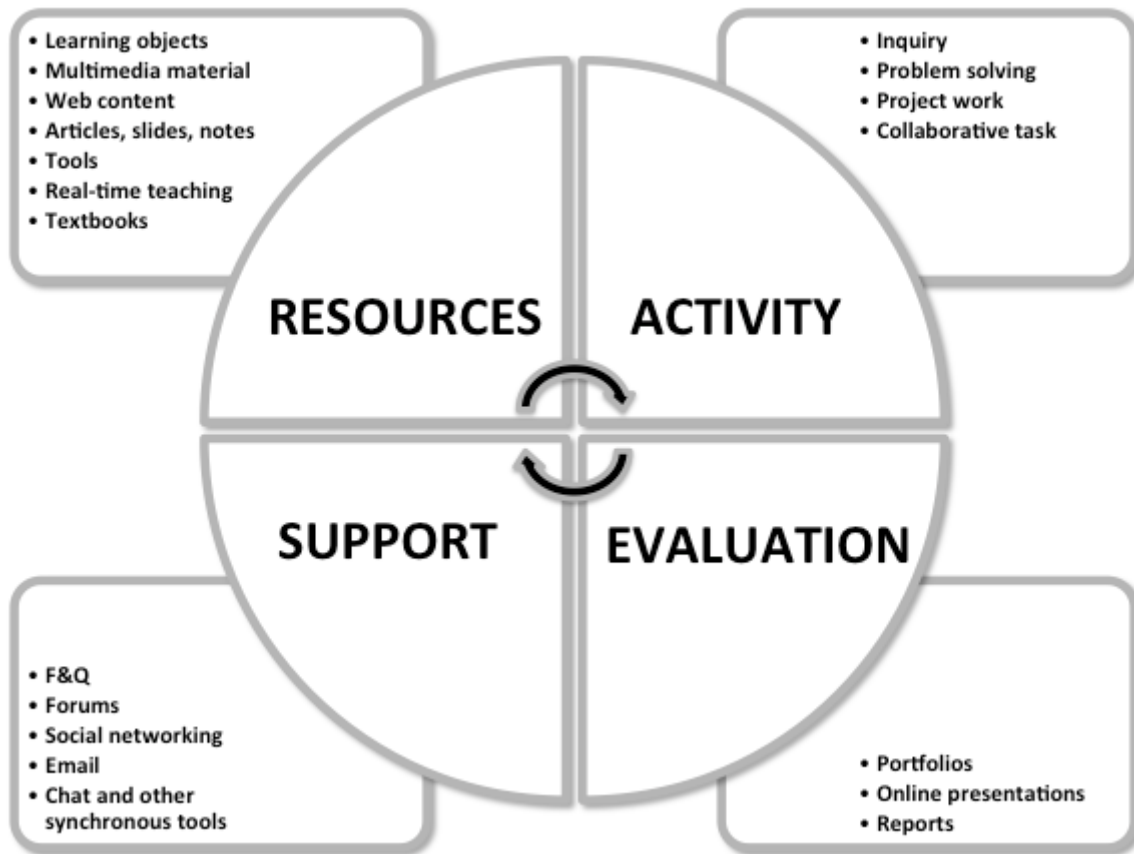
## 7 CONSIDERATIONS FOR APPLICATION TO DELIVER BLENDED LEARNING COURSES.

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### 7.1 CURRICULUM PLANNING: THE RASE MODEL

The decision to deliver a course using a blended format should always be based on what is best for the Learner and the learning experience. The WWETB Quality Team recommends using the RASE Pedagogical Model (developed by Churchill, King, & Fox, 2013) for the planning of a course that is to be offered in a blended format. Using the RASE model will assist with establishing the most appropriate ratio of remote online to in-centre learning for the course. The RASE Model requires course designers to focus on the activities (learning experiences) that will best help achieve the desired learning outcomes and to establish the most resources required to support the activity.

Similar to the consideration of the option to deliver via a blended format, the **ratio** of remote online learning to in-centre learning should always be based on what is best for the learner and the learning as opposed to being based on other factors such for example, the lack of availability of learning spaces, the preference of practitioners, the existence of the infrastructure and experience relating to another course etc.



*The RASE Model- Churchill, King, & Fox, 2013*

[Designing for Inclusive Blended Learning Experiences- Dr Michael Hallissy \(Presentation\)](#)

WWETB Quality Assurance recommends that instruction in **skills** e.g., technical skills, people-handling and detailed proficiencies are best delivered via a face-to-face methodology. Applications to run predominantly practical skills-based instructional courses should reflect a high ratio of face-to-face learning as the most appropriate way to impart the relevant practical skills to learners.

The delivery system for each online component of the course should be well considered and fit for purpose with a clear statement of:

- Resources needed to complement the technology.
- How the technology is to be used by teaching and other personnel involved both individually and collectively.
- How it is used to confirm that the teaching and learning has occurred, including formative assessment and feedback

## 7.2 TECHNOLOGICAL INFRASTRUCTURE

The ability to deliver learning via a blended format is dependant on the centre's/provider's ability to support online learning. The QA Team recommends that any centre looking to submit a Programme Approval application to run a course via blended learning format formally contacts:

- WWETB Digital Learning function
- WWETB IT department.
- WWETB's Professional Learning & Development (PLD) function (regarding specific training requirements)

The centre/provider should confirm its capacity to support its practitioners, both in terms of the required hardware and acquisition of the necessary IT capabilities prior to submission of application (for example, a centre manager should confirm in conjunction with their FET Manager the availability of the budget for the acquisition of hardware, software and training prior to submission of the PAC 03).

The centre/provider should also confirm its capacity to support all prospective learners for a blended learning format, ensuring that no learners are excluded or disadvantaged because of a potential lack of IT hardware or connectivity. The technological support plan for prospective learners and Practitioners, should be detailed in the application.

WWETB Further Education and Training Coordinators and Principals will take responsibility for the accurate and appropriate description of courses that will use a blended methodology. In particular, prospective applicants/ should be made aware of the particulars of the blended elements of the course such as:

- How much of the course is remote/online in format.
- It should be explicitly stated if the remote elements are synchronous online.
- Any technological requirements or capacities required. (These should be appropriate to the Award and Programme Specification and also to the specific learner profile taking into consideration the provision type and the regional and learner profile).

## 7.3 FEEDBACK AND REVIEW

Learning online is a learning experience that is different from face-to-face learning. In particular, ensuring good learner engagement presents as a different challenge when the learner is remote from the practitioner, the central learning space and their leaning peers. Florence Martin's (University of North Carolina) and Charlotte Doris U. Bolliger's (University of Wyoming) 2018 study *'Engagement Matters: Student Perceptions on the Importance of Engagement Strategies in the*

*Online Learning Environment*’ investigates the importance of engagement strategies to online learners. The following research questions guided the study:

1. Which strategies do students perceive to be important in enhancing learner-learner, learner-instructor, and learner-content engagement in the online environment?
2. Which strategies do students identify as most valuable and least valuable to engaging them in the online learning environment?
3. Are there differences in responses based on individual differences, such as gender, age, and experience with online courses?

<https://files.eric.ed.gov/fulltext/EJ1179659.pdf>

Planning should be put into an effective and user-friendly process for feedback and review in relation to the course. Review methods should focus on:

- The level of Learner Engagement
- Periodic Learner evaluation of the online course elements
- The levels of Learner Well-Being
- The levels of Practitioner Well-Being
- Levels of digital literacy and digital competencies
- Learner review of the completed course
- Practitioner review of the completed course

#### **7.4 SUPPORT STRUCTURES**

Course supports available to learners and practitioners should be planned and arranged for roll-out in advance of application to run a blended-learning course. Many of the supports will be provided in a similar fashion to those for face-to-face courses, where appropriate, but owing to the remote elements of the course, some of the supports may be offered or assessed for slightly differently.

In conjunction with the periodic feedback and review processes referred to in section 7.3, the course provider should be able to identify and respond to explicit and implicit indicators of a need for support.

## 8 PROCEDURES

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### 8.1 SCOPE OF APPROVAL FOR BLENDED LEARNING

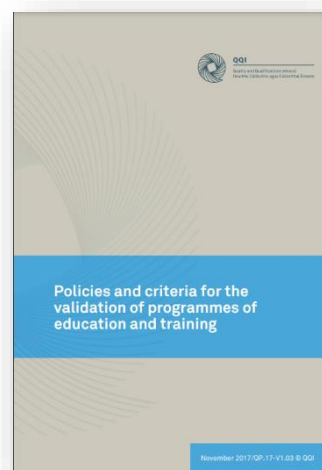
The WWETB FET Programme Approval Committee will govern the approval of submissions to run blended learning formats where:

- The ratio of online learning and in-centre learning have been carefully considered prior to application and are based on factors (which should be outlined in the application form) including:
  - The Learner cohort
  - The course content **(See Rase Model- Section 7)**
  - The level of support and infrastructure available to support online learning.
- The remote delivery aspect is synchronous (learners and practitioners are engaging at the same time via a stable platform that is deemed appropriate by the WWETB IT department).
- Assessment elements are carried out 'in-house' the designated centre for course delivery.

**For other applications for a blended learning format outside of the scope listed above including fully online, the same application form is used but QQI validation is required. This**

**requires a formal WWETB programme validation submission. In these instances, the following QQI policy must be consulted:**

**<https://www.gqi.ie/sites/default/files/2021-11/qp-17-policies-and-criteria-for-the-validation-of-programmes-of-education-and-training.pdf>**

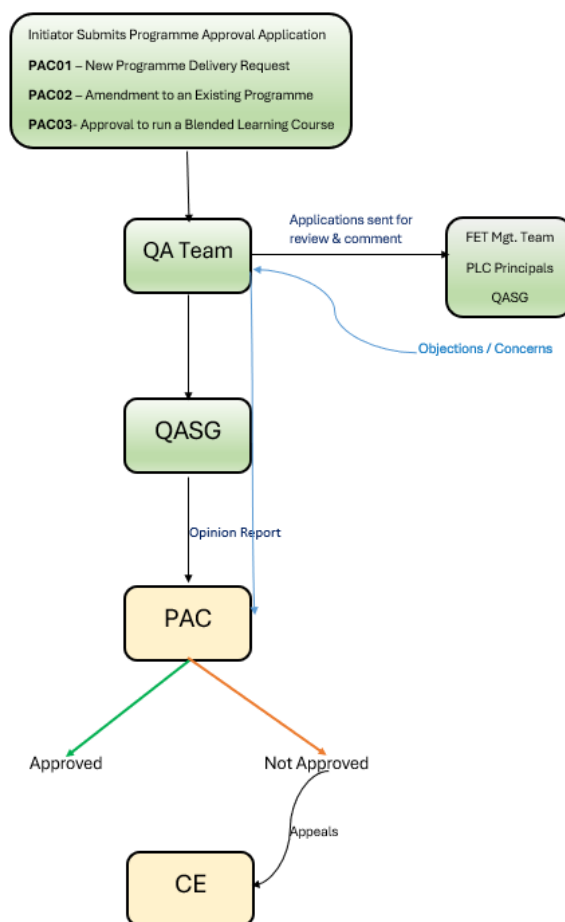




## 8.2 APPLICATIONS TO DELIVER A COURSE USING A BLENDED LEARNING FORMAT

**8.2.1** Applications for the delivery of a course via a blended learning format is a formal FET procedure. A blended learning format should not be used for course delivery without prior approval from the Programme Approval Committee.

Approval to run a course by way of a blended learning format is done by way of the 'Programme Approval Application 03 form' (PAC 03 Form). See appendix 01



*Programme Approval Process Flow Chart*

## 8.3 BLENDED LEARNING COURSES AND PLSS

When scheduling a course that has been approved for a blended learning delivery methodology, please refer to the PLSS Coordinator.

## 8.4 INFORMATION TECHNOLOGY PLAN

An information technology plan will need to be developed in association with the PAC application outlining the following:

- The financial strategy that identifies appropriate investment in specialist, reliable and accessible information technology administrative systems and infrastructure.
- The designation of associated roles within the FET centre/College.
- A CPD and upskilling plan and schedule incorporating regular upskilling events for practitioners and base-level training for new practitioner staff.
- A learner induction framework that includes an access and inclusivity plan for the course moving to blended delivery.
- A learner support framework that is high-quality, clear, sustainable and systematically reviewed.
- A completed Compliance Framework checklist.

## 8.5 INFRASTRUCTURE

A nominal specification for infrastructure. IT or Digital Learning to help specify.

## 8.6 COMPLIANCE FRAMEWORK

To ensure that the FET Centre/College is compliant with Data Protection legislation, Child Protection legislation and intellectual property and copyright obligations, a checklist is included in the PAC 03 application form. The Centre/FET Manger must confirm that all learners and practitioners are appropriately protected including their personal data.

## 8.7 COURSE REVIEW AND EVALUATION

In order to confirm the effectiveness and success of the blended learning course. A review and evaluation plan will be required. Review will comprise of systematic consultation with course learners and practitioners and will focus on the following areas:

- IT Hardware and Software
- IT competencies
- Teaching and Learning
- The online environment
- Support

## 9 REVIEW OF POLICY

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### 9.1 POLICY REVIEW

WWETB's Blended Learning policy will be formally reviewed in 2024.

## 10 RELATED WWETB POLICIES

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- Programme Approvals Policy
- Recognition for Prior Learning Policy
- Learner Support Policy (pending)
- FET Programme Data Management Policy

## 11 APPENDICES

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### 11.1 APPENDIX 1 PAC-03 APPLICATION TO DELIVER A COURSE VIA BLENDED LEARNING

### 11.2 PAC-03 REVIEW FORM- QUALITY ASSURANCE

## Form PAC-03- Blended Learning Course Delivery Request Form<sup>i</sup>

It is a requirement of QQI's QA Guidelines, that ETBs must have oversight of, and programme approval mechanisms for, courses delivered across all centres.

QQI have defined the extent to which providers can offer courses via a blended format of delivery

This allows WWETB to move programmes to blended or online delivery modes. Any amendments or transitions of programmes to online, blended, or remote teaching & learning, must adhere to the same rigour of Quality Assurance, corporate governance, and approval. This form facilitates that oversight and allows WWETB to make transparent, criteria-based decisions with respect to all applications for approval of new courses.

### Notes for Completion of the Form

#### When should this form be used?

This form (PAC-03 Blended Learning Delivery Request Form) should be used by all WWETB centres wishing to apply for approval to migrate an existing course to a blended or online delivery mode. It relates to courses leading to:

- QQI major award
- QQI Special purpose award
- QQI minor
- City & Guilds awards

\*List not exclusive.

Centres/ Providers applying to run blended-delivery courses should ensure:

- All participants are 18 years of age or over. (See 6.1.8- WWETB Blended Learning Policy).
- An appropriate portion of course delivery is via traditional 'Face-to-face' methodologies.
- All remote activity is synchronous and facilitated by a designated practitioner(s)
- Assessments take place as per the module descriptor and no assessments such as examinations or skills demonstrations take place online (except in instances of emergency contingency measures).

Please contact [alanlarkin@wwetb.ie](mailto:alanlarkin@wwetb.ie) if you have any queries regarding approval for migration of courses to a blended or online delivery mode.

### Section 1: Programme / Centre Details

Programme/Centre Name:	
Programme/Centre Manager, Principal:	
Email:	
Programme (e.g. BTEI, PLC, Training etc.):	
Contact Person (if different):	
Email:	
Registered Centre QBS Code:	

## Section 2: Course Details

Course Title:	
Award Title & Code:	
Awarding Body:	
Course Delivery Location:	
Course Aim / Profile:	
Will the online content be delivered: <u>Synchronously</u> <input type="checkbox"/> <u>Asynchronously</u> <input type="checkbox"/> <u>Both Synchronously and Asynchronously</u> <input type="checkbox"/>	
<p>Target Learner Profile:</p> <p>(include information here about the consideration given to the appropriateness of the intended ratio of online synchronous learning with face-to-face learning in the context of:</p> <ul style="list-style-type: none"> <li>▪ The learner cohort.</li> <li>▪ The course of content</li> <li>▪ The intended level of support</li> </ul>	
Has the centre access to a Virtual Learning Environment (VLE), (e.g. Moodle)	Yes <input type="checkbox"/> No <input type="checkbox"/> <b>VLE:</b> Click or tap here to enter text.
Are current staff appropriately trained in TEL, VLE & Online to deliver the course?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is there a designated anchor person for the blended learning elements of the course?	Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Name:</b> Click or tap here to enter text.
What induction/TEL/VLE/guidance/other supports will be made available to learners?	
What physical resources are available to support successful online remote delivery of this programme (e.g. classrooms, equipment, IT etc.)?	
Will course assessments be delivered: <u>On-line</u> <input type="checkbox"/> <u>In-house</u> <input type="checkbox"/> <u>Both online and In-house</u> <input type="checkbox"/>	
Outline of Assessment Plan:	
Course Commencement Date:	

Is the Programme: Full-Time or Part-Time	Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/>
Programme Duration: Indicate the overall duration of the programme including:	
Hours per week	
Overall duration (Years, months)	
Amount of course proposed to be moved to online remote delivery	
Hours per week	
Has an update course delivery plan or training plan been developed?	Yes <input type="checkbox"/> No <input type="checkbox"/>

### Section 3: Details of Course Modules moving to Emergency Remote Delivery

Please ensure that the mix of components proposed meets the certificate requirements as set out in the award specification.

QQI Component Title	QQI Component Code	Remote Delivery Mode (Yes/No) & Percentage

### Section 4: Course Rational

Does the centre already deliver this course using standard face-to-face delivery?	
Why is it considered necessary to migrate the course to a delivery mode?	
How much of the existing class direct contact hours is it proposed to move to an online remote delivery?	
Has the proposed course migration been agreed with relevant Manager / AEO / Principal?	

### Section 5: IT Plan

Who will be the in-house person who will be designated to support the IT elements?	
Detail the access and inclusivity plan for the course so that all appropriate applicants are support with online delivery.	
Outline the current competencies of practitioner staff and plans further training?	
Outline the Learner Induction Plan	
Outline the Learner Support Plan	
Outline the proposed Periodic Review Plan	
Outline the Learner Support Plan	
<b>Compliance Checklist:</b> Confirm that the following statutory requirements are adequately considered for compliance	<u>General Data Protection</u> <input type="checkbox"/> <u>Child Protection</u> <input type="checkbox"/> <u>Intellectual Property and Copyright</u> <input type="checkbox"/>
Has the proposed course plan been approved by the appropriate FET/Unit Manager?	

### Section 6: Resources required for remote delivery

Please confirm whether the proposed Programme/Module(s) can be delivered remotely within existing resources. If not, identify additional resources required, including estimated costs.	
Signed: _____ (Centre/College/Service Manager, Principal)	_____ Date
Signed: _____ (Manager / AEO / Director of Schools)	_____ Date

PAC-03- BLENDED LEARNING: APPLICATION EVALUATION GRID	
Centre Name	
Course Code	
Course Name	
Programme Manager	

Delivery Element	Confirmed	Unconfirmed	More Info Required
1. Appropriate IT Systems and Plan in place.	✓		
2. Practitioner Staff Trained in use of VLEs.	✓		
3. An anchor person in place with expertise/experience in online learning.	✓		
4. An adequate Blended Learning Induction and support plan in place.	✓		
5. Appropriate Infrastructure confirmed for teaching practitioners and learners and ratio of online/face-to-face learning is appropriate to learner cohort.	✓		✓
6. A learning cohort conducive to distanced, online learning environment.	✓		
7. A course delivery plan in place that allows an optimum learning experience and integrity of assessment.	✓		

Decision	
Approved <input type="checkbox"/>	Deferred <input type="checkbox"/>
Approved w/ Conditions/Recommendations <input type="checkbox"/>	Not Approved <input type="checkbox"/>

Notes on Recommendations or more information required:

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