



wwetb

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

FET BLENDED LEARNING STRATEGY



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VERSION AND APPROVAL DETAILS

Version	Reviewed by	Approved by	Last Modification Date	Approval Date
1.0	QASG, Blended Learning Steering Group, FLT	FET Leadership Team	December 2025	5 th December 2025

ABBREVIATIONS

Abbreviation	Definition
AI	Artificial Intelligence
BL	Blended Learning
CT	Contracted Training
ERTLA	Emergency Remote Teaching, Learning, and Assessment
ESOL	English for Speakers of Other Languages
F2F	Face to face
FET	Further Education and Training
GDPR	General Data Protection Regulation
IT	Information Technology
NFQ	National Framework of Qualifications
LMS	Learner Management System
PAC	Programme Approvals Committee
PLD	Professional Learning and Development
QA	Quality Assurance
QQI	Quality and Qualifications Ireland
RPL	Recognised Prior Learning
SIS	Student Information System
SOLAS	State agency that oversees (FET) sector in Ireland.
SMT	Senior Management Team
STA	Skills to Advance
STB	Services to Business
TEL	Technology Enhanced Learning
TLA	Teaching, Learning and Assessment
UDL	Universal Design for Learning
WWETB	Waterford and Wexford Education and Training Board

GLOSSARY OF TERMS

Term	Definition
Academic Integrity	Academic Integrity means being honest and fair with the work that you submit for assessment, not copying from the internet or from someone else without a reference, not using AI tools, not cheating etc.).
Artificial Intelligence (AI)	Artificial Intelligence refers to the simulation of human intelligence in machines designed to think and act like humans. It involves problem-solving, learning, reasoning, and even understanding language.
Asynchronous Learning	A learning model where learners learn at their own pace, without real-time interaction with instructors or peers. Materials such as videos, readings, and assignments are available to learners to access whenever they are ready.
Blended Learning	Blended learning combines traditional face-to-face classroom instruction with online learning. This method allows flexibility, with some learning occurring in the classroom and other parts being online.
Face-to-Face Learning or F2F	Face-to-Face Learning refers to traditional, in-person education where learners and instructors interact in the same physical location, such as a classroom. This learning format involves direct, real-time communication, with teachers delivering lessons, answering questions, and providing guidance while learners engage in discussions, ask questions, and participate in activities in person.
Formative Assessment	Formative assessment is ongoing evaluation during the learning process, aimed at providing feedback to improve learner performance. These assessments guide instruction and help learners understand their strengths and areas for improvement.
Fully Online Learning	Fully online learning is an educational model where learners complete all course materials, lessons, and assessments via the internet, with no need to attend physical classes.
Gap Analysis	Gap analysis identifies the difference between the current state of a process, skill, or knowledge and the desired state. In education, it can refer to the gap between learners' current abilities and the learning goals they need to achieve.
Instructional Designer	An instructional designer is a professional responsible for creating and organizing educational content, courses, and learning experiences. They apply learning theories to design effective and engaging materials.
Learning Design	Learning design is the process of planning, creating, and organising learning experiences and materials to achieve specific educational goals. It involves structuring content, activities, and assessments to support learner learning.
PAC03-Blended-Request to Implement Blended Learning	A formal application used to request the integration of a blended learning methodology into an existing course. The programme must already be approved for delivery at the centre through the PAC process. This form ensures that the proposed blended approach aligns with WWETB's Blended Learning Policy and Procedures.

Self-Directed Learning	Self-directed learning is when learners take the initiative to plan, execute, and assess their learning activities independently, often using resources they find on their own without relying on formal instruction.
Student Information System	A digital platform used to organise, track, and support education and training programmes. In WWETB, the Programme Learner Support System (PLSS) serves this role by recording learner data, managing course information, and enabling planning, reporting, and learner support.
Summative Assessment	Summative assessment occurs at the end of an instructional period to evaluate and measure a learner’s overall learning. Examples include final exams or end-of-term projects.
Synchronous Learning	Synchronous learning occurs when learners and instructors interact in real-time, such as through live lectures, video calls, or online discussions, with everyone participating at the same time.
Technology Enhance Learning (TEL)	The broad use of digital technologies to enhance teaching, learning, and assessment processes across all modes of delivery, including traditional classroom settings and online environments.
Virtual Learning Environment (VLE)	A Virtual Learning Environment is an online system where educational materials, assessments, and communication tools are provided. VLEs help learners access course content and interact with instructors and peers. Moodle is an example of this.

INTRODUCTION

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. QQI has confirmed that temporary arrangements for Blended and Online Programmes will end in June 2025. After this, providers must apply for and receive approval for an extended scope of provision to continue offering these programmes.

QQI has outlined five approval stages:

1. **Blended – Synchronous Only** (onsite + live online)
2. **Blended – Synchronous & Asynchronous** (onsite + live & self-paced online)
3. **Fully Online – Synchronous Only (National)** (live online only)
4. **Fully Online – Synchronous & Asynchronous (National)** (live & self-paced online)
5. **Fully Online – Synchronous & Asynchronous (National & Transnational)** (live & self-paced online, including international learners)

Each stage has different implications for resources, capacity, infrastructure, and quality assurance. Blended learning requires staff training, careful planning, and pedagogic expertise, while fully online models demand significant investment in technology, instructional design, and quality assurance.

Given the stringent requirements for fully online delivery, WWETB has decided to apply for "**Blended – Synchronous & Asynchronous**" delivery. This decision was formally communicated to QQI in December 2024, with plans to expand further as staffing allows.

Purpose of Strategy

The purpose of this strategy is to establish the definition of blended learning in respect of both blended learning methods and blended learning suitable programmes. It also sets out the necessary provisions for implementing these approaches across WWETB's Further Education and Training (FET) sector, including the development, delivery, and monitoring of blended learning courses.

The strategy 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.

SCOPE OF STRATEGY

This Blended Learning Strategy is designed specifically for Blended Learning within WWETB's Further Education and Training (FET) provision. While it supports the use of digital tools, it is distinct from an IT Strategy, Digital Learning Strategy, or Technology Enhanced Learning Strategy. This first WWETB FET Blended Learning Strategy will be reviewed three years from initial approval.

Governance Structure for Blended Learning Scope of Provision Application



Figure 1 - WWETB Governance Structure of Blended Learning Scope of Provision Application

An initial development team of the WWETB Quality Managers began analysis and review work on the project in Q4 2024. A gap of a resource with TEL specific knowledge was identified at the outset. To remedy this, approval was received from our Senior Management Team (SMT) for the temporary redeployment of an existing staff member with considerable TEL knowledge specifically to support the self-evaluation and application process. In December 2024, the SMT approved the formation of a FET Blended Learn Steering Group to function as the oversight group for this project. This group included the Director of FET, Director of OSD, two Quality Managers, Training Standards Officer, Service to Business Manager, Contracted Training Manager, IT Manager, PLD Manager, Digital Learning Coordinator and Blended Learning Support.

In preparation for this strategy WWETB have extensively reviewed the QQI policies and guidelines, in line with QQI Quality Assurance Guidelines for blended learning programmes, and we have also participated in ETBI working groups and engaged directly with QQI for clarifications where necessary. There has been formal communication with governance groups: the QA steering Group and the FET Leadership and Senior Management Teams, regarding the project requirements, implications and risks to the stakeholders. There has been a review of our existing blended and online provision, the vast majority of which is with our Services to Business (STB) and Contracted Training (CT) units. WWETB's Training partners formed part of the consultation process for the development of this strategy and associated policies.

Definition of Blended Learning

QQI's Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes (2023) use the following definition of blended learning – (*Statutory Quality Assurance Guidelines, For Providers of Blended and Fully Online Programmes, October 2023/QG8-V4. P7*)

Blended Learning refers to a type of programme where teaching, learning and assessment occur using a mix of on-site and online learning, with the online components taking place synchronously, asynchronously, or in combination.

Fully Online Learning refers to a type of programme where all teaching occurs entirely online, either synchronously or asynchronously, or in combination. Importantly, learners can complete their programme of study from a distance with no in-person or on-site requirements

The diagram below also gives a visual of what WWETB defines blended learning as. This visual was adapted from the Graham, Woodfield and Harrison Visual (*Graham, C. R., Woodfield, W., & Harrison, J. B. 2013. P18*)

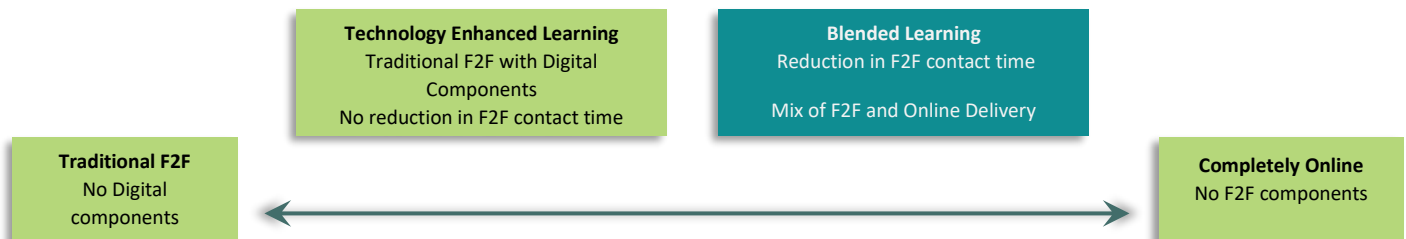


Figure 2 - Diagram of what WWETB defines as Blended Learning

CONTEXT

Emergency Online Provision

Prior to 2020 WWETB had begun to engage with Technology Enhanced Learning within the Classrooms, and our Digital Learning Lead had worked extensively to introduce MS Teams to staff as a Virtual Learning Environment (VLE).

WWETB then engaged extensively in required Emergency Remote Teaching Learning and Assessment (ERTLA) during the COVID crisis, and quickly transitioned into emergency remote teaching, learning and assessment (ERTLA) a temporary shift in response to the immediate crisis. While it is appreciated that this was an emergency response rather than planned migration and that the resources, infrastructure, and pedagogy associated with fully planned migration to blended provision are more extensive and deliberate; considerable policy, procedures, guidelines, criteria, and training for blended provision was developed during this period. WWETB has blended learning approval procedures in place including guidelines, application forms, criteria, programme approval procedures and remote external authentication. These will now need to be updated in line with QQI's Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes (2023)

Although the shift posed challenges such as unequal access to technology and the need for quick adaptation by both learners and educators, it highlighted an important shift in learner preferences. Many learners now seek greater flexibility in their learning modes.

WWETB's reflections on the impact of emergency remote learning have underscored the need for flexibility in the approach to blended and online delivery. A standardised approach does not suit the diverse needs of Further Education and Training (FET) learners, as seen during the pandemic. This realisation has prompted the development of more tailored strategies for blended learning, considering the varying abilities, needs, and experiences of learners. Additionally, it is essential to consider the specific programme and learning outcomes when designing online or blended courses, ensuring that they are suitable for the learning context and aligned with the outcomes of each programme.

TEL Report

In 2023, WWETB partnered with a consultant to develop a TEL Report, evaluating the current state of TEL in FET and outlining a strategic vision for its future.

The "Assessing the present and charting the future of TEL for FET in WWETB Report 2023" aimed to provide a comprehensive overview of Technology-Enhanced Learning (TEL) within Further Education and Training (FET) at WWETB. The report defined TEL, evaluated current technology use, and identified best practices while offering strategic recommendations to enhance digital learning environments. It undertook a review of current TEL systems, such as Moodle, MS Teams, and Zoom, highlighting their benefits and areas for improvement.

Key findings and recommendations include:

- challenges such as underutilised technology features, system administrative inefficiencies, and the need for a structured management approach.

- opportunities for growth, including the adoption of Augmented Reality (AR) and Virtual Reality (VR), the development of Digital Hubs, and a shift from reactive to proactive support models.
- recommendations for creating a TEL ecosystem, including forming a dedicated TEL team, providing staff training, and integrating innovative learning technologies.

The report ultimately serves as a blueprint for a more integrated, learner-centric TEL strategy within WWETB, supporting future digital learning initiatives.

(Assessing the present and charting the future of TEL for FET in WWETB, 2023)

WWETB are working towards the development of an expanded TEL team and have received sanction for a TEL Coordinator for FET. This will be in addition to an existing Digital Learning Coordinator for Schools and half time FET Blended Learning Support position.

Current Blended Approval and Provision

WWETB's Quality team has already established a strong foundation for blended learning by implementing key measures, such as the WWETB FET Blended Learning Policy Version 1.0 and the PAC03 - Blended Learning Course Delivery Request process. These initiatives have provided a clear structure for the integration of blended learning across the organisation. Applications for the delivery of a course via a blended learning format is a formal FET procedure. A blended learning format cannot be used for course delivery without prior approval from the Programme Approval Committee.

Currently, blended learning is primarily being delivered through our services to business (STB) and contracted training (CT) programmes. This serves a verified demand and expressed strategic approach, particularly within our Service to Business clientele. Over the past number of years this provision has matured and expanded and has been shown to be effective through course evaluations and course data we collect.

These programmes have successfully incorporated elements of both online and face-to-face learning to enhance accessibility and flexibility for learners. However, considering the upcoming changes and new guidelines, all these blended learning initiatives will now be updated and aligned with the latest requirements to ensure compliance and continuous improvement in our offerings.

WWETB has developed an extensive gap analysis/self-evaluation survey for use with our contracting training partners. This is based on QQI's gap analysis/self-evaluation tools and allows us to ensure that our partners are delivering blended provision with the full rigour that we require. We have also met with our contracting training partners to review the procedures that they have place with regard to blended provision.

As an organisation, WWETB values technology-enhanced learning and strives to utilise digital tools to optimise the teaching and learning experience for our learners. There are multitudinous instances and examples of TEL approaches within the organisation and the development of effective digital learning content across FET provision such as:

-The pioneering development of immersive Virtual Reality content for the WWETB QQI Level 5 Healthcare programmes or, WWETB's Digital Literacy eLearning Videos, designed for both classroom use and independent learning at home. Or the establishing of 'Digital Hubs' across FET centres. The Digital Hubs create space and opportunity for practitioners to learn and improve their use of TEL and share best practice.

RATIONALE

WWETB's Mission & Vision

WWETB's vision is to lead in learning by delivering high-quality, inclusive, and innovative education and training services. Our mission is to offer diverse education and training programmes to children, young people, and adults across Waterford and Wexford.

The FET Blended Learning Strategy aligns with this mission and vision by providing high-quality flexible learning opportunities that combine face-to-face instruction with online resources. This approach enhances accessibility, leverages technology, and supports continuous improvement in education.



Figure 3 - WWETB's Mission and Vision Statement

Through this strategy, WWETB wish to provide the highest quality blended learning, ensuring that all learners have access to the best possible educational experiences. By integrating innovative teaching methods and cutting-edge technology, the aim is to create a dynamic and engaging learning environment that meets the diverse needs of our community.

In line with the organisation's values, WWETB has embraced the following principles as part of its blended learning strategy.

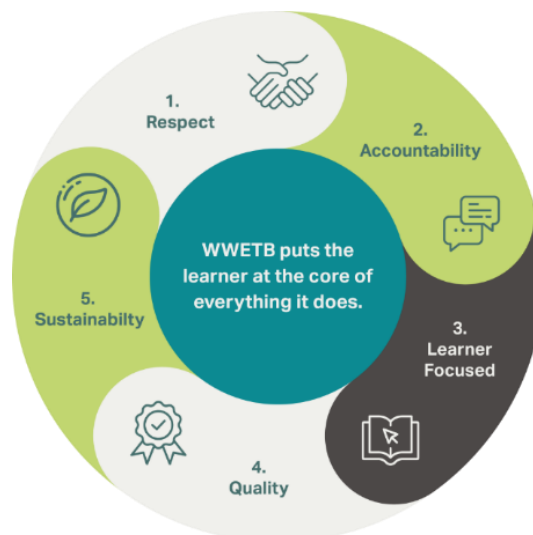


Figure 4 - WWETB's Core Values

Why WWETB Will Offer Blended Provision

The provision of blended learning is an expressed intention within our strategy statement. WWETB offer Blended Provision where there are specific strategic objectives, such as:

1. Blended delivery is in line with an expressed strategic goal or agreement.
2. There is a demonstrable demand (from funders, statutory bodies, learners or employers) for a more flexible mode of delivery in relation to a particular programme or qualification.
3. There are specific accessibility needs that could be accommodated by way of a blended mode of delivery. (This could include a predicted upturn in applicants owing to a more flexible delivery mode).
4. Where online course content is provided by a reputable external vendor and the qualification is formally recognised on the National Framework of Qualifications.

The implementation of this Blended Learning Strategy will:

- **expand access and increase learner enrolments** by offering flexible and inclusive blended learning opportunities that cater to diverse learning preferences, backgrounds, and schedules.
- create a **framework** to assess program suitability for blended learning, ensuring effective integration of both online and in-person components.
- promote **accountability** by supporting continuous professional development for staff and encouraging them to take ownership of their teaching practices and growth.
- develop an **inclusive, learner-centred environment** that offers flexible educational opportunities, **provides diverse learning pathways**, and ensures accessibility and equity for learners from all backgrounds.
- **encourage self-directed learning**, fostering autonomy and responsibility in education.
- **develop digital literacy** in alignment with global digital transformation strategies, equipping learners with future-ready skills.
- offer **empowering education** that supports life-long learning and adaptability in a changing world.
- **ensure quality standards and compliance** in blended delivery, enhancing the learning and assessment experience.
- promote **sustainability** by using digital tools that reduce environmental impact and support long-term learning.
- **promote equality of access and opportunity** with a focus across the nine equality grounds

WWETB Strategy Statement 2023-2027

WWETB's approved and published strategy also includes Strategic Goal 6: Technology Enhanced Learning/Digital Learning. "The aim of this goal is: To develop an organisation-wide IT strategy, incorporating technology-enhanced learning within our FET programmes and digital learning across our colleges, along with an operating model review, to chart the journey for a full transformation of IT within WWETB." This FET Blended learning strategy is in line with strategic priority 6.4.5 – Plan for the design and development of blended learning in line with QQI and curriculum requirements" – (*WWETB Strategy Statement 2023-2027, P6 & P55*)

Solas FET Strategy

The Future FET: Transforming Learning – The National FET Strategy 2020 to 2024’s focus was to transform learning and FET. The approach is based around three strategic pillars: building skills; fostering inclusion; and facilitating pathways. This will be underpinned by a strong focus on four enabling themes: and one of them is digital transformation. While this strategy marked a pivotal moment for FET, the Covid-19 crisis which we experienced in 2020 / 2021 made the need for change more pertinent. The way in which we work, learn, do business, and even engage with each other has already fundamentally changed with technology at the forefront and education providers will have to fully embed technology in the delivery of learning or else risk becoming irrelevant. (*Future FET: Transforming Learning - The National Further Education and Training (FET) Strategy 2020 - 2024, P5 & 6*)

Blended and Online learning is noted as follows throughout this strategy:

Evolution of learning - More online and blended provision to facilitate a more personalised learning experience (*Future FET: Transforming Learning - The National Further Education and Training (FET) Strategy 2020 - 2024, P61*)

Digital Transformation of FET – Transform the way in which learning is offered to fully embrace the blended and online experiences which the Future FET learner will expect. (*Future FET: Transforming Learning - The National Further Education and Training (FET) Strategy 2020 - 2024, P58*)

Use of Alternative Delivery Models - It can be expected that future FET will be delivered using more blended and online approaches. (*Future FET: Transforming Learning - The National Further Education and Training (FET) Strategy 2020 - 2024, P33*)

FET System Targets - A digitally transformed FET system will offer a large portfolio of flexible, online and blended opportunities (*Future FET: Transforming Learning - The National Further Education and Training (FET) Strategy 2020 - 2024, P64*)

Solas Strategic Performance Agreement 2022-2024

The SOLAS and Waterford and Wexford Education and Training Board Strategic Performance Agreement 2022-2024 is set out across the following areas: 1) WWETB in Profile, 2) Performance and Targets, 3) FET Strategy – Building Skills, 4) FET Strategy – Fostering Inclusion, 5) FET Strategy – Creating Pathways, 6) Enabling Themes

Digital Transformation is part of the FET Strategy – Enabling Themes Section as follows: Initiation of blended learning, as a result of the pandemic was transformational, and provided an opportunity to expand blended learning at pace. The ETB will maintain and build on the success of blended delivery in certain provision, for example in some Level 5 and 6 programmes, Contracted Training (CT) and Skills to Advance (STA).

Apprenticeship induction pre-COVID19 was face to face with approximately 50/60 learners once a month from all over the country to Waterford Training Centre. Induction moved online during the pandemic and the future status is to remain online. (*Waterford and Wexford Education and Training Board – Strategic Performance Agreement 2022-2024, P17*)

FET Micro-Qualifications

FET micro-qualifications are a new FET offering to future-proof businesses, with programmes comprising of short, stackable accredited qualifications tailored to fit employees’ work schedules and provided at little or no cost to employers. Created in partnership with industry, FET micro-qualifications are provided at local level by

the Education and Training Boards network under the Skills to Advance initiative. (*Solas Learning Works – Micro qualifications, 2025*)

The Skills to Advance green skills range of micro-qualifications aims to boost awareness of the key environmental sustainability issues that affect employers and employees and to equip them with the skills to make a positive contribution to sustainability in the workplace. The Delivery of these micro-qualifications will consist of short programmes, delivered in a blended learning format with tutor support and online digital resources, to enhance the learning experience. Delivery is flexible to suit both employer and employee needs. (*Solas Learning Works – Green Skills, 2025*)

Through a review of the Skills to Advance company evaluations for the year 2024: Feedback from industry indicates that **65%** of respondents prefer their delivery through a blended or online approach.

European Statistics

In 2024, 33% of EU internet users reported that they had done an online course or used online learning material in the 3 months prior to the survey. This is a 3 percentage point (pp) increase compared with 2023 (30%).

Ireland recorded the highest share of internet users engaged in online learning (61%), followed by the Netherlands (59%) and Finland (53%). (*Eurostat, 2025*)

QQI's Statutory Quality Assurance Guidelines

In accordance with QQI's Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes (2023), "Guideline 1, Strategy, management, and Implementation Plans – A clear vision, explicit strategy, and well-developed management plans are established to support initiation, development, provision, review, and maintenance of blended and/or fully online programmes. Is required" (*Statutory Quality Assurance Guidelines, For Providers of Blended and Fully Online Programmes, October 2023/QG8-V4. P18*)

This strategy 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 and Fully Online Programmes (2023)
- QQI's policy on QA (core) Guidelines (QQI, 2018).
- QQI's Core Validation Policies and Criteria

STRATEGIC COMMITMENTS



Figure 5 - WWETB's FET Blended Learning Commitments

Quality

WWETB's has a mature, robust Quality Framework which has been reviewed and approved as part of the external statutory review process. WWETB commits to extending the same quality and rigour to any provision extended to a blended mode of delivery. We will ensure that new / modified quality assurance procedures relevant to online provision be systematically monitored and modified as required and this will be the responsibility of the FET Quality Team, overseen by the governance of the Quality Assurance Steering Group and the FET Leadership Team.

WWETB commits to:

- ensuring all provider policies and procedures relating to assessment, quality assurance, policies and procedures / regulations are available to learners attending programme in blended mode.
- ensuring all information on good practice, standards and quality in online provision made available to all staff charged with implementing systems and programmes.
- ensuring learner feedback on the quality of online provision and supports collected and used for improvement, through learner and course evaluation and data analysis.
- ensuring where any collaboration or external providers are involved course provision will we ensure that requirements and responsibility for quality assurance of the provision are clear.

WWETB's Strategy Statement commits to the following aligned strategic actions:

- **1.2.4 commits to develop an institutional policy with regard to Blended Learning across WWETB FET programmes.**
- **1.2.5 commits to embedding modern and progressive teaching, learning, instruction and assessment methods, including blended learning methodologies and technologies.**

(WWETB Strategy Statement 2023 to 2027, P30)

Resourcing and Infrastructure

Resourcing & Budgeting

WWETB commits to having an appropriate approved budget for establishing / resourcing infrastructure for online provision, contained within our annual Funding Allocation Request budgetary process.

WWETB's Strategy Statement commits to the following aligned strategic actions:

- **1.1.24 Implement centralised budgeting for FET which is aligned to the new SOLAS funding model funding requirements to adequately resource programmes, meet the needs of learners.**

(WWETB Strategy Statement 2023 to 2027, P29)

Staffing

WWETB commits to having appropriate staffing in place to ensure a high-quality approach to the delivery of blended and online provision, this includes but is not limited to, programme development staff, TEL/Digital Learning staff, IT support and learner support services.

WWETB understands the resource implications (both human and infrastructural) of using online modes and is committed to address and resource those implications.

WWETB's Strategy Statement commits to the following aligned strategic actions:

- **1.1.4 Establish a FET Programme Development Office, aligned with SOLAS strategy of supporting jobs, learning pathways, facilitating inclusion, upskilling through life and careers and targeting key skills needs, to include programme validation and review.**
- **6.4.5 Plan for the design and development of blended learning in line with QQI and curriculum requirements.**

(WWETB Strategy Statement 2023 to 2027, P27, P55)

IT Infrastructure

One of WWETB's 6 strategic goals in our Strategy Statement is **Technology Enhanced Learning/Digital Learning**. The aim is to **develop an organisation-wide IT strategy, incorporating technology enhanced learning within our FET programmes and digital learning across our colleges, along with an operating model review, to chart the journey for a full transformation of IT within WWETB.**

(WWETB Strategy Statement 2023 to 2027, P53)

WWETB commits to:

- having an approved budget for establishing / resourcing infrastructure for online provision, contained within our annual Funding Allocation Request budgetary process.
- reviewing, selecting and approving particular software, hardware and media infrastructure to support online provision. This will include consideration and discussion with FET Quality, TEL and appropriate governance groups.
- having Service Level Agreements (SLAs) in place when reviewing, selecting and appointing suppliers of tech. infrastructure and software.
- when selecting a LMS/ VLE and associated technology, considerations will include reliability, accessibility, security against data breaches / hacking, GDPR and tech support. New platforms and tools will be fully tested prior to confirmation.
- implementing appropriate data backup strategies and retention schedules for learner data.
- having clear responsibilities, resources and training in place for cybersecurity.
- having Digital tools such as Turnitin available to assist in combatting plagiarism and other breaches of academic integrity.
- learners on blended and online programmes having access to a digital library and other resources applicable to their programme
- creating a specification guide in place to provide a clear set of technical requirements and compatibility standards to ensure effective delivery of a blended learning.
- creating a contingency guide in place to provide clear and practical steps for teaching staff and learners to follow in the event of technical issues affecting blended or online learning.

The Virtual Learning Environment (VLE)

All blended learning will occur within the existing WWETB infrastructure, utilising Moodle as the approved Virtual Learning Environment (VLE). other platforms will be considered by the TEL Coordinator and IT Department as part of the PAC approval process. The selected VLE must be clearly stated in the PAC03 application form.

We have assessed the current use of existing Virtual Learning Platforms across our FET Provision. The TEL report in 2023 indicated that our existing technology systems are not fully optimised, resulting in underutilised assessment functionalities within the VLE (Moodle) and necessitating additional administrative steps.

WWETB commits to:

- expanding staff training in the effective and efficient use of our prescribed VLEs.
- allowing only platforms vetted and approved by WWETB's IT/TEL departments for blended learning to be used.
- optimising use of existing platforms.
- ensuring that there is a process in place that requires formal approval by email from the IT Manager for the use of any other VLE than has been approved.
- when selecting a LMS/ VLE and associated technology, considerations will include reliability, accessibility, security against data breaches / hacking, GDPR and tech support. New platforms and tools will be fully tested prior to confirmation.
- providing learners in blended learning programmes with individual WWETB M365 accounts to allow access to all necessary platforms for teaching learning and assessment.

WWETB's Strategy Statement commits to the following aligned strategic actions:

- **1.2.4 Developing an institutional policy with regard to Blended Learning across WWETB FET programmes. Strategic action**

- **1.2.5 Embed modern and progressive teaching, learning, instruction and assessment methods, including blended learning methodologies and technologies.**
- **1.4.2 Further develop Communities of Practice model across the organisation to enhance collaborative practice, including for the purposes of forming supportive networks across teaching and administrative services.**
- **6.4.5 Plan for the design and development of blended learning in line with QQI and curriculum requirements.**

(WWETB Strategy Statement 2023 to 2027, P55, P30, P32)

Programmes

Programme Design

WWETB is cognisant of the contrast in dynamic between face-to-face learning environments and remote ones. In both contexts, creating an engaging learning experience needs to be planned, however, what is effective in a face-to-face learning context may differ from what is effective in a remote learning environment. WWETB intends to further foster the conditions required for effective planning for remote learning content and blended delivery.

WWETB commits to:

- developing and utilising a ‘Blended Learning Suitability Framework’ that enables FET Managers and Coordinators to ascertain the most suitable contexts for the application of blended learning formats.
- a comprehensive programme approval process that ensures effective planning and incorporates key functions and personnel as part of the oversight process.
- ensuring that Practitioners engaged in remote delivery of teaching and learning are adequately trained and are equipped to appropriately plan for online teaching and creating asynchronous content (where locally approved).
- applying the ‘ADDIE’ or similarly effective learning design methods for course planning and blended learning programme design and review prior to programme approval.
- Implementing effective blended learning strategies to create engaging and impactful online learning experiences.
- ensuring clarity for prospective learners regarding course format and learner expectation and responsibility. This will happen at course promotion and induction stages.
- supporting communities of practice and digital champions associated with online delivery to implement best practice approaches that optimise-
 - Learner involvement- dynamic and engaging online content and classes where the learner is involved and not passive.
 - Learner Interactivity- creating opportunities for learners to collaborate and work in groupings of various sizes to aid peer-learning, communication skills and the important social component of group learning.
- ensuring that the previous commitment is applied to courses where there is asynchronous content also.
- ensuring that where appropriate, asynchronous content is presented in a way that gives the learner control of the pace of learning and displays learner progression and achievement.

- Develop a WWETB Blended Learning Digital Toolkit that provides clear guidance on approved digital tools, pedagogical approaches, and accessibility standards to support consistent, high-quality blended learning design and delivery.
- Applying the POUR principals that describe a flexible approach to accessible design that is relevant across digital contexts.

WWETB’s Strategy Statement commits to the following aligned strategic actions:

- **1.1.4 Establish a FET Programme Development Office, aligning with SOLAS strategy of supporting jobs, learning pathways, facilitating inclusion, upskilling through life and careers and targeting key skills needs. To include programme validation and review, including review of learning outcomes, aligned with SOLAS and WWETB overall strategy.**
- **1.2.4 Develop an institutional policy with regard to Blended Learning across WWETB FET programmes.**
- **1.2.5 Embed modern and progressive teaching, learning, instruction and assessment methods, including blended learning methodologies and technologies.**
- **6.4.5 Plan for the design and development of blended learning in line with QQI and curriculum requirements.**

(WWETB Strategy Statement 2023 to 2027, P27, P30, P55)

Programme Approval

WWETB has in place a robust and well-established system for the approval of FET programmes for delivery. New programmes cannot be delivered without formal approval from the WWETB Programme Approval Committee (PAC). Approval to run a course in a blended format is covered by way of the PAC 03 form and oversight process, The oversight process is shown in the infographic below:

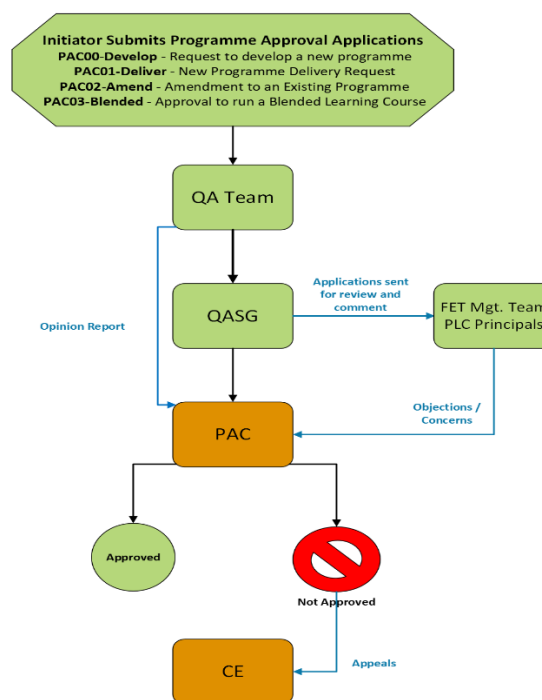


Figure 6 - WWETB's Programme Approval Oversight Infographic

WWETB commits to:

- developing and utilising a ‘Blended Learning Suitability Framework’ that enables FET Managers and Coordinators to ascertain the most suitable contexts for the application of blended learning formats.
- Reviewing and redeveloping the WWETB FET Blended Learning Policy to give guidance and clarity to all stakeholders regarding the WWETB approach to, and systems for remote learning formats.
- ensuring that the following elements are vetted and confirmed as in place as part of the oversight process for PAC 03 submissions:
 - evidence of demand or need for blended format.
 - appropriate learner cohort.
 - appropriate programme/course design.
 - adequate practitioner training.
 - a suitable VLE.
 - support infrastructure for practitioners and learners for online delivery.
 - adequate review and evaluative procedures.
- developing a Teaching, Learning and Assessment policy that will include Blended Learning modes.

WWETB’s Strategy Statement commits to the following aligned strategic actions:

- **1.2.4 Develop an institutional policy with regard to Blended Learning across WWETB FET programmes.**
- **1.2.5 Embed modern and progressive teaching, learning, instruction and assessment methods, including blended learning methodologies and technologies.**
- **6.4.5 Plan for the design and development of blended learning in line with QQI and curriculum requirements.**

(WWETB Strategy Statement 2023 to 2027, P30, P55)

Evaluation

Evaluation of Blended Learning formats will happen on several levels and in multiple ways. WWETB intends to conduct a review of all procedures associated with blended learning formats, including a review of this blended learning Strategy no more than three years after its formal implementation. Blended Learning programmes will be reviewed for effectiveness periodically and there will be processes in place for collating and reviewing learner feedback.

WWETB commits to:

- periodically analysing data associated with Blended-learning provision, in mid-year and end of year cycles. Datasets for analysis will include course participation rates, course completion rates, early-leaving rates and reasons, certification rates, and grade distribution.
- implementing internal bench-mark ranges and reporting on data shown to be outside of the benchmarked figures.
- facilitating learner review after every iteration of a blended-learning course and collating the resulting information in order to show a clear picture of the learner experience.
- implementing practitioner review after every iteration of a blended learning course.
- implementing additional stakeholder review after every iteration of a blended learning course, for example with an associated company/employer or contracted training partner.

- internal programmatic review as part of WWETB programme enhancement.
- engaging in wholesale review for the process of revalidation including the formats for delivery.

WWETB’s Strategy Statement commits to the following aligned strategic actions:

- **1.1.10 Increase student/learner voice participation across WWETB governance structures.**
- **1.1.13 Establish a Continuous Improvement team - Organisation oversight on continuous improvement and quality, including in the delivery of customer service.**
- **1.4.6 Develop organisation-wide feedback mechanisms and structured consultation, including opportunities to engage with the student/ adult learner voice**

(WWETB Strategy Statement 2023 to 2027, P28, P32)

GDPR

The General Data Protection Regulation (GDPR) plays a significant role in the realm of blended learning, as it governs how personal data is collected, stored, and used by educational institutions and online learning platforms. Blended learning, which combines in-person classroom activities with online instruction, often involves the use of digital tools and platforms that collect data from learners, such as login information, progress tracking, and assessment results. WWETB have a Data Protection Officer (DPO) and robust GDPR procedures in place.

WWETB commits to:

- updating the organisations GDPR policies to include online learning.
- ensuring that the Virtual Learning Environment (VLE) and any other platforms or software used in blended learning are GDPR compliant.
- implementing appropriate data protection measures to ensure learner privacy and regulatory compliance.
- directing staff to abide by GDPR guidelines, ensuring that they handle learner data responsibility and follow proper procedures for data access, storage and sharing to protect the rights of the privacy of learners

WWETB’s Strategy Statement commits to the following aligned strategic actions:

- **1.1.16 Appointment of Data Officer – with responsibility for data, data analytics and data protection.**

(WWETB Strategy Statement 2023 to 2027, P28)

Codes of Behaviour

WWETB recognises that codes of behaviour in an online setting differs significantly from those in face-to-face interactions. The anonymity and physical distance provided by digital platforms can lead to more relaxed or sometimes inappropriate conduct. This awareness prompts us to adopt specific online etiquette, emphasising respect, clarity, and mindfulness to foster positive and constructive communication.

WWETB commits to:

- providing formal guidance to both staff and learners on the acceptable use of IT technology and the codes of behaviour for online engagement.
- promoting and moderating safe, respectful, and productive interactions between learners and learners and staff in the online learning environment.

WWETB's Strategy Statement commits to the following aligned strategic actions:

- **Development of a Welcome and Induction handbook/app for each student/adult learner and new staff member.**

(WWETB Strategy Statement 2023 to 2027, P43)

Learner

Accessibility, Access & Inclusion

Waterford and Wexford Education and Training Board (WWETB) is dedicated to promoting equality, diversity and accessibility in its educational programmes and services. WWETB's initiatives include providing support for learners with disabilities, ensuring accessible learning environments and fostering an inclusive culture that values diversity.

WWETB already offer a variety of resources and supports to help all learners success, regardless of their background or abilities. Blended learning holds immense potential for fostering accessibility, access and inclusion.

WWETB's commits to:

- ensuring equity in access to online provision is considered at planning stage.
- advertising with the use of Plain English and in line with the Web Accessibility Directive to maximise accessibility to all prospective learners.
- recruiting in the same inclusive manner as in as for in-person classes.
- adhering to eligibility requirements to ensure learners are at the appropriate level and possess the necessary IT skills to ensure equal opportunities.
- providing support for learners with disabilities, ensuring accessible learning environments and fostering an inclusive culture that values diversity.
- leveraging technology and flexible learning environments to accommodate diverse learning needs and preferences.
- ensuring where possible learners on blended courses have the same opportunities and access to the Learner Support Service, Reasonable Accommodation and Assistive Technology.
- ensuring learners attending blended courses have the same access to groups and activities available to onsite learners e.g. learner councils, class bodies, centre facilities & resources, etc. and that they have the opportunity for inclusion in learner representative bodies.
- advising Practitioners to use the following in their blended learning delivery and materials: Plain English, Public Service Toolkit for Communications, Universal Design for Learning (UDL), in line with IHREC Public Sector Duty.
- creating a style guide for accessibility in blended learning to ensure consistency and accessibility across all materials in line with the Web Accessibility Directive.
- Develop a clear recruitment guide to ensure transparent communication and equitable access for all learners

WWETB’s Strategy Statement commits to the following aligned strategic actions:

- **1.2.1 Embed an inclusive approach to education and training and develop strategies to reduce barriers to participation**
- **1.1.30 Develop and publish a statement on Access, Transfer and Progression from and within FET courses to reduce barriers to learning and implement actions.**
- **3.1.14 Develop and implement a digital accessibility plan to include all relevant digital channels, the monitoring and feedback by regulatory bodies, and the training of those responsible for content to support our obligations under the Web Accessibility Directive.**

(WWETB Strategy Statement 2023 to 2027, P29, P39)

Learner Supports

WWETB provides a number of supports to learners while on programme including those learners who are catered for by our contracted training providers.

WWETB’s commits to:

- providing a holistic range of supports to assist the learner in both face-to-face an online elements of their course.
- providing learners online with supports specific to an online learning environment.
- effectively promoting all supports including support specific to blended learning formats.
- clarity for all stakeholders regarding the responsibility for the promotion and provision of supports.

The supports listed below will be available to learners whether in a face-to-face course or a blended learning course:

Support	Provided by	F2F/ Online/ Both
Laptops and Device Loans	Programme / Centre Management/IT	Both
Assignment Planning & Study Skills	Programme / Centre Management/ Learner Support	Both
Assistive and Adaptive Technology	Programme / Centre Management/ Learner Support	Both
Disability Support including support for learners with Dyslexia, Dyspraxia, Autism, ADHD	Programme / Centre Management/ Learner Support	Both
Course related Reading, Spelling, English Language, Maths & IT	Programme / Centre Management	F2F
One to one or Group sessions with a Learner Support tutor	Learner Support	Both
Wellbeing, Counselling & Mental Health	Programme / Centre Management/Learner Support /Spectrum	Both

As part of the approval process for blended delivery of a FET programme by a designated provider within WWETB, support mechanisms for learners engaged in online learning will be identified including the designated person who will provide those supports. The following is a list of supports specific to blended formats that will be available to learners to support their online learning:

Support	Description	Provided by
Technical Assistance	A technical support guide and a designated email address where the learner can contact tech support.	Programme Management
Feedback Facility- T & L	Periodic learner feedback system....	Course Practitioner
On site learner 'Hot-desk' for online classes	This will be available on a limited basis	Programme Management
Virtual Class Discussion Group Facility	Built into VLE	Course Practitioner

WWETB's Strategy Statement commits to the following aligned strategic actions:

- **4.1.30 Development of a Resilience, Motivation and Empathy programme for students/adult learners across all colleges and centres.**
- **4.1.31 Development of a wellbeing programme that incorporates socialising, mindfulness, wellness, team building, extracurricular, onsite health and wellness, society for students/adult learners across all colleges and centres. Support colleges and centres to implement programme locally.**
- **4.2.2 Develop a structure for clear and defined pathways to emotional, psychological and psychotherapy supports for students/adult learners where required.**
- **6.1.2 Ensure consistency in IT support by implementing appropriate policies and procedures.**

(WWETB Strategy Statement 2023 to 2027, P43, P44, P54)

Assessment

Assessment types vary by module and are determined during the module design process. Blended Learning supports both formative and summative assessments.

Digital technologies offer new forms of assessment that can be integral to online learning formats. It can facilitate continuous assessments submitted online as part of a blended programme.

Examinations must be conducted on-site. WWETB defines Examinations as formal exams held at a WWETB centre, under invigilated and supervised conditions, adhering to all assessment regulations. This method minimises risks to the authenticity and integrity of learner work, reducing opportunities for academic misconduct. It also considers the challenges of replicating an exam environment remotely and reduces the

need for extensive proctoring. Changes to assessment procedures require approval from WWETB QA Steering Group and Quality Team.

WWETB commits to:

- ensuring Blended Provision is compliant with WWETB’s assessment procedures and policies.
- ensuring examinations are conducted on-site.
- encouraging providers to include formative assessment tools for learner feedback and self-monitoring when designing assessment.
- encouraging providers to include group assessments to encourage interactivity between learners.
- creating a protocol for receipt and storage of assessments submitted online and associated feedback to learners.
- creating a process to verify identity of learners submitting online assessments.
- ensuring Learners are aware of all assessment, academic integrity, assessment malpractice and appeals policies and procedures as part of their induction.
- ensuring that online submissions are checked through WWETB’s Plagiarism and AI detection Software.
- ensuring learners are familiar with the location and facilities before assessment.

WWETB’s Strategy Statement commits to the following aligned strategic actions:

- **1.2.5 Embed modern and progressive teaching, learning, instruction and assessment methods, including blended learning methodologies and technologies.**
- **6.4.5 Plan for the design and development of blended learning in line with QOI and curriculum requirements.**

(WWETB Strategy Statement 2023 to 2027, P30, P55)

PLD

Staff Training & Skills

In order to engage in blended learning delivery at WWETB, practitioners must have adequate IT skills, have undertaken training on pedagogies concerning online learning, and ensure they are trained on the Virtual Learning Environment (VLE) and technologies that will be used. If we apply for further extension to scope of provision incorporating fully online provision at a later date, the TEL team will need to expand to include staff with qualifications and skills in instructional design and content creation.

WWETB commits to:

- having a plan to address staff training in online provision.
- ensuring staff using synchronous and asynchronous methods of delivery receive training on effective use of these modes from a pedagogical perspective.
- having training for programme staff on assessment – design, implementation and quality assurance.

- through an expanded TEL team, ensuring the availability of skills and expertise in programme design / development relevant to online modes.
- having staff training cover academic integrity, accessibility, artificial intelligence, data privacy, cybersecurity.
- ensuring programme development teams combine subject matter expertise and expertise in educational technology.
- having ongoing internal supports available to teaching staff and supporting communities of practice.
- Introduce a Professional Learning and Development (PLD) Framework that consolidates all training initiatives, providing a structured and comprehensive approach to staff capability building.

One of WWETB’s strategic priorities in Statement of Strategy is **Professional Learning and Development/Continuing Professional Development**.

WWETB’s Strategy Statement commits to the following aligned strategic actions

- **1.4.1 Undertake a skills needs analysis for each functional area, leading to a planned approach for staff PLD and strategic action**
- **1.4.2 Further develop Communities of Practice model across the organisation to enhance collaborative practice, including for the purposes of forming supportive networks across teaching.**

(WWETB Strategy Statement 2023 to 2027, P32)

As part of staff training for blended provision, we will have a minimum mandatory required set of training standards for staff engaged in blended provision.

UDL

Universal Design for Learning (UDL) is an internationally recognised, evidenced-based framework for inclusive teaching and learning, which supports educators to build more flexibility, accessibility, learner voice and choice into the design and delivery of programmes. It helps us respond to increasing diversity and variability in our classrooms by lowering barriers to learning while maintaining quality, giving all learners more equitable routes to success. *(QQI, 2022)*

Universal Design for Learning (UDL) is now a national priority for the further and higher education sector, with clear commitments to “a universal design for learning (UDL) approach in shaping its future provision” embedded in the Future FET: Transforming Learning The National Further Education and Training (FET) Strategy 2020-24 *(QQI, 2022)*

WWETB endorses Universal Design for Learning (UDL) to create inclusive and flexible learning environments to support diverse learning needs and preferences, ensuring that all learners have the opportunity to succeed in every learning environment.

WWETB strengthened its commitment by adopting ALTITUDE – the National Charter for Universal Design (UD) in Tertiary Education on April 9, 2025.

ALTITUDE seeks to embed a UD approach across the tertiary education sector, The charter emphasises the importance of placing human diversity at the heart of tertiary education design and fostering student success for all. It aims to move towards a system where ‘Inclusion is Everyone’s Business’, with all staff playing their part in delivering an inclusive educational experience. ALTITUDE focuses on four key pillars:

- learning, teaching, and assessment
- supports, services, and social engagement.
- the physical environment
- the digital environment.

WWETB commits to:

- advising providers to apply UDL principles when developing learning materials.
- updating WWETB's UDL guide to include blended learning.

WWETB's Strategy Statement commits to the following aligned strategic actions:**1.2.5 Embed modern and progressive teaching, learning, instruction and assessment methods, including blended learning methodologies and technologies.**

(WWETB Strategy Statement 2023 to 2027, P30)

Communities of Practice

WWETB recognises the value of 'Communities of Practice' as an effective mechanism for peer learning and quality improvement. A number of communities of practice currently exist within the organisation, established based on specific themes. Many WWETB staff members also collaborate in external communities of practice. WWETB will continue to provide the support required for staff members to establish or take part in relevant communities of practice.

WWETB commits to:

- Establishing a community of practice based on blended-learning provision to explore the opportunities and challenges associated with blended formats and establishing best practice approaches to the planning and delivery of blended-learning courses.
- Establish or take part-in a sectoral community of practice based on blended-learning modes of delivery.

WWETB's Strategy Statement commits to the following aligned strategic actions:**1.4.2 Further develop Communities of Practice model across the organisation to enhance collaborative practice, including for the purposes of forming supportive networks across teaching and administrative services.****1.4.4 Continue to engage fully with ETBI working groups and communities of practice for knowledge sharing and professional development.**

(WWETB Strategy Statement 2023 to 2027, P32)

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APPENDICES

Appendix A - Blended Learning Suitability Framework – Self-Assessment.

Blended Learning Suitability Framework

The Blended Learning Suitability Framework is a mechanism which enables a Centre Manager or FET Manager to self-assess the suitability of online modes of delivery (applied in a blended fashion) for a proposed course prior to a formal programme approval submission. The framework focuses on the amenability of key elements of the proposal; the learner cohort, the curriculum profile, and the provider/centre profile and sets criteria down in a binary fashion; amenable to a blended approach or not amenable.

If the proposed course does not successfully pass through the criterion outlined in sections 2 and 3 of the framework, it is unlikely that a subsequent PAC 03 application for the proposed course would be successful. Learner cohort profile parameters are adapted from the NFQ level descriptors.

Section 1. Details and Rationale

Course Name:		
Centre already validated:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Provider/Centre Name		
Manager Name:		
Rationale- The rationale for offering the proposed course by way of a blended mode is: (Please refer to the WWETB Blended Learning Strategy)	-delivery mode will be in line with an expressed strategic goal or agreement.	<input type="checkbox"/>
	-there is a demonstrable demand (from learners or employers) for a more flexible mode of delivery in relation to a particular programme or qualification.	<input type="checkbox"/>
	-there are specific accessibility needs that could be accommodated by way of a blended mode of delivery. (This could include an unpredicted upturn in applicants owing to a more flexible delivery mode).	<input type="checkbox"/>
	-online course content is provided by a reputable external vendor, and it is widely recognised in the sector	<input type="checkbox"/>



Section 2. The Learner Cohort Profile

Level	National Framework of Qualifications – Grid of Indicators Information and suitability for blended learning	
Level 1	These learners tend to work on basic and repetitive skills and are therefore not suited to blended learning.	<input type="checkbox"/>
Level 2	Learning outcomes at this level are typically developmental and therefore not suited to blended learning.	<input type="checkbox"/>
Level 3	Learning outcomes at this level relate to a low volume of practical capability and of knowledge of theory so therefore would not usually be suitable for blended learning. Some instances may apply for e.g. ESOL group where general educational level is of a higher level and learner cohort have the required IT Skills	<input type="checkbox"/>
Level 4	Independence is the hallmark of this level. Learning outcomes at this level correspond to a growing sense of responsibility for participating in public life and shaping one’s own life. – This may be suitable for blended learning if learner cohort have required IT Skills	<input type="checkbox"/>
Level 5	This level is associated with work being undertaken independently, subject to general direction and should be suitable for blended learning once learners have the required IT Skills	<input type="checkbox"/>
Level 6	Learning outcomes at this level include a comprehensive range of skills which may be vocationally specific and/or of a general supervisory nature, and require detailed theoretical understanding and should be suitable for blended learning once learners have the required IT Skills	<input type="checkbox"/>

Competency	Learners require support accessing, using or sequencing learning resources.	Learners can take responsibility for own learning within a supervised environment.
	<input type="checkbox"/>	<input type="checkbox"/>
	Not amenable for Blended format. End.	Continue to next criterion.

Learners have fundamental IT skills proficiency, can use computers and standard comms software.	Learners require support when using information technology such as computers, standard comms. Software.	Skills
<input type="checkbox"/>	<input type="checkbox"/>	
Continue to next criterion.	Not amenable for Blended format. End.	

Knowledge	Have more basic comprehension and a limited range of cognitive tools.	Have consistent access to a broad range of knowledge and a moderate range of cognitive ability.
	<input type="checkbox"/>	<input type="checkbox"/>
	Not amenable for Blended format. End.	Continue to next Section.

Section 3. The Course/Curriculum Profile

Accessibility	The requirement for learners to have digital proficiencies AND resources may adversely affect course accessibility.	The introduction of online/remote elements will improve course accessibility.
	<input type="checkbox"/>	<input type="checkbox"/>
	Not amenable for Blended format. End.	Continue to next criterion.

(This criterion should be checked by Programme manager via the Annual Data report)

The programme incorporates many theory/knowledge-based elements conducive to online learning.	The programme incorporates a high degree of demonstrable physical skill elements.	Content
<input type="checkbox"/>	<input type="checkbox"/>	
Continue to next criterion.	Not amenable for Blended format. End.	

Methodologies	Teaching methodologies for this programme are more suited to situational group and	Teaching methodologies for this programme are mixed between active modes and the delivery of more theoretical content.

classroom/vocational based and active methodologies.	classroom/vocational based and active methodologies.	
	<input type="checkbox"/> ↶	<input type="checkbox"/> ↶
	Not amenable for Blended format. End.	Continue to next Section.



Section 4. The Centre/Provider Profile

Training	Some or no practitioner staff proposed for remote delivery have completed training in online teaching.	All practitioner staff proposed for remote delivery have completed training in online teaching.
	<input type="checkbox"/> ↶	<input type="checkbox"/> ↶
	Requires Planned Action. Continue	Continue to next criterion.



There is a robust and consistently used VLE in place. There is proficiency in its use.	A robust VLE system is not yet in place or not consistently used.	Virtual Learning Environment (VLE)
<input type="checkbox"/> ↶	<input type="checkbox"/> ↶	
Continue to next criterion.	Requires Planned Action. Continue	



Tech. Support	A robust and timely technological support system is not yet in place.	There is an in-centre/local provider managed system in place to provide timely technological support for learners and practitioners.
	<input type="checkbox"/> ↶	<input type="checkbox"/> ↶
	Requires Planned Action. Continue	Continue to next criterion.



Course content has been designed for delivery online and conforms to current best practice for online delivery.	Online course content has not yet been developed for the proposed course or does not yet conform to current best practice models.	Online Content
<input type="checkbox"/> ↶	<input type="checkbox"/> ↶	
Continue to PAC Approval process	Requires Planned Action. Continue to PAC Approval process.	