



wwetb

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Waterford and Wexford
Education and Training Board

FET BLENDED LEARNING

DIGITAL TOOLKIT



VERSION AND APPROVAL DETAILS

Version	Reviewed by	Approved by	Last Modification Date	Approval Date
1.0	Quality Team, TEL Team, IT Dept.	Quality Team, TEL Team	December 2025	5 th December 2025

WWETB PROCESS FOR APPROVAL OF DIGITAL TOOLS

While a dedicated policy for the procurement of AI and digital tools is currently being developed, WWETB already has established procedures in place for procurement and data protection, as well as for the evaluation, testing, and approval of Technology-Enhanced Learning (TEL) tools by the TEL Team.

WWETB TEL Team

1. Identification of Need

The relevant WWETB programme identifies a requirement for a digital product or software solution to support operational or educational needs.

2. Submission of Digital Tool Request

The programme submits a proposal to the TEL Team outlining the digital tool intended for implementation.

3. Evaluation and Testing

The TEL Team evaluates the proposed tool from a pedagogical perspective and conducts testing in WWETB's Moodle Sandbox to verify compatibility & reliability.

4. Security

The TEL Team collaborates with the IT Department to ensure the tool meets WWETB's security requirements.

5. Data Protection

The TEL Team engages with the Data Protection Officer in accordance with WWETB's Data Protection procedures as below.

WWETB Data Protection Process

1. Data Protection Impact Assessment (DPIA)

In line with **WWETB GDPR obligations**, a Data Protection Impact Assessment must be conducted and sent to the Data Protection Officer who then decides whether a DPPI is required.

2. DPIA must be conducted if the digital product involves processing personal data and is likely to result in a high risk to individuals' rights and freedoms. This is mandatory under **Article 35 of the GDPR**.

- DPIAs are completed **prior to any Data Sharing Agreements (DSAs)**.

3. Data Processing Agreement (DPA)

Each vendor must also comply with GDPR and provide, and a **Data Processing Agreement** is signed between WWETB and the supplier to formalise responsibilities regarding data handling.

WWETB's full Data protection policy can be viewed here: [Data-Protection-Policy-2018-proofed-by-Board-4.9.18.pdf](#)

WWETB Digital Tools Procurement Process

1. Framework Check

The WWETB Programme Coordinator checks whether the required product/service is available under existing **OGP (Office of Government Procurement)** or **ETB sectoral frameworks**. Use of these frameworks is encouraged to ensure value for money and compliance.

2. Quotation Process (Below Threshold)

If the product is not on a framework and the estimated cost is **below €50,000 (ex. VAT)** for goods/services:

- A **Request for Quotation (RFQ)** is issued via WWETB's procurement system (e.g., P2P).
- Quotes must be sought from suppliers on the **WWETB approved supplier panel**.
- A minimum of **three quotes** is required for purchases over **€5,000 (ex. VAT)**.

3. Please **advise** procurement on contracts awarded over **€25,000**

4. Tender Process (Above Threshold)

If the estimated cost is **€50,000 or more**, a formal **Request for Tender (RFT)** must be issued in line with **EU and national procurement regulations**. This includes publication on eTenders and adherence to prescribed timelines and evaluation criteria.

5. Evaluation and Award

All submissions are evaluated using the **Most Economically Advantageous Tender (MEAT)** criteria. Evaluation forms and checklists (Appendix 1a) are used to ensure transparency and fairness.

WWETB's full procurement policy can be found here: <https://www.wwetb.ie/wp-content/uploads/2024/04/11a-WWETB-Procurement-Policy-July-2023-thresholds-amendment-only.pdf>

Service Level Agreement (SLA)

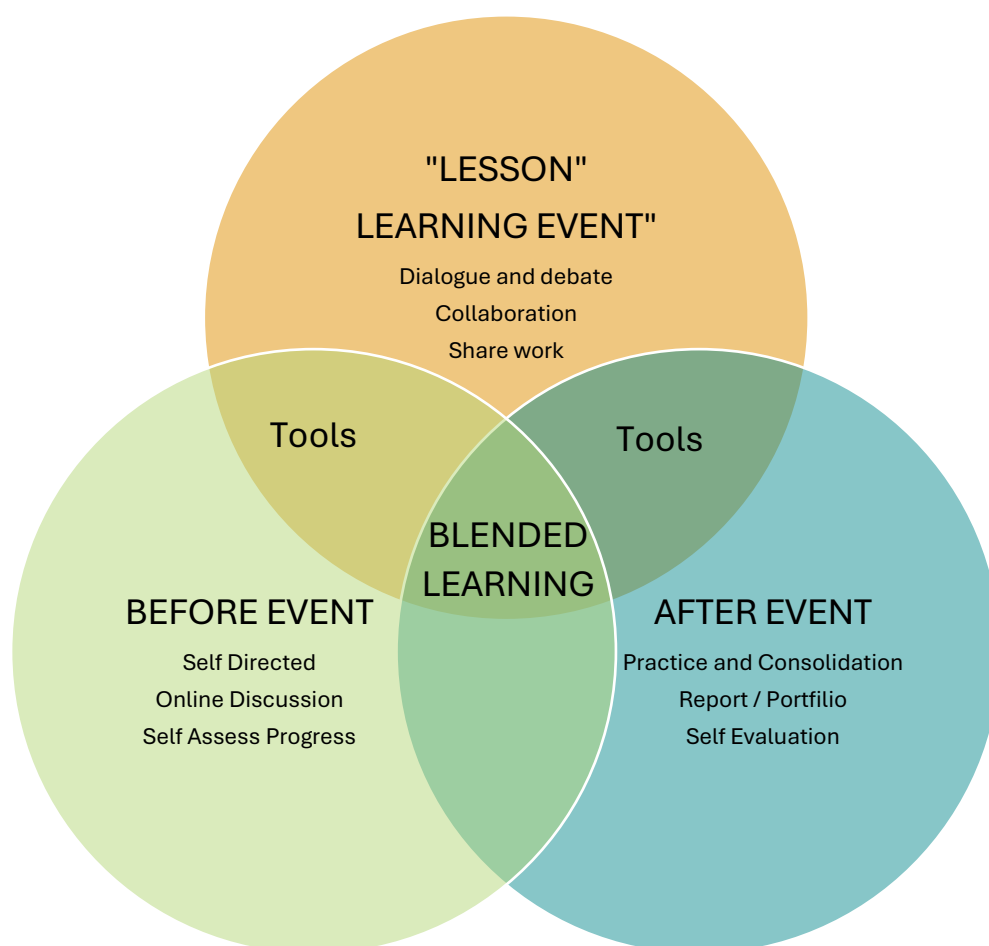
Once the Digital Tools has been approved by the TEL Team and WWETB's Procurement Process. WWETB's TEL Team will then establish a Service Level Agreement (SLA) to define the scope of services, performance metrics, support levels, and escalation procedures. It ensures that the service provider delivers agreed-upon standards, provides ongoing technical support, and includes contingency arrangements in the event of hardware or software failure—offering clarity, accountability, and protection for WWETB.

WWETB PEDAGOGICAL APPROACH FOR BLENDED LEARNING AND DIGITAL TOOLS

The Three Event Model

Our pedagogical approach in this toolkit is based on the Michael Hallissy 3-Event Model. This provides a simple framework for designing effective online learning experiences. This model ensures that learning activities are structured around the following clear three-step cycle:

- Prior to the Course: Getting ready for the course/module.
- During the Course: Doing the work.
- Post course: Following up, Practice and Assessment.



By applying this approach, it will help us move away from the more traditionally static collateral, to more cohesive, engaging, and outcome-focused learning, regardless of whether the delivery is live synchronous or self-paced asynchronous learning.

Synchronous Delivery Pedagogy

The Hallissy 3-Event Model, when used for this type of delivery, focuses on making the most of the limited shared time by ensuring learners:

- Are registered, set up and are provided with all relevant course materials in advance of the session.
- Use the live event primarily for interaction, discussion, and collaborative problem-solving.
- Follow up with activities which allow the user practice, evaluate and apply the learning.

This approach turns the live session into a highly interactive, high-impact event, rather than the traditional lecture format.

Asynchronous Delivery Pedagogy

The Asynchronous delivery method involves learning that is self-paced and accessible anytime, allowing learners flexibility in when and where they engage with the material. This often includes assigning pre-designed/Pre-recorded content to learners, which form all/part of the required learning throughout the course.

Applying the Hallissy 3-Event Model to asynchronous delivery keeps your learning organised and on track. It ensures learners:

- Get the basic knowledge first.
- Moves them to the main activity or practice task.
- Finishes by getting them to think about what they have learned and how to put it into practice.

This method keeps the learner engaged in the learning by setting up clear targets and next steps.

TECHNICAL STYLE GUIDE

The Technical Style Guide ensures that all digital learning materials (synchronous or asynchronous) are accessible, inclusive, consistent, and aligned to the outlined pedagogical approach. All content and materials should follow UDL and Accessibility best practice.

UDL Principles

Representation – Provide Multiple Ways for Learners to Access Information

Requirements:

- Provide content in multiple formats: written text, video, audio, images/diagrams.
- Transcripts for audio; captions for video.
- Visuals paired with simplified explanatory text.
- Integrated LMS glossaries.

Example Learning Interventions / Events:

- Video, transcript, downloadable text summary.
- Audio session with explanation (should be paired with diagrams or walkthroughs).
- Interactive H5P videos which can be paused to allow questions.
- Annotated screenshots in modules or PDFs.
- Prerecorded explainer video to explain key terminology.
- Concept maps created in live collaboration board sessions.
- Assigned readings with guiding questions.

Engagement – Provide Multiple Ways for Learners to Stay Motivated

Requirements:

- Offer learners choice in how they perform tasks/demonstrate learning.
- Include reflective check-ins.
- Support collaboration and provide options for self-paced learning.
- Use tools that accommodate different comfort and skill levels.

Example Learning Interventions / Events:

- Choice offered for demonstrating learning in different formats, Text, Audio, or Visual.
- Breakout rooms for collaboration using case studies.
- Self-paced modules.
- Peer video replies using tools like Flip.
- Real-life scenario videos/examples to contextualise key concepts.
- Instructor video feedback for asynchronous tasks.

Action & Expression – Provide Multiple Ways for Learners to Demonstrate Learning

Requirements:

- Alternatives to traditional written assessments (video, audio, portfolio).
- Provide templates and examples.
- Use tools that support multimodal submissions.

Example Learning Interventions / Events:

- Learners should submit tasks or demonstrate learning in a choice of formats including infographics, videos, audio responses, or portfolios.
- Provide learners with Storyboards or analysis templates where structured tasks are required.
- Moodle assignments allowing the user to work with multimedia file types.
- Interactive quizzes with multiple attempts.

Accessibility Principles

Perceivable

- Alt-text for images and charts.
- Use Accessible fonts.
 - Use **sans-serif fonts** (Arial, Calibri, Helvetica, Verdana)
 - Minimum font sizes:
 - **18 pt** for slides
 - **12 pt** for documents
 - Use **bold font** for emphasis instead of colour.
 - Avoid italics for long passages (reduces legibility)
- High colour contrast (min 4.5:1).
- Captions and transcripts should be available for all audio/video content.
- Avoid text embedded inside images unless necessary (always provide alternative text).

Operable

- Ensure all content can be easily navigated using a keyboard.
- Avoid flashing/moving elements.
- Provide clear structure and navigation, use modules and progress indicators.

Understandable

- Use Plain English.
- Provide clear and concise guidance and instruction up front.
- Consistent use of icons and navigation tools.
- Annotate interactive elements with descriptive text.

Robust

- Use accessible file formats e.g.PDF/UA, accessible Word, HTML, accessible PowerPoint.
- Check compatibility with screen readers.

DIGITAL CONTENT TYPES & BEST-PRACTICE

Text-Based Content

- Consistent use of headings (H1, H2, H3).
- Use built-in styles.
- Chunk content.
- Avoid too much on-screen text.
- Provide content in downloadable accessible versions.

Visual Content

- High contrast
 - Minimum contrast ratio: 4.5:1 for normal text.
 - Minimum contrast: 3:1 for large text (18pt+ or 14pt bold).
 - 7:1 is recommended for optimal readability, especially for learning materials or users with low vision.
- Minimum 18 pt fonts for slides.
- Provide ALT Text and descriptions for complex visual elements.

Video Content

- Video elements should be short (3–7 minutes preferred).
- Closed Captions should be available to enable/disable.
- Provide downloadable transcripts.
- Ensure clear audio quality.

Interactive Content

- Clear instructions to be provided before interaction.
- Consistent use of icons and navigation tools.
- Allow users to make multiple attempts at each interaction.
- Provide built-in feedback to the interaction.

Synchronous Learning Event Types

Live Virtual Class Sessions

- Live lecture or demonstration.
- Real-time Q&A.
- Facilitated discussions.

Live Collaborative Activities

- Brainstorming.
- Group planning.
- Collaboration required events.

Breakout Room Tasks

- Group problem-solving.
- Peer review discussions.
- Case study analysis.

Live Polling & Instant Feedback

- Knowledge checks.
- Pre-assessment survey.
- Pulse Surveys, Check Ins.

Live Demonstrations:

- Presentations/Walkthroughs.
- Software/Hardware/Practical demonstrations.
- Skills demonstrations.

Asynchronous Learning Event Types

Self-Paced Content Modules

- Prerecorded Tutorials (Video, Text, Online Articles, Webinars etc).
- Interactive chunked content.
- Specified reading (Should include guiding questions).

Interactive Learning Tasks

- H5P videos.
- Interactive Quizzes.
- Interactive Tasks (Drag and Drop, Matching, Connect etc).
- Rotating Flashcards.

Discussion Forums

- Reflections on learnings and idea creation.
- Peer responses and feedback.
- Debates.
- Q&A.

Assessments & Quizzes

- Interactive quizzes.
- Built-in scoring and feedback.
- Short answers.

WWETB APPROVED DIGITAL TOOLS

Based in both the Pedagogical Approach and the Technical Style Guides above, below is the suggested Digital Toolkit to be used when creating blended learning content.

Synchronous Learning Tools

These tools are ideal for live, real-time interaction, discussion, and collaborative problem-solving.

Tool	Key Features and Uses
Microsoft Teams	A central platform for delivering live online classes, facilitating group discussions, sharing resources, and managing assignments. It supports breakout rooms for collaborative student work.
Whiteboard (Microsoft)	A collaborative space for visual brainstorming and group work. It supports interactive learning activities such as idea sharing, planning, and feedback.
Microsoft Forms	Supports live polling with real-time results, making it a practical alternative to tools like Mentimeter for engaging learners during lessons or presentations.
Microsoft Reflect	Supports emotional wellbeing and self-awareness through regular check-ins and mindfulness tools. It is integrated with Teams.
Canva	Allows educators and learners to create visually engaging and interactive materials such as presentations and graphic organizers for use in live instruction.
Turnitin	<p>Turnitin is an online system and text-matching software used by educational institutions to help manage academic integrity by identifying potential plagiarism and AI-generated text in learners work</p> <p>It compares submitted documents against a vast database of online content, academic journals, books, and other student papers to generate an Originality or Similarity Report.</p> <ul style="list-style-type: none"> • The Similarity Checker is included in WWETB's MS Teams • Both the Similarity Checker and AI Detection Software is included in Moodle • A web licence to check both similarity and AI Detection is available for WWETB Educators by emailing jeanrawson@wwetb.ie
Padlet (Free Version)	<p>Padlet is a versatile online platform that functions as a virtual bulletin board or corkboard. Users can create digital canvases where they can post, organize, and share content in various formats.</p> <p>They are collaborative, digital spaces where learners can stick notes, images, videos, documents, and links. It's highly visual, customisable with different layouts.</p>
Mentimeter (Free Version)	Allows educators to create engaging interactive knowledge checks and feedback sessions by allowing learners to Vote, Answer questions and provide Feedback in real time. Quickly create Quizzes, Polls, Surveys or questionnaires which can be integrated easily into existing courses or content.

Asynchronous Learning Tools

These tools support self-paced learning, allowing learners flexibility in when and where they engage with the material.

Tool	Key Features and Uses
Moodle (VLE)	WWETB's approved Virtual Learning Environment. It offers features for Course Creation, Content Delivery, Forums, Quizzes, and Assignments. It also includes H5P Interactive Content like interactive videos, drag-and-drop activities, and flashcards.
Stream (on SharePoint)	Allows educators to record and share lessons, presentations, or instructional videos, enabling learners to access content at their own pace.
Clipchamp	A user-friendly video editing tool that enables educators to create and edit instructional videos, tutorials, or student feedback clips, supporting multimedia learning.
OneNote (Class Notebook)	A digital notebook where the Class Notebook feature supports structured learning and individual student workspaces for notes and assignments.
PowerPoint	Teachers can add narration to slides, making them suitable for independent learner review.
Sway	A presentation and storytelling tool for creating visually engaging reports, newsletters, and learning portfolios.
Wakelet	A content curation tool for creating and sharing collections of resources, student portfolios, and collaborative projects.
Flip	A video discussion tool that allows learners to respond to teacher prompts using short videos, text, or audio, supporting inclusive, learner-led expression.
Planner	A task management tool that helps organise group projects, assign responsibilities, and monitor progress.
Turnitin	<p>Turnitin is an online system and text-matching software used by educational institutions to help manage academic integrity by identifying potential plagiarism and AI-generated text in learners work</p> <p>It compares submitted documents against a vast database of online content, academic journals, books, and other student papers to generate an Originality or Similarity Report.</p> <ul style="list-style-type: none"> • The Similarity Checker is included in WWETB's MS Teams • Both the Similarity Checker and AI Detection Software is included in Moodle • A web licence to check both similarity and AI Detection is available for WWETB Educators by emailing jeanrawson@wwetb.ie
Snipping Tool (Windows)	Supports basic video and screen recording for quick demonstrations and captures screenshots for instructional guides.

Microsoft Forms	Useful for creating quizzes, surveys, and feedback forms that can be completed at the learner's pace.
Outlook	Facilitates communication and supports calendar scheduling for meetings, reminders, and events.