

WWETB BLENDED LEARNING PLANNING TOOL

WWETB's blended planning tool below will help you to map out whether your course is suitable for blended learning. The blended learning planning tool is required as part of the PAC03 (Approval to run a blended learning course) Application process. This document will be examined by the FET Technology Enhanced Learning department to ensure all applications to move to blended are suitable.

Each blended course is different and the blend of face-to-face and online elements within a course should be determined by the Learning Outcomes / Minimum Intended Module Learning Outcomes, along with learner needs.

Effective planning for blended delivery requires a well-structured and cohesive course design. This may involve collaboration where multiple modules contribute to the overall programme. Conducting a comprehensive review of the course can help identify areas where content overlaps so that it can be integrated to avoid repetition. Careful planning of the course sequence also provides clarity on how various components will be delivered, ensuring a logical and pedagogically effective sequence.

Please refer to the [FESS blended Learning Handbook](#) in particular the Analysis Section for more detailed information.

Practical Elements of the curriculum and certain teaching and learning methodologies are more suited to face-to-face learning, and formal examinations must be conducted in centre. Please ensure the Assessment Techniques match the module descriptor. Mapping of Learning Outcomes / Minimum Intended Module Learning Outcomes to Assessment Techniques can be found in Section 11.b of the module descriptor.

Learning outcomes do not have to be delivered in order and may be grouped by mode of delivery later if appropriate when creating the session breakdown for the course. The purpose of this planning tool is to establish which Learning Outcomes / Minimum Intended Module Learning Outcomes are suitable for online learning. There is more information on further planning and developing blended timetables on Page 23 of the [Fess Blended Learning Handbook](#)

Although certain elements may be appropriate for online delivery, you may choose to group them with components that are best suited to face-to-face instruction and deliver the session in a classroom setting. This approach is illustrated in Sample 1 below. While the first session could be effectively delivered online, the practitioner in this example has chosen to deliver the induction in person and believes that Learning Outcome 1 (LO1) provides the most suitable starting point for the course. Therefore, both will be delivered together on the first day in the classroom. Please note that elements involving practical work must not be delivered online under any circumstances.

A blank planning tool can be found at the end of this document for use with the PAC03 Application process and below are some samples that are in line with the samples that can be seen in the Blended Session Breakdown Document.

Sample 1 – Level 5 Children with Additional Needs (5N2396)

Learning Outcomes / Minimum Intended Module Learning Outcomes	Mode of Delivery	Teaching and Learning Methodologies	Assessment Technique
LO 1 - Explore the history of special needs in Ireland.	Classroom	Lectures, group discussions, assigned readings, Padlet for Interactive Timeline	Project
LO 2 - Examine the Legislation and Policy development relating to children with additional needs.	Online / Classroom	Video on Key points of Policies, Policy analysis in breakout rooms and present to class Interactive Quiz	Project
LO 3 - Outline a range of special needs, conditions and impairments relating to children.	Online / Classroom	Video / Infographics / H5P for interactive activity	Project
LO 4 - Discuss a range of roles, responsibilities and support services available to children with additional needs. Project 1 – Practice	Classroom	Lecture, Guest Speakers Collaborative list of agencies and professionals Access Audit Instruction and Practice	Project
LO 5 - Use a range of approaches in interactions with children with Special Needs	Online / Classroom	Group work and Collaborative list to discuss approaches / challenges, Simulated Interactions	Project
LO 6 - Apply good practice with children with additional needs.	Online / Classroom	Best Practice Video Case Studies Scenario Based Discussions on discussion board with peer feedback	Project
LO 7 - Plan developmentally appropriate activities mindful of the safety, welfare and well-being of all children.	Online / Classroom	Demonstration and Sample Templates Share and Peer Review	Project
LO 8 - Learn to take responsibility for own learning within a multidisciplinary team, evaluating processes which lead to co-operation and effective communication within the team.	Online / Classroom	Lecture, Poll for Roles and Responsibilities Simulated Multidisciplinary Team Meetings	Project
LO 9 - Evaluate own practice to inform understanding in relation to children with special needs, leading to an awareness of social, ethical and legal issues in relation to education and care.	Online / Classroom	Group work to investigate issues relating to education and care – each group feeds back 1 topic to class. Group Discussion on reflective practice	Project

Sample 2 – Care Skills (5N2770) - Planning

Learning Outcomes / Minimum Intended Module Learning Outcomes	Mode of Delivery	Teaching and Learning Methodologies	Assessment Techniques
LO 1 - Identify relevant groups of people in need of health care	Online / Classroom	Videos on various care groups Case Studies and Group work Discussion Interactive Quiz	Assignment
LO 2 - Examine the physical, emotional, social, psychological and spiritual needs of a range of groups of people, taking into account individual variation	Online / Classroom	Collaboration board for different needs Guest speakers from Multidisciplinary healthcare teams Gamification Quiz	Assignment
LO 3 - Identify the hygiene needs of dependent clients	Online / Classroom	Videos on correct hygiene practices H5P Interactive Hygiene Scenarios	Assignment
LO 4 - Discuss the prevention of pressure sores	Online / Classroom	Infographics and animations on causes and prevention Groupwork with Scenarios and prevention plans	Assignment
LO 5 - Demonstrate knowledge of the correct procedures for the cleaning and replacement of a range of patient equipment.	Classroom	Demonstration and practice of equipment maintenance and infection control. Group work on cleaning procedures.	Skills Demonstration
LO 6 - Adapt levels of assistance to the needs of particular clients	Online / Classroom	Lecture group discussion and collaboration board on personalised assistance & resources to meet clients needs, Groupwork and roleplay on consultation with family	Skills Demonstration
LO 7 - Demonstrate a range of interpersonal skills when dealing with clients to include empathy, respect, patience and effective communication skills	Classroom	Communication and Empathy games, Interactive infographic of ISBAR Tool Demonstration and Role play to practice empathy and communication	Skills Demonstration
LO 8 - Exercise initiatives to improve client involvement in social events, outings and occupational therapy and physiotherapy	Online / Classroom	Guest speaker – Activities Coordinator Brainstorming Session and collaborative board to create inclusive activity plans	Skills Demonstration

LO 9 - Contribute to the maintenance of safe and hygienic environments for clients to include the safe disposal of soiled linen	Classroom / Online	Demonstration and practice of safe linen disposal and PPE H5P Interactive activity on safe and unsafe practices	Skills Demonstration
LO 10 - Assist clients with dressing, grooming, eating, drinking, toileting, continence promotion, mobility and where appropriate, social needs	Classroom	Demonstration, Practice and role play of assisting with washing, toileting and feeding using assistive equipment	Skills Demonstration
LO 11 - Apply client safety and security procedures to include appropriate on site client care procedures for washing, bathing, showering, positioning, moving and handling	Classroom	Safety Video on Do's and don'ts for client safety Demonstration, Practice and role play of moving, handling and washing procedures	Skills Demonstration
LO 12 - Give assistance that enhances the privacy, dignity, independence and positive self image of clients in care	Online / Classroom	Lecture, Video and Group discussion on privacy, dignity, and patient's rights	Skills Demonstration
LO 13 - Give assistance to clients in the use of a range of care equipment to include sensory equipment, aids to encourage independence and mechanical aids including mobility aids, feeding aids, washing aids, elimination aids and hoists	Classroom	Demonstration & Pair work Practice with different aids. Demonstration videos with post-video competency checklists.	Skills Demonstration
LO 14 - Report changes in the client's condition to the relevant Supervisor	Classroom / Online	Lecture, Case studies and group work for discussion, H5P Scenario Videos with questions embedded	Assignment / Skills Demonstration
LO 15 - Complete client documentation where appropriate	Classroom / Online	Lecture, Interactive Sample Documentation, Practice Documenting, Online Quiz	Assignment / Skills Demonstration

Sample 3 – Level 5 Information and Administration – (5N1389) - Planning

Learning Outcomes / Minimum Intended Module Learning Outcomes	Mode of Delivery	Teaching and Learning Methodologies	Assessment Techniques
MIMLO 1. Explain the features of various organisation structures, including departmental functions, personnel roles, and the impact of workplace legislation.	Online / Classroom	Lecture, Exploring Interactive Organisational Charts, Case study analysis of real companies, Breakout room and VLE Forum discussions on organisational structures Guest speakers from industry, Demo and workshop on creating organisational charts, Breakout Rooms and Collaboration board on functions of internal departments and roles and responsibilities of various personal	Assignment
MIMLO 2. Explain how a range of IT equipment and applications are used to effectively meet an organisation's administration functions and needs.	Online / Classroom	Lecture and Discussion on role of IT in Administration, Demonstration and Practice with IT Equipment (Computers, Laptops, Printers, Scanners, Tablets, Smart Phones) Software Demo and Scenario-based practice tasks and simulations, (Admin, Communication and Document management Software) Peer discussion of tech use in workplace contexts and Challenges / Issues in IT	Assignment
MIMLO 3. Organise meetings and national business travel, utilising an appropriate diary management system to include the production of supporting documentation (meeting notice, agenda, itinerary, minutes)	Online / Classroom	Lecture, Role-play simulations of meetings and travel planning, Forum discussion on challenges in coordinating meetings, Quiz on effective minutes taking. Tutorials on diary management tools (e.g., Outlook, Google Calendar) Templates and guided practice exercises, Quiz on diary management best practices	Skills Demo
MIMLO 4. Utilise a range of administrative skills, relevant to the vocational area, with an emphasis on clear communication, efficiency and attention to detail in internal and external correspondence	Online / Classroom	Discussion and collaboration board on Essential Administrative tasks relevant to the vocational area, Email and letter-writing workshops. Pair work and collaboration boards on good and bad Communications. Communication role-plays (internal and external) Group checklist on for reviewing outgoing correspondence, Peer feedback on written communication	Skills Demo
MIMLO 5. Create a file management system	Online / Classroom	Tutorials on digital file organisation, naming conventions and security.	Skills Demo

appropriate to the vocational area, utilising relevant security awareness to enable authorised accessibility.		Demonstrations of cloud storage tools (e.g., SharePoint, Google Drive), Small group scenario-based exercise: Identify security flaws in a sample file system. Problem-solving exercises on data breaches and compliance, Interactive Quiz	
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WWETB's PAC03 Blended Learning Planning Tool - Template

Section 1 - Details

Name of Programme:	
Centre Name:	
Manager Name:	
Manager Contact Details:	
Course:	
Module Name and Code	
Major Award Name and Code:	

Section 2 – Planning Tool

Learning Outcomes / Minimum Intended Module Learning Outcomes	Mode of Delivery	Teaching and Learning Methodologies	Assessment Techniques