



wwetb

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

FET BLENDED LEARNING POLICY AND PROCEDURES



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VERSION AND APPROVAL DETAILS

Version	Reviewed by	Approved by	Last Modification Date	Approval Date	Notes
1.0	QASG, Blended Learning Steering Group, FLT	FET Leadership Team	December 2025	5 th December 2025	
2.0	Blended Learning Steering Group	Blended Learning Steering Group	October 2026	20 th October 2026	Appendix 9 Updated

1. PURPOSE

The purpose of this policy and procedural document is to guide the organisation and its FET centres in designing and delivering high-quality blended learning. They aim to:

- Assert a quality assured approach to the approval, design and delivery of blended learning programmes.
- Maintain quality through monitoring and continuous improvement.
- Support learners and staff through appropriate resources and training.
- Promote access, inclusion, and learner wellbeing.
- Safeguard academic standards in blended programmes.
- Manage risks and vulnerabilities linked to blended delivery.
- Ensure compliance with QQI and national quality assurance requirements.

This policy and associated procedures reflect WWETB's commitment to flexible, innovative, and learner-centred provision within the FET sector.

2. SCOPE

These policy and procedures apply to all Further Education and Training (FET) centres, staff learners and second providers, within WWETB involved in the planning, delivery, assessment, and quality assurance of blended learning programmes. They cover:

- All programmes that combine face-to-face and online delivery modes.
- All staff engaged in the design, delivery, support, and evaluation of blended learning.
- All learners participating in blended learning provision.

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. **Online – Synchronous & Asynchronous (National)** (live & self-paced online)
5. **Fully Online – Synchronous & Asynchronous (National & Transnational)** (live & self-paced online, including international learners)

WWETB currently has QQI approval* for **Blended – Synchronous & Asynchronous (onsite + live & self-paced online)** delivery only.

The policy and procedures apply to both accredited and non-accredited provision and are intended to ensure consistency, quality, and compliance across the FET service.

This section about provider approval for extended scope of provision has been written anticipatively regarding QQI approval for **Blended – Synchronous & Asynchronous.*

3. DEFINITIONS

3.1 Definition of Blended Learning

WWETB define the following as their definition for Blended Learning. This definition is informed by QQI's Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes (2023) – *(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 methodologies, with the online components taking place synchronously, asynchronously, or in combination.

Fully Online Learning refers to a type of programme where all teaching and assessment 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*)

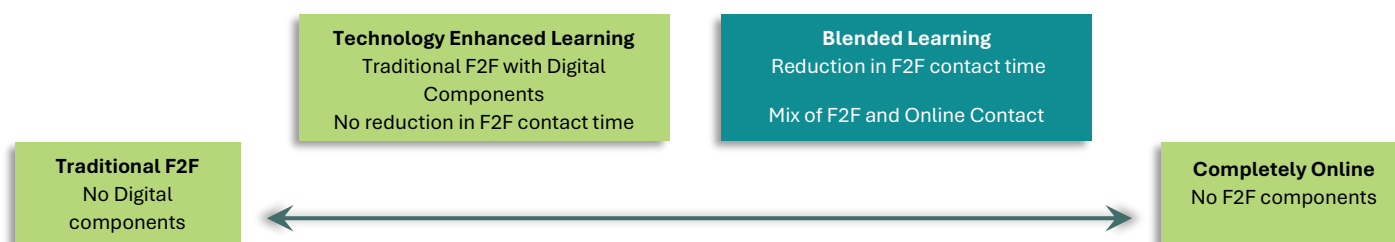


Figure 1 - Diagram of what WWETB defines as Blended Learning

3.2 Abbreviations

Abbreviation	Definition
AI	Artificial Intelligence
BL	Blended Learning
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
SOLAS	State agency that oversees (FET) sector in Ireland.
SIS	Student Information System
SMT	Senior Management Team
TEL	Technology Enhanced Learning
UDL	Universal Design for Learning
WWETB	Waterford and Wexford Education and Training Board

3.3 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 appropriately, 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.
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.
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 – 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.
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.

4. POLICY STATEMENT

- 4.1.1** In line with the WWETB Strategy Statement 2023–2027, this policy commits WWETB to embedding quality, inclusivity, and innovation in all blended learning provision. Guided by our core values of respect, accountability, learner focus, quality, and sustainability, we will harness blended learning and flexible programme design to ensure responsive, future-focused education and training that meets the needs of learners, communities, and employers.
- 4.1.2** This policy represents the principles and procedures that underpin the provision of WWETB courses offering a blended learning methodology in delivery. This policy and its procedures set out the framework for approval, design, delivery, and review of all blended learning provision, ensuring compliance with QQI requirements and organisational QA standards.
- 4.1.3** Blended learning may be implemented where it enhances learner experience, aligns with learner and curriculum needs, is sustainable, and ensures continuity during contingencies. Implementation must also align with strategic goals or agreements, respond to demonstrable demand for flexible delivery, and address specific accessibility needs.
- 4.1.4** The Blended Learning Suitability Framework should be used by Centre and FET Managers to self-assess the suitability of blended delivery for proposed courses, focusing on the learner cohort, curriculum, and provider profile.
- 4.1.5** Programme proposals for blended delivery must be initiated by the relevant Centre/FET Manager, using the Suitability Framework and approved by way of Programme Approval Process.
- 4.1.6** Inclusivity, equality of opportunity, and learner wellbeing are central. All blended provision must demonstrate how learners will be supported.
- 4.1.7** Course design should clearly identify which elements are face-to-face and which are online through both the planning tool and session breakdown (synchronous/asynchronous), and include consideration recognised learning design models (e.g. ADDIE, POUR, UDL).
- 4.1.8** Centres offering courses using a blended format will provide clarity in advertisement and registration processes to ensure that all prospective learners are aware of the implications, requirements, opportunities and responsibilities associated with the course format.
- 4.1.9** All learners must be informed of, and provided with access to academic, technical, and wellbeing supports, and reasonable accommodation, where appropriate.
- 4.1.10** Centres offering blended courses will designate an anchor person (See 5.2.1.1 for definition of anchor person) to support learners with the online learning elements of the course. This staff member will have the relevant technological skills to provide this support.
- 4.1.11** Learner Management Systems (LMS) and Virtual Learning Environments (VLE) should be endorsed by the IT manager prior to use.
- 4.1.12** Centres applying to run a course via a blended methodology will confirm that the appropriate technological hardware is in place for practitioners prior to delivery and that learners have access to suitable devices which include microphones, cameras and the appropriate software, with loan schemes where appropriate.
- 4.1.13** There is engagement with the course stakeholders in order to periodically review all blended programmes incorporating learner and practitioner feedback, with actions documented for quality improvement.

- 4.1.14** All assessments must follow the relevant module descriptor and comply with WWETB’s assessment policies and procedures. Assessments must be submitted via WWETB email or secure, approved VLE, and checked using approved plagiarism and AI detection tools. Examinations should be conducted on-site under supervised conditions, except in cases of emergency contingency or specific QQI validation. Skills demonstrations should be face-to-face by default, unless agreed otherwise through the Programme Approval Process with the Quality Manager and FET TEL Team. Any changes to assessment procedures require approval from the WWETB QA Steering Group and Quality Team.
- 4.1.15** All applications to run a programme using a blended methodology will follow the procedures outlined in Section 5 of this document. All courses will go through this process, even if the centre/provider has been previously approved to run another programme via blended learning through the formal channels.
- 4.1.16** Practitioners will deliver remote classes from their assigned centre unless otherwise approved by the FET Director.
- 4.1.17** All participating learners and practitioners will be appropriately protected in line with General Data Protection legislation, Child Protection, Adult Safeguarding (where applicable), and all intellectual property and copyright legislation will be upheld.

5. PROCEDURES

WWETB sets out a structured process for the planning, approval and implementation of blended-learning programmes and courses. Each application to deliver via a blended delivery mode should begin with a strategic impetus. This strategic impetus will be outlined by way of the Suitability Framework and in more detail in the programme approval documentation and process. The graphic below illustrates the process for rolling out blended provision followed by a more in-depth description of the associated stages.

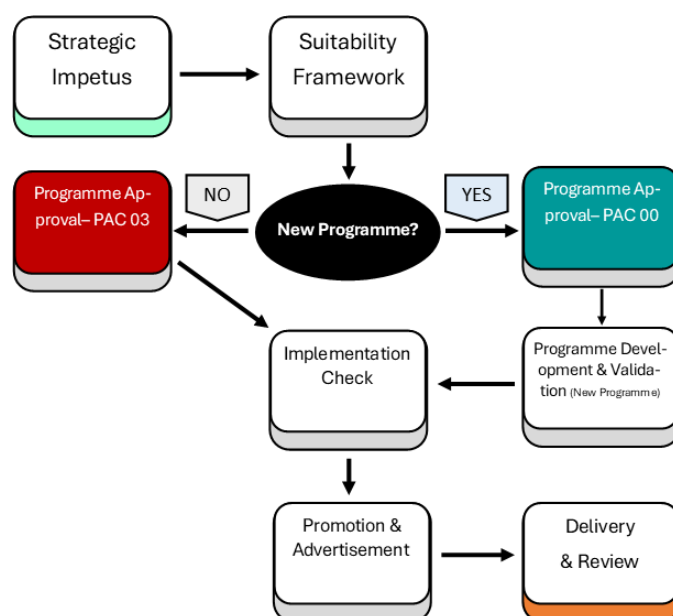
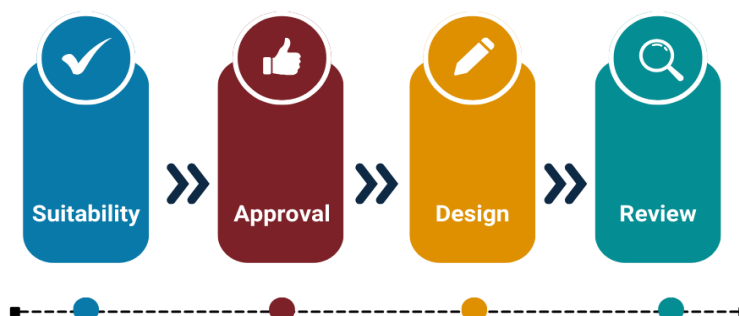


Figure 2 - WWETB's Process for Rolling out Blended Provision

Planning and delivering a programme by way of a blended mode is a four-stage process. This procedural section provides the information on rationale and methodology for each stage. The stages could be concisely described as:

1. **Suitability**- Confirmation of suitability of blended learning mode for intended programme option.
2. **Approval**- Formal programme approval to implement a blended learning mode.
3. **Design**- Formal design stage to ensure high-quality standards for blended modes.
4. **Review**- Periodic review for identification of opportunities and issues.



5.1 SUITABILITY

5.1.1 - Suitability

- Use the **Blended Learning Suitability Framework** ([Appendix 1](#)) to assess whether the programme is appropriate for blended delivery.
- Ensure the framework is reviewed and approved by:
 - **FET TEL Team and Programme Development and Review Officer**

5.1.1.1 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 – Blended' application for the proposed course would be successful. Learner cohort profile parameters are adapted from the NFQ level descriptors.

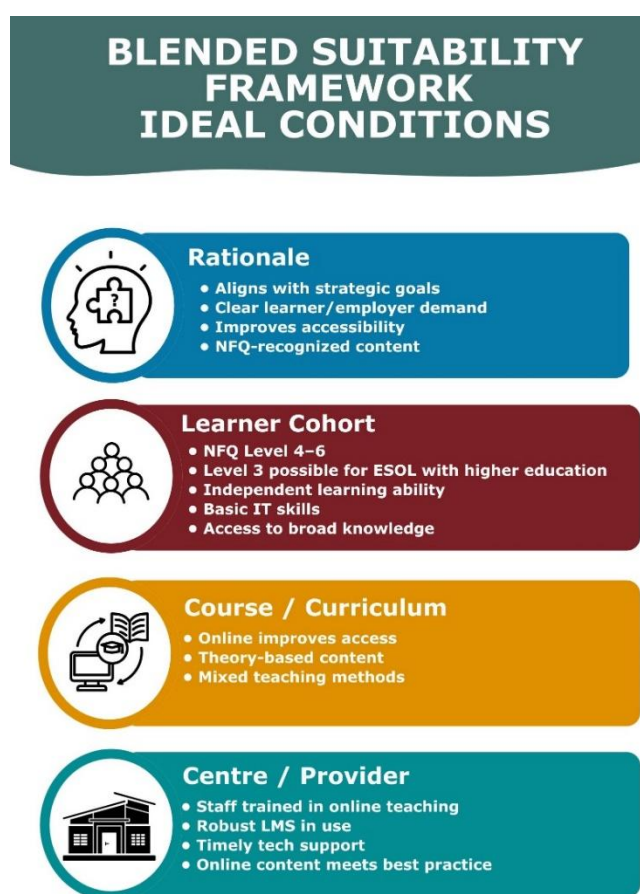


Figure 3 - Blended Suitability Framework - Ideal Conditions

5.2 APPROVAL

5.2.1 – Anchor Person

- Determine who the **Anchor Person** for the blended learning course.
 - Responsibility of relevant Programme Coordinator

5.2.1.1 An anchor person is a designated staff member, who may be a coordinator, teacher/tutor/instructor/adult educator. The anchor person in conjunction with Co-ordinator / Principal provides oversight and ensures the effective integration of the blended learning elements of programme, with support from other members of the team. The anchor person will need to have knowledge and training in regard to blended learning and the associated VLE. Please review the Blended Learning PLD Framework for details regarding mandatory training for the anchor person and all practitioners ([Appendix 2](#)). It is expected that the anchor person will play a central role in the formal approval process (PAC03-Blended and Implementation Process).

5.2.2 – Formal Approval and Planning

- In the case of **New Programme Development**, where a blended delivery mode will be used. The **PAC-00 Form – Develop**, ([Appendix 3](#)) should be completed and submitted for **PAC Approval**. ([Appendix](#)) (See 5.2.2.1)
- In the case of migrating an existing programme to a blended delivery mode. The **PAC-03 Form – Blended** should be completed and submitted for **PAC Approval** ([Appendix 3](#))
- Complete **Blended Learning Planning Tool** ([Appendix 5](#))
 - Submit **PAC03-Blended** to the Quality Team for approval as per WWETB's Programme Development, Approval, Validation and Review Policy.
 - Submit **Blended Learning Planning Tool** alongside **PAC03-Blended**
- Once approved, proceed to the **Implementation Checklist**. ([Appendix 6](#))
 - Work through the **Implementation checklist** with support from the **FET TEL Team**.

5.2.2.1 For new programme development, where a blended mode of delivery will be utilised. The FET TEL Team will form part of the programme development Team in each instance.

5.2.2.2 In line with QQI's framework, ETBs are required to maintain oversight and implement structured programme approval mechanisms for all courses delivered across their centres. The PAC03 (Blended Learning Course Delivery Request Form) plays a key role in this process by enabling WWETB to make transparent, criteria-based decisions regarding applications for new or modified course delivery modes. It ensures that any shift to blended learning maintains the same standards of quality assurance, corporate governance, and formal approval as traditional classroom-based delivery.

5.2.2.3 Approval to run a course by way of a blended learning format is done by way of the ‘Programme Approval Application 03 form’ (PAC 03 – Blended Form). The PAC03-Blended Form is the formal approval document used within WWETB (Waterford and Wexford Education and Training Board) to support the transition of courses to a blended delivery format, in line with QQI’s Quality Assurance (QA) Guidelines.

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

5.2.2.5 The Blended Learning Planning Tool ([Appendix 5](#)) is used to map out how, and to what extent a blended learning mode will be suitable for a proposed course. The blended learning planning tool is required as part of the PAC03-Blended (Approval to run a blended learning course) application process.

5.2.2.6 QQI has outlined specific parameters in the Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes (2023) under which providers may offer courses through blended learning formats. To implement this, WWETB have created the Blended Learning Implementation Checklist document ([Appendix 6](#)).

5.2.2.7 The Blended Learning Session Breakdown ([Appendix 7](#)) should be used to break down delivery sessions and establish what mode of delivery will be used for each session. This document must be submitted alongside the completed Implementation Checklist. These documents will be examined by the FET TEL Team to ensure all applications to utilise a blended mode of delivery are based on good practice and clear planning.

5.2.2.8 The Implementation Checklist and Blended Learning Session Breakdown will both be examined by the FET TEL Team. The FET TEL Team must sign off on the checklist **before** the blended programme can be scheduled and advertised (For advertising and promotion and scheduling of blended courses – See Section 5.5.2)

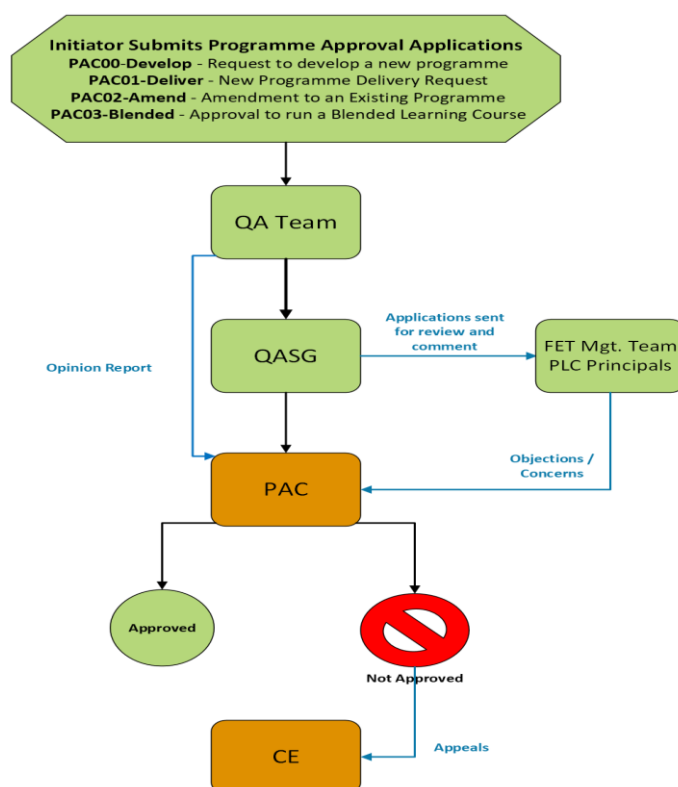


Figure 4 - WWETB's Programme Approval Oversight

5.3 DESIGN

5.3.1 Digital Accessibility

- **Teaching and Learning resources** should be developed in line with best practice in terms of **digital accessibility**. (Check WWETB Digital Accessibility Strategy for reference to Teaching resources).
- Access Digital Accessibility training if required can be accessed through the WWETB PLD and FET TEL Team.

5.3.2 Assessment Requirements

- All assessments must follow the most up to date and relevant **WWETB module descriptor**.
- Assessments must be compliant with **WWETB's assessment procedures and policies**. These can be found on the [QA SharePoint Site](#)
- **Examinations**, except in cases of emergency contingency measures, 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.
- Certain **skills demonstrations** may be conducive to an online environment such as the skills demonstration required for level 5 Communication or Teamworking. The default, however, should be to face-to-face skills demonstrations unless otherwise and evidentially agreed with the Quality Manager and FET TEL Team through the PAC03-Blended process.

Measures to mitigate the risk of academic integrity and verify learner identity:

- Assessments must be submitted via **WWETB email addresses** or through **secure Moodle accounts** and checked using **WWETB's plagiarism and AI detection tools**.
- Formative assessments can be used to monitor learning and provide early feedback.
- Gated or locked assessments can help maintain a structured learning path, ensuring all modules are completed and knowledge is consolidated before final assessment.
- Live question-and-answer session can support transparency and engagement.
- Learners and practitioners should be aware of WWETB's Academic Integrity Framework.

5.4 REVIEW

5.4.1 Periodic Review

- Implement a periodic review mechanism AND an end of course review mechanism.

5.4.1.1 Review and evaluation should form a central part of each blended course iteration. End of course evaluation can take the form of the digitised FET 'End of Course Survey' or other tools could be used as per section 6.6 of that procedural document ([Procedure for End of Course Surveying of Learners](#)). Mechanisms for ongoing review with learners should be in place and form part of the planning of the blended provision as overseen by the coordinator. These mechanisms can be devised in-house in a way that best suits the learner cohort so long as they are:

- Well explained and promoted
- Easy to access/use
- Routinely applied

5.4.1.2 The periodic review of courses with learners and practitioners will facilitate the early identification of course issues and opportunities and will enable interventions that may enhance or improve course delivery and outcomes.

5.5 Additional Requirements

5.5.1 Proposals may be subject to **differential validation costs** payable to QQI.

5.5.2 WWETB currently has QQI approval for:

- **Blended – Synchronous & Asynchronous (onsite + live & self-paced online)** delivery only.

5.5.2 When scheduling a course that has been approved for a **blended learning delivery methodology**, please ensure you have used the WWETB's PLSS location protocol([Appendix8](#)) and that you add the PLSS standard wording ([Appendix9](#)) for blended modes of delivery as below.

6. ROLES AND RESPONSIBILITIES

6.1 WWETB Senior Management Team

The Senior Management Team plays a central role in the development of the organisational strategy. WWETB actively promotes technology-enhanced learning and has designated systems and structures in place for FET provision by which to develop and support same. Expressed commitments of the Organisational Strategy Statement 2023-2027 are to:

- *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.*

The Senior Management Team carries the responsibility to ensure that functional units such as the FET TEL Team, Professional Learning Development and Information Technology Teams are well established, resourced and play a critical role in equipping the organisation to offer enhanced learning opportunities by way of technology. As well as enhancing learning, the Senior Management Team has overall responsibility for learner safety with regard to the use of information technology and commits to the safeguarding of learners, staff and information via the commitments associated with relevant policies.

6.2 WWETB Blended Learning Steering Group

The WWETB Blended Learning Steering Group is an advisory and consultative group that fulfils the following general functions:

- Assist and advise in the coordination and development of the blended learning approval gap analysis, self-evaluation, strategy and application documents.
- Monitor progress and ensure work is completed by relevant stakeholders.
- Participate in the QQI Approval Panel as appropriate.
- Support the WWETB Quality Manager in the decision-making processes associated with the development of the extension of scope of provision application to QQI.
- Act as the main oversight and preliminary approval body for tasks associated with the project.

Final decision-making responsibility regarding the application process lies with the WWETB Quality Manager and the FET Director.

For composition of Blended Learning Steering Group, see WWETB FET Blended Learning Strategy.

6.3 FET Leadership Team

The extent to which technology assists FET delivery in a pedagogical context is overseen by the FET Leadership Team and Programme Coordinators. The FET Leadership Team carries the responsibility to inform and implement a strategic approach to WWETB FET Provision inclusive of the most appropriate modes of delivery or relevant cohorts. Each FET Manager has the responsibility to formally sign off on PAC03-Blended Applications. FET Managers have the overall responsibility for quality and management in respect of coordinator and practitioner staff involved in delivering blended learning modes. The FET Leadership Team approve and formally review the WWETB FET Blended Learning Policy and Procedures.

6.4 Programme Approval Committee

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

6.5 FET Quality Team and Quality Assurance Steering Group

The FET Quality Team manage the programme approval process including the application process for blended learning formats for individual courses. Programme approval applications are reviewed by the Quality Assurance Steering Group to assess for convention and to ensure there is no unnecessary duplication of provision. See section 5.2.2 for overview of application process. While the Quality Team is the unit with the responsibility for the development of policies and processes that help to ensure a best practice, quality, and a standardised approach, the ultimate responsibility for quality methods of instruction and modes of delivery lies with the practitioner, the coordinator, principal and relevant FET manager. The Quality Team holds responsibility for ensuring that assessment practices in blended learning courses are aligned with quality assurance standards. The Quality Assurance Team plays a key role in the development of policy and procedures relating to blended and other remote learning modes. The Quality Team will play an active role, in the review of FET Blended Learning strategy, policy and procedures.

6.6 FET Technology Enhanced Learning Team

The FET TEL (Technology Enhanced Learning) Team plays a key role in supporting the integration of Technology across FET Teaching, Learning and Assessment. The FET TEL Team offer support and guidance for the planning of, and implementation of blended learning across FET provision. Their responsibilities include:

- Overseeing and signing off on the Blended Learning Suitability Framework to ensure proposed courses meet all criteria before submission for PAC approval.
- Support centres in PAC03-blended applications.
- Reviewing and approving the Implementation Checklist, confirming it is completed and supporting coordinators in adhering to the implementation plan throughout the course.
- Providing guidance and support to the Anchor Person and teaching staff with regard to blended learning best practice.

- Ensuring staff have access to training in online teaching methodologies and the use of platforms such as Moodle.
- Monitoring the quality and consistency of online content and its alignment with best practice standards.
- Offering technical advice and troubleshooting support for blended learning delivery where appropriate.
- Maintaining and engaging in review of policies, templates, and resources related to blended learning.
- Engaging in periodic reviews and evaluations of blended learning programmes to ensure continuous improvement.

While the FET TEL Team is responsible for developing resources, providing guidance, and ensuring processes that support best practice and a consistent approach to blended learning, the team also oversees compliance with the Blended Learning Suitability Framework and the Implementation Checklist. Their role focuses on enabling quality and standardisation in the use of technology for learning, the ultimate responsibility for quality methods of instruction and modes of delivery lies with the practitioner, the coordinator, principal and relevant FET manager and the day-to-day delivery and learner engagement remain the responsibility of teaching staff.

6.7 FET Programme Development and Review Officer

The Programme Development and Review Officer leads the development of new FET programmes and manages the systematic review of existing programmes to ensure quality, compliance, and alignment with organisational policies. This role involves coordinating programme approval processes, supporting blended learning programme development, and ensuring integration of UDL, RPL, and other best practice approaches. In relation to blended learning, the programme development and review officer works in partnership with the FET TEL Team to review and sign off on the Blended Learning Suitability Framework, confirming that proposed courses are appropriate for blended delivery. The Programme Development and Review Officer ensures that the FET TEL Team form part of the Programme Development Team for new programmes that will be delivered via a blended mode of delivery. The programme development and review officer also advises on programme design, oversees cyclical programme reviews, liaises with awarding bodies, and contributes to continuous improvement in programme development and validation.

6.8 FET Coordinators, Principals and Managers

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

- Ascertaining the suitability of the blended format for the course and the learner profile through the suitability Framework ([Appendix 1](#)).
- Planning for the requirements of a blended learning format in terms of; adequate infrastructure, staff training, (Refer to PLD Framework) ([Appendix 2](#)) development of course materials, (WWETB Blended Learning Toolkit)([Appendix 10](#)) learner support, staff support, technological support, and contingency planning ([Appendix 11](#)).

- Formal application to Programme Approval Committee for a blended learning format.
- Engage with the FET TEL Team to successfully complete the Implementation Checklist ([Appendix 6](#)) and ensure that this informs course delivery.
- Clearly advertising the course as blended learning format and defining for prospective learners the details and requirements of the course. Further to this, ensuring that course format is appropriate for and amenable to the course candidates prior to intake.
- Implementing robust review procedures mid-course and at endpoint and record findings, making adaptations to course elements where necessary.

6.9 The Blended Learning Anchor Person

The Blended Learning Anchor Person is a designated staff member, who may be a coordinator, teacher/tutor/instructor/adult educator. The anchor person in conjunction with Co-ordinator / Principal provides support and ensures the effective integration of the remote learning elements of programme, with support from other members of the team. The anchor person will need to have knowledge and training in regard to blended learning / remote learning, and the associated VLE. It is expected that the anchor person will play a central role in the formal approval process (PAC03-Blended and Implementation Process).

The anchor person is responsible for:

- Being trained in Blended Learning and the use of Moodle. Refer to PLD Framework ([Appendix 2](#)).
- Support the integration of online and in-person components.
- In conjunction with Programme Coordinator, Principal or Manager, ensuring the Implementation Checklist ([Appendix 6](#)) is completed, signed off by the FET TEL Team and adhered to throughout the course.
- Liaising with staff to maintain quality and consistency.
- Supports learners and practitioners in blended delivery.
- Assists with compliance to best practices and relevant policies.
- Ensures that only digital tools from WWETB Blended Learning Toolkit are used ([Appendix 10](#)) are used.

6.10 FET Practitioner

It is expected that all practitioners will demonstrate an appropriately positive and professional attitude toward using technology for teaching and learning. Where a practitioner will deliver by way of a blended learning mode, they should engage in training opportunities for same and Refer to PLD framework ([Appendix 2](#)) FET practitioners are responsible for the development of, and continued optimisation of teaching and learning materials appropriate to, the learning context, the learning cohort, and the expected standards in conjunction with the National Framework of Qualifications. They should endeavour to use best practice approaches in the delivery of remote teaching and learning, including UDL. They should also ensure they are using only digital tools from WWETB Blended Learning Toolkit ([Appendix 10](#))

6.11 The Learner

It is expected that learners will endeavour to fully engage with both the online and in-person elements of their course. They should endeavour to demonstrate initiative, manage their time effectively, and complete all assigned work on schedule. Learners who apply for a blended learning course are expected to confirm they have the necessary IT skills, a reliable broadband connection, and a quiet, suitable space for study. They should have relative confidence in using the required technology, participate in online discussions, and collaborate where needed. They are required to maintain regular contact with their teacher, tutor, or instructor, seek support when required, and follow course guidelines. These are considered essential commitments to ensuring a successful blended learning experience. The learner will act appropriately with regard to any codes of behaviour and acceptable usage policy.

7. REFERENCES

Statutory Quality Assurance Guidelines, For Providers of Blended and Fully Online Programmes, October 2023/QG8-V4. P7

Graham, C. R., Woodfield, W., & Harrison, J. B. (2013). A framework for institutional adoption and implementation of blended learning in higher education. The Internet and Higher education, P18

8. TABLE OF FIGURES

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9. APPENDICES

7.1 Appendix 1 – Blended Suitability Framework

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.

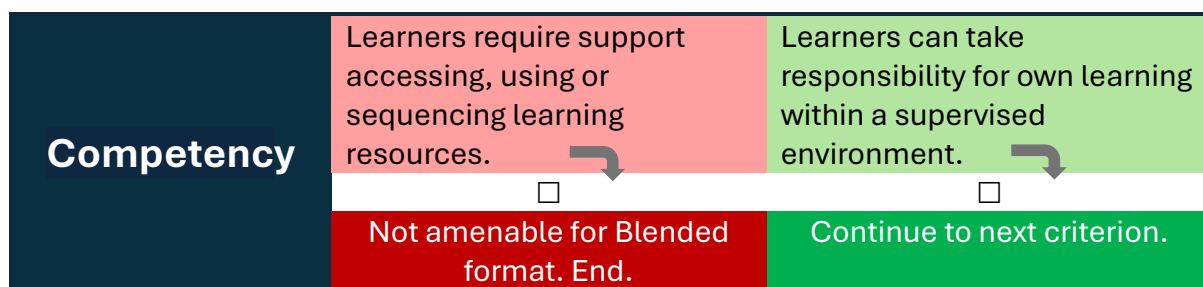
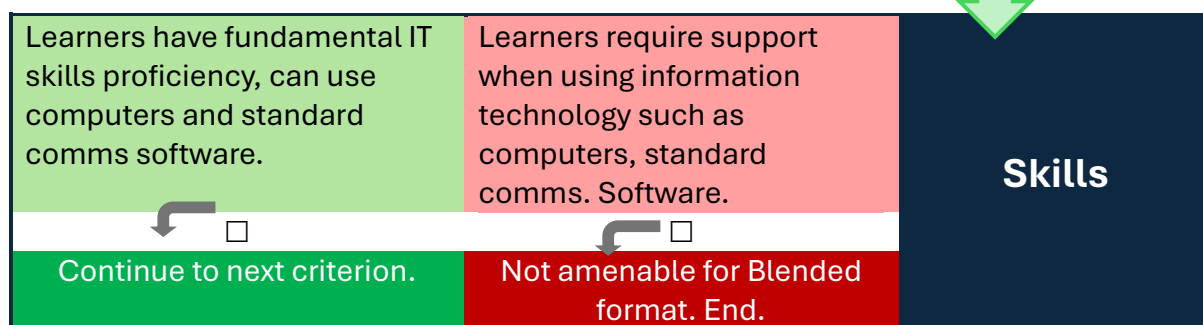
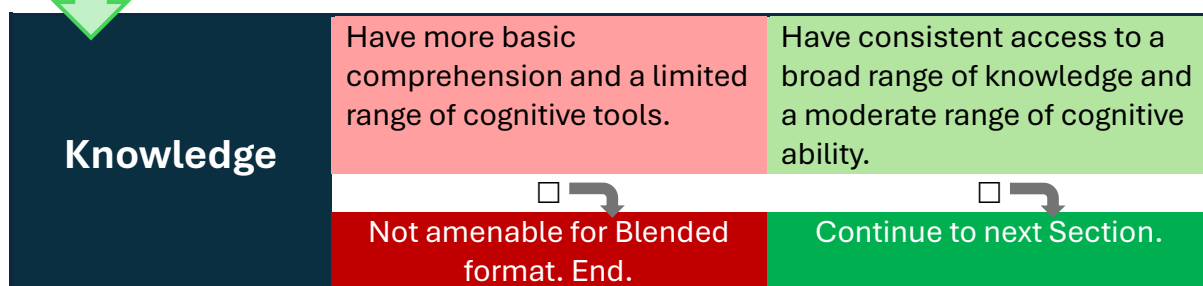
If the proposed course does not successfully pass through the criterion outlined in sections 2 and 3 of the framework, it is unlikely that a subsequent PAC 03 application for the proposed course would be successful. Learner cohort profile parameters are adapted from the NFQ level descriptors.

Section 1. Details and Rationale

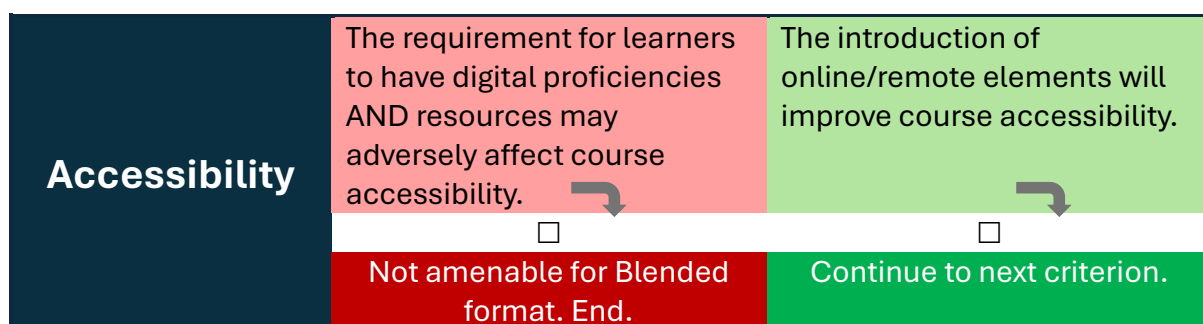
Course Name:		
Centre already validated:	Yes ☐	No ☐
Provider/Centre Name		
Manager Name:		
Rationale- The rationale for offering the proposed course by way of a blended mode is: (Please refer to the WWETB Blended Learning Strategy)	-delivery mode will be in line with an expressed strategic goal or agreement.	☐
	-there is a demonstrable demand (from learners or employers) for a more flexible mode of delivery in relation to a particular programme or qualification.	☐
	-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).	☐
	-online course content is provided by a reputable external vendor, and it is widely recognised in the sector	☐

Section 2. The Learner Cohort Profile

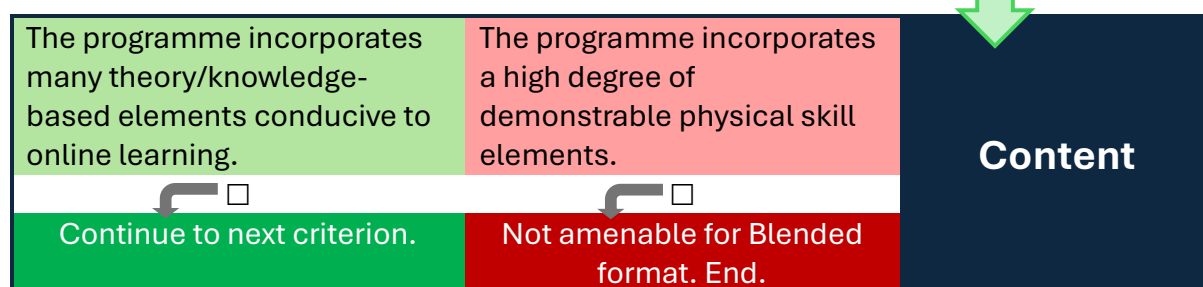
Level	National Framework of Qualifications – Grid of Indicators Information and suitability for blended learning	
Level 1	These learners tend to work on basic and repetitive skills and are therefore not suited to blended learning.	☐
Level 2	Learning outcomes at this level are typically developmental and therefore not suited to blended learning.	☐
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	☐
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	☐
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	☐
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	☐



Section 3. The Course/Curriculum Profile



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



Methodologies	Teaching methodologies for this programme are more suited to situational group and classroom/vocational based and active methodologies.	Teaching methodologies for this programme are mixed between active modes and the delivery of more theoretical content.
	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.
	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)
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.
	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
Continue to PAC Approval process	Requires Planned Action. Continue to PAC Approval process.	

INTRODUCTION

PURPOSE

This framework serves as a guide for implementing a professional development (PD) program that equips teachers with the knowledge, skills, and tools to effectively integrate **blended learning**—a strategic combination of in-person and online instruction that enables personalisation of learning experiences for learners.

Definition

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.

Vision

To cultivate a learning environment where technology enhances instructional quality, promotes learner agency, and extends learning beyond traditional classroom walls.

CORE PRINCIPLES OF BLENDED LEARNING

- 1. Learner-Centred Design**
Instruction is personalised to meet diverse learning needs, preferences, and paces.
- 2. Intentional Integration**
Technology and in-person learning are purposefully designed to complement, not replace, each other.
- 3. Data-Informed Decision-Making**
Educators use digital tools to gather data, inform instruction, and support continuous improvement.
- 4. Collaboration and Reflection**
Teachers and learners engage in ongoing dialogue, peer learning, and reflective practice.
- 5. Equity and Accessibility**
Every learner has equitable access to digital tools, resources, and support, and courses are Universally Designed.

FRAMEWORK OVERVIEW

The framework is structured around **four phases** of professional growth:

Phase	Focus	Goal
I. Awareness	Understanding blended learning concepts	Build foundational knowledge
II. Implementation	Applying blended learning in practice	Experiment, adapt, and refine

AWARENESS

The Awareness section lays the foundation for this transformation. It encourages teachers to explore what blended learning truly means and how they can use it effectively to improve learner engagement. Teachers should engage with available learning content to gain a better understanding of:

- What Blended Learning is
- The tools used to both create and deliver content digitally
- The use of AI (Artificial Intelligence) in education
- Academic Integrity Principles.

Objectives

- Build foundational conceptual knowledge and shared understanding of blended learning.
- Define blended learning and its models (e.g. Flipped Classroom, Flex Model).
- Recognize the benefits and challenges.
- Explore success stories and best practices.

Mandatory Training

Teachers/Course Designers are required to familiarise themselves with the Blended Learning Strategy and to engage with all freely available resources to ensure they are best positioned to create/deliver content/courses digitally.

- [WWETB FET Benefits and Risks of Blended Learning](#)
- [WWETB FET Blended Learning Guide for Practitioners for Online Learning](#)
- [WWETB FET Blended Learning Specification Guide](#)
- [WWETB Blended Learning Toolkit](#)

WWETB Blended Learning Teacher Training Plan

Before a teacher can deliver content via blended learning they must have completed the following mandatory training.

MODULE 1: INTRODUCTION & OVERVIEW

Objective: Establish foundational understanding of blended learning.

Topics:

1. **Blended Learning**
 - What is blended learning?
 - Benefits: flexibility, personalised learning, enhanced engagement.
2. **WWETB Blended Learning Policy & National Standards**
 - Overview of WWETB policy.
 - Alignment with broader educational standards in Ireland.
3. **Virtual Learning Environment (VLE) Overview**
 - Introduction to Moodle & MS Teams.
 - Benefits for course delivery, resource management, and communication.

MODULE 2: PEDAGOGICAL APPROACHES & ASSESSMENT

Objective: Develop effective teaching and assessment strategies for blended learning.

Topics:

1. **Effective Teaching Strategies**
 - Blended Learning Pedagogies
 - Integrating face-to-face and online components.
 - Active teaching and engagement strategies.
2. **Assessment Design and Implementation**

- Formative and summative assessment methods for blended learning.
- Authentic assessments and feedback strategies.

3. **Accessibility & Universal Design for Learning (UDL)**

- Ensuring equitable access for all learners.
- Practical strategies for inclusive lesson design.

MODULE 3: TECHNOLOGY & REMOTE TOOLS

Objective: Build skills and competency with remote technologies, AI, and IT tools.

Topics:

1. **Remote Technologies & Collaboration Tools**

- Microsoft Teams, and other WWETB-supported platforms.
- Online group work, discussions, and synchronous/asynchronous engagement.

2. **Artificial Intelligence in Blended Learning**

- Enhancing engagement via AI-driven interactive content and simulations.
- Supporting collaborative projects and personalized learning.
- Introduction to approved AI Tools (as per WWETB Guidelines).

3. **Virtual Learning Environment (VLE) Practical Use**

- Course creation, resource uploads, assignments, and grade tracking.
- Monitoring attendance and engagement effectively.

4. **IT Support & Cybersecurity**

- Overview of WWETB IT services and troubleshooting.
- Cybersecurity best practices.

MODULE 4: ETHICAL & ONLINE CONDUCT

Objective: Equip teachers to maintain ethical, safe, fair and compliant online learning.

Topics:

1. **Academic Integrity**

- Introduction to Academic Integrity and WWETB policies.
- Practical strategies for preventing plagiarism and Academic Misconduct.

2. **GDPR & Data Protection**

- Handling student data securely and compliantly.
- Guidelines for online platforms and communication.

3. Netiquette & Positive Online Environment

- Encouraging respectful communication in forums and group activities.

MODULE 5: PROFESSIONAL DEVELOPMENT & PEER SUPPORT

Objective: Promote continuous learning.

Topics:

1. WWETB Professional Development Opportunities

- Workshops, tutorials, and ongoing training for blended learning skills.

2. Challenges and Solutions

- Addressing common barriers: resistance to change, technology access.
- Clear communication and ongoing support strategies.

QQI Level 6 Synchronous Blended Learning Design

Cavan and Monaghan Education and Training Board have created a QQI PDAS Level 6 module for Synchronous Blended Learning Design, we plan to implement this micro credential once available for differential evaluation.

This module will also be mandatory for those who have not completed any training on blended learning.

Resources and Further Reading

Additional freely available blended learning collateral i.e. AI, accessibility, and assessment resources are available. See suggestions below.

WWETB Learning

Universal Design for Learning (UDL)

Here, AHEAD provides a suite of learning collateral on the topics of UDL

Technology Enhanced Learning (TEL)

Here you will find a suite of content topics such as Moodle and MS Teams.

GDPR

Here WWETB provides a video briefing on GDPR.

FET Professional Development – Digital Learning

FET Professional Development team have a dedicated Digital Learning section on MS Teams.

ECollege offers the following 3 course on AI:

- AI Basics in Everyday Applications
- AI for Career Growth
- Exploring AI with Microsoft

AHEAD Learning

Universal Design for Learning (UDL)

Here, AHEAD provides a suite of learning collateral on the topics of UDL

Accessibility and Disability Supports & Services

Here, AHEAD have gathered some useful information for staff new to the area covering the role of the services, and the different types of supports and assistive technology available to students with disabilities.

Free Course | Designing Course Layouts for Learner Success - AHEAD

This course is targeted at education staff who will be designing or modifying mainly online course content and the importance of course design and Executive Functioning in students/learners.

Accessibility Legislation: About the Web Directive - AHEAD

The EU Web Accessibility Directive (Directive (EU) 2016/2102) has been signed into Irish Law. The directive affords people with disabilities with improved access to websites and mobiles apps of public services.

Free Course: Digital Accessibility for Educators - AHEAD

This 90 -120 minute online course will impart information and skills about digital accessibility awareness.

LinkedIn Learning

Teaching Techniques: Blended Learning

This course by Chris Mattia introduces blended learning models, helps you explore how to combine face-to-face and online instruction, and offers strategies for creating dynamic, learner-centred blended lessons.

Blended Learning (in “Converting Face-to-Face Training into Digital Learning”)

A focused segment on what “blended learning” means in the context of converting traditional training to digital/hybrid formats.

Blended Learning (LinkedIn Learning tutorial / overview)

A shorter, high-level video to introduce key concepts and definitions.

Teaching with Technology (LinkedIn Learning) — early units

This course covers foundational ideas around integrating technology into instruction (e.g. “Putting the ‘tech’ into ‘teach’”) and helps educators begin thinking about how tech can support pedagogy.

Open Courses

Getting started with Online Teaching.

This Open Course is for anyone supporting teaching or other support staff to take the first steps into online teaching.

GenAI for Teaching and Learning: How to do it right.

This open course is designed to facilitate the development of your Artificial Intelligence (AI) literacy so that you can explore and innovate using Generative AI (GenAI) within your teaching, learning, and assessment practices.

AI Fluency: Framework & Foundations

The course is suitable for all learners curious about AI. It can be used by educators, academic developers, instructional designers, and others to build personal AI Fluency and apply it in their professional practice, and also to share directly with learners to help them build AI Fluency and apply it in their academic setting.

Understanding Academic Integrity (Learners).

This course introduces the concept of Academic Integrity and what it means for learners navigating the education system with the use of AI tools.

Understanding Academic Integrity (Staff).

This course introduces the concept of Academic Integrity and what it means for staff/teachers creating, delivering and assessing content.

Cyber Security Awareness for Teaching and Learning in Higher Education.

This course equips educators with essential knowledge and skills to navigate the digital landscape securely, ensuring the safety of instructional materials and learners.

Additional Free Content

Introducing Teachers to Blended Learning. (Alison.com)

Discover the strategies and opportunities around powerful learning and blended learning as an educator in this free online course. We discuss the role of a teacher in a blended learning classroom. We explore how to develop powerful learning experiences that incorporate technology in ways that contribute to closing the digital learning gap.

Take your Teaching Online. (The Open University)

This course is suitable for anyone moving teaching online, including educators, collaborators/support staff and leaders. In the course, you will be introduced to online education, hear about the experiences of other educators, and learn about principles of effective, inclusive and accessible online education.

MOOC and Blended Learning. (Coursera.org)

This course is for anyone looking to gain an understanding of Blended Learning, and particularly the practice of Online Education.

PHASE 2: IMPLEMENTATION

Objectives

- Deliver Content/Courses through blended models as set out in the approved strategy.
- Use formative data to adjust instruction.
- Support learner engagement and accountability in both online and in-person environments.
- Support learner engagement in both Synchronous and Asynchronous content.

PD Activities

- **Action Research:** Teachers track/record implementation results.
- **Retrospectives:** Teachers & Learners share feedback on learning experiences.
- **Learning Communities:** Regular collaboration to share challenges and successes.

Outcomes

- Improved instructional practice.
- Evidence of increased learner engagement and autonomy.
- Strengthened teacher collaboration networks.

ROLES AND RESPONSIBILITIES

Role	Key Responsibilities
Teachers	Design and implement blended instruction, Reflect on impact
TEL Coordinator	Provide guidance, support, facilitate collaboration.
FET Coordinator/Manager	Allocate resources, set vision, monitor progress.
IT	Support digital infrastructure and troubleshooting.
Learners	Engage actively and take ownership of learning.

CONCLUSION

Blended learning is a transformation in mindset and pedagogy. This professional development framework ensures teachers are supported through every stage of this transformation, fostering a sustainable culture of innovation, reflection, and continuous improvement.

Form PAC-00

Programme Development Request Formⁱ

It is a requirement of QQI's QA Guidelines, that ETBs must have oversight of, and programme approval mechanisms for, courses delivered across all centres. This form facilitates that oversight and allows the WWETB Programme Approval Committee to make transparent, criteria-based decisions with respect to all applications to develop a new programme leading to an award.

Notes for Completion of the Form

When should this form be used?

This form (PAC-00 Programme Development Request Form) should be used by members of the WWETB FET Management Team wishing to initiate programme development (as either the coordinating or collaborating provider). The programmes may lead to:

- QQI Major Award
- QQI Minor Award
- QQI Special Purpose or Supplemental Award
- Apprenticeship/Traineeship
- Certification by another awarding body, e.g. City & Guilds, ITEC, CIBTAC etc.

(Note: A PAC 01 is required for approval to run a programme at designated centre and may require a differential validation process. Differential validation to run QQI accredited programmes allows a provider to add a new programme to its suite of programmes.

For example: WWETB Training services might apply for differential validation for a new programme in the area of Green Skills via **PAC-01**. Differential validation will make the programme available to WWETB and incurs a cost.

In the context of programme development/redevelopment, a **PAC-00** should be submitted for approval prior to the allocation of resources and funds that would be required to develop the programme. ((This excludes however, resources required for initial research and inquiry)).

To be completed by the respective FET Manager

Section 1: Applicant Details	
FET Manager/Principal Name:	
Email:	
Contact Person (if different):	
Email:	

Section 2: Programme Details	
Programme Title/Proposed Title:	
Programme Level/Proposed Level:	
Awarding Body:	
Brief Overview of Programme:	
Course Aim/Profile:	
Target Learner Profile:	
Proposed Entry Criteria/Requirements:	
Transfer or Progression opportunities (please outline, including any agreed transfer & progression routes in further/higher education):	
How does this proposed course contribute to WWETB Strategy or national policy e.g. WWETB Statement of Strategy, SOLAS FET Strategy, Strategic Performance Agreements, or identified skills shortages? (max. 100 words)	
Are current staff appropriately qualified to deliver the course?	Yes ☐ No ☐
Please identify relevant or specialised qualifications of staff who would deliver programme:	
How does this course differ from / complement what is already available to WWETB? (max. 100 words)	
Is this course intended for progression into employment (vocationally focused) or progression to further/higher education ? Has there been any consultation with employers or Higher-level providers at this stage? (max. 100 words)	
Section 3: Resources required for delivery/Specific Validation Requirements	

What physical resources are available to support successful delivery of this programme (e.g. classrooms, equipment, IT etc.)?	
Please confirm whether the proposed Programme/Module(s) could be delivered within existing resources. If not, identify additional resources required, (staff, training, equipment, leasing etc.) including estimated costs.	
Please confirm the intended delivery format for the proposed programme	Face-to-face ☐ Blended Delivery ☐
Estimated development/validation costs and what budget will be used for same.	
<p>Signed: _____</p> <p>(FET Manager, Principal) Date</p>	

For use by Programme Approval Committee only:

Section 4: Decision of the WWETB Programme Approval Committee

The request by [Manager/Principal name] to develop/validate the programme [programme or proposed title] leading to a certificate in [(proposed)award name and level] has been:

Approved ☐ Not Approved ☐

Chair, WWETB Programmes Committee

Date

This decision may be appealed to the Chief Executive of the WWETB within 10 working days.

Form PAC-03-Blended- Blended Learning Course Delivery Request Form

In accordance with QQI's Quality Assurance (QA) Guidelines, ETBs are required to maintain oversight and implement programme approval mechanisms for all courses delivered across their centres. QQI has outlined specific parameters under which providers may offer courses through blended learning formats.

This enables WWETB to move programmes to a blended delivery mode. Any such changes must uphold the same standards of Quality Assurance, corporate governance, and formal approval processes as traditional delivery. This form supports that oversight by enabling WWETB to make transparent, criteria-based decisions regarding all applications for new or modified course delivery.

Notes for Completion of the Form

When should this form be used?

WWETB Centres requesting to:

- Migrate an existing course to a blended/online format
- Deliver a course for the first time via blended learning

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

- They have completed the Blended Learning Suitability Framework, and it has been approved by the TEL Co-ordinator and Programme Development and Review Officer.
- The Blended Planning Tool is submitted alongside the PAC03.
- Assessments take place as per the module descriptor and no assessments such as examinations or skills demonstrations take place onsite (except in instances of emergency contingency measures).
- The proposal may be subject to differential validation costs to be paid to QQI.

Please contact alanogorman@wwetb.ie if you have any queries regarding approval for migration of courses to a blended or online delivery mode.

Section 1: Programme / Course Details

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

Section 2: General Course Details

Course Title:	
Award Title and Code:	
Awarding Body:	
Course Delivery Location:	
Course Aim / Profile:	
Full or Part Time:	
Course Commencement Date:	
Programme Duration: Hours Per Week: Overall Duration: (Years, Months)	
Learner Cohort: - See suitability framework	

Section 3: Course Rationale

Rationale for offering the proposed course

Has the centre capacity / resource hours to deliver this course?	
How does this proposed course contribute to WWETB Strategy or national policy e.g. WWETB Statement of Strategy, SOLAS FET Strategy, Strategic Performance Agreements, or identified skills shortages? (max. 100 words)	
Does this course fall within existing scope ¹ of provision within the centre?	
How does this course differ from / complement what is already available in WWETB? (max. 100 words)	
List the WWETB centres where this course/these modules are already being delivered/planned, if applicable (see PLSS).	
Is this course intended for progression into employment (vocationally focused) or progression to further/higher education? If vocationally focussed, which employers have been consulted with respect to this course proposal? (max. 100 words)	

¹ The scope refers to the fields of learning in which the centre has experience of delivering, as well as the level at which that learning is delivered

Section 4: Rationale for Blended Mode of Delivery

Rationale for offering the proposed blended course.

Select at least one of the following options (A to D)

a. Delivery mode will be in line with an expressed strategic goal or agreement.	☐
b. There is a demonstrable demand (from learners or employers) for a more flexible mode of delivery in relation to a particular programme or qualification.	☐
c. 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).	☐
d. Online course content is provided by a reputable external vendor.	☐

Does the Centre already deliver this course using standard face-to-face delivery?	☐
If so, has the proposed course migration been agreed with the relevant manager / AEO / Principal?	☐ Yes ☐ No

Section 5: Blended Course Details

Moodle is the approved Virtual Learning Environment (VLE) for Blended Learning. Formal approval by email is required from the IT Manager for the use of any other VLE than Moodle.

Name of VLE to be used	
Formal approval from the TEL Coordinator/IT Manager has been obtained for the use of a Virtual Learning Environment (VLE) other than Moodle.	☐ Yes ☐ No ☐ Not Applicable
Have staff been trained in the use of the VLE?	☐ Yes ☐ No

Under QQI's Extended Scope of Provision, WWETB can only offer Blended Delivery and are not approved for Fully Online. Please select below how the online content will be delivered.

Synchronously	☐
Asynchronously	☐
Both Synchronously and Asynchronously	☐

If the proposed programme is an external vendor developed programme such as Big Red Cloud / ICDL / Lean 6 Sigma Green Belt etc. – Please move to Section 6, Otherwise continue:

Is there a designated programme delivery anchor* person for the blended learning elements of the course?	☐ Yes ☐ No	Name:
Have staff been trained in blended learning pedagogies?	☐ Yes ☐ No	List:
Has “Addie” or a similar effective learning design method been applied to course planning and blended learning programme design.	☐ Yes ☐ No	Name:
Is the chosen learning design model underpinning the online content aligned with the learning outcomes	☐ Yes ☐ No	
What digital media production tools and facilities are available to create / edit online content?		

* An **Anchor Person** is a designated staff member, who may be a coordinator, teacher/tutor/instructor/adult educator. The anchor person in conjunction with Co-ordinator / Principal provides support and ensures the effective integration of the remote learning elements of programme, with support from other members of the team. The anchor person will need to have knowledge and training in regard to blended learning / remote learning, and the associated VLE. It is expected that the anchor person will play a central role in the formal approval process (PAC03-Blended and Implementation Process).

Assessments take place as per the module descriptor and no examinations should take place online (except in instances of emergency contingency measures or in the context of vendor specific online examinations).

Outline of the assessment plan, indicating whether each assessment element will be conducted online or face-to-face. E.g. Meeting skills demo – online

Assessment Element	F2F	Online
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

Section 6: Details of Course Modules moving to Blended Delivery

Component Title	Component Code

Section 7: Resources Required

Please confirm whether the proposed Programme/Module(s) can be delivered remotely within existing resources. If not, identify additional resources required, including estimated costs.

--

Section 8: Accessibility and Supports

The following is the list of supports, please indicate who will be providing support and whether it is face to face online or both

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

Section 9: Review

Please outline the proposed Course Review Plan

Section 10: Signatures

Signed: _____
(Centre/College/Programme Coordinator)

Signed: _____
(Manager / AEO / Principal / Director)

BLENDING 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 appropriate to the vocational area, utilising relevant security awareness to enable authorised accessibility.	Online / Classroom	Tutorials on digital file organisation, naming conventions and security. 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	Skills Demo

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

BLENDLED LEARNING IMPLEMENTATION CHECKLISTS

In accordance with QQI's Quality Assurance (QA) Guidelines, ETBs are required to maintain oversight and implement programme approval mechanisms for all courses delivered across their centres.

QQI has outlined specific parameters in their Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes (2023) under which providers may offer courses through blended learning formats.

To simplify this, WWETB have created this Blended Learning Implementation Checklist document.

Notes for completion of the checklist

When should this form be used?

WWETB Centres planning to:

- Migrate an existing course to a blended/online format
- Deliver a course for the first time via blended learning

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

- They have completed the Blended Learning Suitability Framework, and it has been approved by the TEL Team and Programme Development and Review Officer.
- The Blended Learning Planning Tool is submitted alongside the PAC03.
- PAC03 has been approved.
- The Blended Session Breakdown is submitted alongside the Implementation Checklist
- Assessments take place as per the module descriptor and examinations take place online (except in instances of emergency contingency measures).
- They have sufficient budget to cover the differential validation costs to QQI if required.

The implementation checklist must be approved by the TEL Team before blended delivery can proceed. If you have any questions or uncertainties, the TEL Team is happy to work through the document with you.

For Office Use Only		
Approved ☐	Deferred ☐	Reasons if Deferred
Has a copy of the Blended Learning Session Breakdown been included and checked with this checklist	Yes ☐	No ☐
Signed: _____ (Centre/College/Programme Coordinator)		
Signed: _____ (TEL Team)		

To ensure the successful implementation of blended learning, it is essential the practitioner has the necessary skills, knowledge, and confidence to deliver and support this mode of learning effectively. Please refer to WWETB's Blended Learning PLD Guide.

Training Required	Tick for Yes	Please List
Will this programme adhere to WWETB's Blended Learning PLD Framework	☐	
Use of VLE – Please refer to PLD Guide	☐	
Blended Learning Pedagogy - Please refer to PLD guide	☐	
GDPR – This is available on the staff hub here – Once complete a record of completion should be sent to geraldineogorman@wwetb.ie	☐	
New Assessor Training, Assessment Implementation and Quality Assurance (where appropriate)	☐	
Academic Integrity – There is a comprehensive amount of information regarding this on the QA SharePoint here	☐	
Cybersecurity – This is provided at various times through WWETB's IT Department and is also included in PLD Guide	☐	
Accessibility – This is provided by Ahead here	☐	
UDL - Information and Training is provided by Ahead here	☐	
Artificial Intelligence – Refer to PLD Guide	☐	

BLENDED LEARNING

BLENDED LEARNING STAFF REQUIREMENTS

To ensure the successful implementation of blended learning, it is essential the anchor person and practitioners are aware of the following guidance documents.

To be Implemented	Tick for Yes	Notes
WWETB Blended Learning Benefits and Risks of Blended Learning	☐	
WWETB Blended Learning PLD Framework	☐	
WWETB Blended Learning Recruitment Guide	☐	
WWETB Blended Learning Specification Guide	☐	
WWETB Blended Learning Contingency Guide	☐	
WWETB Blended Learning Digital Toolkit	☐	
WWETB Blended Learning Guide for Practitioners for Online Learning	☐	
WWETB Open Educational Resources Guide	☐	
WWETB IT Support Guide for Blended Learning	☐	
WWETB QA Guide to Universal Design for Learning	☐	
WWETB Secure Storage Policy	☐	
WWETB Academic Integrity Framework	☐	

To ensure effective promotion and equitable access to blended learning courses, please refer to WWETB's Blended Learning Recruitment Guide for detailed guidance on learner recruitment processes.

To be Implemented	Tick for Yes	Notes
Will this programme adhere to WWETB's Blended Learning Recruitment Guide		
Will PLSS be updated to show the course is blended and what requirements are necessary for the blended course.	☐	
Will advertising be clear that the course is blended	☐	
Will advertising include that learner supports are available		
Is course advertisement drafted with Plain English and in line with the Web Accessibility Directive to maximise accessibility to all prospective learners. (Refer to communications dept)	☐	
Will recruitment be carried out adhering to eligibility requirements to ensure learners are at the appropriate level and possess the necessary IT skills to ensure equal opportunities.	☐	
Will the Blended Learning Statement for PLSS be used when advertising	☐	
Will learners and teachers be aware of the Blended Learning specification Guide	☐	

To ensure course materials are engaging, accessible, and grounded in blended learning pedagogy, please refer to WWETB's Blended Learning Toolkit for guidance on designing and delivering effective learning resources. This toolkit also provides what digital tools are approved by WWETB for Blended Learning and how you can go for approval of a new tool.

To be Implemented	Tick for Yes	Notes
Will the programme adhere to WWETB's Blended Learning Toolkit	☐	
Will 'ADDIE' or a similarly effective learning design methods be applied to course planning and blended learning programme design?	☐	
Will course materials be developed with consideration for Plain English, Public Service Toolkit, UDL Principles, Web Accessibility Directive, and Altitude Charter	☐	
Will programme design promote active learner involvement in synchronous classes?	☐	
Will curriculum promote interactivity between learners and teachers, and between learners?	☐	
Will the programme content and LMS tools facilitate self-paced and autonomous learning and learner-monitoring of the achievement?	☐	
Will the programme material be thoroughly 'road tested' before deployment for learners?	☐	

These items must be covered during the induction phase, and digital copies of all relevant documents should be uploaded to the VLE for learners to access

To be Implemented	Tick for Yes	Notes
Welcome	☐	
Learner Details Form	☐	
ID and PPS Checked	☐	
How to Guide for Technology / IT Supports	☐	
Who WWETB are and Meet the Team	☐	
Supports Available & Contact Details Include Programme Contacts / Adult Guidance / Learner Support / IT Support	☐	
Course Information and Outline	☐	
Timetable – Include when and where F2F and when Online and when Assessment is due	☐	
Explain about Geo-blocking	☐	
Attendance Requirements	☐	
Housekeeping	☐	
Health and Safety	☐	
Code of Behaviour	☐	
Acceptable Computer Usage	☐	
Academic Integrity and AI Use Explained	☐	
Assessment Malpractice Information	☐	
Reasonable Accommodation Explained	☐	
Assignment Extension Information Explained	☐	
Examinations Policy	☐	
Repeats Policy	☐	
Any other Relevant Policies / Procedures Explained	☐	
Set up Printing if applicable	☐	
Garda Vetting and Work Experience Information if applicable	☐	

BLENDED LEARNING

ASSESSMENT AND FEEDBACK CHECKLIST

Assessments take place as per the module descriptor and no examinations take place online (except in instances of emergency contingency measures).

To be Implemented	Tick for Yes	Notes
Will there be resources and processes for checking for plagiarism and other forms of academic malpractice?	☐	
Will Turnitin and Submission Authenticity Checklist be used to detect unauthorised use of AI	☐	
Will provider appeal processes and related information be available to learners attending the programme online?	☐	
Will practitioners be aware of the WWETB Practitioners Guide for Online Classes and that assessments must be submitted via secure Moodle accounts or WWETB email addresses to verify learner identity?	☐	
Will practitioners be aware that Exams must be conducted in person	☐	
Will practitioners be aware that skills demos should be conducted in person unless otherwise and evidentially agreed with Quality and FET TEL Team through the PAC03 process.	☐	
Will the course be compliant with normal WWETB Assessment procedures and policies	☐	
Will formative assessment methods/tools for learner feedback and self-monitoring be included?	☐	
Will learners be provided with the location and facilities before assessment.	☐	

BLENDED LEARNING

LEARNER SUPPORTS AND EQUALITY CHECKLIST

To be Implemented	Tick for Yes	Notes
Will support services be well publicised and easy to locate online?	☐	
Will programme teams and support staff be familiar with each other's roles and where those roles interface with each other?	☐	
Will there be early warning systems for remote learners who are struggling and / or failing to engage with the programme? – Will this process equivalent to face-to-face systems?	☐	
Will there be a technical support guide and a designated email address where the learner can access support of a technical nature?	☐	
Will there be a Virtual Class Discussion Group Facility set up on Moodle?	☐	
Will all learners have guaranteed direct synchronous interactions with programme staff? - How often - At what stage of the programme will the first such interaction be?	☐	
Will the support services be evaluated in the same way as other aspects of the programme?	☐	
Will there a periodic learner feedback system set up for the blended course? See QA feedback guide here	☐	
Will administration and support services available to remote learners be comparable to those available onsite?	☐	
Will learners attending this course have the same access to groups and activities available to onsite learners e.g. learner council, class bodies, centre facilities & resources, etc. and will they have the opportunity for inclusion in learner representative bodies.	☐	
Will learners on this course, where appropriate have the same opportunities and access to the Learner Support Service, Reasonable Accommodation and Assistive Technology.	☐	
If possible is there an on-site learner 'Hot desk' for online classes?	☐	

The following is the list of supports, please indicate who will be providing support and whether it is face to face online or both		
Supports	Provided by	Available F2F/ Online/ Both?
Laptops and Device Loans		
Assignment Planning & Study Skills		
Assistive and Adaptive Technology		
Disability Support including support for learners with Dyslexia, Dyspraxia, Autism, ADHD		
Course related Reading, Spelling, English Language, Maths		
One to one or Group sessions with a Learner Support tutor		
Wellbeing, Counselling & Mental Health		
IT		

BLENDED LEARNING **LEARNER EXPERIENCE AND EVALUATION**

To be Implemented	Tick for Yes	Notes
Will you implement internal bench-mark ranges and reporting on data shown to be outside of the benchmarked figures?	☒	This will be fulfilled by QA through the FET Programme Data management policy
Do you intend to use the digital End of Course Survey at the end of this course?	☐	
Will learner engagement, progression and completion data on online programmes be available for review and evaluation?	☐	
Will review and evaluation give information on the relative effectiveness of online modes in the delivery of programme outcomes and objectives?	☐	
Who will be responsible for improvement where there are issues with learner experience of online provision across a number of programmes?	☐	
Will a learner review be facilitated after every iteration of a blended-learning course and results collated in order to show a clear picture of the learner experience and will this review be considered and acted on?	☐	
Will you review with additional stakeholders after every iteration of a blended learning course, for example with an associated company/employer or contracted training partner where appropriate?	☐	
Will there be an internal programmatic review as part of WWETB programme enhancement.	☐	
Will there be a practitioner review after every iteration of blended course?	☐	

BLENDING LEARNING SESSION BREAKDOWN

WWETB's session breakdown below will help break down your session and see what mode of delivery will be used for each session for blended learning. The blended learning session breakdown is required as part of the Implementation checklist process. This document will be examined by the FET Technology Enhanced Learning Team to ensure the session is broken down appropriately to blended learning.

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 here if appropriate when creating the session breakdown for the course as can be seen in samples below

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 session breakdown template can be found at the end of this document for use with the Implementation process and below are some samples that are in line with the samples that were seen in the Blended Learning Planning Document.

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

Hours of Delivery Per Session
3

Week	Mode of Delivery	
Session 1	Classroom	Induction LO 1 - Explore the history of special needs in Ireland.
Session 2 Session 3	Online	LO 2 - Examine the Legislation and Policy development relating to children with additional needs.
Session 4 Session 5	Online	LO 3 - Outline a range of special needs, conditions and impairments relating to children.
Session 6 Session 7	Classroom	LO 4 - Discuss a range of roles, responsibilities and support services available to children with additional needs. Project 1 – Access Audit Practice
Session 8 Session 9	Online	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.
Session 10 Session 11	Online	LO 5 - Use a range of approaches in interactions with children with Special Needs
Session 12 Session 13	Online	LO 6 - Apply good practice with children with additional needs.
Session 14	Online	LO 7 - Plan developmentally appropriate activities mindful of the safety, welfare and well-being of all children.
Session 15	Online	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.

Sample 2 – Care Skills (5N2770) – Session Breakdown

Hours of Delivery Per Session

6 hours

Week	Mode of Delivery	Learning Outcomes
Session 1	Online	Induction LO 1 - Identify relevant groups of people in need of health care LO 2 - Examine the physical, emotional, social, psychological and spiritual needs of a range of groups of people, taking into account individual variation
Session 2	Online	LO 6 - Adapt levels of assistance to the needs of particular clients LO 8 - Exercise initiatives to improve client involvement in social events, outings and occupational therapy and physiotherapy LO 12 - Give assistance that enhances the privacy, dignity, independence and positive self-image of clients in care
Session 3	Classroom	Centre Induction 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 LO 5 - Demonstrate knowledge of the correct procedures for the cleaning and replacement of a range of patient equipment. LO 7 - Demonstrate a range of interpersonal skills when dealing with clients to include empathy, respect, patience and effective communication skills
Session 4	Online	LO 3 - Identify the hygiene needs of dependent clients LO 4 - Discuss the prevention of pressure sores LO 9 - Contribute to the maintenance of safe and hygienic environments for clients to include the safe disposal of soiled linen
Session 5	Classroom	LO 10 - Assist clients with dressing, grooming, eating, drinking, toileting, continence promotion, mobility and where appropriate, social needs LO 11 - Apply client safety and security procedures to include appropriate on-site client care procedures for washing, bathing, showering, positioning, moving and handling
Session 6	Online	LO 14 - Report changes in the client's condition to the relevant Supervisor LO 15 - Complete client documentation where appropriate
Session 7	Classroom	Skills Demonstrations
Session 8	Classroom	Skills Demonstrations

Sample 3 – Level 5 Information and Administration – (5N1389) – Session Breakdown

Hours of Delivery Per Session
3 hours

Week	Mode of Delivery	Learning Outcomes
Session 1	Classroom	Course Introduction & Overview of MIMLOs
Session 2	Online	MIMLO 1 – Different Business Organisations
Session 3	Online	MIMLO 1 – Organisation Structures
Session 4	Online	MIMLO 1 - Departmental Functions & Personnel Roles
Session 5	Online	MIMLO 1 - Workplace Legislation & Organisational Impact
Session 7	Online	MIMLO 1 - Org Charts
Session 8	Online	MIMLO 2 & 4- Administrative and IT Functions / Challenges / Admin Skills in Vocational Context
Session 9	Classroom	MIMLO 2 - Using IT Equipment (Hardware)
Session 10	Online	MIMLO 2 - Using IT Equipment (Software)
Session 11	Online	MIMLO 2 - Using IT Equipment (Software)
Session 12	Online	MIMLO 2 - Using Communications Applications
Session 13	Online	MIMLO 4 - Email & Letter Writing Workshop
Session 14	Online	MIMLO 4 – Effective Communication
Session 15	Online	MIMLO 4 - Reviewing Correspondence
Session 16	Online	MIMLO 2 - Document Management Software including Collaboration and Sharing
Session 17	Online	MIMLO 3 - Meeting & Business Travel Planning
Session 18	Online	MIMLO 3 - Diary Management Tools: Tutorials & Practice
Session 19	Online	MIMLO 3 - Meeting Notices, Agendas, and Itineraries
Session 20	Online	MIMLO 3 – Budget / Costings / Contingency & Contingency
Session 21	Online	MIMLO 3 – Post Meeting and Post Travel Tasks
Session 22	Online	MIMLO 5 - File Organisation & Naming Conventions
Session 23	Online	MIMLO 5 - Cloud Storage Tools: SharePoint & Google Drive
Session 24	Online	MIMLO 5 – Data Breaches, Compliance and Security Flaw Identification
Session 25	Online	Reflection / Feedback and Course Wrap up

WWETB's Implementation Checklist Blended Session Breakdown – 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 – Session Breakdown

Hours of Delivery Per Session

Session No.	Mode of Delivery	Learning Outcomes

PLSS Area, location and venue SOP.

There are 3 fields on PLSS which identify a place of learning, Area, Location and Venue. We need to be consistent in our use of these fields to share our understanding of WWETB activity geographically.

The input screens on NCC for a course define Area and Location like this:
Under Course Location the first dropdown corresponds to Area on PLSS reports:

The screenshot shows the NCC input screen for a course. The 'Course Location' section is highlighted, showing a dropdown menu for 'Area' with 'Wexford' selected. Below this is a dropdown for 'Sub-Area' with 'Select a Sub-Area' selected. To the left, there are checkboxes for 'Near Zero Emission' and 'Local Enterprise' under 'National Initiative'. Below these are checkboxes for 'Enterprise Ireland Client Companies' and 'Skills Bootcamp'. The 'Programme Category' dropdown is set to 'PLC'. The 'PLC Orientation' dropdown is set to 'PLC - Progression Oriented (Incorrect Harmonisation)'. The 'Course Year' dropdown is set to 'Year 1'. The 'Does this course p' dropdown is set to 'YES'. The 'Recruitment Notes' section is visible at the bottom.

The second drop down corresponds to location on PLSS reports:

Course Delivery: Inhouse Course Location: Wexford Select a Sub-Area

National Initiative: ☐ Near Zero Energy Building (NZEB) ☒ Local Enterprise Office (LEO) *i*

Programme Category: Programme Harmonisation Category: Employment Progression

Course Year: Year 1 Is it a 2 Year Course?: No Did the Academic Year End?: Yes

FARR: Does this course provide the option to complete FARR? YES

This Course has a QQI Target Award.

Recruitment Notes

Notes

Select a Sub-Area

- Adamstown
- Ballindaggin
- Ballycanew
- Ballycullane/Gusserane
- Ballygarrett
- Ballywilliam
- Bannow
- Blackwater/The Ballagh
- Bree
- Bridgetown - Wexford County
- Bunclody
- Camolin
- Campile
- Castlebridge/Screen/Curracloe
- Castletown/Tara Hill
- Clonroche
- Craanford/Carnew/Askamore/Mona
- Duncannon/Arthurstown/Ramsgran
- Duncormick

and Client Companies *i*

Harmonisation)

Propose / Supplemental Award?

The Venue must correspond to Area and Location. This is easily forgotten when copying course. Once learners have been referred it can only be changed through a ticket. FET managers need this to be accurate for reporting.

Venue

The venue should be the site where learning takes place.

Venues for a course are determined at provider level. On PLSS navigate to Provider on the NCC and use these guides (?) to help you.

You must locate the venue on the map in PLSS for all venues (exception below)

1. WWETB Venues:

Most learning takes place in WWETB Venues. The list of venues excluding Youthreach is [here](#). If you are unsure ask.

The reason why we have a prescribed list of venues:

The design of PLSS is such that each provider has its own set of venues. Where venues are shared across providers it is important that the text is identical, to avoid duplication in other systems. This will avoid typos or local names being used.

2. Outreach Venues

A lot of our learning takes place in Outreach or non-ETB Premises.

It is not possible to proscribe all of these, however, here are some guidelines:
Avoid using abbreviations such as FRC/BOC unless the PLSS title field will not allow it
(max 50 characters)

e.g. *Taghmon Family Resource Centre*

Avoid using informal notes in a Venue name, for example, *Taghmon Family Resource Centre - first floor*.

3. Contracted Training

(special case where venue is hidden - agreed with Nichola)

For some contracted training courses published on FETCH it has been decided we should not publish the course venue on FETCH, to avoid learners showing up to a public venue when they do not yet have a place on course. In this case the coordinator will inform learners of the venue. The venue title will be the location name followed by Contracted Training.
e.g. *Dungarvan – Contracted Training*.

4. Online, Blended

Courses where all the course delivery including assessment are online should be scheduled as follows.

Location: Online

Sublocation: Online

Venue: Online

Where most of the course is online but a small element is on site

Location: Online

Sublocation: Online

Venue: Blended and physical location

e.g. Blended and Waterford Training Centre

Note on Contracted

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BLENDLED LEARNING STANDARD PLSS STATEMENT

This course will be delivered through blended learning, with some classes face to face and others online.

Benefits: Flexibility to study from home, reduced travel, opportunities to build digital skills, and access to online materials at your own pace.

Considerations: You will need a reliable internet connection and a suitable device, such as a laptop or desktop computer, as these courses are not designed for use on tablets or mobile devices. Your device should include a camera and microphone, and you should have access to a quiet, appropriate space for online classes. Learners should be able to manage their own study time, stay motivated, and work independently.

Suitability: Blended learning may suit you if you are comfortable using email, video calls and online platforms, and if you can plan your study time effectively. If you have limited access to technology or prefer face-to-face learning, the online elements may be more challenging or unsuitable.

By applying, you accept that the course will include both classroom and online participation.

You will need to ensure that you have a compatible device and the necessary software to participate. Details of the device and software requirements are available in our Blended Learning Specification Guide, which can be accessed via the link in the URL section on the right-hand side, or on our website at www.wwetb.ie under About → Organisation → Quality → Teaching and Learning → Blended Learning

The above statement must be included in the Further Details box of the Recruitment Notes section of PLSS. The URL for the specification guide which can be found [here](#) will need to be inserted in the Course Application URL box which can be found on under the Administration section of the PLSS Details page.

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>

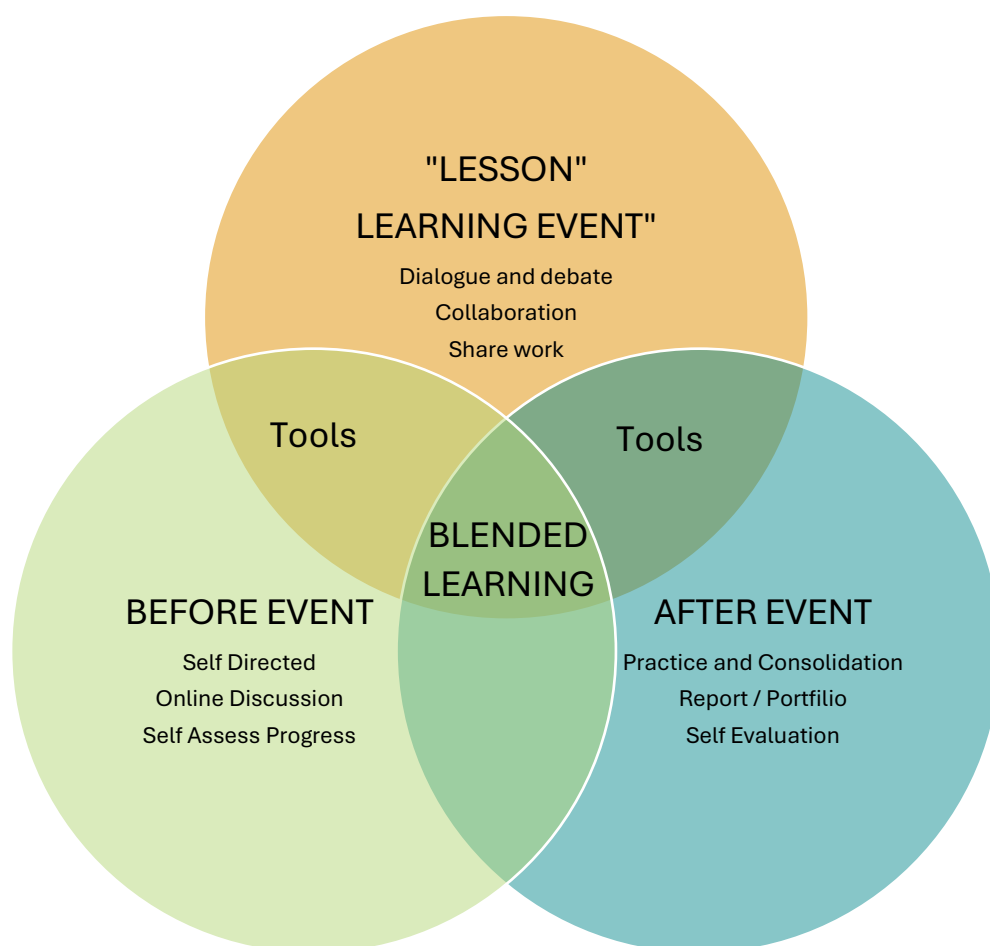
Service Level Agreement (SLA)

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.

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 allow 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 learner's 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 learner's 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.
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INTRODUCTION

This guide provides clear and practical steps for **teaching staff** and **learners** to follow in the event of technical issues affecting blended or online learning.

It ensures that teaching, learning, and assessment can continue with minimal disruption, while maintaining learner engagement, data protection, and quality assurance compliance.

Topics Covered:

- **Continuity:** Learning should continue (where possible) even when technology fails.
- **Equity:** All learners should have access to resources and support.
- **Communication:** A clear communication plan should be available for use during these events.
- **Preparation:** Preventive planning reduces disruption time.
- **Quality:** Teaching and assessment integrity should not be impacted by a technology outage/failure.

DIGITAL RESILIENCE AND RISK MANAGEMENT

To minimise downtime and ensure continuity of learning, the TEL Team and WWETB implement the following measures:

- Platform Reliability:
 - Moodle is hosted by Enovation, who provide a minimum of 99% uptime guarantee.
 - Moodle is backed up for 30 days.
 - Ongoing support and updates are available through Enovation.
 - GDPR and Data Protection: Compliance is ensured through a data protection clause in the SOLAS–Enovation SLA (Clause 6: Personal Data). SOLAS acts as the data controller,
 - A general Data Protection Notice is available on federation Moodle sites for transparency.
- Cybersecurity and System Protection:
 - WWETB IT Services maintain robust malware protection and security protocols across all systems.
 - WWETB servers have cloud based and local backups.
- Licence Management:
 - The TEL Team actively monitors and manages all software licences to ensure they remain valid and up to date.
- Regular System Checks and Updates:
 - Routine checks and updates are coordinated by the TEL Team and IT Services to reduce technical failures.
- Device Security:
 - All WWETB devices are secured with antivirus.
- TEL Tool Testing and Compliance
 - All new TEL tools will be tested by the TEL Team to ensure pedagogical suitability, compatibility, and reliability. Each tool will also have a Data Protection Impact Assessment (DPIA) and a Service Level Agreement (SLA) in place before implementation.

1. LOCAL TECHNICAL ISSUES

This section addresses common day-to-day technical problems that may affect either learners or teachers, outlining their respective responsibilities and available support options.

Learner Technical Issues and Responsibilities

Typical Learner Issues:

- Internet connection drops or slows down.
- Software (Moodle, Teams) not opening.
- Audio or video not functioning.
- Difficulty logging into class or course platform.

Learner Responsibilities

Proactive Measures:

- Test all hardware (camera, mic, speakers, keyboard, etc.) before class.
- Charge devices fully and check connections.
- Ensure software is updated and functioning.
- Review the teacher's communication protocol and contingency plan.
- Download any essential course materials in advance.
- Log in early on the day of the session.

Reactive Measures:

If an issue occurs during class:

1. **Troubleshoot:** Restart device, software, or Wi-Fi router; try another device if possible.
2. **Notify Teacher:** Use the agreed communication channel (email, phone, chat).
3. **Access Backup Materials:** Use downloaded slides, pre-recorded content, or Moodle resources.
4. **Follow Up:** Catch up with the teacher or peers once reconnected.

Note: Technical support from WWETB IT Services is available to staff only. Learners are supported by their teacher or centre coordinator for non-technical guidance.

Teacher Technical Issues and Responsibilities

Common Teacher Issues:

- Computer/laptop not powering on
- Display screen not working
- Keyboard or mouse failure
- Microphone or speakers not working
- Webcam/camera malfunction
- Software crash or login issues

Teacher Responsibilities

Proactive Measures:

- Inform learners in advance of the contingency plan.
- Prepare and store backup content (e.g. slides, pre-recorded lectures).
- Have access to an alternative device and communication method.
- Familiarize yourself with IT escalation procedures.
- Maintain updated contact lists for learners and programme coordinators.

Reactive Measures:

If a disruption occurs:

1. **Inform Learners Immediately:** Use an alternate device to send a message, e.g.

“Due to a technical issue, today’s online class is delayed/interrupted. Please check Moodle/email for updates.”

2. **Troubleshoot Quickly:** Restart or switch devices within 10 minutes.

3. **Escalate:** Contact ITHelpdesk@wwetb.ie and notify your Programme Coordinator.

4. **Activate Backup Plan:** Switch to asynchronous materials or recorded sessions.

ICT Support

Support Type	Purpose	Contact
General IT Support	For device, login, or connectivity issues.	ITHelpdesk@wwetb.ie
Centre Coordinator	Local learning and timetable updates.	[Insert Centre Contact]

2. SYSTEMATIC OR MAJOR TECHNICAL ISSUES

This section covers large-scale or platform-wide disruptions such as system outages, platform failures, or cyberattacks.

Examples of Systematic Issues

- Widespread Moodle, MS Teams, or Office 365 outages.
- Cybersecurity incidents impacting WWETB systems.
- Data breaches or system access interruptions.
- Extended broadband or power outages at multiple sites.

Key Roles and Responsibilities

Role	Key Responsibilities
IT Services	Diagnose and communicate system-wide issues; restore functionality; protect data integrity.
Teachers	Implement backup plans; communicate changes to learners; document disruption and response.
Programme Coordinator	Coordinate local communication; ensure teaching continuity; escalate to management.
QA Office	Ensure quality assurance and compliance; document actions taken.

Actions During Major Disruptions ICT Support

1. Communication and Notification

- IT Services will notify all staff and coordinators of major incidents.
- Programme Coordinators will communicate guidance to teachers and learners.

2. Continuity of Learning

- Use alternative channels (email, shared drives, offline resources).
- Deliver asynchronous or recorded content where live delivery is unavailable.

3. Decision on Course Delivery

- Decisions on course postponement or modification are made by Programme Coordinators in consultation with IT and QA Offices.
- Every effort should be made to honour course delivery commitments and minimize learner disruption.

4. Post-Incident Recovery

- Resume normal teaching once systems are confirmed stable.
- Teachers to schedule catch-up sessions as needed.
- Document lessons learned and update contingency plans.

RECOVERY AND FOLLOW-UP

Stage	Actions	Responsibility
Resolution & Restart	Restore teaching on the original platform once IT confirms systems are stable.	Teacher / IT Support
Catch-Up Support	Schedule follow-up or recorded sessions to ensure learning continuity.	Teacher / Programme Coordinator
Record and Reflect	Document the issue, response, and lessons learned.	Teacher/IT Support/ Programme Coordinator.
Review and Improve	Update the contingency plan and preventive measures if required.	Programme Coordinator.