

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	☐

Competency	Learners require support accessing, using or sequencing learning resources.	Learners can take responsibility for own learning within a supervised environment.
	☐ →	☐ →
	Not amenable for Blended format. End.	Continue to next criterion.



Learners have fundamental IT skills proficiency, can use computers and standard comms software.	Learners require support when using information technology such as computers, standard comms. Software.	Skills
☐ →	☐ →	
Continue to next criterion.	Not amenable for Blended format. End.	



Knowledge	Have more basic comprehension and a limited range of cognitive tools.	Have consistent access to a broad range of knowledge and a moderate range of cognitive ability.
	☐ →	☐ →
	Not amenable for Blended format. End.	Continue to next Section.



Section 3. The Course/Curriculum Profile

Accessibility	The requirement for learners to have digital proficiencies AND resources may adversely affect course accessibility.	The introduction of online/remote elements will improve course accessibility.
	☐ →	☐ →
	Not amenable for Blended format. End.	Continue to next criterion.

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



The programme incorporates many theory/knowledge-based elements conducive to online learning.	The programme incorporates a high degree of demonstrable physical skill elements.	Content
☐ →	☐ →	
Continue to next criterion.	Not amenable for Blended format. End.	



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.	