



wwetb

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

BLENDED LEARNING IMPLEMENTATION CHECKLISTS



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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)		

BLENDED LEARNING BLENDED LEARNING STAFF TRAINING REQUIREMENTS

[JR1][JR2]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[AO3]	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	☐	

BLENDED LEARNING **COURSE PROMOTION AND ACCESS CHECKLIST**

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?	☐	

BLENDED LEARNING INDUCTION CHECKLIST

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	☐	

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 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 a 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?	☐	