



etbi
Education & Training
Boards Ireland
*Boird Oideachais &
Oiliúna Éireann*

ETBI Blended Learning Series- Session 5 Summary Wellbeing & Engagement- Organisational level 3 March 2021





I. Polling

Q1: What are some of the wellbeing aspects you wish to develop for learner supports in your ETB?	
Wellbeing groups/ committees/ support teams	50% (8/16)
Integration into assessment, teaching and learning	69% (11)
Blended learning policy- embedding supports in policy and QA	88% (14)

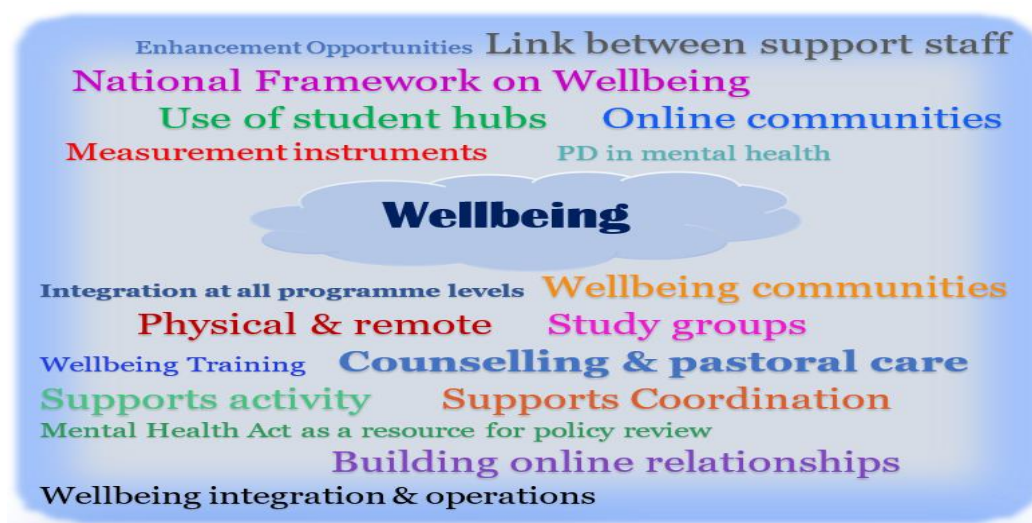
Figure 1: Percentages outlined indicate percentage of participants who chose this option, polling allowed multiple choices to be chosen.



II. Breakout Questions & Discussions

Q.2: Please share your well-being activities and supports activities currently in operation (or underway) in your ETBs.

Q.3: Please share your recommendations with your group: integrating wellbeing in your Blended policy context.



III. Integration of wellbeing in organisational context policy planning- recommendations overview:

- ✚ Learner engagement resources and capability, including wellbeing, in infrastructure planning.
- ✚ As part of Quality Planning priorities
- ✚ Wellbeing and support Resources, such as online tools, support groups/ communities and learner support services comprehending face-to-face and remote learning spaces
- ✚ As part of Professional Development policy review cycles
- ✚ Integrating wellbeing and learner engagement through the learner voice
- ✚ As part of programme development reviews, activities and practices at organisational level

Learner interface and transition into the Blended Learning programme

The learner interface (see ETBI Blended Learning series sessions 1-3) is a mechanism that facilitates the early assessment of capabilities and learner needs to inform policy development planning and identify learner needs, including digital literacy (see article [here](#); also see ETBI Blended Learning Policy example). The interface model can be adapted to comprehend other elements of the learner profile, such as a Skills Audit:

What a skills audit may entail

(Adapted from: University of Aberdeen)

TO COMPLETE: Skills Audit Part 1

Skill	Immediate requirements: what you need to have/ learn before beginning your course: E.G. Equipment, device (PC, Tablet etc.), travel requirements, skills, accessing services/ supports, support with wellbeing, family support	Lessons, remote learning and assessment	(FOR OFFICE USE ONLY) Evidence of needs assessment E.g. (Enrolment form, interview, online questionnaire...)	(FOR OFFICE USE ONLY) Actions + Department/ Team
Communication				
Digital Learning				
IT skills				
Reading				
Writing				
Literacy				
Planning and organisation				
Time management				
Study skills				

The skills audit can be adapted to respond to a range of abilities and capabilities, depending on priorities for a particular cohort/ learner and the ETB context.

N.B. Skills audits can equally be adapted for PD and career planning- see example by University of Aberdeen [here](#).



Advantages of a skills audit

- ✚ Instills a “response habit” from the learner and engages with quality review activity
- ✚ Wellbeing assessment can be incorporated to capture support needs
- ✚ Difficulties with skills pivotal to the remote space affect the wellbeing of learners. These can be flagged early in the programme to inform the policy review process
- ✚ The audit alleviates a large portion of inquiry activities into learner support needs
- ✚ It informs policy priorities at organisational levels
- ✚ It can be linked to the learner voice, used in conjunction with learner surveys and questionnaires
- ✚ Used by most HE providers, it has proven to aid PD and learner support policy development, reflective practice and coordination of services
- ✚ It can be carried out by the learner, practitioner or as a quality checklist tool for enrolment and induction phases
- ✚ It gives the learner/ practitioner a voice and space to assess own needs and programme requirements
- ✚ It supports a learner and staff focused organisational Blended Learning Policy.
- ✚ Can be submitted online and results extrapolated and summarised using available software/ online tools
- ✚ Practical way of keeping learner skills records and linking to learner support procedures/ needs

Recommended Activities/ Actions

- ✚ Use of wellbeing tools in conjunction with ICT/ IT device schemes, technical support processes
- ✚ Skills enhancement and supports planning: see FESS [thematic support links](#), for example.
- ✚ Reverting to infrastructure and policy review models/ cycles to embed skills audits, emerging supports and wellbeing needs that arise with changing circumstances.
- ✚ Explore ways of devising guides for preparedness for remote learning and wellbeing. See ideas for ‘preparing for remote learning’ [here](#).
- ✚ Use of tools and Apps that foster communication and support. See comprehensive App for wellbeing for learners [here](#).
- ✚ Creation of wellbeing forums, Zoom groups
- ✚ Use of learner community groups and representation to relay wellbeing and support needs to the centre/ college (some learners may be more comfortable voicing their needs and concerns to other learners)
- ✚ Some wellbeing activity and planning can be drawn from the National Framework on Wellbeing into policy

IV. Further links and tools

- [ETBI Guidelines](#) and Policy Advice in relation to Student Health and Well Being
- [Google Jam Board](#): for learners and practitioners (Collaboration and problem-solving)
- [HEA webinar series](#)- ‘Sharing of Good Practice in Higher Education Access and Participation during COVID-19’
- Irish student health association [app](#)
- Skills audit: E.G. For apprenticeships/ work-based learning: using results of audit to enhance CV, PD planning, reflective practice and autonomy. Example template by [university of Aberdeen](#)

N.B. Next session: ‘Academic Integrity in the FET context’