

ETBI BLENDED LEARNING SERIES

Programme Context (stage) in blended learning policy



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PRINCIPLES

Programme development

Clearly demonstrated ILOS
Suitability of resources
Crucial robustness of infrastructures



Assessment

Tracking and evaluation
Progress monitoring
Achievement



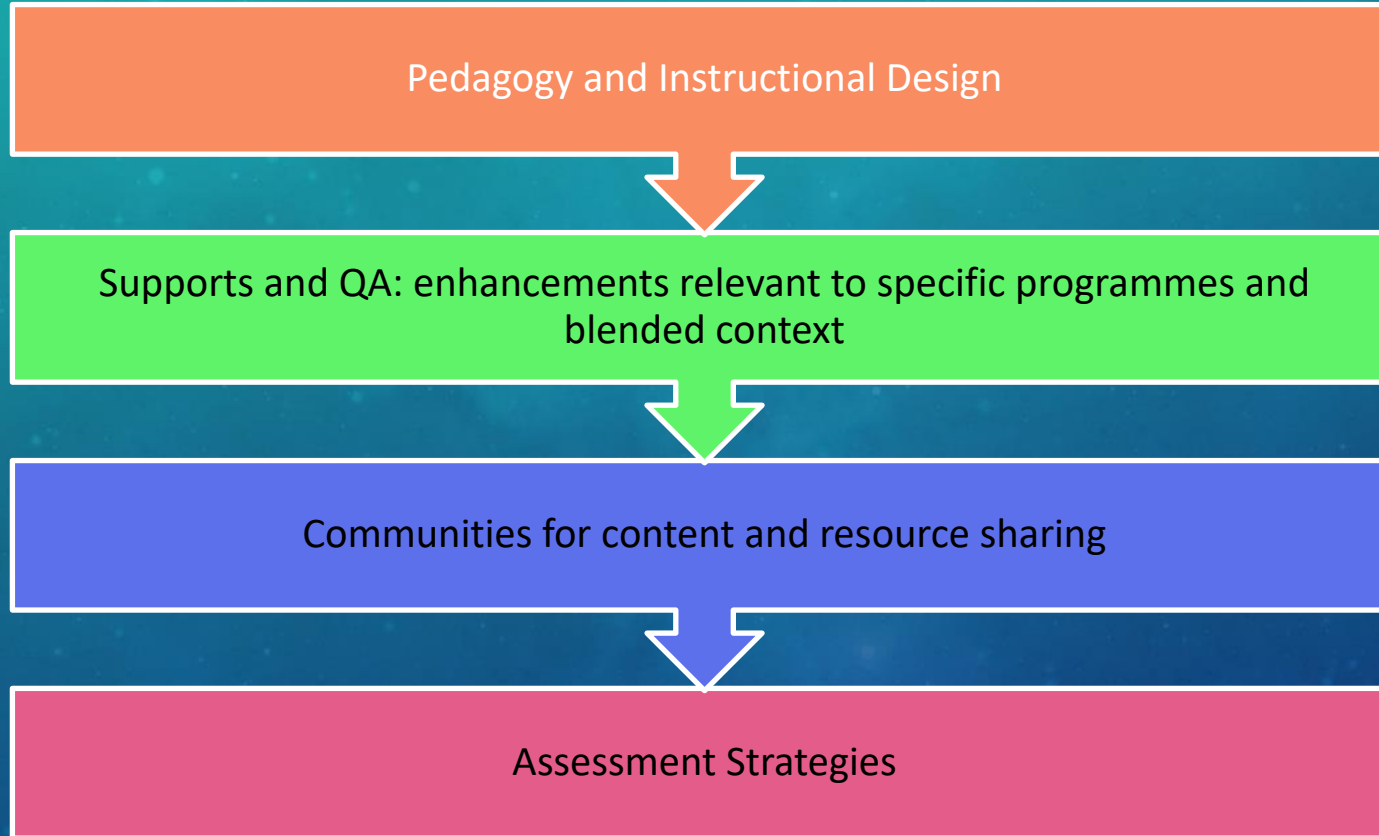
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PROGRAMME STAGE/ CONTEXT CONSIDERATIONS



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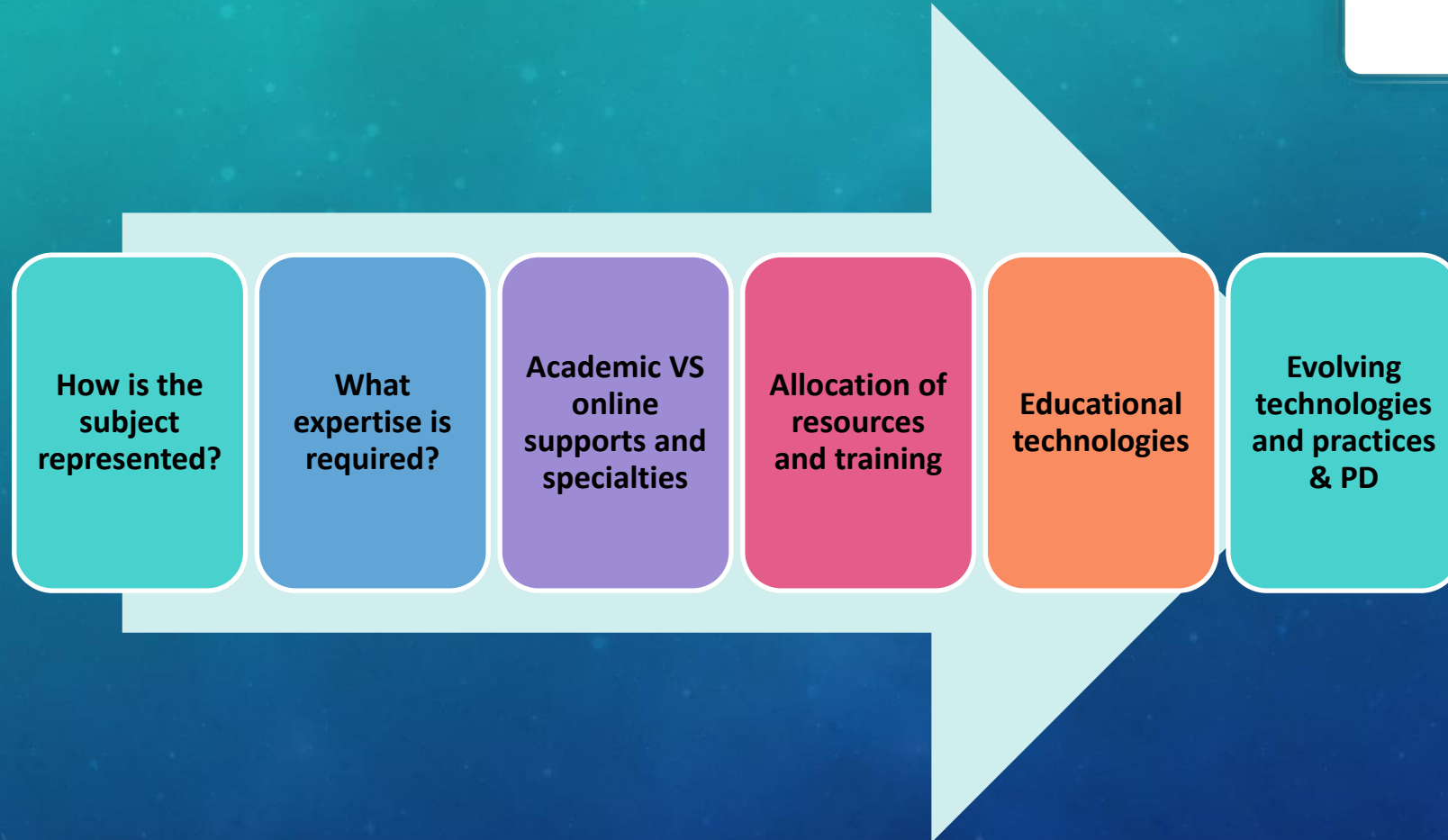
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EXAMPLE OF PROGRAMME DESIGN CONSIDERATIONS



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MONITORING OF LEARNING AND TEACHING RESOURCES



Integrated
supports to
complement
learning outcomes



Gap analyses:
Are supports fit for
purpose?
What are the
gaps?
How are resources
being monitored?



Communication,
protocols,
supports and
procedures

APPLYING QQI GUIDELINES TO POLICY DRAFTING



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Context=Stages:
Statutory
Institutional
Programme
Learner-focused



Framework (1) VS
(2) Policy =
(1) What is
required
(2) Why, how, who



Role of teams/
working groups in
outlining stages
and policy
enhancement

EXAMPLE OF INTEGRATION OF QQI GUIDELINES AT PROGRAMME LEVEL

Core supports	Hierarchies & documentation	Programme specific Supports	Infrastructure and technologies
Accessibility	Policy codes of conduct, codes of practice, local and institutional supports	Enrolment	VLEs
Learner Supports		Blended learning interface: learner profile & needs	Delivery-specific resources
Assessment		Professional supports	Communication
Administrative		Professional Development	Digital Divide
			Inclusivity
			* Framework: what? * Policy: who, how, why?



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LEARNER
 SUPPORTS

RESOURCES AND LINKS

[DCU](#) Policy hierarchies

See [ICP College](#) Blended Learning Policy (pp21-26)

LA Trobe University Blended Learning [Toolkit](#)

Blended Learning [Toolkit by UCF](#), free open repository

[‘Advance Organisers’](#) (anticipatory/ preparatory lesson sets)



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BREAKOUT ROOM QUESTION

Please discuss:

- A. What are some key priorities for the programme ‘stage’ in blended learning for your ETB?
- B. What challenges can you identify regarding policy and programme development/ validation?