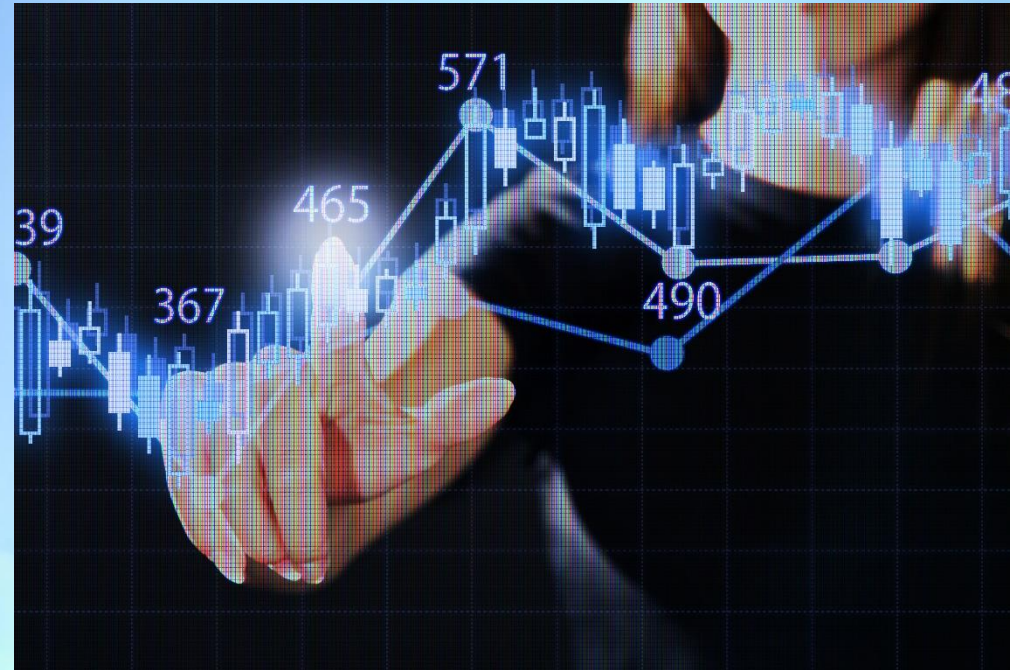


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LEARNING
POLICY
SERIES
(1)**



OVERVIEW

❑ **Quality management arrangements** 'Quality management arrangements for online learning provision and other non-face-to-face learning are supported by fit-for-purpose organisational infrastructure and processes.' [QQI Statutory Guidelines](#), p.7

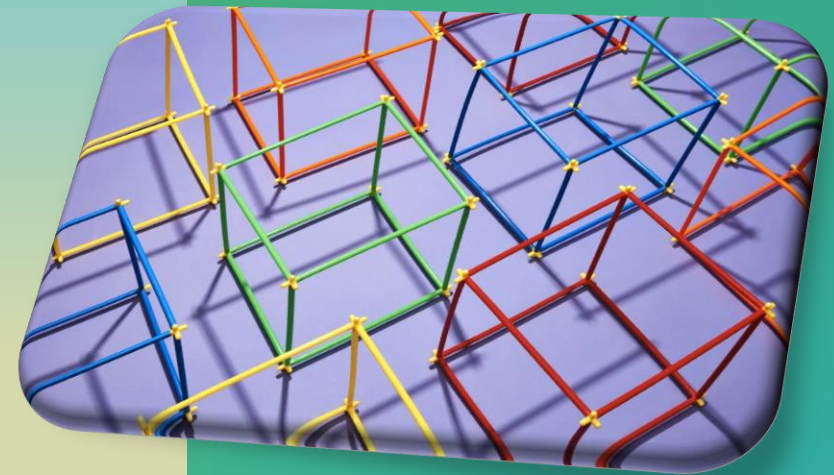
❑ **Arrangements include:**

'design and development mechanisms for approving and updating learning resources; arrangements for student support and guidance; and the availability and accessibility of appropriate learning resources.' (QQI, 2018:7)



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INFRASTRUCTURE STRATEGIC PLAN

- ❑ *'Blended learning providers should be particularly mindful of using **a learner-centred approach**, for example when using technology-enhanced/assisted learning, which may **pose a challenge for some** learners **while creating opportunities for others**'* QQI Statutory guidelines (2018).



INFRASTRUCTURE STRATEGIC PLAN:

- ❑ Specialist hardware, software: design, delivery, assessment, management of information; 'administrative systems and infrastructure that have been designed for face-to-face delivery contexts are unlikely to be effective and efficient for blended learning.'
- ❑ Policies, processes and regulations, including administrative: E.g., cost effective resources, IT resources, back-up/ emergency systems, equipment, training, inductions and manuals
- ❑ Learner and staff supports

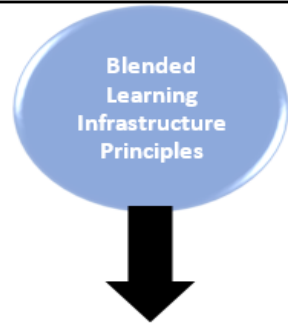


INFRASTRUCTURE STRATEGIC PLAN:

- ❑ *'The infrastructure and resources required to support good quality blended learning are **understood, planned, and routinely monitored and evaluated**. These arrangements should take into account that while online, learners are likely to be remote from the provider and from teachers and/or assessors.'* QQI, 2018: 10
- ❑ Using QQI guidelines: Exemplifying **what, how, who and why** when listing strategic plans and arrangements.



What infrastructure priorities might look like



Principles	Infrastructure processes
Maintaining inclusion and positive learning experiences	Support systems for digital and information divide
Solidarity, community, and cooperation	Physical and online medium for learner engagement, support and upskilling supports and guidance
Skills development and participation in society	Face-to-face and online domains equipped with staff and resources for learning and digital/ICT skills and literacy
Roles and Responsibilities (in Functionalist terms)- learner talent and achievement	RPL Learner profiles and record systems Learner achievement: requirements, goals
Active learning process	Face-to-face and online platforms for guided learning activities
Build new knowledge upon previous knowledge	RPL online records, services, and communication PLSS
Guided learning	Onsight and online guidance and support: IT systems, digital skills support demos/support Manuals Technical design
Socially constituted knowledge (sharing and collaborating)	Discussion forums Virtual spaces for group work Virtual delivery and instruction Onsite and online staff and learner support

Blended Learning [QQI Statutory guidelines \(2018\)](#)

'Providers are expected to have internal systems of quality assurance for programmes with blended learning and related services that are appropriate to their individual contexts and include mechanisms that successfully monitor the effectiveness of those systems' (QQI, 2018:5)

- 1 'effective and efficient means to support learners in achieving intended learning outcomes'
- 2 'supporting learners in a blended learning environment, such as virtual learning environment.'
- 3 'The strategies and processes for...professional development and appraisal arrangements for teaching and support staff are appropriate and specific to blended and online learning;'
- 4 'There is a planned approach to the appointment of (or access to) specialist staff to support the provider's blended learning strategy'
- 5 'systematically address and enable existing or planned arrangements for blended learning'
- 6 'Arrangements for collaboration or partnership as set out in the Core Statutory QA Guidelines'
- 7 'Tools to support virtual learning and off campus learning– virtual learning spaces and discussion and other forums to support students'
- 8 Providers must ensure that
 - 'a strategic approach to the use of blended learning is explicit and is shared with staff'
 - 'a focus on the delivery of an interactive learning experience...and academic content appropriate to the unit of study'

INFRASTRUCTURE CHECKLIST- PRELIMINARY PLANNING



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www.edsurge.com: Managing online systems; login credentials, options- using systems like 'Canvas' Filters, bandwidth, internet services, security, reliability of equipment



Case studies (UNESCO)-
Ref: Infrastructure and facilities periodic upgrade; evolving teaching and learning needs



Lexialearning: Select a technology tool that adapts to each learner's abilities



Innovation Education (article):
policy alignment with:
infrastructure, facilities, resources, hardware and support

Establishing a unit dedicated to BL and infrastructure to make staff aware of paradigmatic shift in the blended space



FOLLOW-UP

- ❑ **Learner supports**
- ❑ **Further revisions to the policy example**

Thank you



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