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## Teaching, Learning and Assessment

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### 1.1 Policy for Teaching, Learning and Assessment

<b>QA Area (s)</b>	<ul style="list-style-type: none"><li>• Programmes of Education and Training</li><li>• Governance and Management of Quality</li><li>• Documented Approach to QA</li></ul>
<b>Applies to</b>	<input type="checkbox"/> Staff only <input type="checkbox"/> Learners only <input checked="" type="checkbox"/> Staff and Learners
<b>Policies Owner</b>	Director of Academic Programmes

#### 1.1.1 ESG Standard 1.3: Student-centred Learning, Teaching and Assessment.

*Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.*

#### 1.1.2 Teaching, Learning & Assessment Strategy

##### Introduction

The overarching Teaching, Learning and Assessment (TLA) Strategy of the College ensures that our core practices are aligned with the achievement of our five year Strategic Plan, and the Mission and Vision of the College.

With regard to programmes of education and training:

- Any programme proposed for validation by the College will be accompanied by a programme specific TLA strategy (*see criteria 17.9 & 17.10 of QQI's Policy and Criteria for the Validation of Programmes of Education & Training, 2017*).
- All programme specific TLA strategies will be developed with reference to this overarching strategy.
- As the College operates using blended modes of programme delivery, both the College's TLA strategy and programme specific TLA strategies are informed by best practice in blended and online pedagogy and instructional design<sup>1</sup>.
- The College's overarching TLA Strategy has been developed with regard to QQI's *Core Statutory Quality Assurance Guidelines (2016)* and *Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (2018)*.

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<sup>1</sup> QQI (2018) Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (4.1.1)

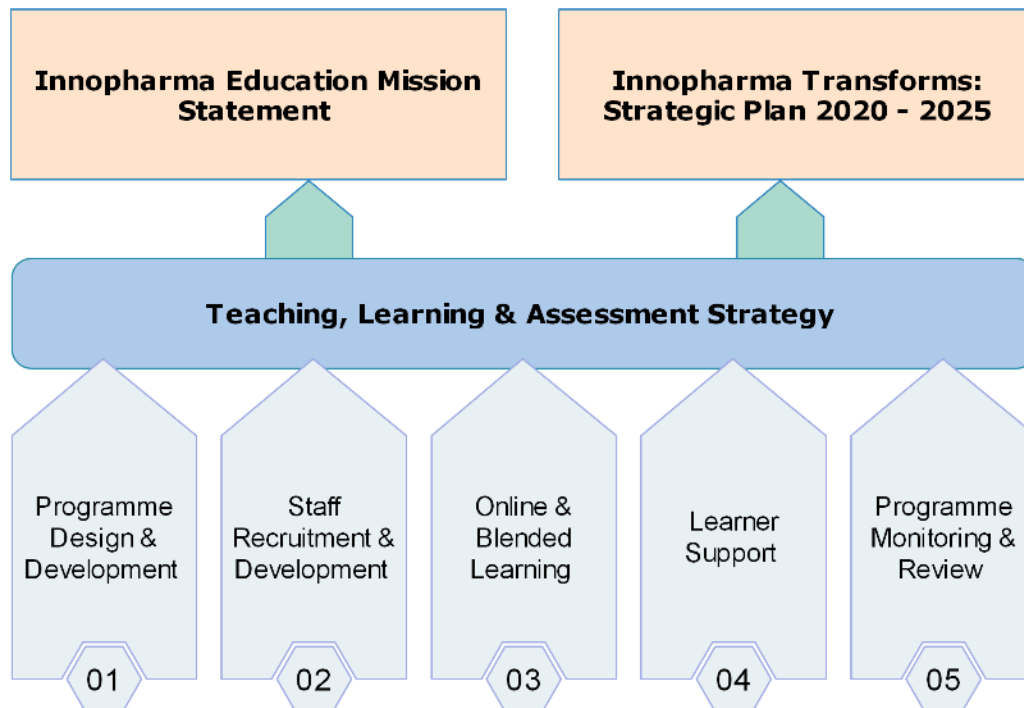
- The Quality Assurance and Enhancement Framework (QAEF) of the College is integral to the TLA strategy. While all aspects of the QAEF support implementation of the strategy, the most directly relevant dimensions of QA are represented below.

### 1.1.3 Representation of the Integrated Teaching, Learning & Assessment Strategy

#### Innopharma Education Mission Statement

Our mission is to contribute value to our society by *re-skilling*, *up-skilling* and *life-skilling* our learners, enabling them to grow personally and professionally and build a better future for all.

*(Innopharma Transforms: Strategic Plan 2020 – 2025)*



### 1.1.4 Integration of the QAEF to the TLA Strategy

The QAEF provides the foundation for the effective realisation of the Learning and Teaching strategy within the College.

### 1.1.5 Programme Design and Development

QAEF processes encompass all activities contributing to design and development of the curriculum at both module and programme level. Learning design within the programme curriculum is learner-centred and takes into account the profiles and changing needs of learners. Programme development entails input from subject experts, industry representatives, educational technologists and learning designers. The programme development process therefore ensures that technology is used appropriately, and in the service of pedagogy (see guideline 4.1.4 of QQI's Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes). Related QAEF documents include:

- *Policy for Development and Approval of Programmes*
- *Procedure for Development and Approval of Programmes*

### 1.1.6 Staff Recruitment and Development

QAEF processes ensure the recruitment of high calibre teaching staff, and provision of strategically aligned Continuing Professional Development (CPD) for all staff engaged in teaching or academic support. CPD facilitated by the College takes account of the specific needs of staff with regard to the blended and online delivery modes of the College programmes. Opportunities for CPD are facilitated internally, and staff are additionally supported to pursue external CPD opportunities, such as attendance at conferences or undertaking further studies, on a case by case basis. Related QAEF documents include:

- *Policy for Staff Recruitment, Management and Development*
- *Procedure for Recruitment of Staff*
- *Procedure for Induction and Management of Staff*
- *Procedure for Staff Applications for Continuing Professional Development Support*

### 1.1.7 Online & Blended Learning

QAEF processes ensure that all staff engaged in teaching or academic support are required to undertake a minimum level of VLE training and participate in professional development in blended and online pedagogies. Minimum standards for online content and curriculum ensure the consistency of the learning experience across modules. The ongoing enhancement of the College's pedagogic approaches is supported by the Learning and Teaching function of the College. This function coordinates learning design resources, assesses potential platforms and tools for use in the College and monitors/evaluates use of current platforms and tools. Related QAEF documents include:

Standards for Blended Learning at College

Standards for Online Content & Curriculum

Standards for Learner Induction & Supports

Standards for Staff Development & Training

Procedure for Assessment, Use and Monitoring of Platforms and Tools

Policy for IT Security

### 1.1.8 Learner Supports

QAEF processes ensure that all learners are inducted to the Virtual Learning Environment (VLE) of the College and provided with a high level of technical support and guidance in the course of their studies. Online and blended pedagogies are learner-centred, promoting interaction and facilitating the development of an online learning community. Related QAEF documents include:

- *Our Learners Charter and Associated Policies and Procedures*
- *Policy for Learner Supports*

#### **1.1.9 Programme Monitoring and Review**

QAEF processes ensure ongoing monitoring and review activities are undertaken that provide insights to the learner experience within the College's programmes, including the quality of teaching and curriculum. Feedback is collected from learners on all aspects of their experience at the College, inclusive of the VLE, on-site classes and programme support services, including the efficacy of online learning support. Staff working in online learning support roles are able to provide real time feedback to teaching staff pertaining to synchronous learning, as well contributing to overall programme monitoring. This is supplemented by the collection of feedback from teaching staff and other stakeholders in relation to programme delivery, and data on learner retention, outcomes and completion. All of these indicators are reviewed by Programme Boards, which recommend and implement improvements approved by the Board or the Academic Council.

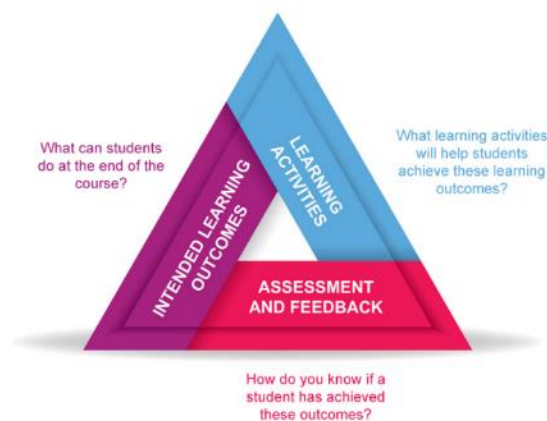
- *Policy for Monitor, Review and Re-Validation of Programmes*
- *Procedure for Monitoring, Review and Re-Validation of Programmes*

## 1.2 Priority Areas

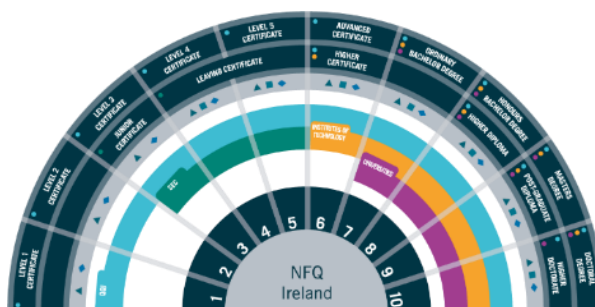
### 1.2.1 Priority 1: Approaches to Learning, Teaching and Assessment

All teaching, learning and assessment practices at the College are *Constructively Aligned*<sup>2</sup>. There are three dimensions essential to the concept of constructive alignment.

1. **Intended Learning Outcomes (ILOs):** These articulate what learners will be able to do upon successful completion of each module and programme.
2. **Assessment:** The assessment strategy for each module and programme is derived from the ILOs. Assessment must provide learners with an opportunity to demonstrate their achievement of the ILOs.
3. **Learning Activities:** The learning activities within a module and programme are chosen to facilitate learners acquiring, developing and practicing the knowledge, skills and competences they need to achieve the ILOs, and to be able to demonstrate this through the assessment process.



ILOs for all modules and programmes within the College are formulated with reference to the Irish National Framework of Qualifications (NFQ) and the Generic and Specific Awards standards published by QQI.



All learning and teaching practices at the College are firmly grounded in a learner-centred approach, with an emphasis on developing transversal skills such as critical thinking, problem-solving and

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<sup>2</sup> Biggs, J.B. & Tang, C. (2011). *Teaching for Quality Learning at University*. Buckingham: Open University Press/Society for Research into Higher Education. (Fourth edition)

independent learning within the learning journey. Learner-centred instruction emphasizes the facilitative role of teachers and the uniqueness of learners. It encourages the fostering of successful interpersonal relationships between teachers and learners, and an appreciation and respect for diversity and difference<sup>3</sup>.

Formative assessment and feedback are integral to the process learning, and reflect the emphasis on learner-centeredness that underpins teaching and learning in the programme. Feedback processes at the College are intended to situate the learner at the centre of the process, emphasizing opportunities for learners to seek and use feedback, and develop self-evaluative judgement over time<sup>4</sup>.

#### 7.2.1.1 *Priority 1 Actions*

- Module and programme development will be undertaken with regard to the principles of Constructive Alignment. Programme development teams will be provided with appropriate training and development in constructively aligning the curriculum, including writing effective ILOs.
- ILOs will be used as the basis on which decisions are made regarding specific assessment methods and approaches to learning and teaching within individual modules and programmes.
- Guidance will be provided to academic staff and module teams in relation to assessment design. That guidance will have regard to the principles of Constructive Alignment, and to the College's agreed minimum standards for communication of assessment (i.e. assessment briefs and related materials) to learners. The latter will be developed by the Teaching and Learning function within the College and approved by the Academic Council.
- Guidance will be provided to academic staff and module teams in relation to the form and timeliness of formative and summative feedback to learners, and with regard to the College's agreed minimum standards for provision of feedback to learners. The latter will be developed by the Teaching and Learning function within the College and approved by the Academic Council.
- Programme Boards will consider the extent to which ILOs are being achieved, and the extent to which the communication of assessment and provision of feedback within modules are aligned to the College's minimum standards for each.

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<sup>3</sup> McCabe, A. & O'Connor, U. (2014) Student-centred learning: The role and responsibility of the lecturer. *Teaching in Higher Education* 19 (4). Pp. 350-359.

<sup>4</sup> Boud, D. & Molloy, E. (2012) *Feedback in Higher and Professional Education: Understanding it and doing it well*, Routledge.

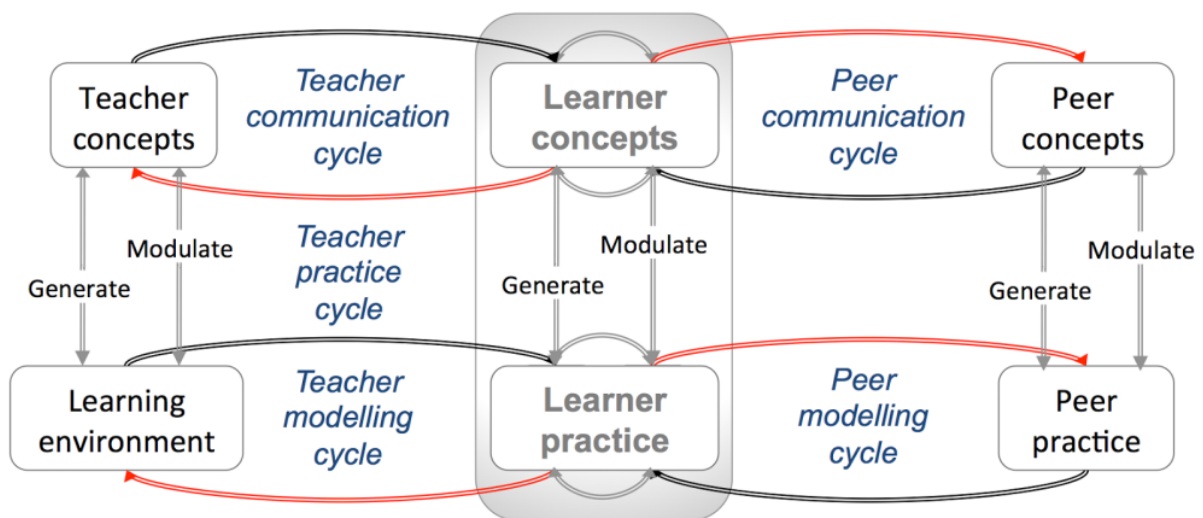
## 7.2.2 Priority 2: Learning Design & Learning Technologies

Programmes and modules at the College are designed specifically for blended and online delivery. Therefore, they are designed using frameworks for learning design that are appropriate to these delivery modes. The College Teaching and Learning function engages learning design expertise with experience in the higher education context to facilitate this.

At an institutional level, learning design at the College is informed by the pedagogic theory of Laurillard's Conversational Framework<sup>5</sup>, which proposes six learning types:

- Acquisition
- Inquiry
- Discussion
- Practice
- Collaboration
- Production.

Laurillard's framework provides explicit guidance for the appropriate selection of learning technologies to facilitate distinct forms of learning. Learning technologies are assessed with regard to how appropriate they are to the learning activities required to achieve the ILOs of a module or programme. The use of technology and choice of learning platforms at the College is therefore "subject-led rather than technology-led" and "ensures that technology is in the service of pedagogy"<sup>6</sup>.






The Conversational Framework (Laurillard, 2002)

Within this, the College is additionally committed to applying the principles of Universal Design for Learning (UDL) within its learning design. UDL fosters inclusivity, and supports diverse learners with a range of needs and preferences to succeed. The foundational principles of UDL are represented below.

<sup>5</sup> Laurillard, D. (2002) Rethinking University Teaching: A Conversational Framework for the Effective Use of Learning Technologies, 2<sup>nd</sup> Edition, Routledge.

<sup>6</sup> QQI (2018) Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (4.1.4).

Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action/Expression
Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.	Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.	Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).
		

### 7.2.2.1 Priority 2 Actions

- Programmes and modules will be designed for blended and online delivery in a manner that is consistent with the priorities and objectives of the College’s Strategic Plan 2020 – 2025, the Teaching, Learning and Assessment Strategy and QQI’s (2018) Statutory Guidelines for Providers of Blended Learning Programmes.
- Online content will be subject to informed peer review, and evaluated with reference to the minimum standards of the College.
- The minimum standards for online content and all quality assurance processes and documentation associated with blended and online delivery will be regularly reviewed, and, if required, updated via the College’s established processes for amendment or updated to the QAEF.
- New platforms and tools will be assessed by the Teaching and Learning and IT functions of the College with reference to a set established criteria, and with regard to the pedagogies they are required to support and enable.
- Planning, development and evaluation of the appropriate infrastructure and resources to support the College’s reliable and high quality provision of blended and online learning will be ongoing. Formal planning and evaluation activities will take place, at a minimum, annually.
- Learners will be clearly informed regarding the details of any hardware or software required to enable access to or participation in College programmes.
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### 7.2.3 Priority 3: Lifelong Learning

Lifelong learning, which promotes the continuing development of knowledge, skills and competences throughout an individual’s career, is central to the ethos of the College. We accept that *“learning is all about change, and change drives learning”*<sup>7</sup>. Our mission is to enable our learners to grow personally

<sup>7</sup> London, M. (2011) The Oxford Handbook of Lifelong Learning, Oxford.



and professionally. As the majority of our learners are mature, we are cognisant of the fundamental principles of adult education in our approaches to teaching and learning, and our curriculum design.

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience provides the basis for the learning activities, and as adults possess significant past experience (including mistakes) to the classroom, this should form the basis for learning activities.
3. Adults are most interested in practical subjects that have immediate relevance and impact to their work or personal life.
4. Adult learning is problem-centred rather than content-centred (or memorisation oriented)<sup>8</sup>.

We prepare our graduates to succeed by ensuring their skills are relevant to the dynamic and rapidly shifting context of high-tech manufacturing. The College is committed to supporting learners in their development of transversal skills, for example, problem-solving, communication and creativity. The College will approach this through a range of curricular and co-curricular measures.

#### **7.2.3.1** *Priority 3 Actions*

- Our programmes will be industry informed and developed in response to future skills needs. The curriculum will attend to the importance of lifelong learning for our learner cohorts, and this will be reflected in the programme teaching and learning strategies.
- ILOs will be derived from the relevant Awards Standards and the NFQ, and will have regard to the lifelong learning focus of the College
- Work preparation modules will be embedded within the written curriculum of our programmes. These will be guided by the College's dedicated professional business coaches and allow each learner to develop and implement an individual career strategy.
- Career focused supports and resources will be available and promoted to learners within the VLE, and will provide learners with assistance in practical tasks such as structuring and building a CV, or preparing for interviews.
- Our programmes will be developed for regional, blended and part-time delivery to enable mature learners to balance the demands of study with their work and family commitments, and to foster widened participation.
- Our programmes will be industry aligned, and feature guest lectures by industry experts, site visits and work placements.
- Our teaching and learning will have regard to the principles of adult education in learning design and in all interactions with learners.

#### **7.2.4** *Priority 4: Staff Training & Development*

The College is committed to the provision and support of strategically aligned Continuing Professional Development for all staff, and has processes within the QAEF to facilitate this. All staff in teaching,

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<sup>8</sup> Knowles, M.S. (1980) *The modern practice of adult education: From pedagogy to andragogy*, Cambridge.

academic and learner support roles will be offered training and development opportunities that are directly relevant to their jobs.

#### *7.2.4.1 Priority 4 Actions*

- A comprehensive academic induction will be formalised and made mandatory for all staff in teaching, academic and learner support roles. This will include an introduction to the VLE and the College's TLA Strategy (including blended learning).
- A programme for staff development in Learning, Teaching and Assessment at the College will be developed. This will place emphasis on blended and online learning pedagogies and the principles of learning design.
- Both full-time and part-time lecturing staff who do not hold a recognised teaching qualification will be required to complete the College's Learning, Teaching and Assessment development programme.
- In addition to full-time staff, our part-time faculty, online teaching assistants and similar categories of staff will be provided with opportunities to participate in training and CPD activities.
- A formal mentoring system will be established within the College to support academic staff with limited experience in teaching, or in teaching in a comparable context.
- The College will engage actively with national and international Communities of Practice in Teaching and Learning, including (within Ireland) the National Forum for the Enhancement of Teaching and Learning and AHEAD.

## 1.3 Standards for Blended Learning

### 1.3.1 Definition

**Blended Learning:** “The integration of classroom face-to-face learning experiences with online learning experiences” (Garrison and Kanuak, 2004, p.96). This definition has been adopted by QQI (2018, p.3) in the Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes.

### 1.3.2 Overview

Programmes of Education and Training at the College are purposefully designed for delivery in a flexible, blended mode. Blended delivery modes are appropriate to the needs and preferences of the College’s learners, who are typically (though not exclusively) mature, part-time and regionally located learners. Programmes and modules utilise a blend of asynchronous, synchronous and face-to-face learning modes. The relative weighting of these modes within individual modules is decided on the basis of “the most effective and efficient means to support learners in achieving intended learning outcomes”<sup>9</sup>. The College’s contingency planning in the wake of the COVID-19 pandemic requires that programme and module development also take account of how a pivot to fully online delivery will be managed if required.

The decision to deliver the College’s programmes in blended modes is central to the College’s Strategic Plan 2020 – 2025, and the institutional Teaching, Learning and Assessment Strategy. QQI’s guidelines caution that “provision that was originally designed for a face-to-face learning environment may be poorly adapted for learners”<sup>10</sup>. Historically, the College has not delivered programmes in an exclusively face-to-face learning environment. Therefore, the college is unencumbered by systems, processes or curriculum designed for that context. Instead, the College has the distinct advantage of operating solely, and by design, as a blended learning provider. Programme Leads and academic staff within the College have considerable experience in the development and delivery of QQI validated programmes within the context of its current collaborative provision arrangements.

The College’s capacity plans in relation to learner support services, administrative systems and IT have been developed specifically for blended learning provision. Further, the College engages learning designers and educational technologists in the curriculum development process, enabling close collaboration between this function and academic subject specialists. This enables the College’s programmes to be developed in a subject-led, learner centred manner in which technology is in the service of pedagogy, as per QQI’s guidelines.

Moodle and GoToTraining form the basis of the College’s VLE. Moodle is used extensively for all programme offerings in course management, content creation and delivery, communication and collaboration.

Moodle allows lecturers to develop and select appropriate online content and learning resources for learners, and enables learners to access this in a controlled, secure environment. It encourages communication and collaboration in learning tasks, thus encouraging cooperation and adding to the learning experience of the learners. Forum activities in Moodle are used by lecturers, staff and

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<sup>9</sup> QQI (2018) Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (p.6).

<sup>10</sup> QQI (2018) Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (p.8).

learners for online discussions which promote collaborative working, engagement and interactivity with all members of the group. Moodle is also used to manage continuous assessment and feedback. All assignments are required to be submitted in soft copy via the relevant Moodle page and through the relevant plagiarism detection software where appropriate.

GoToTraining is an interactive on-line training delivery platform which can incorporate tests to evaluate knowledge and retention during synchronous delivery, promote learner engagement through small-group interaction with breakouts and live chat facilities, and offers Whiteboard Sharing for enhanced delivery.

The College takes a proactive approach to reviewing new tools and resources that may be used to enhance programme delivery. The College's procedure for the assessment, use and monitoring of platforms and tools ensures that potential new technologies are carefully evaluated to determine whether they are reliable, secure and aligned to pedagogic objectives prior to use, and that opportunities for staff to test these are planned and controlled.

To ensure the quality and consistency of blended learning provision across its programmes, the College has developed minimum standards for online content and learning resources, learner induction/supports and staff development/training.

### 1.3.3 Standards for Online Content and Learning Resources

The College's minimum standards for its online content and learning resources have been derived from QQI's guidelines and the College's own TLA Strategy. These may be supplemented and augmented as appropriate over time, utilising the processes within the QAEF for ongoing review of QAEF documentation. The Programme Lead, in consultation with the Head of Faculty, is ultimately responsible for the implementation of the College's Standards for Online Content and Learning Resources.

*All content items and learning resources within the College's VLE and supported platforms must:*

<b>1</b>	Be subject to quality review by an appropriately informed peer (e.g. subject matter & learning design expertise) prior to integration to the platform.
<b>2</b>	In the case of Open Educational Resources (OERs), be of sufficient quality, accurate and current.
<b>3</b>	Cite copyright and licensing status appropriately for any third-party content.
<b>4</b>	Be integrated with other content items and learning resources to enable learner achievement of the ILOs.
<b>5</b>	Reflect the learner-centred pedagogy of the College.
<b>6</b>	Be accessible (e.g. utilise alt text and captioning, reflect the design principles of UDL).
<b>7</b>	Be 'owned' by an academic department and Programme Lead.
<b>8</b>	Engage learners in activities that enable them to test and monitor their progress at appropriate points in their learning.
<b>9</b>	Be presented in a clearly defined relationship to learning activities or materials encountered in the face-to-face learning environment.
<b>10</b>	In the case of interactive items, be preceded or accompanied by clear protocols for the management of online interaction for both learners and staff, and be monitored by appropriately trained staff.
<b>11</b>	In the case of text items developed within the College, be written in plain language. Specifically, text items for learners should: <ul style="list-style-type: none"><li>• Use an active rather than a passive voice wherever possible (i.e. 'we do something' rather than 'something is done').</li><li>• Be brief and specific.</li><li>• Avoid use of jargon and acronyms (unless these are being explained or are appropriate to the context of use).</li></ul>
<b>12</b>	Be spell checked and proof read prior to publication.
<b>13</b>	Be accompanied by links to clear information regarding the availability of relevant academic supports and general pastoral support for learners of the College, and the appropriate communication channels for these.
<b>14</b>	Reflect culturally diverse perspectives that are free of bias.

### 1.3.4 Standards for Learner Induction and Supports (Blended Learning)

The College's minimum standards for learner induction and supports in blended learning have been derived from QQI's guidelines and the College's own TLA Strategy. These may be supplemented and augmented as appropriate over time, utilising the processes within the QAEF for ongoing review of QAEF documentation.

*All learners within the College must:*

	Standard	Responsibility
1	<p>Be informed prior to enrolment of the level and nature of the support available. This will include information pertaining to:</p> <ul style="list-style-type: none"> <li>• The blend of learning that will be experienced within a specific programme (i.e. the proportion of online asynchronous, online synchronous and face-to-face learning; the extent to which learning is autonomous, collaborative or supported).</li> <li>• The realistic commitment required from a learner to successfully complete the programme.</li> <li>• Pre-knowledge or technical skills a learner requires to successfully complete the programme.</li> <li>• The hours when academic, technical and pastoral supports are available and the nature of these supports.</li> <li>• Details of any hardware or software required to enable access to or participation in College programmes, and mechanisms to test hardware.</li> <li>• Mandatory attendance or participation requirements for specific aspects of the programme, where these exist.</li> <li>• Terms and conditions relevant to a specific programme (e.g. specified timings for synchronous learning or assessment, regulations pertaining to re-assessment opportunities).</li> </ul>	The Director of Academic Affairs and Registrar
2	<p>Be systematically inducted to the College's VLE and integrated platforms following admission. This induction must include information pertaining to:</p> <ul style="list-style-type: none"> <li>• Overall layout and navigation of the VLE.</li> <li>• Location of contact lists for academic, administrative and technical queries within the College.</li> <li>• Availability of online technical support and contact information.</li> <li>• Location of essential learner support information, policies and procedures within the VLE.</li> <li>• Features and functions of the VLE.</li> </ul>	Learner Support Coordinator

	<ul style="list-style-type: none"> <li>• Location of self-help user tutorials for specific features and troubleshooting.</li> <li>• General protocols for communicating online, which promote dignity, courtesy, and respect for diversity.</li> <li>• Communication channels used within the VLE and the College.</li> </ul>	
<b>3</b>	<p>Be systematically inducted to learning in blended and online modes. This induction must include information pertaining to:</p> <ul style="list-style-type: none"> <li>• Overall expectations and standards.</li> <li>• Strategies for successful blended and online learning.</li> <li>• Academic support services and resources available online, including those relevant to academic integrity and the avoidance of plagiarism.</li> <li>• Online library access and associated resources and supports.</li> </ul>	Learner Support Coordinator
<b>4</b>	<p>Have access to comprehensive information regarding their programme of study, to include:</p> <ul style="list-style-type: none"> <li>• ILOs and teaching, learning and assessment methods for each module and for the programme overall.</li> <li>• Schedules for the submission and assessment of work.</li> <li>• Information on how their performance will be assessed, and the relative weighting of assessment tasks.</li> <li>• Information on how timely formative feedback will be provided to them in the online Sections of the programme.</li> <li>• Information about the quality assurance processes in place to ensure that assessed work conducted through online activity is appropriately attributed to the learner.</li> <li>• Lists of learning resources available.</li> <li>• Module and programme specific contacts (academic, administrative, technical).</li> </ul>	Head of Faculty
<b>5</b>	Have access, within a reasonable time frame, to technical support for asynchronous learning activities.	IT Manager
<b>6</b>	Have access, in real time, to technical support during synchronous learning activities.	IT Manager
<b>7</b>	Have the opportunity to provide feedback to the College, both routinely and ad hoc, on their experience of using the VLE and integrated platforms.	Programme Lead

<b>8</b>	Be provided with information in advance of commencement on how their personal data will be used, for instance, in relation to the monitoring of learner engagement with the VLE and integrated platforms.	The Director of Academic Affairs and Registrar
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### 1.3.5 Standards for Staff Development and Training (Blended Learning)

The College's minimum standards for staff development and training in blended learning have been derived from QQI's guidelines and the College's own TLA Strategy. These may be supplemented and augmented as appropriate over time, utilising the processes within the QAEF for ongoing review of QAEF documentation.

*All staff in academic, teaching and learner support roles within the College must:*

	Standard	Responsibility
<b>1</b>	Undertake a general and an academic induction upon commencing employment with the College	Director of Academic Programmes
<b>2</b>	Within the academic induction, be introduced to: <ul style="list-style-type: none"> <li>• The Virtual Learning Environment (VLE) of the College.</li> <li>• The Teaching, Learning and Assessment Strategy of the College (inclusive of Blended Learning)</li> </ul>	Director of Academic Programmes
<b>3</b>	Complete a suite of in house Blended Learning training modules within a time frame agreed with their manager.	Head of Faculty
<b>4</b>	Participate in bespoke training and development activities for Technology Enhanced Learning.	Head of Faculty
<b>5</b>	Ensure their contributions to the development of curriculum within the College comply with minimum standards for online content and learning resources and associated processes.	All staff in academic, teaching and learner support roles
<b>6</b>	Observe protocols for communication with learners and facilitation of online discussions.	All staff in academic, teaching and learner support roles
<b>7</b>	Strive to facilitate a safe, inclusive, accessible and reliable online learning environment which reflects the Core Values of the College (Excellence;	All staff



Integrity; Diversity; Innovation; Collaboration) and the principles established in the College's Policy for Equality	
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