

QQI White Paper

Statutory Quality Assurance Guidelines for Blended Learning

Submission from:

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Submission is on behalf of the School and includes consultation with staff members within the Centre for Technology Enhanced Learning in WIT

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We welcome the publication of QQI Guidelines for Blended Learning. The White Paper is clear on its definition on Blended Learning as a combination of classroom face to face learning combined with on-line activity. The White Paper provides a broad definition of Blended Learning and does not specify the amount or degree of classroom interaction versus on-line activity. We welcome this broad definition as we believe the level of face to face interaction combined with on-line activity may depend on the nature of the programme being delivered, the specific discipline involved and the profile of the learner cohort.

We agree that a clear Institutional strategy is required for the effective and learner centred delivery of Blended Learning programmes and that communication of clear guidelines to learners is critical to successful blended learning delivery.

While we acknowledge that programmes that are delivered purely on-line are not included in these guidelines, we believe that some further guidelines on purely on-line delivery would be helpful to both providers and learners. This would also assist in clarifying the terminology used for Blended and On-Line delivery.

Staff training and an integrated approach to programme design to include academic staff and staff with expertise in Technology Enhanced Learning is fundamental to the design and delivery of Blended Learning programmes. This will require additional resources at Provider level and may be useful to highlight in this White Paper.

END.