**Application form for Approval of Provider’s QA Procedures for Blended Learning leading to QQI Awards**

**Introduction**

*The details in this application and the supporting documentation provided will be used by QQI to assess the capacity of your organisation to develop, deliver and quality assure blended learning[[1]](#footnote-1) programmes leading to QQI awards.*

*There are seven sections to this application form:*

|  |  |
| --- | --- |
| *Section 1* | *Provider Details*  |
| *Section 2* | *Current Approved Scope of Provision* |
| *Section 3* | *Statutory Declaration* |
| *Section 4* | *Mapping of application documentation to QQI’s Guidelines for QA of Blended Learning* |
| *Section 4.1* | *Organisational Context* |
| *Section 4.2* | *Programmes Context* |
| *Section 4.3* | *Learner Experience Context* |

*![C:\Users\amaher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\TIIP4N6P\MC900384162[1].wmf]()This symbol indicates that specific evidence needs to be submitted with the application.*

**Submitting the application**

*A soft copy of the application must be uploaded to a secure folder which will be made available on request to QQI. It should be noted that the information contained therein will be shared with independent evaluators appointed by QQI.*

*QQI reserves the right to seek any additional information from applicants that it considers relevant to an application.*

**Application Fee**

*For details of the fee payable, please refer to the QQI Schedule of Fees on QQI’s website: www.qqi.ie.*

*Please notify QQI in advance of making your application so that you can be invoiced for the fee.*

**Section 1: Provider Details**

* 1. **Name**

|  |  |
| --- | --- |
| *Name of Provider (legal entity):* |  |
| *Date of Approval by QQI of QA Procedures (Core Guidelines)* |  |

* 1. **Contact details for enquiries on the application for QA Approval for Blended Learning**

|  |
| --- |
| ***Contact Person for QQI*** |
| *Full Name* |  |
| *Position* |  |
| *Phone (landline)* |  | *Phone (mobile)* |  |
| *Email* |  |

**Section 2: Current Approved Scope of Provision**

**2.1 QQI Validated Programmes**

Scope of provision is defined by several parameters as set out below. It is relevant to an evaluation of quality assurance procedures as it describes the breadth and depth of a provider’s programmes and the range of factors which need to be quality assured.

To specify your current scope of provision, please complete the table below with reference to your current QQI validated programmes.

|  |
| --- |
| **Awards available on Programmes** |
| **Highest NFQ Level** | **Lowest NFQ Level** | **Award Classes** (Major, SPA, Minor) | **Domains of learning** e.g. Healthcare, Business, Engineering, Construction, IT, ELT |
|  |  |  |  |
| **Modes of Programme Delivery** (✓ one or more as appropriate) |
| **Face to Face only** | **Blended** | **Apprenticeship** | **f/t** | **p/t** |
|  | **Requested** |  |  |  |
| **Collaborative Provision** (✓ one or more as appropriate) |
| **None** | **Yes, as first provider** | **Yes, as second provider** | **Yes, national** | **Yes, transnational** |
|  |  |  |  |  |
| **Sites of Delivery** (✓ one or more as appropriate) |
| **Owned premises** | **Long term leased premises** | **On Customer Site** | **Rented space as required** |
|  |  |  |  |

**Section 3: Statutory Declaration**

To be completed by Owner, Director or Principal Executive Officer of provider

I declare that the information provided in this Application Form and any attachments hereto is true and complete in all material respects and I fully understand that it may be an offence to deliberately furnish false, misleading or inaccurate information.

|  |  |
| --- | --- |
| I make this solemn declaration conscientiously believing the same to be true for the satisfaction of Quality and Qualifications Ireland and pursuant to the Statutory Declarations Act, 1938.Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Declared before me a Commissioner for taking Affidavit/Peace CommissionerPractising Solicitor this\_\_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_ 20 \_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_who is personally known to me/is identified to me by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_at\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Commissioner for Oaths/Peace Commissioner/Practising Solicitor |

**![C:\Users\amaher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HLKMCW4D\MC900384162[1].wmf]()Checklist of documents for submitting with an application for QA Approval for Blended Learning**

|  |  |  |
| --- | --- | --- |
| ***Evidence required*** | ***File name*** | ***File format (e.g. Word, PDF etc.)*** |
| Strategic Plan for Blended Learning |  |  |
| Policy for Blended Learning |  |  |
| Draft QA procedures to manage Blended Learning |  |  |
| A link or access has been provided to the virtual learning environment (VLE) being used and / or access has been provided to sample blended learning materials |  |  |
| The statutory declaration has been signed by the Owner, Director or Principal Executive Officer of the Applicant and witnessed by an authorised person (5) |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |

I understand that an application submitted without the required documentation and payment of the appropriate fee will be considered incomplete.

**Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 4 Mapping of application documentation to QQI’s Guidelines for QA of Blended Learning**

*If you have completed the gap analysis tool and satisfied yourself that the capacity criteria are sufficiently met, please complete the table below. The information supplied in answer to each question should make clear for the panel:*

* *that your gap-analysis has satisfactorily shown that this particular question can be answered positively or that specific and dated actions are in place to address it.*
* *where a process is involved, how that process is carried out*
* *what documentation addresses the question and where in the application (document title, section, and page no.) that documentation can be found.*

*The form is designed to follow the QQI Guidelines for Blended Learning i.e. there are three main sections:*

* *Organisational Context*
* *Programme Context*
* *Learner Experience Context*

*The table requires you to verify you have used and applied the guidelines in the development of a quality assurance system to manage blended learning development, delivery and assessment. You will be asked to show specifically where a guideline has been addressed in a documented policy, procedure or IT system supplied or hyperlinked as part of the application.*

*There is an alignment with the structure and sequence of gap analysis template but the questions in this form are more holistic. Nonetheless, it is expected that the gap analysis will have been done.*

| **Section 4.1: Blended Learning: Organisational Context** |
| --- |
| ***Issues*** | ***Gap Analysis Satisfactory******(Y/N)?*** | ***If not fully satisfactory, identify action(s) planned and date(s)*** | ***Summary description of evidence / process***  | ***Where evidenced******(Document)*** | ***Page Number / Reference*** |
| 1. *Has the organisation adopted and approved a Strategy / Policy for Blending Learning (BL)?*
 |  |  |  |  |  |
| 1. *Does the Strategy / Policy include a definition for BL and a business and educational rationale for its deployment?*
 |  |  |  |  |  |
| 1. *Does the Strategy / Policy clarify where BL is and is not appropriate for use in your context?*
 |  |  |  |  |  |
| 1. *Does the Strategy / Policy set out quantifiable goals and limitations for blended learning provision?*
 |  |  |  |  |  |
| 1. *Has Senior Management approved a defined period and budget for BL development and resourcing?*
 |  |  |  |  |  |
| 1. *Has the academic governance group (Academic Council / Quality Committee etc) considered and approved the move to BL for existing and / or new programmes and learner profiles?*
 |  |  |  |  |  |
| 1. *Have the terms of reference of the academic governance and risk committees been modified / extended to include consideration of issues particular to BL?*
 |  |  |  |  |  |
| 1. *Has someone with appropriate expertise been designated as in charge of QA for BL programmes?*
 |  |  |  |  |  |
| 1. *Are there criteria to inform selection / appointment / management of VLE hardware / software / service providers?*
 |  |  |  |  |  |
| 1. *How is consistency / resilience of online services to be assured? Are there contingency plans in place?*
 |  |  |  |  |  |
| **Section 4.2: Blended Learning: Programmes Context** |
| ***Issues*** | ***Gap Analysis Satisfactory******(Y/N)?*** | ***If not fully satisfactory, identify action(s) planned and date(s)*** | ***Summary description of evidence / process***  | ***Where evidenced******(Document)*** | ***Page Number / Reference*** |
| 1. *Has the organisation secured sustainable access to expertise in instructional design and educational technology?*
 |  |  |  |  |  |
| 1. *Have programme staff who are to work on BL programmes been given appropriate CPD?*
 |  |  |  |  |  |
| 1. *How has your programme development process been modified to incorporate blended elements to programmes?*
 |  |  |  |  |  |
| 1. *How have your Teaching and Learning and Assessment Strategies been adapted to include online learning and assessment?*
 |  |  |  |  |  |
| 1. *Are there any implications for your programme(s) arising from professional body / regulatory requirements?*
 |  |  |  |  |  |
| 1. *What is the process for approval of new online content?*
 |  |  |  |  |  |
| 1. *Will the programme design process deliver online content to be available for validation by QQI?*
 |  |  |  |  |  |
| 1. *How is learner progress and engagement to be monitored on blended programmes?*
 |  |  |  |  |  |
| 1. *How have considerations of academic integrity been included in your approach on online assessment?*
 |  |  |  |  |  |
| 1. *Are there early warning systems to identify potential issues with programme quality?*
 |  |  |  |  |  |
| 1. *What measures in in place to secure data security and privacy?*
 |  |  |  |  |  |

| **Section 4.3: Blended Learning: Learner Experience Context** |
| --- |
| ***Issues*** | ***Gap Analysis Satisfactory******(Y/N)?*** | ***If not fully satisfactory, identify action(s) planned and date(s)*** | ***Summary description of evidence / process***  | ***Where evidenced******(Document)*** | ***Page Number / Reference*** |
| 1. *Has the information given to learners on blended programmes been extended appropriately?*
 |  |  |  |  |  |
| 1. *Are arrangements for technical, content and pastoral support to be available to learners, been specified and approved?*
 |  |  |  |  |  |
| 1. *Is there sufficient support capacity relative to envisaged number of online learners?*
 |  |  |  |  |  |
| 1. *Are arrangements in place to facilitate peer to peer engagement for learners?*
 |  |  |  |  |  |
| 1. *How will you monitor learner satisfaction with online content and services?*
 |  |  |  |  |  |
| 1. *How will you ensure that learners on blended programmes are suited to this form of delivery?*
 |  |  |  |  |  |
| 1. *How is learner progress and engagement to be monitored on blended programmes?*
 |  |  |  |  |  |

**Summary:**  *Please use this section to give an honest overview of where your organisation is at in respect of the guidelines above. Please identify where there are shortcomings at present and state what you are doing to address them.*

**Signed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Print name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Job Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Annexe 1: Documentation accompanying this report**

|  |  |
| --- | --- |
| Document | Related to |
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| **Annexe 2: Provider staff involved in the self-assessment** |
| Name | Role/Position |
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1. In this context, ‘blended programme’ means any programme which has some physical face-to-face interaction between programme staff and learners but which *requires* learners to access other part(s) of the programme online. [↑](#footnote-ref-1)