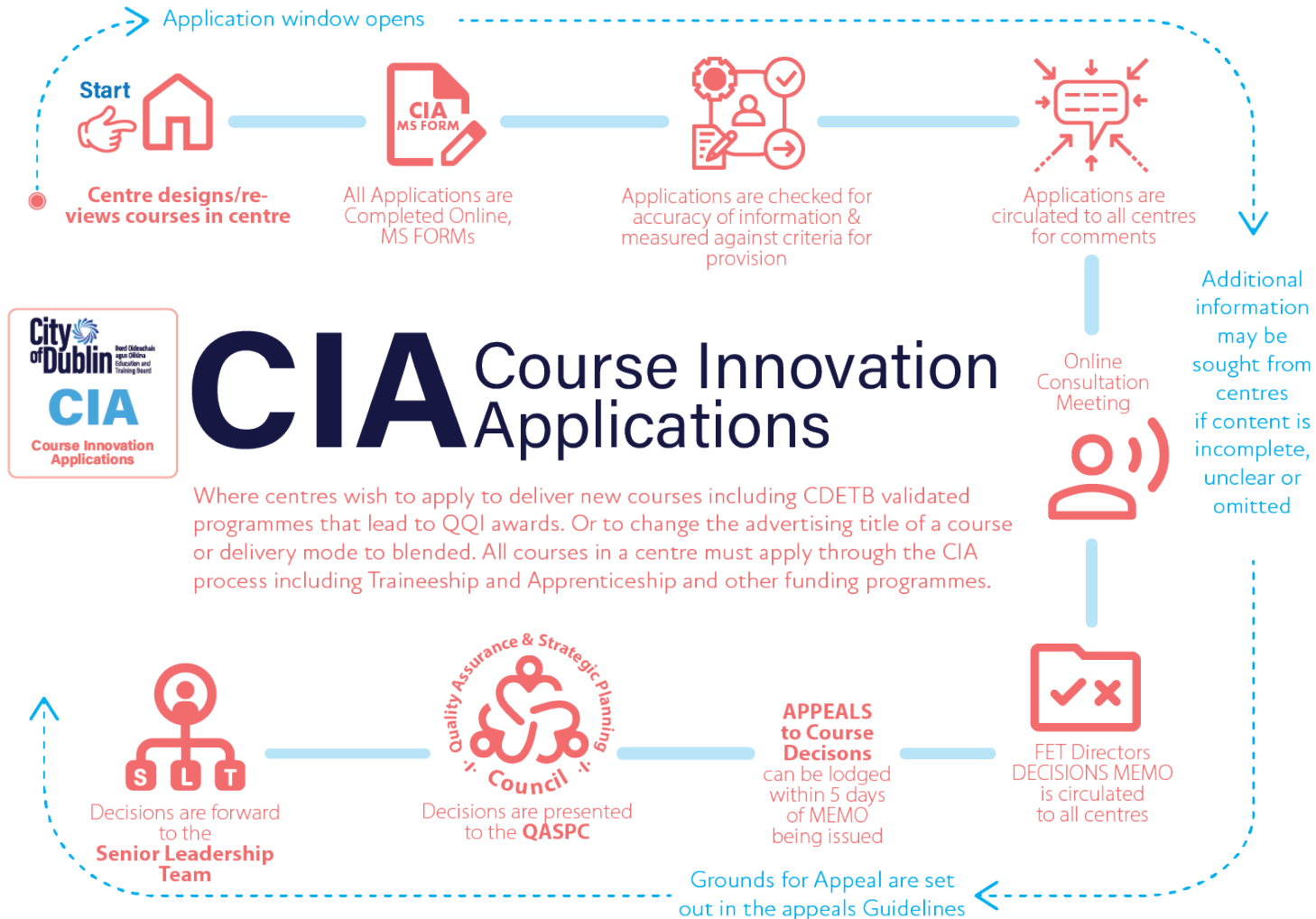


City of Dublin ETB Blended Learning Procedures

Overview of application process part 1 | All Applications

1.

2 Application cycles per year Autumn & Spring | All Courses must go through the CIA process



CIA Course Innovation Applications

Where centres wish to apply to deliver new courses including CDETb validated programmes that lead to QQI awards. Or to change the advertising title of a course or delivery mode to blended. All courses in a centre must apply through the CIA process including Traineeship and Apprenticeship and other funding programmes.

👉 Application system has been updated September 2022

Blended Learning Applications only receive an initial approval to **proceed**. Centres must present the blended course re-design and assessment material to complete the strong blended application.

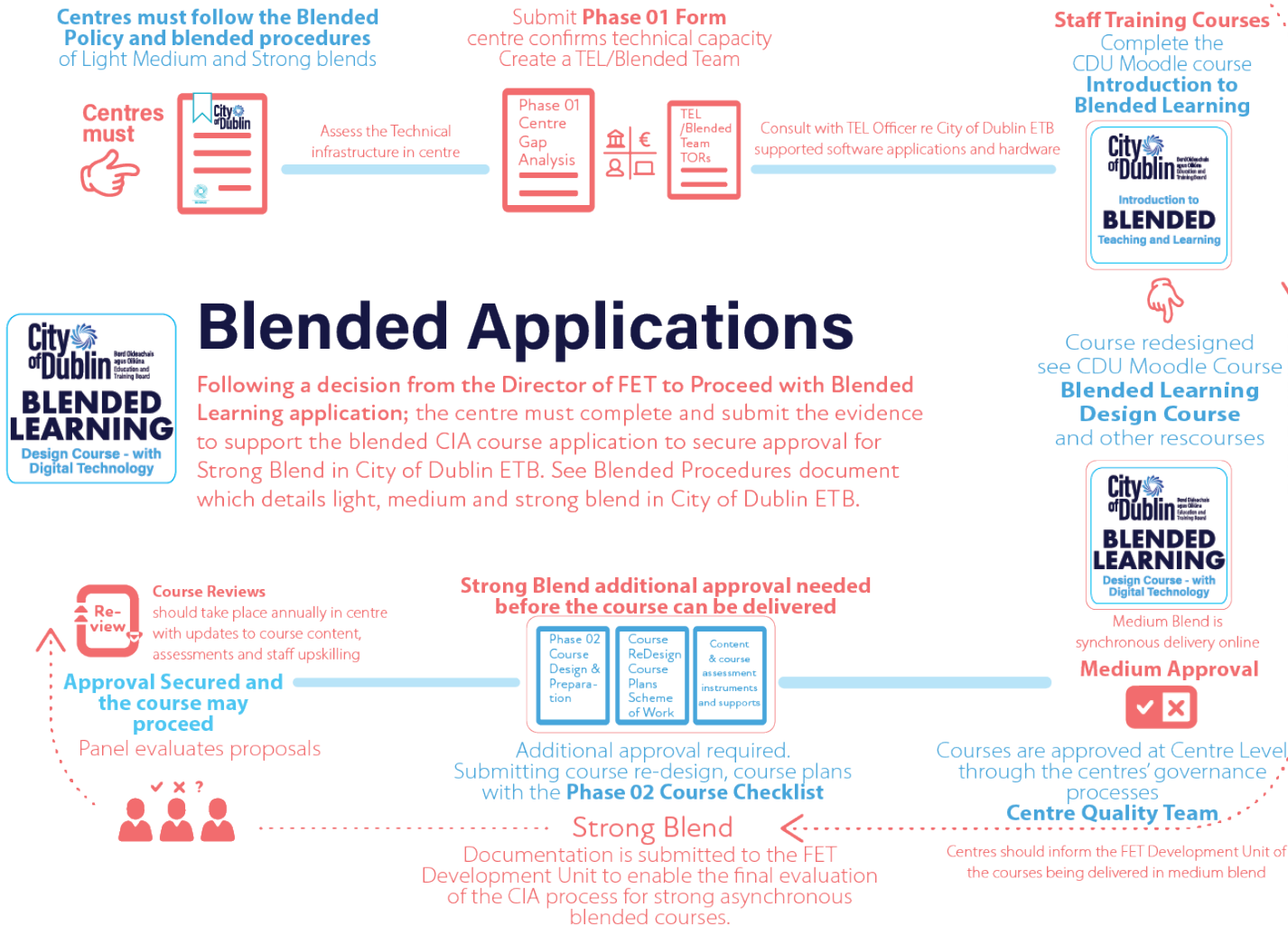
NOTE: Blended Learning criteria is outlined in the blended learning procedures document.

City of Dublin ETB Blended Learning Procedures

Overview of application process part 2 | Blended Learning Applications require additional criteria in-line with the City of Dublin ETBs Blended Policy & Procedures

2.

Following **Approval to Proceed** for Blended from CIA Memo Medium Blend





Blended Learning

Light Blend: Embedding technology into the traditional classroom face to face (F2F)
Medium Blend: Courses redesigned to include some level of F2F delivered online via teams or zoom
Strong Blend: Course is redesigned to increase the amount of self-directed learner effort with a reduction in f2f class time, increasing asynchronous learning

[Link to Blended thinglink](#)



Procedures for Blended in City of Dublin ETB

Type of blend	Light Embedding Technology into classroom face to face (F2F)	Medium Courses redesigned to include some level of F2F delivered via teams or zoom	Strong Course designed to increase the amount of self-directed learner effort or full remote delivery
Characteristics of the Blends	<ul style="list-style-type: none"> • Educator redesign their course to embed technologies in centre/classroom based face to face (F2F) delivery for example using PowerPoint, on-line quiz tools, discussion apps etc. • Learners access learning materials in a virtual learning environment (VLE) such as TEAMS or Moodle (both during class time and in their self-directed learning time – prep for or follow up from classes) • Learners submit materials, assessments etc. via a VLE like Moodle or MS TEAMS • Educators may redesign the course so that learners engage in more asynchronous learning activities for example as a flipped classroom approach, however this does not result in a reduction of directed F2F hours (timetabled hours). 	<ul style="list-style-type: none"> • Educators redesign their course to embed digital technologies in centre/classroom based face to face (F2F) delivery for example using PowerPoint, on-line quiz tools, discussion apps etc. and included some virtual F2F delivery for example using padlet in a TEAMS or Zoom class • Learners access learning materials on a virtual learning environment (VLE) such as TEAMS (both during timetabled class time and in their self-directed learning time – prep for or follow up from class) • Learners submit materials, assessments etc. via a VLE or an on-line platform such as Moodle or TEAMS • Educators may begin to redesign their course so that learners engage in more asynchronous learning activities however this does not result in a reduction in directed F2F hours (timetabled hours). 	<ul style="list-style-type: none"> • Educators design the course so that learners engage in more self-directed learning activities. This results in a reduction in the number of directed hours delivered. (Timetabled face to face hours) and an increase in the amount of asynchronous directed /self-directed learner effort. • Educators redesign their course to embed digital technologies in centre/classroom based face to face (F2F) delivery for example using PowerPoint, on-line quiz tools, discussion apps etc. and virtual F2F delivery for example using padlet in a TEAMS or Zoom class • Learners access learning materials on a virtual learning environment (VLE) such as Moodle or MS 365 (both during timetabled class time and in their self-directed learning time – prep for or follow up from class) • Learners submit materials, assessments etc. via a VLE or an on-line platform such as TEAMS

Type of blend	Light Embedding Technology into classroom face to face (F2F)	Medium Courses redesigned to include some level of F2F delivered via teams or zoom	Strong Course designed to increase the amount of self-directed learner effort or full remote delivery
Any change to learner effort? (move from timetabled direct)	No change in the amount of timetabled direct hours/face to face contact	No change in the amount of timetabled direct hours/face to face contact	Up to 30% of timetabled direct hours can be replaced by asynchronous, educator supported self-directed hours (learner effort)
Any use of Virtual Learning Platforms (VLP) [teams/zoom etc.] for direct [face-to-face] delivery?	No all 'directed hours' takes place in the centre/classroom/lab etc.	Yes Some face to face hours take place remotely using teams or zoom some timetabled 'directed hours' happening in the online environment (synchronous delivery in teams or zoom)	Yes Some face to face hours may take place remotely but face to face hours (directed learner effort) can be reduced by up to 30% (or 1/3) and replaced by self-directed learner effort using asynchronous delivery methods Or Course is delivered fully remotely in teams or zoom (synchronously) with no change in face-to-face hours
Governance process/who gives permission for this change?	<ul style="list-style-type: none"> Teacher /tutor/instructor decides on the appropriate blend for the learners on their course. Ideally this should be done in consultation with the learners, the course team, centre management and where available the external examiner/ other subject experts. See blended learning guidance toolkit 	<ul style="list-style-type: none"> Centres complete their phase 1 Blended Learning (BL) centre checklist. This is then signed off by the centres quality team and submitted to the FET development unit to demonstrate that they have the structures, systems and supports in place to deliver courses remotely. Once the centre has been given permission to provide medium blended courses they can process requests within their centre to provide this type of blend. 	<ul style="list-style-type: none"> Permission to offer a course in a strong blend mode begins with an application to the Course Innovation Application (CIA) process. If approved to deliver a course as strong blend, the centre can then proceed to develop the course. Centres develop the course and complete their ¹phase 1 BL centre checklist and phase 2 BL course checklist. These are then verified by the centres quality team and submitted to the FET development unit.

¹ The phase 1 BL centre checklist is completed once for each centre.

Type of blend	Light Embedding Technology into classroom face to face (F2F)	Medium Courses redesigned to include some level of F2F delivered via teams or zoom	Strong Course designed to increase the amount of self-directed learner effort or full remote delivery
		<ul style="list-style-type: none"> • Permission to deliver a course remotely is given by the centres quality team based on a robust rationale being presented that should include consultation with targeted learners, course teams, subject matter experts and where available the external examiner. • This should be decided before the course begins and made clear to learners in the advertisement of the course. 	<ul style="list-style-type: none"> • The permission for a change of mode of delivery of a course is given based on the centre having submitted the required blended learning documentation via FET Development unit to demonstrate that they have the structures, systems and supports in place to deliver courses asynchronously. (phase 1 BL centre checklist, phase 2 BL course checklist) • Permission to replace the amount of directed learning hours (F2F) with self-directed hours (asynchronous learner effort) is given based on a robust rationale being presented that should include consultation with targeted learners, course teams, subject matter experts and where available the external examiner. Ideally the course should have been delivered as a 'medium blend' first, reviewed by the centre and the learning integrated into the redesign of the course for 'strong blend' delivery.
Types of things in the sign off	<p>Up to each educator to determine the appropriate blend for their learner group. (see areas for consideration below)</p>	<p>Centre level</p> <ul style="list-style-type: none"> • To offer a course as a medium blend the centre must first complete the phase 1 centre BL checklist and submit the checklist declaration to the FET Development Unit. 	<p>All of medium blend requirements and the following</p> <ul style="list-style-type: none"> • For each strong blend course, centres submit the phase 2 BL course checklist to FET Development Unit

Type of blend	Light Embedding Technology into classroom face to face (F2F)	Medium Courses redesigned to include some level of F2F delivered via teams or zoom	Strong Course designed to increase the amount of self-directed learner effort or full remote delivery
		<p>Course level</p> <ul style="list-style-type: none"> Centres who have demonstrated the ability to deliver medium blend courses can then approve the delivery of medium blend courses in line with the following <p>Course redesign template</p> <ul style="list-style-type: none"> Each course team must submit a course redesign proposal to the centre quality team (complete BL template 1) outlining how the course will be delivered, how that delivery benefits the learners and achieves the LO for the award. <p>PD undertaken by all course staff who will be involved in remote delivery</p> <p>In order to deliver the programme remotely educators have to have completed the following digital badges</p> <ul style="list-style-type: none"> Introduction to blended teaching and learning and the redesign course (login to curriculum.etbonline.ie to enable the link to work) <p>Both of these 3 hours courses are available on the CDU Moodle website (digital badges)</p>	
Areas for consideration when blending digital	<p>Human</p> <ul style="list-style-type: none"> Interest, temperament and ability of the staff and learners to use the proposed technology <p>Technology</p>	<p>In addition to everything from 'light blend' column when considering remote delivery the following needs to be considered</p> <p>Human</p>	<p>In addition to everything from the 'light and medium blend' columns when considering the increase of self-directed learning supported by asynchronous remote delivery the following needs to be considered.</p>

Type of blend	Light Embedding Technology into classroom face to face (F2F)	Medium Courses redesigned to include some level of F2F delivered via teams or zoom	Strong Course designed to increase the amount of self-directed learner effort or full remote delivery
technology into courses	<ul style="list-style-type: none"> staff and learner access to the technology needed (maintained and supported hardware, software and VLE) ability of staff and learners to use technology skills audit on pedagogical and operational knowledge, Tech education for staff and learners PLD provided <p>Curriculum and pedagogy</p> <ul style="list-style-type: none"> ensuring that technology is used appropriately to achieve the learning outcomes of the module/s redesigning course to embed digital technologies takes time and pedagogical knowledge (e.g. PLD for staff, meeting time for course team, engaging with subject matter experts in the topic or the technology) 	<ul style="list-style-type: none"> Interest, temperament and ability of the staff and learners to teach and learn remotely Life circumstances of staff and learners <ul style="list-style-type: none"> Living arrangements (access to a space to teach or learn) Levels of responsibility (caring or work responsibilities) competing priorities of learners Learner supports – formal and informal staff supports – formal and informal Ability to access the centre (medically vulnerable, distance to travel etc.) <p>Curriculum and pedagogy Appropriateness of modules for remote delivery</p> <ul style="list-style-type: none"> Theory based modules deemed more appropriate for remote delivery Practical modules more difficult to deliver remotely <p>Converting courses for blended and remote delivery takes time</p> <ul style="list-style-type: none"> Coordination of courses delivered in center and remotely requires enhanced communication and collaboration between staff. 	<p>Human</p> <ul style="list-style-type: none"> Interest, temperament and ability of the learners to both learn remotely and remain motivated to engage with the course material in their own time Life circumstances of staff and learners availability of staff to respond to queries from learners outside of the ‘normal’ teaching hours Learner and staff supports – formal and informal outside of ‘normal’ teaching hours <p>Technology</p> <ul style="list-style-type: none"> Ability to track if learners are engaging with the asynchronous content Providing ‘tech support’ to staff and learners outside of normal teaching hours ability to use wider selection of Tech tools <p>Curriculum and pedagogy</p> <ul style="list-style-type: none"> Coordination of blend (center based, remote delivery, technology and synchronous/ asynchronous delivery) across the course requires enhanced communication and collaboration between staff