

City of Dublin FET College

Blended Learning & Fully Online Educator Guide

2026 Create
Your
Future

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Acronyms and Initialisms

AI	Artificial Intelligence
CDU	Curriculum Development Unit
CIA	Course Innovation Applications
CoP	Communities of Practice
CPD	Continuous Professional Development
DL team	Digital Learning team
LO	Learning Outcome
MIMLO	Minimum Intended Module Learning Outcomes
PDM team	Programme Development and Management (PDM) team
PLD team	Professional Learning Development team
QAE team	Quality Assurance and Enhancement team
QQI	Quality and Qualifications Ireland
TEL	Technology Enhanced Learning
UDL	Universal Design for Learning
VLE	Virtual Learning Environment

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2. Purpose of this guide

The purpose of the Blended and Fully Online Educator Guide is to support teachers, instructors, tutors and management to implement blended learning courses into their centre. The guide aims to support staff in developing knowledge and skills in blended and fully online learning approaches and in the design and delivery of quality blended and fully online learning experiences.

3. Blended and Fully Online Learning Explained

Blended and Fully Online Learning Defined

Within the City of Dublin FET College's Blended and Online Learning Strategy the definition of blended and online provision is explored. QQI's publication on Quality Assurance Guidelines for Providers of Blended and Fully online programmes (2023) define **blended** learning as:

“a type of programme where teaching, learning and assessment occur using a mix of on-site and online learning, with the online components taking place synchronously, asynchronously, or in combination”.

And **fully online** learning as:

“a type of programme where all teaching occurs entirely online, either synchronously or asynchronously, or in combination. Importantly, learners can complete their programme of study from a distance with no in-person or on-site requirements”.

These definitions broadly align with the City of Dublin FET College's understanding of blended and fully online learning which are defined within **Blended and fully online procedures for light, medium and strong blends and fully online delivery** and are as follows:

- Light Blend: Embedding Technology into classroom face-to-face.
- Medium Blend: Courses redesigned to include some level of remote synchronous delivery.
- Strong Blend: Course designed to increase the amount of self-directed learner effort (asynchronous and synchronous delivery) or full remote delivery (synchronously).
- Fully Online (synchronous) delivery: 100% of the course is delivered online using a VLE. All assessment including exams are conducted online. Centres must meet the essential requirements in proctoring software and security in order to delivery in this mode. Where any part of a course is conducted in-centre, this is within the blended modes of delivery and cannot be marketed as Fully Online.

Benefits of Blended and Fully Online Learning in your Centre

When investigating if blended and fully online learning is suitable for your centre, course, learners and staff, it is important to take the time to critically look at both the benefits and the challenges. This critical analysis will help to determine whether blended or fully online

learning is suitable and if so, at what level?

- The internet is currently changing many aspects of society, including both business and personal use, and these changes are also happening in education. By using the internet and digital tools to improve the course, City of Dublin FET College is offering courses to a wider pool of learners than before providing an increase in learner enrolments and progression.
- The use of Technology Enhanced Learning (TEL)/ Digital Learning tools provides educators with an opportunity to develop new skills, collaborate with colleagues and monitor learner engagement and progress more effectively.
- Staff morale and peer-learning will be increased through the development of Communities of Practice (CoP), staff training and CPD and an increased use of TEL tools.
- Blended and fully online learning gives learners flexibility to how and when they learn, allowing them to balance studies with work and/or personal responsibilities.
- The combination of online and in-person learning encourages deeper engagement with course content, as learners have the freedom to observe, explore, and study at a pace that suits their individual needs.
- Blended and fully online learning provides a rich learning experience through the integration of digital technology. This can boost motivation, enhance enjoyment of the learning process, and introduce innovative ways to communicate and be assessed.
- Blended and fully online Learning prepares learners for modern workplaces by building confidence with digital tools.

Challenges of blended and fully online learning in your centre

- Curriculum design requirements: Existing course content must be redesigned to suit blended or fully online delivery and in-line with City of Dublin FET College's **Blended and fully online procedures for light, medium and strong blends and fully online delivery**. This process is time-intensive and requires involvement and effort from both management and staff.
- Educators delivering blended and fully online learning are required to complete The Introduction to Blended Learning courses, accessible on the CDU Moodle Site as

outlined in the [Blended and fully online procedures for light, medium and strong blends and fully online delivery](#).

- Successful implementation may require investment in additional resources, including upskilling staff with expertise in digital learning and ensuring access to appropriate technology and support systems.
- A structured induction will be necessary to help learners adapt to the blended and fully online model, covering digital tools, learning expectations, online etiquette, and how to navigate both online and in-person components effectively.

4. Understanding the Blended Levels and Fully Online delivery modes

City of Dublin FET College have developed a multi-stage Course Innovation Applications (CIA) process for managing their course offering across the City of Dublin FET College provision. Centre’s who wish to offer medium or strong blend or fully online delivered courses must first start with a CIA application (centre managers make course applications) to be approved in advance of the course delivery. Any centre who is considering offering a course in a medium, strong blends or fully online delivery modes are required to follow the City of Dublin FET College procedures [Appendix 1: Blended and fully online procedures for light, medium & strong blends and fully online delivery](#). Further descriptions of blended levels and fully online delivery modes can be found in this document. The image below illustrates in summary the four types of blend and fully online modes of delivery in City of Dublin FET College and the characteristics for each of the blends (light, medium and strong) and Fully Online Delivery mode.

Light medium & strong levels of blend and fully online delivery

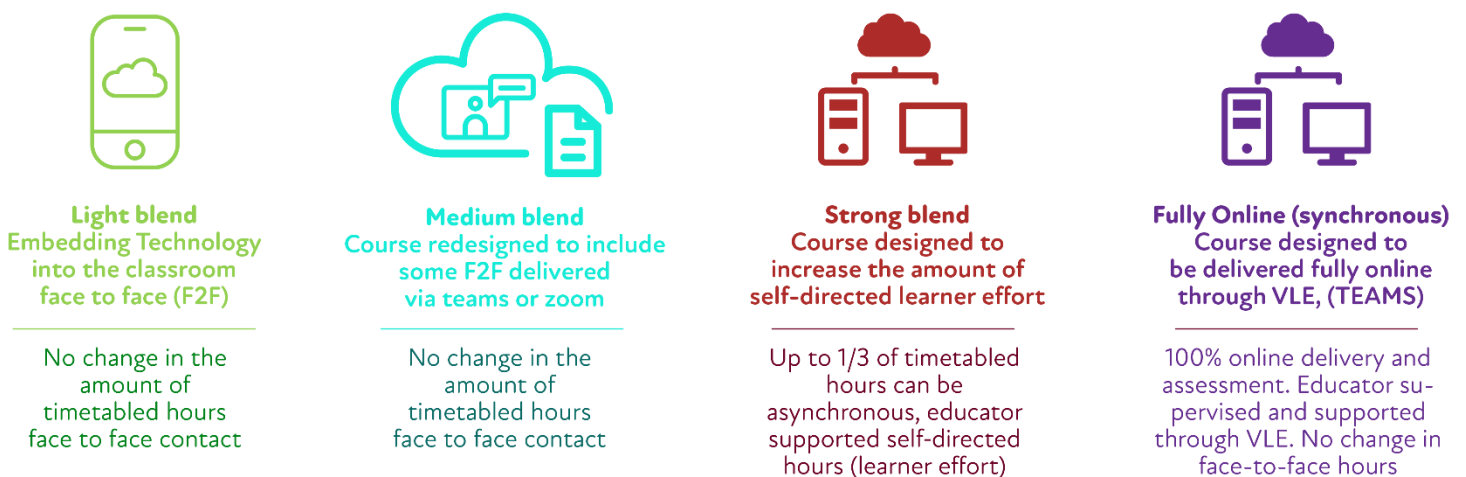


Figure 1: Blended and Fully Online course procedures for light, medium and strong blends and fully online

5. Available Resources and Guidance for Blended and Fully Online Delivery

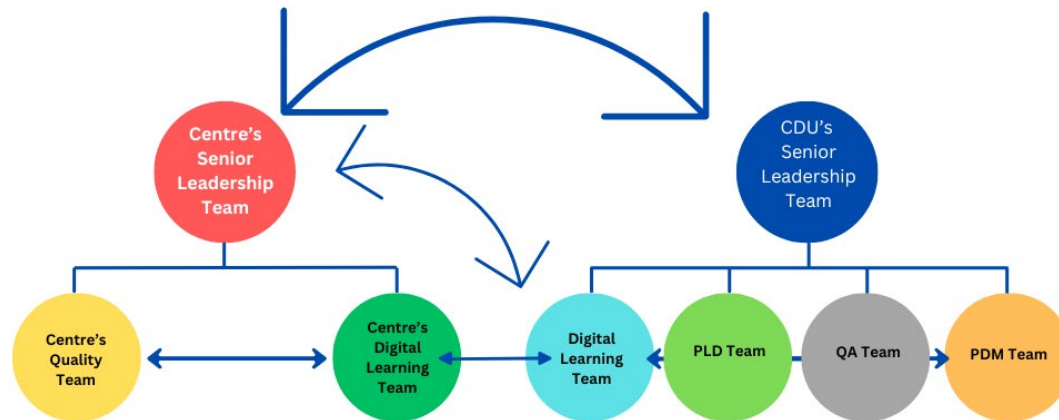
The Digital Learning Team

The Digital Learning (DL) team is part of the FET Development Team within the Curriculum Development Unit (CDU) of the City of Dublin FET College. The team is made up of dedicated digital coordinators who work collaboratively with the Professional Learning Development (PLD) team, the Programme Development and Management (PDM) team and the Quality Assurance and Enhancement (QAE) teams to upskill and support educators across the organisation.

Key areas of work include:

- Provide training, guidance and support on the integration of digital technologies into classroom practice.
- Explore and promote innovative teaching strategies using digital tools across teaching, learning and assessment.
- Identify and support the use of appropriate digital tools through training and ongoing assistance.
- Support educational leaders in embedding digital learning within all City of Dublin FET College service spheres.
- Provide strategic guidance for future planning and development in digital teaching, learning and assessment.
- Administer and manage software licenses for educators.
- Promote and deliver training in strategic areas such as, Universal Design for Learning (UDL), Artificial Intelligence (AI), Academic Integrity, ePortfolios, Microsoft 365 and Moodle.

Structure and relationship between City of Dublin DL team/CDU and a Centre's DL team.



CDU: Curriculum Development Unit
PLD: Professional Learning Development
PDM: Programme Development & Management
QA: Quality Assurance

Figure 2: High Level Overview of structure and relationship between City of Dublin DL team/CDU and a centre's DL team

Digital Learning Technology Wheel

The City of Dublin FET College has established a focused set of digital tools to support effective teaching, learning, assessment and communication across the organisation. These tools are presented in the Digital Learning Technology Wheel, which acts as a clear reference point for all staff. The purpose of the wheel is to consolidate the digital applications already in use across the organisation. It gives staff a reliable and consistent foundation for digital practice. Importantly, educators do not need to become experts in any one application.

The City of Dublin FET College's Virtual Learning Environment (VLE) is built on Moodle and Microsoft 365. These platforms provide the structure for course delivery, collaboration and communication. All staff have access to the full suite of applications within these platforms. Artificial Intelligence (AI) features are becoming part of the Microsoft 365 environment. The goal is to help staff build awareness and confidence so they can engage with AI in a thoughtful and practical way. In addition to the core platforms, the City of Dublin FET College provides licensed access to Nearpod, Padlet, thingLink, Kahoot, Canva and LinkedInLearning. Information on these tools, along with

guides, training resources and CPD opportunities, is available through the [Digital Learning Staff Hub](#) on [CDU SharePoint](#).

City of Dublin Digital Learning FET College Technology Wheel

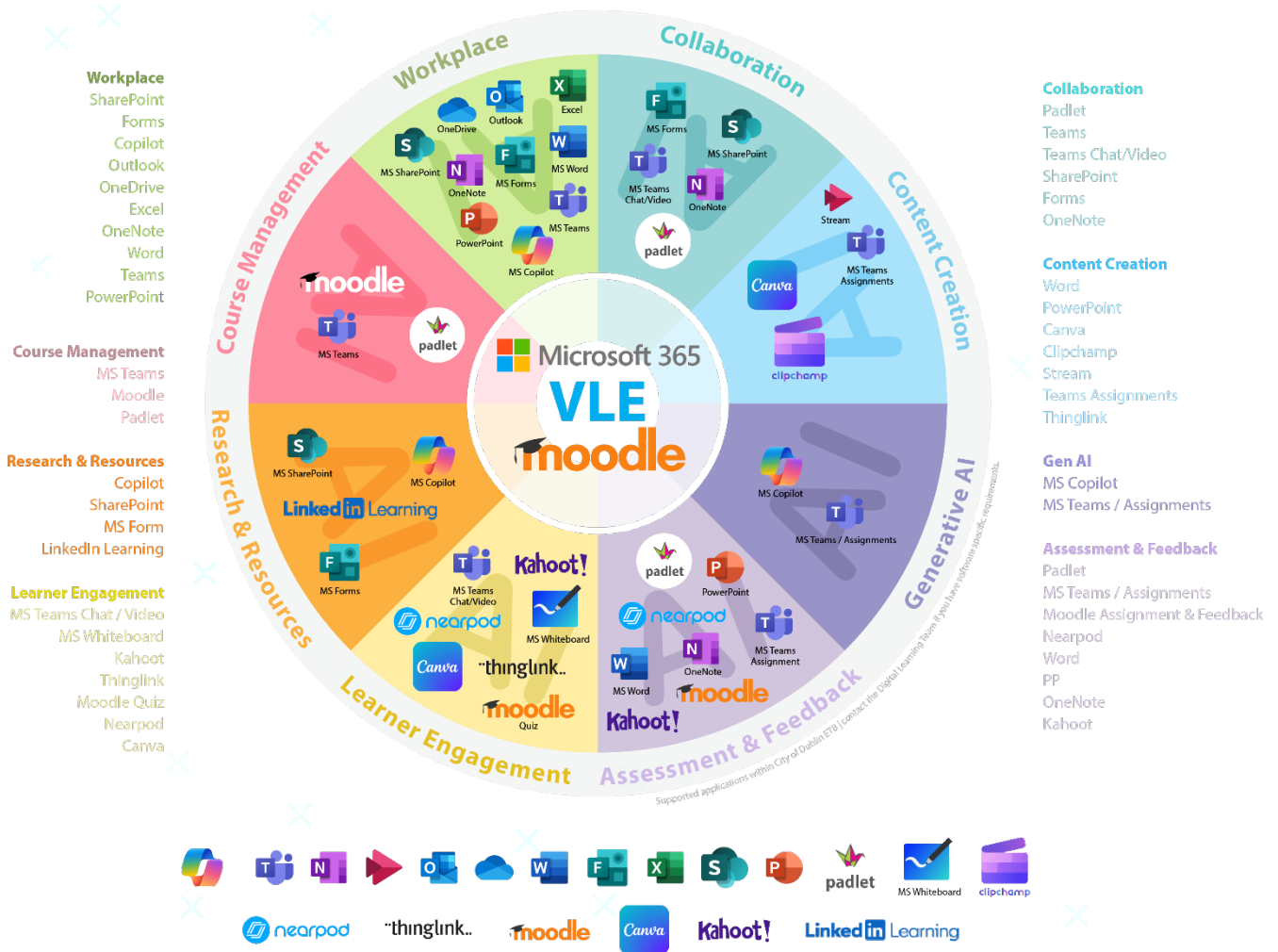


Figure 3: The Digital Learning Technology Wheel

6. Blended and Fully Online Course Design Framework

For designing a course in a blended format, we recommend a seven-step process.

Step 1: Course Design and Rationale

The rationale for delivering a course in a blended or fully online mode often include factors such as learner demand arising from family and/or work commitments, potential commercial opportunity, convenience and geographic spread of learners and part-time courses. Once these underlying reasons are established, it is important to identify which module/s of the course are best suited for face-to-face delivery (hands-on activities, practical elements of the course, discussions) and which are suitable for blended delivery (content delivery of theory, self-paced tasks, peer-learning/group work).

Several elements can help assess a course's suitability for blended or fully online delivery including:

- Theory based modules lend themselves well to online delivery.
- Learners that have a moderate to high level of digital skills.
- Learners that can work independently and manage their own learning.
- Staff who are open to teaching in blended and/or remote formats.
- Staff that have a moderate to high level of digital skills.
- Staff who are interested in upskilling and engaging in CPD related to blended and fully online learning.

Step 2: Understanding the learners

It is important to consider if the blended learning approach is appropriate for the course group i.e. the learners.

Areas to consider are:

- Assess the learners' digital skills and access to devices/internet prior to course commencement (during interview stage).
- Identify support needs and possible barriers to participation e.g. digital literacy, accessibility requirements, language needs (during interview stage).
- Group size considerations -plan digital tools use accordingly (breakout rooms, collaborative documents, polling tools). Peer learning can be organised online and is extremely impactful for learners.

Please refer to the [Blended and fully online procedures](#) and [Personas](#) for guidance on learners and appropriate blend.

Step 3: Mapping the blend

When it comes to mapping the blend for the course, the first step is to carefully determine the appropriate level of blend (light/medium/strong) or fully online (synchronous) techniques, that aligns with the overall learning objectives of the course and the needs of the learners. This also involves using the Digital Learning Technology Wheel to choose tools that best support your intended activities whether they are synchronous or asynchronous online or face-to-face. Additionally, it is essential to develop a comprehensive course plan that outlines the sequence in which online and in-person learning components will occur.

- The [Blended and Fully Online learning Procedures](#) outline the characteristics of the three levels of blend and fully online learning that centres can offer.
- The [Course Plan Template for blended and fully online courses](#) (Appendix 6) guides in the development of mapping.

Step 4: Assessment and Feedback

- Plan the assessments for the whole course using the Appendix 5: [Assessment Planner Template](#).
- Map assessments (using LO/MIMLOS) across the whole course to determine if any integration of assessments can take place.
- If the teaching is blended or fully online, some or all assessment should also be online depending upon the level of blend or if the course is fully online. It is recommended to include a range of formative assessment using digital tools from the Digital Learning Technology Wheel. The use of formative assessments is very useful in blended and fully online learning as it can:
 - help teachers/instructors/staff to monitor learners progress throughout the course.
 - allow learners to check what they have learned.
 - help teachers/instructors/staff determine if learners have achieved Learning Outcomes (LOs)/Minimum Intended Module Learning Outcomes (MIMLOS).
- Provide feedback on assessment in a timely manner.
- Feedback can be given in many ways both formally (through rubrics, model answers, written/verbal/video/audio via the VLE) and informally during class-time (through online chat and general class discussion).
- Please note in **medium** and **strong blended** courses **all exams** must take place in **centre** and not online.
- For **Fully Online** courses, **all assessment including exams takes place online**. Centres must ensure that they have the essential proctoring software and security safeguards essential to this form of delivery. Where any part of a course requires in-centre attendance, it is classed as a blended and not a fully online course.

- For programmes delivered fully online (synchronous), additional considerations apply to the design and monitoring of group assessment. Please refer to [Appendix 6a: Fully Online Group Assessment Framework](#)

Step 5: Induction and Learner Preparation

To ensure learners settle into the course quickly, provide a multi-stage induction at the beginning of the course. Areas to cover during the induction can be as follows:

- Introduction to Moodle/VLE and Microsoft 365.
- Practice activities with chosen digital tools from the Digital Learning Technology Wheel.
- Guidance on blended and fully online learning expectations e.g. attendance, submission of assessments, netiquette and supports/resources.
- Offer drop-in support sessions for learners in the mode of delivery, if fully online, sessions should be online.
- Include an accessibility and inclusion checklist to ensure all learners can participate fully.

Please refer to [Appendix 8: Multi-Stage Induction Plan Template](#) when developing the induction programme for your course.

Step 6: Monitoring learners

During a blended and fully online learning course, learners should be monitored through a variety of methods to ensure engagement and progress. These may include:

- Recording attendance for all scheduled synchronous classes, whether face-to-face or synchronous online.
- Regularly tracking the completion of activities within Moodle/VLE such as posts discussion forum posts, quizzes/polls and contributions on tools like Padlet.
- Monitoring learner progress through course materials on Moodle/VLE.
- Completion of assigned tasks and assessments.
- Reviewing VLE analytics, including login frequency and activity tracking.

In addition, learners should participate in scheduled check-ins and/or progress reviews with staff at regular intervals throughout the course.

Step 7: Evaluation

The final step in the Blended and Fully Online Course Design Framework is to evaluate the whole process and to reflect on both the success and the challenges encountered. Course evaluation follows the CL Team Terms of Reference (ToR) and contributes to the

annual QME and Assurance course/centre reviews. Further details are available on the CDU SharePoint Site under QA.

The methods illustrated below can be used to capture feedback and data throughout the course, both formally and informally. Please refer to [Appendix 6: Course Plan template for blended and fully online courses](#) for more information on various methods to evaluate a course.

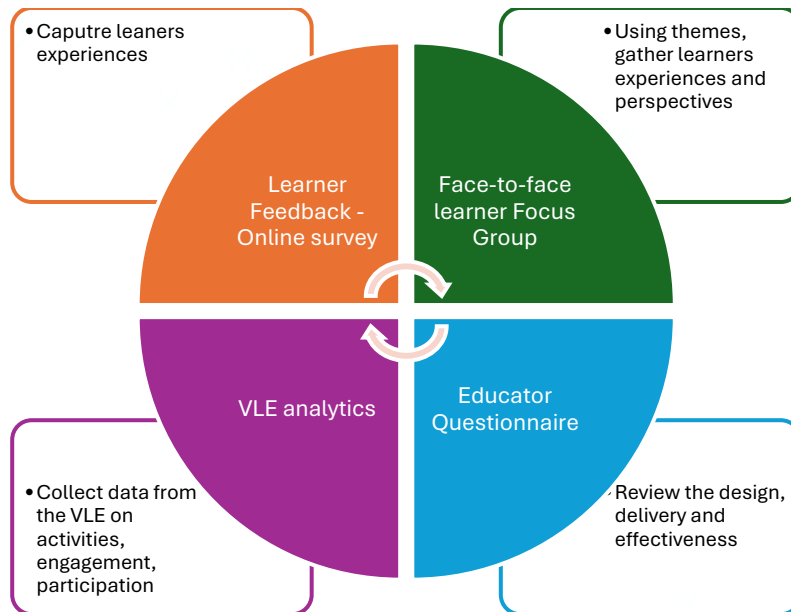


Figure 4: Course Evaluation Methods

In addition to ongoing feedback and VLE data analysis, a SWOT analysis can be a valuable strategic planning tool for centres evaluating a blended learning course. It is recommended that this tool be used both during the course and at its conclusion to support decision making and risk assessment. In a SWOT analysis, the Strengths and Weaknesses refer to internal factors within the centre, while Opportunities and Threats relate to external factors. One useful perspective on SWOT analysis is that today's opportunities can become tomorrow's strengths.



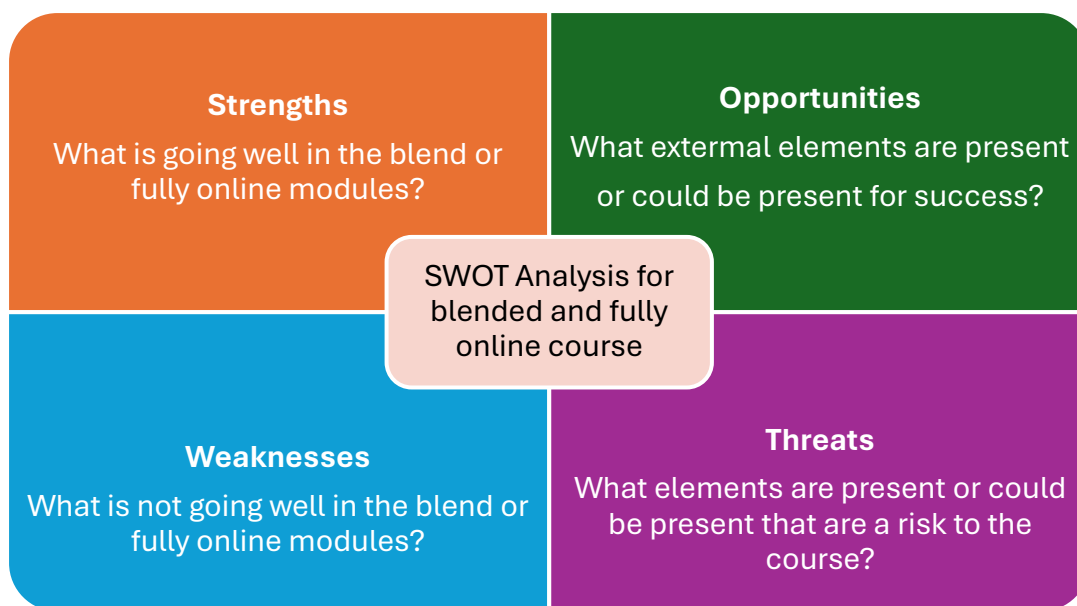


Figure 5: SWOT Analysis Tool

7. Staff Training and CPD

City of Dublin FET College requires that all educator delivering module/s within a blended and fully online learning course complete the following mandatory training available via the CDU Moodle Site.

- An Introduction to Blended Learning Teaching and Assessment.

In addition, staff are required to engage with the following online courses also accessible via the CDU Moodle Site.

- Blended Learning Design Course with Digital Technology
- An Introduction to Digital Accessibility for Educators.

A range of supplementary courses is also available on the CDU Moodle site covering topics such as UDL, accessibility and course design.

Staff involved in blended and fully online learning delivery will work in collaboration with the centre's DL team. The DL teams main responsibility is to lead, promote and support the implementation of digital learning initiatives and tools across the centre. More information on the [Digital Learning Team](#) can be found on the CDU SharePoint Site under Blended delivery.

Figure 6: Blended Learning Courses available on the CDU Moodle Site.

8. References

City of Dublin FET College, Curriculum Development Unit (2020) '*Blended Learning Educator Guide: Guidelines for Course Design and Implementation*'. Dublin. Available at <https://cdetbcdu.ie/wp-content/uploads/2025/06/Blended-Learning-Educator-Guide-june25.pdf> [Accessed 14 August 2025]

Quality Blended Learning Project (2019) '[Blended Learning, Introduction for Adult Educators Blended Learning Tools to use for creating content](#)'. TUD Dublin. Available at: [Accessed 14 August 2025]

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Quality and Qualifications Ireland (2023) '*Statutory Quality Assurance Guidelines For Providers of Blended and Fully Online Programmes*'. Dublin. Available at: <https://cdetb.sharepoint.com/sites/BlendedLearning1> [Accessed 14 August 2025]

9. Appendices

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[Appendix 6: Course Plan Template for blended and fully online courses](#)

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[Appendix 6a: Fully Online Group Assessment Framework](#)

[Appendix 6b: Course Evaluation](#)

[Appendix 7: Learner Handbook](#)

[*Appendix 8: Multi-Stage Induction Plan*](#)

Appendix 1: Blended and Fully Online Procedures for light, medium & strong blends and fully online (synchronous) delivery

Blended and Fully Online Procedures light, medium, strong blends & fully online (synchronous) delivery

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	Fully Online Course designed for fully online delivery (synchronous only)
Characteristics of the Blends	<ul style="list-style-type: none"> Educators 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 	<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). 	<ul style="list-style-type: none"> Educators design the course so that learners engage in self-directed learning activities in an online environment. This is a mix of self-directed engagement in the course in a fully online synchronous delivery mode. Fully Online Learning refers to a programme where all teaching and learning occurs entirely online, synchronously (live sessions). Learners access learning on a virtual learning environment (VLE) such as Moodle or MS 365 (both during timetabled classes and in their self-directed learning time. They can complete their entire programme remotely with no on-site attendance. Educators design their course to embed digital technologies in a fully online delivery using a

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	Fully Online Course designed for fully online delivery (synchronous only)
		directed F2F hours (timetabled hours). <ul style="list-style-type: none"> • All exams are held onsite 	<ul style="list-style-type: none"> • Learners submit materials, assessments etc. via a VLE or an on-line platform such as TEAMS • All exams are held onsite 	VLE with videos, curated online course structured in software (E.G: articulate), using presentations, on-line quiz tools, discussion/forum apps, collaboration and feedback opportunities for learners. (inline with City of Dublin FET College Technology Wheel) <ul style="list-style-type: none"> • All assessment and exams takeplace online. Appropriate security and proctoring software must be in place to support this mode of delivery where necessary. Virtual live F2F delivery for example using Padlet App in a TEAMS or Zoom class
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)	100% of the course delivery and engagement takes place fully online. This can take the form of synchronous delivery in a VLE.
Any use of Virtual Learning Platforms	No all 'directed hours' takes place in the centre/classroom/lab etc.	Yes Some face-to-face hours takes place remotely using teams or zoom some timetabled 'directed hours' happening in the online environment	Yes Some face-to-face hours may take place remotely and face to face hours (directed learner effort) can be reduced by up to 30% (or 1/3) and replaced by educator supervised,	Yes 100% of the course is delivered fully online in teams or zoom (synchronous only). The course hours of engagement and self-direction is equal to any in 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	Fully Online Course designed for fully online delivery (synchronous only)
(VLP) [teams/zoom] for direct [face-to-face] delivery?		(synchronous delivery in teams or zoom)	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 and exams and skills demonstrations take place in person.	course. (no reduction 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"> Permission to offer a course in a medium blend mode begins with the centre completing a Phase 1 Centre Capacity checklist to demonstrate that they have the structures, systems and supports in place to deliver courses remotely. The checklist is reviewed and recommended by the centre's digital and quality team and submitted to the Curriculum Development Unit (CDU) who will work with the centre to ensure the systems and infrastructure are in place to support blended delivery. Once a centre has been approved as a digital centre by the QASPC to deliver in a blended mode each course that will be offered in a medium blend must be approved for this change of delivery mode by making an application through 	<ul style="list-style-type: none"> Permission to offer a course in a strong blend mode begins with the centre completing a Phase 1 Centre Capacity checklist to demonstrate that they have the structures, systems and supports in place to deliver courses remotely. The checklist is reviewed and recommended by the centres digital and quality team and submitted to the Curriculum Development Unit (CDU) who will work with the centre to ensure the systems and infrastructure is in place to support blended delivery. Once a centre has been approved as a digital centre by the QASPC to deliver in a blended mode each course that will be offered in a strong blend must be approved for this change of 	<ul style="list-style-type: none"> Permission to offer a course in a fully online mode begins with the centre completing a Phase 1 Centre Capacity checklist, for fully online centre checklist and centre Digital Learning ToRs to demonstrate that they have the structures, systems and supports in place to deliver courses fully online. The Phase 01 checklist is reviewed and recommended by the centres digital and quality team and submitted to the Curriculum Development Unit (CDU) who will work with the centre to ensure the systems and digital infrastructure has the capacity to support a fully online delivery.

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	Fully Online Course designed for fully online delivery (synchronous only)
		<p>the Course Innovation Application (CIA) process.</p> <ul style="list-style-type: none"> If approved to develop the course in a medium blended mode, the course must be redesigned and the phase 2 Course Design checklist for medium blend must be completed for the course, reviewed and approved by the centres quality team and submitted to the Curriculum Development Unit (CDU) who will work with the centre to ensure the course is appropriately designed for medium blend delivery. 	<p>delivery mode by making an application through the Course Innovation Application (CIA) process.</p> <ul style="list-style-type: none"> If approved to develop the course in a strong blended mode, the course must be redesigned and the phase 2 Course Design checklist for strong blend must be completed for the course, reviewed and approved by the centres quality team and submitted to the Curriculum Development Unit (CDU) who will work with the centre to ensure the course is appropriately designed to ensure delivery. Approval for a strong blend course requires a review by an independent panel. Permission to replace the amount of directed learning hours (F2F) with educator supported 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 	<ul style="list-style-type: none"> Once a centre has been approved as a digital centre by the QASPC to deliver in a fully online mode each course that will be offered in fully online must be approved for this change of delivery mode by making an application through the Course Innovation Application (CIA) process. As an outcome of this process, the centre must engage in meeting the quality checks and requirements for fully online delivery. These must be in place in advance of the course delivery. Following the initial CIA application the centre must engage in the additional Blended and Fully Online course checks and submissions by submitting Phase 2 Course Design checklist and course submissions for each course. These checks are in addition to the CIA stage programme quality checks. All centres

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	Fully Online Course designed for fully online delivery (synchronous only)
			<p>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.</p>	<p>must complete each stage (1,2 & 3) of the CIA to complete the full process.</p>
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 CDU who will work with the centre to ensure all the requirements have been met. <p>Complete the phase 2 Course Design checklist for each course being redesigned. This process includes a redesign proposal outlining how the course will be delivered, how that delivery benefits the learners and achieves the Learning Outcomes (LO) of the award and how the learners will be supported remotely.</p> <p>Professional Development (PD) undertaken by all course staff who will be involved in remote delivery</p>	<p>Center level</p> <ul style="list-style-type: none"> To offer a Strong blend. an independent panel will review the Phase 2 Course Design checklist and course submissions. These includes a course redesign proposal outlining how the course will be delivered, how that delivery benefits the learners and achieves the LOs and/or MIMLOs for the award and how the learners will be supported remotely. There is a in centre and online learner supports schedule as part of the course. The schedule is provided to the learner in advance of the course commencement. Information to learners should provide clear details of the course expectations, the balance of in-centre attendance and online engagement with self-directed 	<p>Centre level</p> <ul style="list-style-type: none"> To offer a fully online course. an independent panel will review the Phase 2 Course Design checklist and course submissions. These includes a course redesign proposal outlining how the course will be delivered, how that delivery benefits the learners and achieves the LOs and/or MIMLOs for the award and how the learners will be supported remotely. There is an online learner supports scheduled as part of the course. The schedule is provided to the learner in advance of the course commencement. Information to learners should provide clear details

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	Fully Online Course designed for fully online delivery (synchronous only)
		<p>To deliver the programme remotely educators must have completed the following digital badges</p> <ul style="list-style-type: none"> • Introduction to blended teaching and learning and • Blended Learning Course Design (redesign course) (City of Dublin FET College staff can login to the CDU Moodle site curriculum.etbonline.ie to access this course) • Both 3 hours courses are available on the CDU Moodle website (digital badges) 	<p>learning. (Templates are provided in the Educator guide). These should be provided to the learner in their handbook or provided online in their course space.</p> <ul style="list-style-type: none"> • All marketing materials must include clear information to learners regarding the balance of in-centre attendance and online with self-directed learning time requirements. • Learners should be clearly informed of the commitments of the course prior to application. 	<p>of the course expectations, especially the balance of online engagement and self-directed learning. (Templates are provided in the Educator guide). This information should be provided to the learner in their centre handbook (equivalent) and clearly visible on all marketing/ information relating to the course online. Learners must be clearly informed prior to application of the expected engagement and commitments required to engage in the course. This includes any group assessments and expectations requirements of the course.</p> <ul style="list-style-type: none"> • All marketing materials must include clear information to learners regarding the balance of online and self-directed learning time requirements. Learners should be clearly informed of the

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	Fully Online Course designed for fully online delivery (synchronous only)
				commitments of the course prior to application.

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	Fully Online Course designed for fully online delivery (synchronous only)
Areas for consideration when blending digital technology into courses	<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> <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/andragogy</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 	<p>In addition to everything from the ‘light blend’ column when considering remote synchronous delivery, the following needs to be considered</p> <p>Human</p> <p>Interest, temperament and ability of the staff and learners to teach and learn remotely</p> <ul style="list-style-type: none"> 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/andragogy</p> <p>Appropriateness of modules for remote delivery</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> <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 <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 ability to use wider selection of digital tools <p>Curriculum and pedagogy/andragogy</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 	<p>In addition to everything from the ‘Medium and Strong blend’ columns when considering the amount of online engagement for the course. The following needs to be considered.</p> <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 <p>Technology</p> <ul style="list-style-type: none"> Ability to track if learners are engaging with the content Providing ‘tech support’ to staff and learners ability to use wider selection of digital tools Proctoring tools for secure online assessment/exams <p>Curriculum and pedagogy/andragogy</p> <ul style="list-style-type: none"> Coordination of fully online (center supported, online remote delivery, technology and synchronous/delivery)

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	Fully Online Course designed for fully online delivery (synchronous only)
	<p>matter experts in the topic or the technology)</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 centre and remotely requires enhanced communication and collaboration between staff. <p>Digital Learning Team conducts an evaluation of the centres capacity to deliver in a blended mode. This follows the Phase 01 capacity of centre to delivery is in place.</p>	<p>Digital Learning Team conducts an evaluation of the centres capacity to deliver in a blended mode. This follows the Phase 01 capacity of centre to delivery is in place. This process follows the Phase 1 Centre Capacity checklist and centre Digital Learning ToRs</p>	<p>across the course requires enhanced communication and collaboration between staff</p> <ul style="list-style-type: none"> • Opportunities for learners to engage as a class group in an online environment. • Scheduled online sessions for learners to seek support or guidance. <p>The Digital Learning Team conducts an evaluation of the centres capacity to deliver in a fully online mode. Centres should engage with the Digital Learning team to seek advice and to support to ensure the centre is using the approved digital tools to support privacy, security and proctoring tools required for fully online delivery. Ensure they are in place, are monitored and supported when learners are online. This process follows the Phase 01 Centre Capacity checklist and centre Digital Learning ToRs Centres cannot proceed with delivery until all aspects are complete.</p>

Appendix 2: Learner and Staff Personas: please select the appropriate personas for the type of blend or fully online delivery

	Learner/Staff Persona	Profile	Tech Ability	Tech Access	Suitable content	Blended Learning Fit and Support
Light blend - Learner	Mary <i>Full-time PLC learner</i>	Returning to education after a long gap; single parent with caregiving responsibilities; anxious about balancing study and home life.	Low Limited IT skills; basic smartphone use; unfamiliar with educational platforms.	Limited No personal laptop; family PC used for email/printing; relies on centre resources; has reliable internet at home; limited home study space.	Embed technologies into class e.g. on-line quiz. Access learning materials via a VLE. Submit assessments via a VLE. Some asynchronous learning.	Light In-person classes; digital tools embedded in classes with teacher support.
Light blend - Staff	Ana <i>Light blend teaching staff</i>	Full-time City of Dublin FET College teacher for over 10 years. Prefers face-to-face delivery and is interested in the use and integration of TEL tools within the classroom.	Moderate Regular PLD training in TEL tools.	Staff laptop; access to Microsoft 365, TEAMS and a VLE.	Integrates low-tech tools in-class; builds learners confidence using a VLE for support.	Light Supports learners in-person, gradually introduces digital tools.
Medium blend - Learner	Martin <i>Part-time Digital Marketing Learner</i>	Full-time worker; parent of two; returning to study after many years; needs structure with flexibility.	Moderate Comfortable with email, Microsoft 365 and Zoom.	Owns laptop; reliable internet; dedicated home office.	Remote synchronous delivery for theory modules; face-to-face for practical work; VLE for resources, assessments, asynchronous learning.	Medium Weekly tutorials, regular check-ins, VLE support and email communication.
Medium blend - Staff	Aisling <i>Medium blend teaching staff</i>	Part-time teacher and freelance consultant; values flexibility, efficient delivery.	High Skilled with VLEs, Teams, Microsoft 365; completed relevant PLD.	Staff laptop; quiet home workspace with broadband.	Redesigns modules for blended delivery, uses VLE for discussions, formative assessment and content delivery.	Medium Supports learners in-class, online discussion groups and feedback; regular email support and communication.
Strong blend – Learner or Fully Online Learner	Iryna <i>Skills to Advance learner</i>	Self-employed in rural location; highly motivated; prefers self-paced learning.	High Confident with multiple devices and learning platforms.	Laptop, tablet, mobile hotspot, limited broadband.	VLE used for asynchronous learning, accessing learning materials and resources to download, submission of assessments, formative assessment.	Strong Primarily asynchronous learning; live support; regular check-ins and email contact and communication.

Strong blend – Staff Or Fully Online-Staff	Liam <i>Strong blend teaching staff</i>	Full-time teacher and VLE administrator; supports staff and learners in TEL; Moodle Admin CoP member.	Expert Advanced skills in digital learning UDL and content creation.	Dual monitors, headset, webcam and strong broadband; dedicated home and workspace.	Designs and develops interactive asynchronous content (video, quizzes, forums); facilitates optional live sessions.	Strong Tracks learners progress online; offers live and asynchronous support regularly.
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Appendix 3: Staff Training Profile Template

Course Name			Award Code		
Mary Kelly	Module/s and award codes teaching via medium or strong blend	Area of Training	Yes, date when training was completed	No, date for training to occur.	Course/Training Name and provider details if external
	<ul style="list-style-type: none"> Communications 	“Introduction to Blended Learning”			CDU Moodle Site
		“Blended Learning Design Course with Digital Technology”			CDU Moodle Site
		“An Introduction to Digital Accessibility for Educators”			CDU Moodle Site
		Instructional Design			
		Cybersecurity			Privacy engine
		UDL			Ahead
		AI			Privacy engine
		Training of assessment-design/implementation and QA			
		<i>Other</i>			LinkedIn Learning
	Digital Tools – ref Digital Learning Wheel				

Appendix 5: Assessment Planner

September							
Module	Assessment Name	Weighting	LO/MIMLOS	Issue Date	Due Date	Mode of Submission	Formative/Summative
October							
Module	Assessment Name	Weighting	LO/MIMLOS	Issue Date	Due Date	Mode of Submission	Formative/Summative
Communications	Functional Writing	15%	MIMLO 5, 6	W/C 6/10/25		Moodle	Summative
November							
Module	Assessment Name	Weighting	LO/MIMLOS	Issue Date	Due Date	Mode of Submission	Formative/Summative
Communications	Functional Writing	15%	MIMLO 5, 6		W/C 10/11/25	Moodle	Summative
Animation	12 Principles of Animation MCQ	NA	LO 5	12/11/25	12/11/25	Complete on Moodle	Formative
December							
Module	Assessment Name	Weighting	LO/MIMLOS	Issue Date	Due Date	Mode of Submission	Formative/Summative
January							
Module	Assessment Name	Weighting	LO/MIMLOS	Issue Date	Due Date	Mode of Submission	Formative/Summative
February							
Module	Assessment Name	Weighting	LO/MIMLOS	Issue Date	Due Date	Mode of Submission	Formative/Summative

March							
Module	Assessment Name	Weighting	LO/MIMLOS	Issue Date	Due Date	Mode of Submission	Formative/Summative
April							
Module	Assessment Name	Weighting	LO/MIMLOS	Issue Date	Due Date	Mode of Submission	Formative/Summative
May							
Module	Assessment Name	Weighting	LO/MIMLOS	Issue Date	Due Date	Mode of Submission	Formative/Summative

Appendix 6: Course Plan Template for blended or fully online courses

Course Plan for [**TITLE OF COURSE**]

Academic Year: 2026-2027

Course Overview	
Course Name and details:	
Programme Award name and code:	
Level of Blend (Med/Strong)	Choose an item.
List of course module/s	
Course Duration (weeks)	
Course Plan <i>Please complete Course table below for each module delivered via blended learning.</i>	<input type="checkbox"/> Completed
Course Evaluation <i>Please complete Course Design Evaluation Template at the end of this document.</i>	<input type="checkbox"/> Completed

For module/s being delivered face-to-face in a classroom with a light blend complete the following table.

List of Module/s	
Digital tools to be used (please refer to the Digital Learning Technology Wheel)	

For each module being delivered in a medium/strong blend complete the following table and the Course Design Plan

Module name and code

Topics that will be delivered via blended learning

Learning Outcomes/MIMLOS of Topics

Topics and Sequencing

Please complete Course Design Plan Template within this document

Content

- *Content for independent learning e.g. PowerPoint with voice over, video, Quiz, Audio, Podcast*
- *Content for learner collaboration e.g. Discussion groups, Blog, small groups using MS Teams*
- *Content for virtual classroom e.g. Presentation, Workshops, Demonstrations, Raise hands, Polls Q&A, chat interaction, breakout rooms*

Accessibility

Accessibility features included

(tick all that apply)

- Transcript on videos/podcasts and closed captions on videos
- Alt-text on images
- Hyperlinks – clear indication of destination e.g. Click here to visit the Learner SharePoint site
- Built- in slide designs for Presentations
- Readable formatting/colour contrast
- Use of mobile accessibility checked
- Other, please specify:

UDL

- Multiple means of representation

(To provide learners with various ways of acquiring and processing information so that content is accessible and meaningful to all).

- Multiple means of action and expression *(Support learners in demonstrating what they know in different ways)*

- Multiple means of engagement

(Motivate and engage learners by offering choices and relevance)

Course Design Plan for blended and fully online delivery

Example: Business Administration Skills 5N1610

Unit/s of learning/topic/s to be covered via blended delivery	Learning Outcomes/MIMLOS	Mode of Delivery (tick all that apply)	Online T&L Methodologies (tick all that apply)	Content	Digital Tools (refer to the Digital Learning Technology Wheel)	Assessment (Formative/Summative)
Example Different types of businesses	<ul style="list-style-type: none"> MIMLO 1 	<input type="checkbox"/> Face-to-face classes <input type="checkbox"/> Online synchronous classes <input type="checkbox"/> Asynchronous self-directed learning	<input type="checkbox"/> Content for Independent Learning <input type="checkbox"/> Content for learner collaboration <input type="checkbox"/> Content for virtual classrooms	<ul style="list-style-type: none"> PowerPoint presentation introducing topic Video uploaded to Moodle to describe various business structures Padlet group exercise identifying various characteristics of business types Case study Workshop: Compare a sole trader café v a PLC retailer Kahoot Quiz 	<ul style="list-style-type: none"> Moodle MS Teams Padlet Kahoot 	Formative <ul style="list-style-type: none"> Peer-to-peer learning via Padlet Kahoot Quiz Summative <ul style="list-style-type: none"> Assignment
		<input type="checkbox"/> Face-to-face classes <input type="checkbox"/> Online synchronous classes <input type="checkbox"/> Asynchronous self-directed learning	<input type="checkbox"/> Content for Independent Learning <input type="checkbox"/> Content for learner collaboration <input type="checkbox"/> Content for virtual classrooms			

Use table and instruction below if delivering group assessments online.

Appendix 6a: – Fully Online Group Assessment Framework Table

Example: [course/programme title and code] [Class group ref] [Title of project]

Learning Outcomes/MIMLOS in fully online group assessments	Purpose	Key Principles	Design & Planning	Digital Collaboration and Engagement	Individual Accountability	Quality Assurance Assessment (Formative/Summative)
	<ul style="list-style-type: none"> MIMLO 1, 2 & 4 Description of... 	<p>Group assessment in fully online programmes should:</p> <ul style="list-style-type: none"> be constructively aligned with Learning Outcomes and MIMLOS support meaningful collaboration between learners include mechanisms to recognise individual contributions utilise appropriate digital collaboration tools include structured monitoring points to support engagement and progression 	<p>Group assessments should include structured checkpoints such as:</p> <ul style="list-style-type: none"> proposal or outline submission mid-point progress review draft review (where appropriate) final submission 	<p>Scheduled and structured digital collaboration times is required</p> <p>Group assessments should include structured checkpoints such as:</p> <ul style="list-style-type: none"> proposal or outline submission mid-point progress review draft review (where appropriate) Dedicated (Teams) channels for group assessments and groups to collate, share and discuss assessment and progress. Video uploaded to Teams or Moodle to describe various Padlet, collaboration group exercises 	<p>Group assessments should include mechanisms that recognise individual contributions within the group task.</p> <ul style="list-style-type: none"> an individual reflective statement peer evaluation an individual component within the group submission a short individual check-in or viva (communication tools), where appropriate marking criteria that distinguish between group output and individual contribution 	<p>Ensure assessments have gone through and adhere to City of Dublin FET College quality assurance processes and oversight mechanisms</p> <ul style="list-style-type: none"> approval of fully online delivery through the CIA process, where applicable internal verification of assessment briefs review of marking schemes and grading rubrics early EA appointment to review assessment briefs in advance of delivery (see Early EA Appointment policy). external authentication / external examiner review

					<ul style="list-style-type: none"> • Moodle • MS Teams • Padlet 	<ul style="list-style-type: none"> • oversight through QME & Assurance monitoring processes
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See details of Appendix 6a: – Fully Online Group Assessment Framework

In following pages:

Appendix 6a: Fully Online Group Assessment Framework instruction

1. Purpose

This framework provides guidance to educators on the design, delivery, monitoring and quality assurance of group assessments within fully online programmes (synchronous delivery).

It ensures that group assessment:

- aligns with programme Learning Outcomes and MIMLOs
- supports meaningful learner collaboration
- maintains individual accountability
- is feasible in a fully online learning environment
- is integrated within existing internal and external quality assurance processes

2. Key Principles

Group assessment in fully online programmes should:

- be constructively aligned with Learning Outcomes and MIMLOs
- support meaningful collaboration between learners
- include mechanisms to recognise individual contributions
- utilise appropriate digital collaboration tools
- include structured monitoring points to support engagement and progression

3. Design and Planning

When designing group assessments in a fully online programme, educators should ensure that collaborative work is pedagogically appropriate and aligned with programme learning outcomes. Group assessment should only be used where collaboration enhances learning, and the task cannot be more effectively assessed individually.

Educators should also consider how groups are formed and organised to support effective collaboration. Groups will typically consist of 3–4 learners, although this may vary depending on the nature of the assessment task. Groups are usually formed by the educator to support an appropriate balance of skills, availability and learner circumstances (e.g. work patterns or caring responsibilities).

To support effective collaboration, groups may be encouraged to:

- agree roles at the outset (e.g. coordinator, researcher, editor, presenter)
- maintain a simple record of individual contributions
- work to agreed timelines and deadlines

Clear organisation and role allocation can support participation, accountability and effective group collaboration.

4. Digital Collaboration and Engagement

As learners do not share a physical learning space, structured digital collaboration is required.

Group collaboration should take place using approved institutional platforms (e.g. MS Teams, Moodle or shared Office 365 tools). Additional examples of suitable tools are outlined in the ([City of Dublin FET College Technology Wheel](#))

Informal messaging tools (e.g. private messaging apps) should not be used as the primary platform for collaborative work, as they do not support appropriate monitoring or feedback.

Group assessments should include structured checkpoints such as:

- proposal or outline submission
- mid-point progress review
- draft review (where appropriate)
- final submission

These checkpoints support formative feedback and help identify engagement issues at an early stage.

5. Individual Accountability

To support fairness and academic integrity, group assessments should include mechanisms that recognise individual contributions within the group task.

Examples may include:

- an individual reflective statement
- peer evaluation
- an individual component within the group submission
- a short individual check-in or viva (communication tools), where appropriate
- marking criteria that distinguish between group output and individual contribution

Where concerns arise regarding participation in group work, educators should address these at an early stage. This may involve documenting concerns, discussing expectations with the learner, and considering alternative assessment arrangements in line with centre QA procedures.

Clear communication of expectations during learner induction can help minimise such issues.

6. Quality Assurance

Group assessments in fully online programmes are subject to City of Dublin FET College's established quality assurance processes and oversight mechanisms.

These include:

- approval of fully online delivery through the CIA process, where applicable
- internal verification of assessment briefs
- review of marking schemes and grading rubrics
- early EA appointment to review assessment briefs in advance of delivery (see [Early EA Appointment policy](#)).
- external authentication / external examiner review
- oversight through [QME & Assurance](#) monitoring processes

VLE engagement analytics may support monitoring of participation; however, they are not used as the sole evidence of individual contribution.

The risks associated with fully online group assessment are reflected within the institutional Risk Register and are subject to ongoing monitoring and annual review.

Documentation relating to group formation, contribution records, peer evaluation (where applicable), and marking rubrics will be retained in line with centre QA and records management procedures.

Appendix 6b: Course Evaluation

Please identify and outline how the course will be evaluated based on learner feedback, educator feedback and data extracted from VLE.

This can occur both at module level and at course level.

Reflections, evaluation and feedback should feed into QME course review.

Evaluation Methods	Who/What (tick all that apply)	When (tick all the apply)	Purpose
Learner Feedback	<input type="checkbox"/> Informal class discussion <input type="checkbox"/> Emoji reactions during and at the end of a class/topic on VLE <input type="checkbox"/> Tutorial hour <input type="checkbox"/> Learner Survey <input type="checkbox"/> Interviews <input type="checkbox"/> Focus Groups <input type="checkbox"/> Other, please specify:	<input type="checkbox"/> Throughout the course <input type="checkbox"/> Mid-Course <input type="checkbox"/> End of course	<i>Suggestions: Improve delivery, identify gaps, solve technical issues</i>
Educator Reflection/Feedback	<input type="checkbox"/> Course meetings <input type="checkbox"/> Reflection <input type="checkbox"/> End-of-year course reviews <input type="checkbox"/> Other, please specify:	<input type="checkbox"/> Throughout the course <input type="checkbox"/> Mid-course <input type="checkbox"/> End of course	
VLE Data	<input type="checkbox"/> Login Records <input type="checkbox"/> Engagement levels (<i>i.e. discussion group posts/completion of formative assessments/submission of assessments</i>) <input type="checkbox"/> Course progress <input type="checkbox"/> Other, please specify:	<input type="checkbox"/> Throughout the course <input type="checkbox"/> Mid-course <input type="checkbox"/> End of course	Suggestions: Identify learners not engaging

Appendix 7: Learner Handbook

*Please complete the Assessment Planner for EG: **Course, 2025-2026***

Insert the centre specific information, supports and facilities available to learners attending a centre in a blended and online delivery. Ensure learners are provided with current information relating to their course. It is important that learners are equipped with a clearly set out the planned balance of blended and fully online delivery and provides details regarding any mandatory in-centre attendance requirements. Indicators of dates in the term should be flagged in advance to learners in order to provide for learners time management and planning.

This may take the form of a handbook (hardcopy) or online noticeboards within the centres VLE for the course.

- The course plan provided to the learners.
- Information re supports, scheduled tutorials, disability supports available or check-ins with learners scheduled in centre and online sessions for online learners.

Please provide the above in your centre formats.

Appendix 8: Multi-Stage Induction Plan

Multi-Stage Induction Plan

A well-designed induction for a course being delivered in a medium or strong blend sets the tone for a course of study by welcoming learners, building their confidence with digital tools and establishing shared expectations. Beyond logistics, the induction should also convey the purpose of the blended elements, outline how to use the online platforms and digital tools and begin to create a sense of community among the class. While the sample plan spans two full days plus additional days, centres should adapt the timing and content to fit their own courses, learners and teaching staff needs.

Pre-Induction Digital Skills Survey (Optional)

Before Day 1, invite learners to complete a short survey to assess their digital literacy and access to technology. This helps identify support needs and informs pacing of training. This can be done at interview stage.

Induction Checklist

1. Completed pre-induction digital skills survey (if applicable)
2. Successfully logged into email and VLE
3. Successfully navigated VLE to course/supports/resources
4. Attended course overview session
5. Reviewed and agreed (if applicable) centre policies
6. Explored key digital tools for course
7. Completed Academic Integrity self-directed presentation
8. Complete Academic Integrity quiz
9. Posted comment to forum/chat
10. Completed assessment upload task
11. Completed digital skills self-assessment
12. Asked questions and provided feedback

Induction Day 1				
Time	Content	Facilitator Activity	Learner Activity	Resources
20 minutes	<ul style="list-style-type: none"> Welcome Roll Call Icebreaker 	<ul style="list-style-type: none"> Introduce self and centre Take attendance Lead icebreaker activity 	<ul style="list-style-type: none"> Participate Engage with peers 	<ul style="list-style-type: none"> Presentation on centre if needed Attendance system Icebreaker materials
20 minutes	<ul style="list-style-type: none"> Accessing College Systems 	<ul style="list-style-type: none"> Provide email and VLE instructions to login Troubleshoot access Overview of VLE 	<ul style="list-style-type: none"> Login into email and VLE. Test functionality 	<ul style="list-style-type: none"> PC per learner Facilitator PC Email/VLE login details
20 minutes	<ul style="list-style-type: none"> Course Overview Blended learning purpose 	<ul style="list-style-type: none"> Deliver interactive overview via presentation tool Explain blended structure and expectations e.g. attendance, assessment submission 	<ul style="list-style-type: none"> Engage with presentation Ask questions 	<ul style="list-style-type: none"> Presentation Tool Learner Handbook on VLE
BREAK				
20 minutes	<ul style="list-style-type: none"> Supports available within the centre and how to access these supports e.g. guidance, learner supports, laptop loan scheme 	<ul style="list-style-type: none"> Provide a list of supports available and key contact details. Ask key contacts to visit the class to introduce and explain their role. 	<ul style="list-style-type: none"> Listen Take notes Ask questions 	<ul style="list-style-type: none"> Learner handbook on VLE

		<ul style="list-style-type: none"> Show supports and resources available on VLE (digital campus) 		
20 minutes	<ul style="list-style-type: none"> College policies and procedures 	<ul style="list-style-type: none"> Present the information Highlight key aspects of the various policies and procedures 	<ul style="list-style-type: none"> Listen Take notes Ask questions 	<ul style="list-style-type: none"> Learner handbook on VLE
BREAK				
20 minutes	<ul style="list-style-type: none"> Introduce key digital tools that will be used during course 	<ul style="list-style-type: none"> Demonstrate core tools; discuss benefits 	<ul style="list-style-type: none"> Explore tools Ask questions 	<ul style="list-style-type: none"> Digital tools Digital Learning Technology Wheel
20 minutes	<ul style="list-style-type: none"> Recap of Day Fun Quiz to test knowledge 	<ul style="list-style-type: none"> Obtain feedback Prepared Quiz 	<ul style="list-style-type: none"> Ask Questions Complete Quiz 	<ul style="list-style-type: none"> Quiz software e.g. Kahoot

Induction Day 2				
Time	Content	Facilitator Activity	Learner Activity	Resources
20 minutes	<ul style="list-style-type: none"> Register Recap on topics covered in Induction Day 1 	<ul style="list-style-type: none"> Informal presentation/chat 	<ul style="list-style-type: none"> Engage Answer questions Ask questions 	<ul style="list-style-type: none"> Attendance system
20 minutes	<ul style="list-style-type: none"> Academic Integrity 	<ul style="list-style-type: none"> Inform learners about Academic Integrity Policy and Misconduct procedures Present Academic Integrity to learners (learners can complete the self-directed presentation created by the CDU) 	<ul style="list-style-type: none"> Go through presentation Complete quiz 	<ul style="list-style-type: none"> Academic Integrity Policy PC for each learner Facilitator PC Academic Integrity self-directed presentation and quiz available on the CDU SharePoint Site to be uploaded onto learner VLE.
20 minutes	<ul style="list-style-type: none"> Netiquette and cybersecurity 	<ul style="list-style-type: none"> Present the information Highlight key how to be safe online. 	<ul style="list-style-type: none"> Engage with presentation Listen Ask questions 	<ul style="list-style-type: none"> Netiquette infographic available on the CDU SharePoint Site to be uploaded onto learner VLE. Learner handbook on VLE
BREAK				
20 minutes	<ul style="list-style-type: none"> Extra-curricular activities available in the centre 	<ul style="list-style-type: none"> Introduce learner clubs/sports/events online or in the centre 	<ul style="list-style-type: none"> Learn about opportunities Sign up if interested 	<ul style="list-style-type: none"> List of activities VLE announcements
20 minutes	<ul style="list-style-type: none"> Introduction to Forums & chat functions 	<ul style="list-style-type: none"> Demonstrate VLE tools <ul style="list-style-type: none"> How to post in a forum/chat 	<ul style="list-style-type: none"> Post and interact in chat/forums Complete tasks 	<ul style="list-style-type: none"> VLE forum/chat Set up assignment on VLE

	<ul style="list-style-type: none"> • Uploading an assessment 	<ul style="list-style-type: none"> ○ How to upload an assessment • Set simple task for learners 		
10 minutes	<ul style="list-style-type: none"> • Assessment overview 	<ul style="list-style-type: none"> • Outline how the course is assessed. • Direct learners to the completed assessment plan on VLE 	<ul style="list-style-type: none"> • Take notes • Listen 	<ul style="list-style-type: none"> • Assessment Plan
BREAK				
20 minutes	<ul style="list-style-type: none"> • Digital skills self-assessment 	<ul style="list-style-type: none"> • Provide short tasks e.g. <ul style="list-style-type: none"> ○ login to email/VLE ○ participate in a forum ○ upload assessment ○ join a class on MS Teams • Ask learners to reflect on their digital skills. 	<ul style="list-style-type: none"> • Complete tasks • Reflect on skills 	<ul style="list-style-type: none"> • PC • VLE tasks
20 minutes	<ul style="list-style-type: none"> • Recap 	<ul style="list-style-type: none"> • Summarise day 2. • Invite feedback and questions • Highlight next steps 	<ul style="list-style-type: none"> • Share feedback • Complete feedback form • Ask questions 	<ul style="list-style-type: none"> • Feedback from (if applicable)

Once classes are underway, it is recommended to use a dedicated tutorial hour each week to continue supporting learners through the induction process. This dedicated time can be used to reinforce key information, build digital confidence, and address emerging questions or challenges. The timing and frequency may vary for centres depending on course and its requirements. Some areas to consider are:

Induction to continue when course commences (this can be done in tutorial hour)			
Content	Facilitator Activity	Learner Activity	Resources
<ul style="list-style-type: none"> Digital wellbeing 	<ul style="list-style-type: none"> Further discuss cybersecurity, privacy, screen-time and safe practices when online. 	<ul style="list-style-type: none"> Listen Ask questions Share strategies 	<ul style="list-style-type: none"> Digital wellbeing resources
<ul style="list-style-type: none"> Time-management and study skills 	<ul style="list-style-type: none"> Introduce strategies for balancing online and in-person work. Provide templates and sample study timetables to help learners. 	<ul style="list-style-type: none"> Practice using time-management tools and templates 	<ul style="list-style-type: none"> Templates Online tools
<ul style="list-style-type: none"> Academic writing and referencing 	<ul style="list-style-type: none"> Introduce academic writing within assessments Explain referencing styles i.e. Harvard Referencing System Provide examples 	<ul style="list-style-type: none"> Listen and take notes Practise referencing with a short exercise 	<ul style="list-style-type: none"> Resources on academic writing and referencing handout on VLE. FESS referencing guide
<ul style="list-style-type: none"> Working in teams 	<ul style="list-style-type: none"> Theory and activities to work successfully in teams e.g. a workshop 	<ul style="list-style-type: none"> Take part in the workshop 	<ul style="list-style-type: none"> Resources for workshop Notes on four phases of teamwork
<ul style="list-style-type: none"> Weekly drop in study/technical support 	<ul style="list-style-type: none"> Troubleshoot technical problems Provide guidance on assessments 	<ul style="list-style-type: none"> Seek help either technical or course related 	<ul style="list-style-type: none"> Class tutor/teacher/instructor PC



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