



## CIA Course Innovation Applications

City of Dublin FET College operates a three-stage approach to Course Innovation Application (CIA), to manage and maintain its oversight of courses offered to learners. The three stages operate across Strategy Planning & Development and CDU Programme Development. CIA applications requests are: to deliver a new course, change a title, or change to blended or fully online deliver Course titles should follow the naming conventions of the City of Dublin FET College format “course title (award title)”. All courses in a centre must apply through the CIA process including Apprenticeship, Traineeships, Tertiary Degrees and any other programmes. See the guidance on naming conventions document on CDU SharePoint.

### CIA Stage 01 - Strategic Planning & Development



Application window for CIA applications is open from December to January

Information may be sought from centres if content is incomplete, unclear or omitted



Start **1**



**2**



**3**



**4**



**5**



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- **Centre reviews courses and in response to City of Dublin FET Colleges** course allocation, strategic goals and faculty criteria for provision (questions found in the CIA MS Form, a MS Word version is available to centres for preparation purposes).
- All course applications are submitted online, using the **CIA MS Form**
- Applications are assessed and measured against the course allocation, strategic goals and faculty criteria for provision
- Directors of FET **consult with centres at campus meetings and the SPDG** on CIA applications with feedback from CIA padlet
- Directors of FET **Approve, Decline or Proceed** a course application in principle to **Stage 02 Quality Checks** - **CIA MEMO (draft)** of decisions is circulated to centres
- **Appeals to Course Decisions** can be lodged within 5 days of MEMO being issued. Grounds for Appeal are set out in the CIA Procedures

### CIA Stage 02 & 03 – CDU, Programme Development perform programme quality checks



CDU Programme Development Team perform programme quality checks

Additional information may be sought from centres



**Quality Checks** for courses approved in principle pending quality and programme management processes

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- The **Programme Development team commence programme quality checks** to ensure applications comply with City of Dublin FET College’s programme validation; to ensure the CIA requests are inline with the validated programme parameters.
- When a request to add a module to a programme is made, the addition is carried out and documented through the governance processes, specifically PMDG and QASPC.
- Applications requiring **QQI validation** will be followed up, (resources dependent) and will need to be processed through the PMDG. Programme validation requests may take some time to complete as not all programmes are validated to City of Dublin FET College.
- Modules are uploaded to **CDU Moodle** site. Where modules are not in City of Dublin ETB, efforts to develop/access modules will follow, resource dependent
- All programme decisions are governed by the **PMDG and final decisions recommended to SLT by the QASPC**

Blended applications require additional evidence and QA requirements in order to complete the approval to delivery. Please ensure you engage with the blended and fully online learning course procedures of light, medium and strong and fully online

### Blended and fully online applications require additional submissions

All centres entering the blended synchronous/asynchronous and fully online synchronous delivery should have the following in place. Centres should consult with the CDU QAE and Programme Development teams regarding programme and quality support and meet with the Digital Learning team regarding the approved technology and software applications to be used in a City of Dublin FET College centre.

Medium, Strong Blend and Fully Online applications



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- Consult City of Dublin FET College's **Blended and Fully Online Learning Course Procedures** for Light, Medium, Strong and Fully Online Synchronous
- Each centre submits a **Phase 01 Centre Capacity** - centre confirms technical/infrastructural capacity
- Each course application requires a **Phase 02 Course Design Checklist and course re-design**, course plan, course content for each course application
- **CDU Digital Learning team** conducts a centre tour and check of technical infrastructural capacity. The DLT will issue a report recommending the centre digital capacity for blended and fully online delivery.
- **CDU QAE & Programme Development** will meet with the centre managers and assessors to support them in completing the course templates provided in the Educator Guides for Blended and Fully Online. Programme quality parameters are outlined to ensure the course is not operating outside validation or CIA approvals.
- Complete the CDU online Moodle courses **Introduction to Blended Learning** and **Blended Learning Design Course**. **Fully Online** delivery may require completion of online moodle courses when launched.

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- Approval requires: a blended or fully online course design, course plan, course content accompanying the **Phase 02 Course Design Checklist**. These are submitted to the CDU QAE for review.
- **Strong blend asynchronous applications** require a panel review to evaluate the asynchronous content of the course. The Review Panel comprises of internal and/or external assessors and learner representation.
- **Fully Online synchronous** applications require learner supports to be available online. Each course must have a dedicated staff support assigned. All marketing materials must clearly present the balance of online attendance and the planned balance of online delivery and learner self-directed effort. This should be clearly available in marketing materials prior to learner application.
- **Quality Maintenance Enhancement and Assurance Course Reviews** form part of the City of Dublin FET annual reviews to action updating of course content and identify staff up-skilling requirements in order to continue blended and fully online modes of delivery.



CIA approved courses are taken through City of Dublin FET College's governance structures for formal approval by the SLT



### Final part of CIA process - when all course checks and appeals are processed the final list of approved courses are sent to the QASPC for recommendation to the SLT

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- Course decisions are taken through the governance structures **SPDG** and **PMDG** and presented to the **QASPC to be recommended to the SLT**

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- Recommendations are forward to the City of Dublin FET College **Senior Leadership Team**

**All course applications follow this process and are not fully complete until they are passed by the City of Dublin FET College Senior Leadership Team**

## 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"> <li>• 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.</li> <li>• 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)</li> <li>• Learners submit materials, assessments etc. via a VLE like Moodle or MS TEAMS</li> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• 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. <b>and included some virtual F2F delivery</b> for example using Padlet in a TEAMS or Zoom class</li> <li>• 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)</li> <li>• Learners submit materials, assessments etc. via a VLE or an on-line platform such as Moodle or TEAMS</li> <li>• 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).</li> <li>• <b>All exams</b> are held onsite</li> </ul>	<ul style="list-style-type: none"> <li>• <b>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.</b> (Timetabled face to face hours) and an increase in the amount of asynchronous directed /self-directed learner effort.</li> <li>• 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</li> <li>• 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).</li> <li>• Learners submit materials, assessments etc. via a VLE or an on-line platform such as TEAMS</li> <li>• <b>All exams</b> are held onsite</li> </ul>	<ul style="list-style-type: none"> <li>• Educators design the course so that learners engage in self-directed learning activities in an online environment. <b>This is a mix of self-directed engagement in the course in a fully online synchronous delivery mode.</b></li> </ul> <p>Fully Online Learning refers to a programme where all teaching and learning occurs entirely online, synchronously (live sessions).</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Educators design their course to embed digital technologies in a fully online delivery using a VLE with videos, curated online course structured in software (E.G: articulate), using presentations, on-line quiz tools,</li> </ul>

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				<p>discussion/forum apps, collaboration and feedback opportunities for learners. (inline with <a href="#">City of Dublin FET College Technology Wheel</a>)</p> <ul style="list-style-type: none"> <li>• <b>All assessment and exams takeplace online.</b> 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</li> </ul>
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 (VLP) [teams/zoom] for direct [face-to-face] delivery?	<b>No</b> all 'directed hours' takes place in the centre/classroom/lab etc.	<b>Yes</b> <b>Some face-to-face hours takes place remotely using teams or zoom</b> some timetabled 'directed hours' happening in the online environment (synchronous delivery in teams or zoom)	<b>Yes</b> 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, self-directed learner effort using asynchronous delivery methods Or Course is delivered fully remotely in teams or zoom (synchronously) with no	<b>Yes</b> 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 course. (no reduction in face to face hours)

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			change in face-to-face hours and exams and skills demonstrations take place in person.	
Governance process/who gives permission for this change?	<ul style="list-style-type: none"> <li>Teacher /tutor/instructor decides on the appropriate blend for the learners on their course.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Permission to offer a course in a medium blend mode begins with the <b>centre completing a Phase 1 Centre Capacity checklist</b> 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.</li> <li>Once a centre has been approved as a digital centre by the QASPC to deliver in a blended mode <b>each course</b> that will be offered in a medium blend must be approved for this change of delivery mode by making an <b>application through the Course Innovation Application (CIA) process</b>.</li> <li>If approved to <b>develop</b> the course in a medium blended mode, the course must be redesigned and the</li> </ul>	<ul style="list-style-type: none"> <li>Permission to offer a course in a strong blend mode begins with the <b>centre completing a Phase 1 Centre Capacity checklist</b> 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.</li> <li>Once a centre has been approved as a digital centre by the QASPC to deliver in a blended mode <b>each course</b> that will be offered in a <b>strong blend</b> must be approved for this change of delivery mode by making an <b>application through the Course Innovation Application (CIA) process</b>.</li> <li>If approved to <b>develop</b> the course in a strong blended mode, the course must be redesigned and the</li> </ul>	<ul style="list-style-type: none"> <li>Permission to offer a course in a fully online mode begins with the <b>centre completing a Phase 1 Centre Capacity checklist, for fully online centre checklist and centre Digital Learning ToRs</b> to demonstrate that they have the structures, systems and supports in place to deliver courses fully online.</li> <li>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.</li> <li>Once a centre has been approved as a digital centre by the QASPC to deliver in a fully online mode <b>each course</b> that will be offered in fully <b>online</b> must be approved for this change of delivery mode by</li> </ul>

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		<p><b>phase 2 Course Design checklist for medium blend</b> 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>	<p><b>phase 2 Course Design checklist for strong blend</b> 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. <b>Approval for a strong blend course requires a review by an independent panel.</b></p> <ul style="list-style-type: none"> <li>• 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 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.</li> </ul>	<p>making an <b>application through the Course Innovation Application (CIA) process</b>. 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.</p> <ul style="list-style-type: none"> <li>• Following the initial CIA application the centre must engage in the additional Blended and Fully Online course checks and submissions by submitting <b>Phase 2 Course Design checklist</b> and course submissions for each course.</li> <li>• These checks are in addition to the CIA stage programme quality checks. All centres must complete each stage (1,2 &amp; 3) of the CIA to complete the full process.</li> </ul>

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things in the sign off	Up to each educator to determine the appropriate blend for their learner group. (see areas for consideration below)	<p><b>Centre level</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>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.</b></p> <p><b>Professional Development (PD) undertaken by all course staff who will be involved in remote delivery</b> To deliver the programme remotely educators must have completed the following digital badges</p> <ul style="list-style-type: none"> <li><a href="#">Introduction to blended teaching and learning and</a></li> <li><a href="#">Blended Learning Course Design (redesign course)</a> (City of Dublin FET College staff can login to the CDU Moodle</li> </ul>	<p><b>Center level</b></p> <ul style="list-style-type: none"> <li>To offer a Strong blend. an independent panel will review the <b>Phase 2 Course Design checklist and course submissions</b>. 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.</li> <li>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.</li> <li>Information to learners should provide clear details of the course expectations, the balance of in-centre attendance and online engagement with self-directed 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.</li> <li>All marketing materials must include clear information to learners regarding the balance of in-centre attendance and online with self-</li> </ul>	<p><b>Centre level</b></p> <ul style="list-style-type: none"> <li>To offer a fully online course. an independent panel will review the <b>Phase 2 Course Design checklist</b> 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.</li> <li>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.</li> <li>Information to learners should provide clear details of <b>the course expectations, especially the balance of online engagement and self-directed learning</b>. (Templates are provided in the Educator guide). This information should be provided to the learner in their centre handbook</li> </ul>

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		<p>site <a href="http://curriculum.etbonline.ie">curriculum.etbonline.ie</a> to access this course)</p> <ul style="list-style-type: none"> <li>Both 3 hours courses are available on the CDU Moodle website (digital badges)</li> </ul>	<p><b>directed learning time requirements.</b></p> <ul style="list-style-type: none"> <li><b>Learners should be clearly informed of the commitments of the course prior to application.</b></li> </ul>	<p>(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"> <li>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 commitments of the course prior to application.</li> </ul>

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Areas for consideration when blending digital technology into courses	<p><b>Human</b></p> <ul style="list-style-type: none"> <li>Interest, temperament and ability of the staff and learners to use the proposed technology</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>staff and learner access to the technology needed (maintained and supported hardware, software and VLE)</li> <li>ability of staff and learners to use technology</li> <li>skills audit on pedagogical and operational knowledge,</li> <li>Tech education for staff and learners</li> <li>PLD provided</li> </ul> <p><b>Curriculum and pedagogy/andragogy</b></p> <ul style="list-style-type: none"> <li>ensuring that technology is used appropriately to achieve the learning outcomes of the module/s</li> <li>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)</li> </ul>	<p>In addition to everything from the 'light blend' column when considering remote synchronous delivery, the following needs to be considered</p> <p><b>Human</b></p> <p>Interest, temperament and ability of the staff and learners to teach and learn remotely</p> <ul style="list-style-type: none"> <li>Life circumstances of staff and learners <ul style="list-style-type: none"> <li>Living arrangements (access to a space to teach or learn)</li> <li>Levels of responsibility (caring or work responsibilities)</li> <li>competing priorities of learners</li> </ul> </li> <li>Learner supports – formal and informal</li> <li>staff supports – formal and informal</li> <li>Ability to access the centre (medically vulnerable, distance to travel etc.)</li> </ul> <p><b>Curriculum and pedagogy/andragogy</b></p> <p>Appropriateness of modules for remote delivery</p> <ul style="list-style-type: none"> <li>Theory based modules deemed more appropriate for remote delivery</li> </ul>	<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><b>Human</b></p> <ul style="list-style-type: none"> <li>Interest, temperament and ability of the learners to both learn remotely and remain motivated to engage with the course material in their own time</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Ability to track if learners are engaging with the asynchronous content</li> <li>Providing 'tech support' to staff and learners</li> <li>ability to use wider selection of digital tools</li> </ul> <p><b>Curriculum and pedagogy/andragogy</b></p> <ul style="list-style-type: none"> <li>Coordination of blend (center based, remote delivery, technology and synchronous/ asynchronous delivery) across the course requires enhanced communication and collaboration between staff</li> </ul>	<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><b>Human</b></p> <ul style="list-style-type: none"> <li>Interest, temperament and ability of the learners to both learn remotely and remain motivated to engage with the course material</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Ability to track if learners are engaging with the content</li> <li>Providing 'tech support' to staff and learners</li> <li>ability to use wider selection of digital tools</li> <li>Proctoring tools for secure online assessment/exams</li> </ul> <p><b>Curriculum and pedagogy/andragogy</b></p> <ul style="list-style-type: none"> <li>Coordination of fully online (center supported, online remote delivery, technology and synchronous/delivery) across the course requires</li> </ul>

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		<ul style="list-style-type: none"> <li>Practical modules more difficult to deliver remotely</li> </ul> <p><b>Converting courses for blended and remote delivery takes time</b></p> <ul style="list-style-type: none"> <li>Coordination of courses delivered in centre and remotely requires enhanced communication and collaboration between staff.</li> </ul> <p><b>Digital Learning Team</b> 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><b>Digital Learning Team</b> 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>This process follows the <b>Phase 1 Centre Capacity checklist and centre Digital Learning ToRs</b></p>	<p>enhanced communication and collaboration between staff</p> <ul style="list-style-type: none"> <li>Opportunities for learners to engage as a class group in an online environment.</li> <li>Scheduled online sessions for learners to seek support or guidance.</li> </ul> <p><b>The Digital Learning Team</b> 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.</p> <p>This process follows the <b>Phase 01 Centre Capacity checklist and centre Digital Learning ToRs</b> Centres cannot proceed with delivery until all aspects are complete.</p>

# Learner and Staff Personas

	Learner/Staff Persona	Profile	Tech Ability	Tech Access	Suitable content	Blended Learning Fit and Support
<b>Light blend - Learner</b>	<b>Mary</b> <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.	<b>Low</b> Limited IT skills; basic smartphone use; unfamiliar with educational platforms.	<b>Limited</b> 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.	<b>Light</b> In-person classes; digital tools embedded in classes with teacher support.
<b>Light blend - Staff</b>	<b>Ana</b> <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.	<b>Moderate</b> 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.	<b>Light</b> Supports learners in-person, gradually introduces digital tools.
<b>Medium blend - Learner</b>	<b>Martin</b> <i>Part-time Digital Marketing Learner</i>	Full-time worker; parent of two; returning to study after many years; needs structure with flexibility.	<b>Moderate</b> 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.	<b>Medium</b> Weekly tutorials, regular check-ins, VLE support and email communication.
<b>Medium blend - Staff</b>	<b>Aisling</b> <i>Medium blend teaching staff</i>	Part-time teacher and freelance consultant; values flexibility, efficient delivery.	<b>High</b> 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.	<b>Medium</b> Supports students in-class, online discussion groups and feedback; regular email support and communication.
<b>Strong blend – Learner or Fully Online Learner</b>	<b>Iryna</b> <i>Skills to Advance learner</i>	Self-employed in rural location; highly motivated; prefers self-paced learning.	<b>High</b> 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.	<b>Strong</b> Primarily asynchronous learning; live support; regular check-ins and email contact and communication.

<b>Strong blend – Staff Or Fully Online-Staff</b>	<b>Liam</b> <i>Strong blend teaching staff</i>	Full-time teacher and VLE administrator; supports staff and learners in TEL; Moodle Admin CoP member.	<b>Expert</b> 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.	<b>Strong</b> Tracks learners progress online; offers live and asynchronous support regularly.
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