**Independent Evaluation Report on a Provider’s**

**Quality Assurance Procedures and Capacity for**

**Blended or Fully Online Learning**

**Part 1 Details of provider**

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| **1.1 Applicant Provider** | |
| Provider Name: |  |
| Date of Application: |  |
| Date of resubmission of application: |  |
| Date of [virtual] site visit (if applicable): |  |
| Date of panel reconvene meeting (if applicable) |  |
| Date of recommendation to the Programmes and Awards Executive Committee: |  |

**1.2 Profile of provider**

**Part 2 Provider’s Scope of Provision**

**2.1** **Currently Approved Scope[[1]](#footnote-2)**

*(based on QA Approval against QQI Core and Topic QA Guidelines through Initial Access, Reengagement and any subsequent approved extensions of scope[[2]](#footnote-3))*

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| **Sector**  (FET, HET, Both) | **NFQ Level(s)**  Low | | **Award Class(es)** | **Programme Discipline Area(s)** | **Mode(s) of Delivery and Assessment[[3]](#footnote-4)** | **Approval Date[[4]](#footnote-5)** |
| From | To |
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| **2.2 Proposed Extension of Scope for a new Mode of Delivery and Assessment**  *(with reference to* [*QQI QA Guidelines for Blended and Fully Online Learning*](https://www.qqi.ie/sites/default/files/2023-12/statutory-quality-assurance-guidelines-for-providers-of-blended-and-fully-online-programmes-2023_1.pdf)*)* | |
| **Proposed extension of approved scope of provision to include:** | (**Tick one as appropriate)** |
| Blended – Onsite + Synchronous Only |  |
| Blended – Onsite + Synchronous and Asynchronous |  |
| Fully Online – Synchronous Only, National |  |
| Fully Online – Synchronous + Asynchronous, National |  |
| Fully Online – Synchronous + Asynchronous, National + Transnational |  |

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| **Part 3 Evaluation Panel**  **3.1 Panel Membership** | | |
| Name | Role of panel member | Organisation |
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**3.2 Summary Findings**

**3.2     Recommendation of the panel to Programmes and Awards Executive   
Committee of QQI**

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| The panel recommends that QQI | **Tick one as appropriate** |
| **Approve** |  |
| **Approve with Conditions[[5]](#footnote-6)** set out in Section 5.1 |  |
| **Refuse approval** **pending mandatory changes** set out in Section 6.1 |  |
| **Refuse to Approve** |  |
| the provider’s application to extend its Approved Scope of Provision to include programmes delivered and assessed via the following mode: [*enter the appropriate mode from 2.2 above],* | |

The findings underpinning this recommendation are set out below.

**Part 4 Evaluation of draft QA Procedures submitted by <Provider Name>**

*The following is the panel’s findings following evaluation of <Provider name>’s application to extend its approved scope of provision to include the following mode:* [*enter the appropriate mode from 2.2 above].*

*Given that the guidelines cover a range of different modes, the findings should be appropriate to the extension sought.*

*In each of the three contexts which comprise the guidelines, the panel may report on strengths, areas for improvement or issues arising in respect of the provider’s documented QA procedures and capacity to implement them. To set the scene, the scoping statement and good practice categories for each context are listed.*

**4.1 Organisational Context**

**Scoping Statement:** *The Organisational Context focuses on strategic and institution-wide aspects of managing quality for programmes supported by blended and fully online provision. It establishes whether appropriate procedures are in place for strategy, policies, regulations and administrative processes, finance, infrastructure, resources, training and professional development, institutional support, strategic collaboration, and partnerships, and addressing issues related to learners studying outside of Ireland.*

***Strategy Management and Implementation Plans***

***Policies, Regulations and Administrative Processes***

***Finances, Infrastructure and Resources***

***Staff Training, Professional Development and Institutional Support***

***Strategic Collaborations and Partnerships***

***Learners Outside of Ireland***

**Findings**

Staff Traig, Professional Development and Institutional Support Staff Training, Professional

**4.2 Programmes Context**

**Scoping Statement:** *The Programme Context focuses on the programme as a whole and the approval and validation processes. Whether the level, duration, and volume of credit are appropriate, the degree to which learning outcomes are responsive to changing work, industry or community needs and the study mode is fit-for-purpose. It establishes whether appropriate procedures are in place to follow the principles of good practice for blended and/or fully online learning provision with overall coherence and constructive alignment between the learning outcomes and the curriculum design, including the teaching methods, learner interactivity, learning materials and resources, assessment and feedback practices, and evaluation strategies*

***Programme Outcomes***

***Approval and Validation Processes***

***Learning and Curriculum Design***

***Learning Materials and Resources***

***Assessment and Feedback Practices***

***Evaluation and Continuous Improvement***

**Findings**

**4.3 Learner Experience Context**

**Scoping Statement:** *The Learner Experience Context focuses on the learner, their choices, and whether the support and development services and related digital resources designed to promote high levels of engagement, learner success and well-being are fit-for-purpose. It establishes whether procedures are in place to ensure learners are adequately informed about the programme and aware of both online and offline learning support and development services available to them, with a particular focus on supporting study readiness, equality of opportunity and positive outcomes for learners based on learner-centred and good practice principles for blended and/or fully online learning provision.*

***Thinking About Study***

***Learning Support and Development***

***Equality of Opportunity***

***Learner Experience and Outcomes***

**Findings**

**Part 5 Conditions of QA Approval**

**5.1 Conditions of QA Approval[[6]](#footnote-7)**

1.

**Part 6 Mandatory Changes to QA Procedures and / or Specific Advice**

**6.1 Mandatory Changes**

**6.2 Specific Advice**

**Part 8 Recommended Amendment to Approved Scope of Provision following this evaluation**

*Specify the blended / fully online provision furthest along the continuum from Blended – Synchronous Only to Fully Online – Transnational which the panel recommends for approval, if any. This recommendation may be set together with NFQ Level / Award Class / Discipline Area limits.*

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| **Sector**  (FET, HET, Both) | **NFQ Level(s)**  Low | | **Award Class(es)** | **Programme Discipline Area(s)** | **Mode(s) of Delivery and Assessment[[7]](#footnote-8)** |
| From | To |
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**Part 8**  **Approval by Chair of the Panel**

This report of the panel is approved and submitted to QQI for its decision on the approval of the <Provider Name>’ application for extension of scope to include programmes delivered and assessed via the following mode: [enter the appropriate mode from 2.2 above] .

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:

**Annexe 1: Documentation provided to the Panel in the course of the Evaluation**

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| Document | Related to |
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| **Annexe 2: Provider staff met in the course of the Evaluation** | |
| Name | Role/Position |
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1. See Statement of Approved Scope of Provision provided by QQI [↑](#footnote-ref-2)
2. e.g. Approval for collaborative provision, apprenticeships, postgrad programmes etc [↑](#footnote-ref-3)
3. Add as appropriate from this list: Onsite, Apprenticeship, Blended, Collaborative, Transnational [↑](#footnote-ref-4)
4. Add date at which approval was confirmed by relevant QQI governance committee i.e. PAEC or ARC [↑](#footnote-ref-5)
5. The panel may propose conditions of QA approval (these are things that must be done in order to maintain approval, unlike mandatory changes which are things that must be done to achieve approval in the first place) [↑](#footnote-ref-6)
6. Conditions of approval are things that must be done in order to maintain approval, unlike mandatory changes which are things that must be done to achieve approval in the first place. [↑](#footnote-ref-7)
7. Add as appropriate from this list: Blended - Synchronous Only, Blended - Synchronous and Asynchronous, Fully Online – National, Fully Online – National and Transnational. [↑](#footnote-ref-8)