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| **SELF ASSESSMENT TOOL – QUALITY ASSURANCE FOR BLENDED AND FULLY ONLINE PROGRAMMES** | | | | | |
| **Provider:** |  | | | | |
| **Current Scope of Provision** (enter **✓**) | | | | | |
| **On Site Only** | | **Blended – Synchronous Only** | **Blended – Synchronous and Asynchronous** | **Online (Validation Pilot participated)[[1]](#footnote-1)** | |
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| **Desired Scope of Provision (ref. Process Guide)** | | | | | |
| **(1) Blended – Synchronous Only**  (On Site + Synchronous Classes only. Resources available online) | | **(2) Blended – Synchronous and Asynchronous**  (On Site + Synchronous Classes + Asynchronous Content) | **(3) Fully Online National -Synchronous Only**  (100% Synchronous classes for learners in Ireland only) | **(4) Fully Online National Synchronous and Asynchronous**  ( Synchronous Classes + Asynchronous Content for learners in Ireland only) | **(5) Fully Online National and Transnational** -**Synchronous and Asynchronous**  Learners potentially in designated countries outside Ireland) |
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The purpose of the self-assessment is to review, with reference to the new quality assurance guidelines and the table above, the provider’s current infrastructure, resourcing, staffing, governance, and documented quality assurance procedures to identify:

* Current position in each of the three contexts and overall, i.e. Emerging, Developing, Mature
* What is already in place.
* What is not in place and needs to be.

The self-assessment should be supplemented with an Action Plan devised by the provider to set out how and when are those gaps to be filled.

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| **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. |
| **1. Strategy, Management and Implementation Plans** | |
| **Good Practice Statement** | A clear vision, explicit strategy, and well-developed management plans are established to support initiation, development, provision, review and maintenance of programmes within the desired scope of provision set out above. |
| **Provider’s Evidence** |  |
| **2. Policies, Regulations and Administrative Processes** | |
| **Good Practice Statement** | A clear set of policies, regulations and fit-for-purpose administrative processes address, support and enable good practice for programmes provided within the desired scope of provision set out above. |
| **Provider’s Evidence** |  |
| **3. Finances, Infrastructure and Resources** | |
| **Good Practice Statement** | The level of financial investment, type of IT infrastructure and available resources build capacity and enable good practice for programmes provided within the desired scope of provision set out above. |
| **Provider’s Evidence** |  |

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| **4. Staff Training, Professional Development and Institutional Support** | | | |
| **Good Practice Statement** | The availability of relevant staff training and professional development for those who support teaching, learning and assessment and provide administrative and support services is crucial for programmes provided within the desired scope of provision set out above. | | |
| **Provider’s Evidence** |  | | |
| **5. Strategic Collaborations and Partnerships** | | | |
| **Good Practice Statement** | Strategic collaborations and partnerships that advance the institution’s strategy for programmes within the desired scope of provision set out above are quality assured in a manner consistent with QQI’s Core Statutory QA Guidelines. | | |
| **Provider’s Evidence** |  | | |
| **6. Learners Outside of Ireland** | | | |
| **Good Practice Statement** | Where learners reside outside of Ireland, due diligence and risk management arrangements are robust and fit-for-purpose and where teaching methods, student supports and administrative services need to be adapted to the local context, they follow the principles of equity, fairness, and equivalency to ensure all learners can achieve the programme learning outcomes.  The provider has identified the countries from which learners can expect to be able to fully participate on any fully online programmes that provider provides. | | |
| **Provider’s Evidence** |  | | |
| **OVERALL SELF-ASSESSMENT FOR ORGANISATIONAL CONTEXT** (enter **✓** against relevant description) | | | |
| **Emerging** | | **Developing** | **Mature** |
| **Gaps to be filled:** | | | |

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| **PROGRAMME 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 programmes within the desired scope of provision set out above. 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. |
| **7. Programme Outcomes** | |
| **Good Practice Statement** | The programme is appropriate to the NFQ award type, level, duration, and credit, is responsive to changing work, industry or community needs, and the study mode and sequencing is fit-for-purpose so learners can clearly achieve the intended learning outcomes through programmes provided within the desired scope of provision set out above. |
| **Provider’s Evidence** |  |
| **8. Approval and Validation Processes** | |
| **Good Practice Statement** | Programmes within the desired scope of provision set out above presented for approval and validation processes meet general criteria and also demonstrate that issues specific to the mode have been considered and addressed.  The provider has its own criteria to identify which new programmes are appropriate to be provided within the desired scope of provision set out above. |
| **Provider’s Evidence** |  |
| **9. Learning and Curriculum Design** | |
| **Good Practice Statement** | The curricula for programmes to be provided within the desired scope of provision set out above, follow learner-centred principles and an understanding of good practice that is informed by an explicit learning design model supporting constructive alignment to the intended learning outcomes, with purposeful consideration of the most appropriate and fit-for-purpose teaching, learning and assessment methods, and digital tools and platforms, for supporting high levels of interactivity between learners and the learning environment. |
| **Provider’s Evidence** |  |
| **10. Learning Resources and Materials** | |
| **Good Practice Statement** | Well-equipped and supported media production facilities and digital tools are available to develop a variety of fit-for-purpose learning materials and resources and there is appropriate guidance on their effective use, including open educational resources (OER), based on the principles of accessibility and substitution, which are central to good practice for programmes to be provided within the desired scope of provision set out above. |
| **Provider’s Evidence** |  |
| **11. Assessment and Feedback Practices** | |
| **Good Practice Statement** | Assessment and feedback practices in programmes to be provided within the desired scope of provision set out above, reflect the principles of Assessment OF/FOR/AS Learning and involve a variety of formative and summative assessment tasks , which reflect good practice in academic integrity and integrate, where appropriate, the affordances of digital tools and platforms in enabling learners to achieve the intended learning outcomes. |
| **Provider’s Evidence** |  |
| **12. Evaluation and Continuous Improvement** | |
| **Good Practice Statement** | Evaluation and continuous improvement strategies for programmes to be provided within the desired scope of provision set out above are systemic and cyclical, drawing on data from multiple sources, with clear evidence of how they inform future actions and development plans to enhance the quality of the curriculum to increase learner engagement, interactivity, and success. |
| **Provider’s Evidence** |  |

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| **OVERALL SELF-ASSESSMENT FOR PROGRAMME CONTEXT** (enter **✓** against relevant description) | | |
| **Emerging** | **Developing** | **Mature** |
| **Gaps to be filled**: | | |

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| **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 programmes. |
| **13. Thinking about Study** | |
| **Good Practice Statement** | Prospective learners have the appropriate information to make informed choices about whether a particular programme of study is the best fit for them, given the conditions and their personal circumstances when considering engaging in a blended and/or fully online programme. |
| **Provider’s Evidence** |  |
| **14. Learning Support and Development** | |
| **Good Practice Statement** | Consistent with the principles of equivalency and digital-first, well-resourced and fit-for-purpose learning support and development services and related resources are available to all learners. They are fully aware of what they can access, both online and offline, and make effective use of them when needed to support their well-being, chances of success and ability to achieve the programme learning outcomes. |
| **Provider’s Evidence** |  |
| **15. Equity of Opportunity** | |
| **Good Practice Statement** | Consistent with learner-centred principles, teaching, learning and assessment practices and associated activities and resources provide every learner with an equitable, fair, and realistic opportunity to achieve the intended learning outcomes—irrespective of the study mode. |
| **Provider’s Evidence** |  |

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| **16. Learner Experience and Outcomes** | |
| **Good Practice Statement** | Consistent with fostering a culture of continuous improvement, the provider demonstrates a commitment to enhancing the learner experience supported by evidence and strives to promote student success, a strong sense of belonging and the ability and confidence to be effective online learners, contributing to enhanced career prospects and professional outcomes. |
| **Provider’s Evidence** |  |

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| **OVERALL SELF-ASSESSMENT FOR LEARNER EXPERIENCE CONTEXT** (enter **✓** against relevant description) | | |
| **Emerging** | **Developing** | **Mature** |
| **Gaps to be filled**: | | |

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| **SUMMARY OF QUALITY ASSURANCE**  **PROVISION ACROSS CONTEXTS** | | |
| **Context** | **Summary Statement** | **Status of Development**  (Choose one of Emerging, Developing, Mature) |
| Organisational |  |  |
| Programme |  |  |
| Learner Experience |  |  |
| **Overall Summary** |  |  |

| **OVERALL SELF-ASSESSMENT OF SPECIFIC QUALITY CONSIDERATIONS**  **FOR FULLY ONLINE LEARNING PROGRAMMES** | | |
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| **Domain** | **Good Practice Indicator** | **Evidence Statement** |
| 1. Strategy, Management, and Implementation Plans | 1.8 For fully online programmes, the contingency plan **must** include consideration of digital channels outside of the provider’s normal infrastructure to ensure minimal disruption to teaching, learning and assessment for learners studying at a distance. |  |
| 2. Policies, Regulations and Administrative Processes | 2.6 For fully online learning programmes with a different fee structure, an explicit fees policy and related processes **must** be in place which identifies the types of services, procedures and payment arrangements for learners studying at a distance, including costs and refunds for Springboard+ courses, Special Purpose Awards, and transnational offerings. |  |
| 3. Finances, Infrastructure and Resources | 3.10 For fully online learning programmes, learners **must** be able to access remotely the provider’s library, relevant electronic databases, and prescribed textbooks applicable to their programme of study. |  |
| 4. Staff Training, Professional Development and Institutional Support | 4.5 For fully online learning programmes, staff **must** either demonstrate previous experience of teaching online or participate in appropriate induction, training and professional development before they facilitate courses, and have access to ongoing support from more experienced colleagues. |  |
| 7. Programme Outcomes | 7.2 For fully online programmes, the learning outcomes **must** be achievable through this study mode where learners complete all their learning online with no compulsory requirement for on-site teaching or peer interaction. |  |
| 8. Approval and Validation Processes | 8.22 For fully online programmes, virtual office hours for learner consultations with teaching staff **must** consider time zone differences when people are studying outside of Ireland.  Providers of fully online programmes must investigate and identify which countries have contexts appropriate for learners to participate in their programmes and use Irish qualifications. |  |
| 8.23 For fully online programmes, approval and validation processes **must** describe specific strategies designed to foster a strong sense of belonging in the programme of study and institution at large to help reduce the risks of non-completion. |  |
| 9. Learning and Curriculum Design | 9.4 For fully online programmes, the curricula **mus**t give purposeful consideration of the most appropriate use and combination of synchronous and asynchronous online teaching methods to support high levels of interactivity. |  |
| 13. Thinking About Study | 13.4 For fully online programmes, information **must** be available on any mandatory attendance of live synchronous classes and whether learners can equivalently access onsite services such as the provider’s library, writing and/or mathematics support, etc. to help meet the programme learning outcomes. |  |
| 14. Learning Support and Development | 14.3 For fully online programmes, there **must** be equivalency in the provision of learning support and development services to ensure equity of access and that learners are not disadvantaged in meeting the learning outcomes from those studying through other modes. |  |

1. A number of providers, already approved for blended learning, took part in a pilot validation of a fully online programme(s). Those providers should tick both boxes [↑](#footnote-ref-1)