

## Faculty/School Context Checklist for Blended and Fully Online Learning Programmes at TU Dublin

This Quality Assurance (QA) Checklist **is intended for use at the Faculty/School level** and focusses on matters such as the administrative, technical, staffing and resource requirements of blended and fully online programmes

This document is to be used in conjunction with its companion ‘programme context’ and ‘Learner Experience Context’ checklists.

The checklist is informed by QQI’s Topic Specific [Statutory Quality Assurance Guidelines For Providers of Blended and Fully Online Programmes](#) published in October 2023, to which providers of blended learning and fully online programmes are required, under the Qualifications and Quality Assurance (Education and Training) Act, 2012, to “have regard” when establishing their own quality assurance procedures. These ‘Topic Specific’ guidelines supplement QQI’s [Core Statutory QA Guidelines](#) (April 2016).

<b>1</b>	<b>Strategy, Management, and Implementation Plans - to support initiation, development, provision, review and maintenance of blended and/or fully online programmes.</b>		<b>How &amp; where has each statement been achieved?</b>
1.1	The viability and long-term sustainability of the proposed blended and/or fully online programme is established and documented as part of the new programme proposal process.		
1.2	Appropriate structures are in place at Faculty/School level to support blended and/or fully online learning provision.		
1.3	Fully Online Programmes	Uninhibited access to the University's technical infrastructure used for to teaching, learning and assessment must be tested in advance to ensure minimal disruption for proposed learners studying at a distance.	
<b>2</b>	<b>Policies, Regulations and Administrative Processes – to address, support and enable good practice for blended and/or fully online learning provision.</b>		<b>How &amp; where has each statement been achieved?</b>
2.1	Faculty/School level policies, regulations and administrative processes are in place that are fit-for-purpose for the provision of blended and/or fully online learning programmes.		
2.2	The design and development of blended and/or fully online modules and programmes adhere to the VLE Baseline Checklist and VLE Baseline Checklist Plus good practice recommendations for the design and management of quality modules in TU Dublin's VLE.		
2.3	Arrangements for assuring compliance with any legal or regulatory obligations that are appropriate to the provision of blended and/or fully online provision have been put place e.g. child protection, equity, diversity, and inclusion, IP and copyright, GDPR, applicable professional or statutory body requirements, local regulatory considerations in the context of transnational provision.		
2.4	Platforms provided by the university that provide a secure, confidential, and reliable means for submitting work to be assessed with confirmation of receipt, and provide explicit, equitable and fair arrangements for the timely marking, monitoring and return of feedback, are used in the delivery of blended and/or fully online programmes.		
2.5	Learners regularly evaluate the quality of their blended and/or fully online learning experiences and the aggregated findings and proposed actions arising from such evaluations are shared with them.		
<b>3</b>	<b>Finances, Infrastructure and Resources – to build capacity and enable good practice for blended and/or fully online learning provision.</b>		<b>How &amp; where has each statement been achieved?</b>
3.1	Sufficient funding and resources are allocated at Faculty/School level, as required, to ensure a quality blended and/or fully online learning programme		
3.2	Costs associated with any IT infrastructure in addition to that normally provided by the university, replacement of equipment, developing and updating learning resources, and training and support for staff and learners engaged in blended and/or fully online learning provision, has been considered.		
3.3	Only approved digital tools and online platforms are used in the delivery of blended and/or fully online learning programmes. Where additional digital tools and/or online platforms are required, review and approval is sought in advance by engaging with the Cloud Service Provider Approval Group (CSPAG).		
3.4	Fully Online Programmes	Learners must be able to access all required copyrighted resources online through TU Dublin's library and electronic databases.	

4	<b>Staff Training, Professional Development and Institutional Support – to provide crucial training and development, and administrative and support services, for blended and/or fully online learning programmes.</b>		<b>How &amp; where has each statement been achieved?</b>
4.1	In addition to subject expertise and academic qualifications, competencies required in designing and facilitating programmes supported by online learning, with an understanding of the pedagogical differences between modes of delivery, are also considered during the recruitment process.		
4.2	Fully Online Programmes	Staff required to teach online either demonstrate previous experience of teaching online or participate in appropriate induction, training, and professional development before they facilitate online modules, and have access to ongoing support from more experienced colleagues.	
4.3	Staff participate in appropriate training and professional development with regard to the integration of digital technologies into their teaching and assessment practices.		
4.4	Collaboration between teaching staff and other support and specialist personnel, such as Academic Developers and Digital Skills Coaches, is encouraged in the process of designing and developing blended and/or fully online programmes.		
4.5	Staff are encouraged to join TU Dublin communities of practice for sharing and fostering the pedagogically sound and innovative use of digital technologies for teaching, learning and assessment.		

5	<b>Learners Outside of Ireland - to ensure all learners can achieve the programme learning outcomes</b>		<b>How &amp; where has each statement been achieved?</b>
5.1	New programme proposal documentation states whether or not learners outside of Ireland can enrol on the programme, and if so, from which countries.		
5.2	Where proposed blended and/or fully online learning programmes target and attract learners residing outside of Ireland, business case, due diligence and risk management activities are robust and fit-for-purpose.		
5.3	Where proposed blended and/or fully online learning programmes target and attract learners residing outside of Ireland, the business case considers the viability, scalability, and sustainability of the proposed blended and/or fully online learning programme.		
5.4	Where proposed blended and/or fully online learning programmes target and attract learners residing outside of Ireland, the business case addresses any relevant legal, statutory, or regulatory requirements that apply.		
5.5	Where proposed blended and/or fully online learning programmes target and attract learners residing outside of Ireland, the business case addresses relevant pedagogical and support issues that apply such as restricted internet access, time zone differences, cultural considerations, and the taking of summative assessments.		