Learner Experience Context Checklist for Blended and Fully Online Learning Programmes at TU Dublin

This Quality Assurance (QA) Checklist is intended for use by staff involved in the development, evaluation or review of programmes of blended learning at TU Dublin. This 'Learner Experience Context' checklist focusses on key issues and principles in provider responsibility for supporting, informing, orienting, and protecting learners in remote and blended and fully online learning contexts, as groups/cohorts and as individuals.

This document is to be used in conjunction with its companion 'Programme Context' checklist.

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).

1	Thinking about Study		How & where has each statement been achieved?
1.1	Prospective learners are aware from the outset of the necessary skills, pre-knowledge, and technology requirements they will need to be successful in achieving the learning outcomes of the blended and/or fully online programme.		
1.2	Fully Online Programmes	For fully online programmes, information must be available on any mandatory attendance of live synchronous classes.	
1.3	Learners are informed, where appropriate, about any third-party arrangements and the respective responsibilities of each party, such as local study centres or administrative offices, that may be involved in delivering and supporting the blended and/or fully online learning programme.		

2	Learning Support and Development		How & where has each statement been achieved?
2.1	Learners are aware of what academic, technical or affective learning support and development services are available.		
2.2	Fully Online Programmes	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	
2.2	Learners are supported from an early stage and throughout the programme to develop critical digital skills and other necessary independent study skills to be effective online learners.		
2.3	Learners who may be struggling are identified early prompting fit-for-purpose interventions to support their progress and ability to achieve the programme learning outcomes.		

3	Equality of Opportunity	How & where has each statement been achieved?
3.1	Based on the principle of equivalency, all learners have an equitable, fair, and realistic opportunity to achieve intended learning outcomes regardless of their mode of study.	
3.2	Learners can display without fear, apprehension, or recrimination different gender pronouns in the online learning environment and when communicating with teachers and fellow learners.	
3.3	There are deliberate steps taken to assist every learner to understand their responsibility to actively engage with the online learning opportunities provided and shape their own learning experience whilst supporting other learners.	
3.4	A clear policy or shared expectation is communicated to learners concerning whether they must be visible with their cameras on during all parts of live synchronous activities, with rules or guidelines concerning acceptable background images.	
3.5	The student body has elected representation at both provider and programme level. They are regularly consulted when establishing policies, procedures, and good practices for the design of blended and/or fully online learning programmes.	

4	Learner Experience and Outcomes	How & where has each statement been achieved?
4.1	There are deliberate steps taken throughout the learning journey to foster the learner's success, a strong sense of belonging to the provider, the study programme, the related subject discipline, and their ability and confidence as an effective online learner.	
4.2	Progression, retention, and completion data for blended and/or fully online learning programmes, together with achievement data, inform evaluations and serve to benchmark the outputs and quality of the learning experience against other offerings.	
4.3	Learner feedback is collected as part of a regular evaluation cycle to assess their performance and develop action plans for continuous improvements.	
4.4	Learners are fully aware of the procedures for making complaints when they are dissatisfied with some aspect of their blended and/or fully online learning experience. Every effort is made to resolve such complaints as quickly as possible.	