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

This Quality Assurance (QA) Checklist **is intended for use at the University level** and focusses on matters that need consideration within the context of the organisation as a whole.

This document is followed by three companion documents - 'Faculty/School context', '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).

Blended & Fully Online Learning QA Checklist
University Context

OLLSCOIL TEICNEOLAÍOCHTA
BHAILE ÁTHA CLIATH
TU DUBLIN
TECHNOLOGICAL
UNIVERSITY DUBLIN

1	**Strategy, Management, and Implementation Plans - to support initiation, development, provision, review and maintenance of blended and/or fully online programmes.**
1.1	A clear vision and strategic approach to the development of blended and/or fully online learning provision, which aligns with the TU Dublin's mission, is shared, and widely understood by, staff, learners, and other stakeholders.
1.2	A clear statement of principles / criteria has been provided, which will inform decision making on the appropriateness of blended or fully online modes for new programme development
1.3	Accountable key leadership roles, with business processes ownership, are clearly defined, and appropriate structures are in place to support blended and/or fully online learning provision.

2	**Policies, Regulations and Administrative Processes – to address, support and enable good practice for blended and/or fully online learning provision.**
2.1	University level policies, regulations and administration processes are in place that are fit-for-purpose for the provision of blended and/or fully online learning programmes.
2.2	A set of good practice recommendations for the design and management of quality modules in TU Dublin's VLE have been published.
2.3	Recruitment and admissions policies and student information systems and related processes are in place that allow learners on blended and online programmes to efficiently register, pay relevant fees and access crucial information.
2.4	A workload model is in place that adequately recognises preparation time, goes beyond measuring direct contact hours, and supports flexible learning through the substitution of traditional teaching methods with fit-for-purpose online synchronous and/or asynchronous engagement.
2.5	Arrangements are in place for assuring compliance with any legal or regulatory obligations that are appropriate to the provision of blended and/or fully online provision.
2.6	Assessment policies, protocols and administrative processes are in place that provide a secure, confidential, and reliable means for submitting work to be assessed with confirmation of receipt, and explicit, equitable and fair arrangements for the timely marking, monitoring and return of feedback.
2.7	An Academic Integrity Policy and an Artificial Intelligent Policy is in place.
2.8	Multi-factor identity verification to confirm the identity of learners is in place.
2.9	An eProctoring solution is in place to administer summative examinations for remote learners where required, governed by clear policies and protocols. Learners are fully informed of how their data will be stored, managed, used, and deleted.
2.10	A system is in place that allows learners to regularly evaluate the quality of their blended and/or fully online learning experiences.
2.11	A dedicated unit, service or person is responsible for managing, coordinating, and revising the provider's quality assurance procedures in response to new developments in blended and/or fully online provision so they continue to be fit-for-purpose.
2.12	Quality assurance procedures are in place where relevant performance data informs regular reports, cyclical reviews, and institutional self-assessment of blended and/or fully online learning provision.

3	Finances, Infrastructure and Resources – to build capacity and enable good practice for blended and/or fully online learning provision.
3.1	TU Dublin's strategy and/or implementation plan includes appropriate investment in infrastructure and allocates sufficient funding and resources to ensure quality blended and/or fully online learning programmes.
3.2	A planned approach to the procurement of services and IT infrastructure, which meets appropriate tender requirements, is in place and includes a clear policy for approval of exceptions and follows robust selection processes.
3.3	The infrastructure and IT resources required to support the provision of good quality blended and/or fully online learning are understood, planned, integrated, interoperable and routinely monitored and evaluated.
3.4	A fit-for-purpose Student Information System (SIS) is in place that helps to maintain accurate records and supports the increased flexibility possible through blended and/or fully online learning programmes.
3.5	A fully supported and fit-for-purpose virtual learning environment and integrated digital ecosystem is in place, which is regularly upgraded and enables the increased flexibility afforded by the design of blended and/or fully online learning programmes.
3.6	Remote learners have remote access to the library, relevant electronic databases, and prescribed textbooks applicable to their programme of study.
3.7	Processes are in place that allow for new digital tools and platforms for teaching, learning and assessment to be piloted and evaluated.
3.8	All data contained in core IT infrastructure, essential to the provision of blended and/or fully online learning programmes, is backed up with a regularity and frequency sufficient to avoid unreasonable data loss and disruption.
3.9	Robust cybersecurity and protection measures are in place for all IT infrastructure used to support blended and/or fully online learning programmes. Technical measures are supplemented by regular training, and risk awareness training.
3.10	The environmental impact of the digital tools and platforms used for blended and/or fully online learning provision is minimised.

4	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.
4.1	The strategies and processes for the appointment, induction, training, professional development, and appraisal arrangements for teachers, specialist staff and support staff are appropriate and specific to blended and/or fully online learning contexts.
4.2	A specialist unit/dedicated staffing is in place that are capable of designing, facilitating, and evaluating appropriate online or on-site training and professional development opportunities to develop digital skills and the capacity to design good quality blended and/or online learning programmes.
4.3	Communities of practice have been established for sharing and fostering the pedagogically sound and innovative use of digital technologies for teaching, learning and assessment.
4.4	Examples of good practice along with comprehensive [online] resources are available to support teaching staff and other support personnel in their provision of blended and/or fully online programmes.
4.5	Digital capability frameworks recognise digital skills required to delivery blended and/or fully online programmes.

5	Strategic Collaborations and Partnerships – to ensure quality provision is assured
5.1	Arrangements for collaboration or partnership recognise any additional risks or responsibilities to be specified for providers and learners engaging in blended and/or fully online learning programmes.
5.2	Where TU Dublin is relying on a second provider, collaborator, or consortium of partners to provide parts of a blended and/or fully online programme, that provider's responsibility for quality assurance of the programme is clear to all parties, including staff and learners
5.3	Formal written agreements are in place with a second provider(s), collaborators and partners which clearly specify the respective costs, rights and division of responsibilities, including protocols for data protection for those processing data, service provision, quality assurance procedures and dispute resolution arrangements.

6	Learners Outside of Ireland - to ensure all learners can achieve the programme learning outcomes
6.1	University criteria underpinning development of new fully online programmes address whether or not learners outside of Ireland can enrol and, if so, from which countries.
6.2	Delivery systems are robustly tested demonstrating that learners outside Ireland will have a quality blended and/or fully online learning experience, with access to learning resources, student supports and administrative services equivalent to that available to learners within Ireland.