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Quality Assurance Handbook

SETANTA COLLEGE

Section 6: Teaching & Learning Strategy



SETANTA
College

6.1 Teaching and Learning Strategy 2019

6.1.1 Message from the President

Setanta College has grown from its inception in 2006 when it delivered a HETAC accredited Certificate in Physical Fitness and Conditioning, to now delivering a suite of programmes ranging from short courses through to a Bachelor of Science in Strength and Conditioning and supporting Level 9 programmes through our education partnerships. In addition, our association with leading industry and sporting organisations has allowed the College to be at the forefront of the technology revolution in sport, coaching, health and fitness and performance science.

Over the next few years we intend on expanding our reach such that we aim to increase our international presence and offer a variety of programmes to a world-wide audience. Central to this aim is our blended learning format of education. We have developed specialist expertise in this medium of education which allows, potentially, the Learner to study from their own home or work place, anywhere in the world. This is our long-term mission and we earnestly will strive to provide quality and accredited programmes to those who wish to share in this flexible mode of education.

The Teaching and learning strategic plan is a central component for the achievement of the Colleges long term mission.



Dr Liam Hennessy
(President)

6.1.2 Introduction

The mission of Setanta College is to engage both on its own and collaboratively and in Irish and international contexts, in research, training and education in the fields of sports science and human performance, leading to greater specialised knowledge, awareness and understanding and a developed practical competence amongst graduates of the College in particular and among all those engaged and in those fields of study in general.

This Teaching and Learning Strategy outlines how Teaching and Learning are core to the achievement of the Colleges mission. This strategy is underpinned by the Colleges vision, mission and core principles for teaching and learning. The achievement of these are assured by actions and indicators overseen by the College academic governance structure and academic management team as outlined in College organisational chart in Figure 6.1 below.

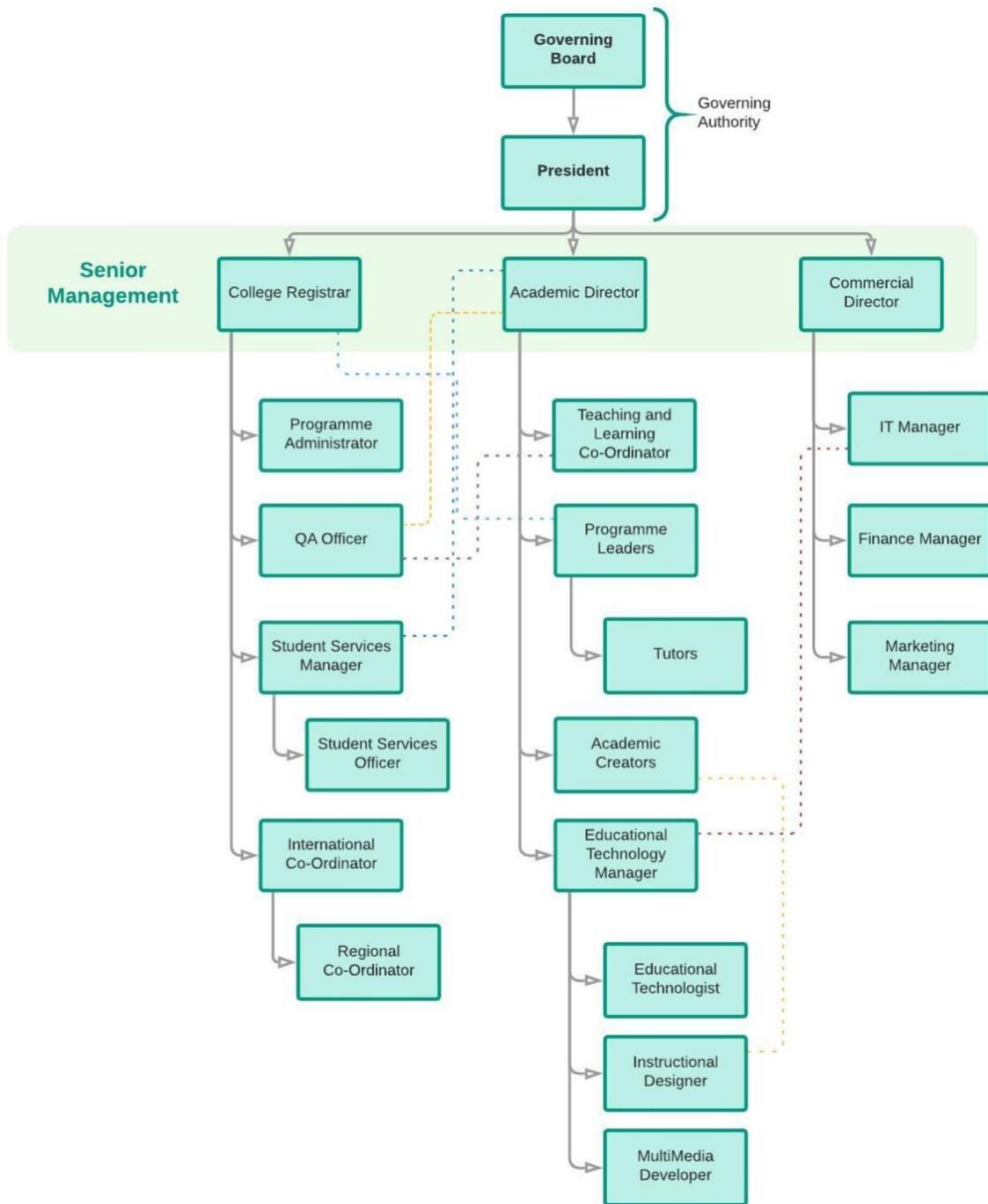


Figure 6.1: Setanta College Organisational Chart

6.1.3 Setanta Colleges Strategic Framework

a) **Vision**

The Vision for Teaching and Learning for Setanta College is to be a leading provider in Performance Coaching, Science and Strength and Conditioning educational experience.

b) **Mission**

The mission of Setanta College's blended learning approach is to provide a pedagogically sound content delivery mechanism which serves Learners and faculty needs, while conforming to best international standards.

c) **Core Principles**

The overall approach to teaching and learning will integrate core principles of Adult Education. The principles reflect:

1. Acknowledging the prior experience of the Learner and integrating this experience into the learning dynamic
2. Constructivist and critical pedagogy – where knowledge is co-created and all theories and models are subjected to the critique of real life fit and application
3. Formative assessment and open feedback process – where participants are given opportunities to discuss their own performance and plan improvement processes for subsequent efforts
4. Reflection as an active and integrated process
5. Learners taking ownership and responsibility for their own learning

The pillars of Setanta College's Teaching and Learning strategy are:

- Learning outcomes
- Establishing a Learner Centred Culture
- Ensuring fairness and consistency
- Promoting the continuous improvement of the learning process that is reflected in the quality of our graduates
- Continuous professional development of academic staff

Each of these pillars comprises an aim for the College which will be accompanied by actions linked to the College operational plan. This framework will build upon the strong foundation of best practice in learning, teaching and assessment within Setanta College.

6.1.4 Learning Outcomes

“Learning outcomes are sets of competences, expressing what the Learner will know, understand or be able to do after completion of a process of learning, long or short.”¹

The College will use instructional design and teaching approaches that will facilitate a learning environment which motivates and engages Learners in relevant learning activities and which

¹ “European Credit Transfer and Accumulation System” European Commission, 2004.

will allow Learners to construct his or her own learning. Learning outcomes, teaching and learning approaches and assessment methods will be constructively aligned in order to achieve maximum benefit for the Learner. Constructive alignment is defined as coherence between assessment, teaching strategies and intended learning outcomes in an educational programme (McMahon & Thakore 2006). Aligning the intended programme learning outcomes, what the Learner does in order to learn, how the Learner is assessed is vitally important to support a high-quality learning environment.

6.1.5 Establishing a Learner-centred culture

This strategy considers the shift in higher education from the Learner as a passive recipient of knowledge to a more autonomous Learner. The learning dynamic for the College programmes will reflect a participative and negotiated learning environment where participants will engage in an on-going reflection and critique of current practice, current models and theoretical perspectives. They will construct their own emerging identities (personal and professional) as effective practitioners in a variety of situations.

6.1.6 Ensuring Fairness and Consistency

A basic principle of the College is that all Learners are treated on an equal basis with fairness² and consistency³, while responding to the individual needs of Learners. To achieve this, the College will promote a culture of continuous reflection and planning on teaching and learning strategies to achieve an appropriate mix of teaching and learning styles, methods of assessment, and organisation of course components. Within Setanta College this principle of fairness and consistency is established through the Quality Assurance system. The College Quality Assurance system, policies and procedures have a formal status and are publicly available. All online teaching materials are produced in a manner that is conducive to Learners who have visual and hearing impairments

The College will equip graduates with the advanced knowledge, skills and competencies to be employable, and ensure that they are prepared for career flexibility and/or higher-level study in their chosen field. The Learner experience will be enriched in a manner that attracts, engages, stimulates and challenges Learners while preparing them to learn independently and think critically.

6.1.7 Promoting the Continuous Improvement of the Learning process that reflects in the quality of Graduates

Setanta College programmes and curricula will be intellectually stimulating and challenging and relevant to the employability of the graduate. The professional attributes of Learners are engendered through appropriate experiential learning and effective integration of teaching, practice and research activities.

² Meaning 'Just, unbiased, equitable, impartial; legitimate, in accordance with the rules or standards'. Oxford English Dictionary: Oxford University Press

³ Meaning 'agreeing in substance or form; congruous, compatible, not contradictory; marked by uniformity or regularity.' Oxford English Dictionary: Oxford University Press

Learner support systems will be maintained, that facilitate a high-quality experience for all Learners irrespective of their location and mode of study.

The College recognises that the processes and tasks involved in assuring quality in designing programmes, in preparing learning materials and in delivering those programmes in an online environment are radically different from those employed in traditional educational settings.

The College will seek to ensure that the Learner experience of blended learning is at least equal to that of directed learning and the technology and learning materials to support this are of the highest standards.

6.1.8 Continuous Professional Development of Academic staff

The College will also ensure that all staff are reviewed and provided with constructive feedback and encouraged to engage in continuing professional development. The College will foster a culture of enthusiasm for continuous professional development for its entire staff.



Figure 6.2: A summary of the College teaching and learning environment

6.1.9 Definition and Classification of Blended, Online and Face to Face Learning

Setanta College uses the latest technologies and methodologies to provide Learners with the most flexible and educational sound means of learning. This is done through a blended learning approach which incorporates traditional face to face and online learning. It is important to define these approaches as they form the basis of the Teaching and Learning environment of the College.

6.1.10 Face to Face Learning

Face to Face also referred to as traditional or classroom-based learning is defined as learning where *“activity is organised around scheduled class meetings. Traditional classroom courses are measured by the number of hours spent in required ‘in-person’ class meetings in various formats, such as lecturers, studios, workshops or other traditional face to face activities”* (OLC, 2018).

6.1.11 Online Learning

The Online Learning Consortium defines an online course as one where *“all course activity is carried out online; there are no required face-to-face sessions within the course and no requirements for on-campus activity”* (OLC, 2018). Watson and Kalmon define online learning as *“education in which instruction and content are delivered primarily over the Internet”* (Watson & Kalmon, 2005). While the tools and module delivery methods may vary e.g. synchronous versus asynchronous delivery, the key factor of learning is that all the components (lecturers, tutorials, assessments etc) are delivered online, removing any geographical barriers to potential Learners.

6.1.12 Blended Learning

While the definition of an online course is one where the delivery is completely online, blended courses are defined as having a combination of delivery modes. Educause states that *“blended learning, (“also referred to as “Hybrid Learning”), combines traditional face-to-face classroom instruction with online learning”* (Anon, 2018). Another definition from University of Connecticut’s UDI Online project defines blended as *“the class uses both online and face-to-face interaction in varying degrees as guided by institutional and programmatic needs. The online components may be presented asynchronously”* (Udi.uconn.edu, 2018).

The above definitions provide understanding of the variances that can exist between blended learning modules. Graham et al. (2013) define five different types of module delivery modes, which is illustrated in a spectrum of delivery modalities ranging from traditional face to face with no online components, to completely online as seen in Figure 6.3 below.

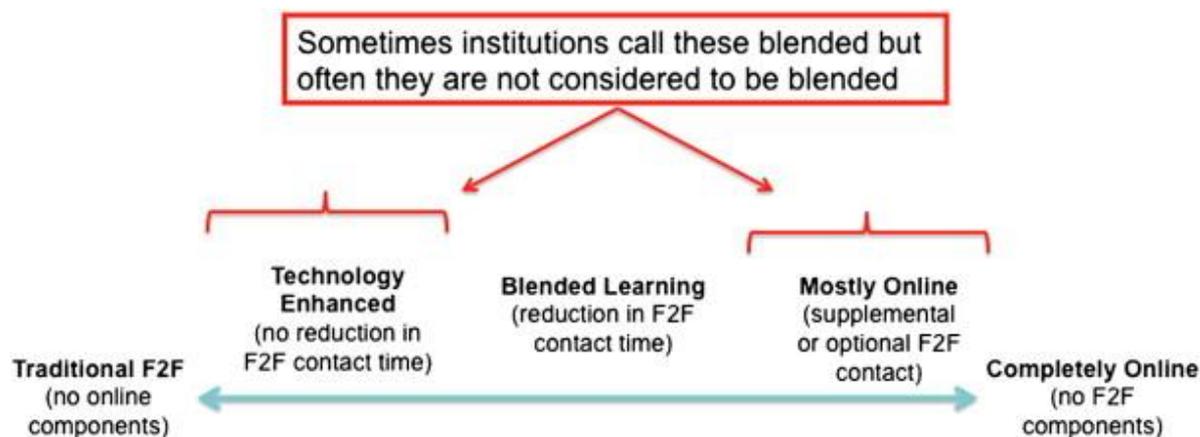


Figure 6.3: Spectrum of course-delivery modalities in higher education (Graham et al. 2013)

While these definitions act as a guide to understanding the potential make-up of a blended course, it is important to be mindful of the diversity of modules and programmes that are being offered and the focus shouldn't be constrained by percentages of online versus face to face but rather it should be centred on selecting and applying the optimal instructional and learning design.

QQI implicitly recognise the importance of learning design in their [Statutory Quality Assurance Guidelines for Providers for Blended Learning Programmes \(Quality and Qualifications Ireland, 2018\)](#). In this paper QQI refers to the blended learning definition from Garrison and Kanuka that blended learning is *“the integration of classroom face-to-face learning experiences with online learning experiences”* (Garrison, Kanuka 2004) and emphasises that providers should *“look for the most effective and efficient means to support Learners in achieving intended learning outcomes. Often this will require a blend of different learning and teaching strategies.”*

The programme team, College Academic Director and College knowledge management committee design and develop programmes to enable the ultimate learning experience for College Learners.

In its application of Blended Learning Setanta College uses some of the following:

Learning materials in hard or electronic copies	Lecture notes can be found in the College online learning portal in each lecture week
Virtual learning spaces and forums	The College uses Moodle as its online learning portal this allow for the creation and management of learning spaces and forums
Webinars	The College uses webinars both synchronous and asynchronous across a number of its modules
Online activities to support formative assessment	The College uses a range of activities to support formative assessment, including

	online coaching journals, Multiple Choice Questions based on text and video with follow up feedback.
Block study	For the M.S delivered in partnership with Irish American University the College uses block study weeks during the course of the programme
Assessment submitted, marked and returned to Learners with feedback through electronic or other media	The College uses moodle and Turnitin assessment/plagiarism software to provide formative feedback to Learners.

Table 6.1: Examples of Blended Learning practices

6.1.13 Quality Assurance Best Practice in Teaching and Learning

Setanta College's policies and procedures for blended learning are informed by QQI policies and white papers and represent a synthesis of existing publication as listed below and by best international practice:

- Quality Assurance Agency for Higher Education in the UK (QAA)
- European Association of Distance Teaching Universities (EADTU)
- The Open University (OU)
- The Open and Distance Learning Quality Council (ODLQC)
- European Association for Quality Assurance in Higher Education (EAQAHE)

6.1.14 Assuring Quality in a Blended Learning Environment

The mission of Setanta College's Blended Learning (BL) approach is to provide a pedagogically sound content delivery mechanism which serves Learners and faculty needs, while conforming to best international standards.

Assuring Quality of BL in Setanta College can be categorised under the following contexts organisational, programme and Learner experience. Under each of these contexts the Colleges relevant policies and procedures are outlined as well as indicators which the College uses for Quality Assurance.

6.1.15 Setanta College's Strategic Approach and Indicators for BL provision

An integral component of this strategy is to provide the organisational supports for an BL infrastructure based on best international practice. This strategy is implemented at functional and programme level with accountable roles identified to ensure effective and efficient implementation. The College has appointed a leading specialist in BL instructional design to work with the programme team and the Academic Director to design material and processes of the highest standard.

All policies and procedures of the College are fit for purpose in the context of BL and all the necessary resources are researched and allocated to ensure the additional costs of BL provision are taken into account.

6.1.16 Human Resources Indicators for BL

The College's Human Resources recruitment processes for the appointment, training, monitoring and professional development of staff are specific to BL provision: These include:

- Induction of all staff into the College BL provision

Once an employee has been inducted and introduced to their new colleagues, they will be provided with a written document outlining the current procedures for editing and video production, supplemented with video tutorials. They will get on-site training on all equipment and the current video production process.

- Continual training of staff in BL provision

To insure brand consistency, the Multi Media Developers will create a series of design templates to be used for both promotional and lecture course material. These templates will be made available to lectures for presenting at their practical workshops. To insure the proper use of these design templates an online live recorded webinar will be carried out. This will be hosted by an MMD to inform the lectures of their correct use. The recorded webinar will be made available to lectures for future reference.

An instructional "How to" manual on how to host a live webinar is also made available to lecturers. This is located in an online shared folder, should they be required to host their own live webinars for Learners.

- The recruitment of specialist staff with academic, technical and professional expertise in Teaching, Learning and Assessment appropriate to BL.

6.1.17 Information Technology Indicators for BL

It is the College's knowledge committee (a sub-committee of the Academic Council) responsibility to ensure the College's hardware, software and platform is of the highest calibre to ensure the delivery of BL. This committee must research best international practice and report to the Academic Council each year. The specialists within the Knowledge Management Team (instructional design specialists, multimedia specialists and educational technologists) also continually monitoring and engage in professional development on emerging technologies and act as IT knowledge advocates for the organisation.

The College uses effective anti-plagiarism processes and software ensuring the authenticity of the Learner's work.

The information Technology of the College is constantly tested for reliability, security, updates and appropriate contingency plans are in place should there be a failure in the BL systems. This is the responsibility of the Knowledge Management Committee.

The Knowledge Management Committee works closely with academic staff to establish the criteria of the successful delivery of teaching, learning and assessment opportunities, these are updated as required based on best practice.

6.1.18 Review of BL delivery

The performance of BL provision is also reviewed continually through the College Quality Assurance review processes based on the above criteria and any emerging issues are referred to the College Registrar and Senior Management Team.

An observational study on user experience and content navigation will be carried out at chosen workshops and webinars to gather valuable information used to update content layout and Learner engagement. Some on-site surveys may also be handed out at this time for course content feedback. Scorm package is a zip file uploaded to Moodle that contains the lecture content player. This can also be used for analysis on Learner use of the lecture media player. Some metrics that can be taken from this are completed lectures and quiz results.

The Knowledge Management Committee report which is presented to the Academic Council each year, presents emerging technologies and best practices in BL as well as a synthesis of Learner, stakeholder and staff feedback for the College review processes specific to BL. This report will also include analytics on Learner engagement from the online learning platform.

6.1.19 General Indicators for BL in a Programme Context

Setanta College recognises that the processes and tasks involved in assuring quality in designing programmes, in preparing learning materials and in delivering those programmes in an BL environment is radically different from those employed in traditional educational settings.

The College ensures that the Learner experience of Flexible and Distributed Learning environment is at least equal to that of directed learning and the technology and learning materials to support this are of the highest standards through:

- Developing learning materials that is academically sound, engaging and graphically appealing
- Encouraging close collaboration between the Academic Director, programme tutors and the knowledge team
- Continually reviewing learning materials and resources to ensure they are relevant, up to date and fit for purpose
- Developing assessment strategies that include opportunities for Learners to engage in formative activities that will check and reinforce learning in BL

6.1.20 Quality in Instructional Design

The process whereby academic content is transformed into dynamic, interactive web-enabled learning content is called the instructional design process, and this is carried out by the knowledge officer and programme team.

Research in BL provides the following principles in instructional design:

- Learning is promoted when Learners are engaged in solving real world problems
- Learning is promoted when existing knowledge is activated as a foundation for new knowledge
- Learning is promoted when new knowledge is demonstrated to the Learner
- Learning is promoted when new knowledge is applied by the Learner
- Learning is promoted when new knowledge is integrated into the Learner's world

These principles are applied in the College Instructional Design Process

The College applies the following ADDIE model in instructional design as seen in figure 6.4 below. This acronym stands for the 5 phases contained in the model (Analyse, Design, Develop, Implement, and Evaluate).

It is a dynamic and interactive model and is used by Setanta College to encourage stakeholder input at all stages. Stakeholder involvement is seen as a very important element in the Setanta College Instructional Design Process.

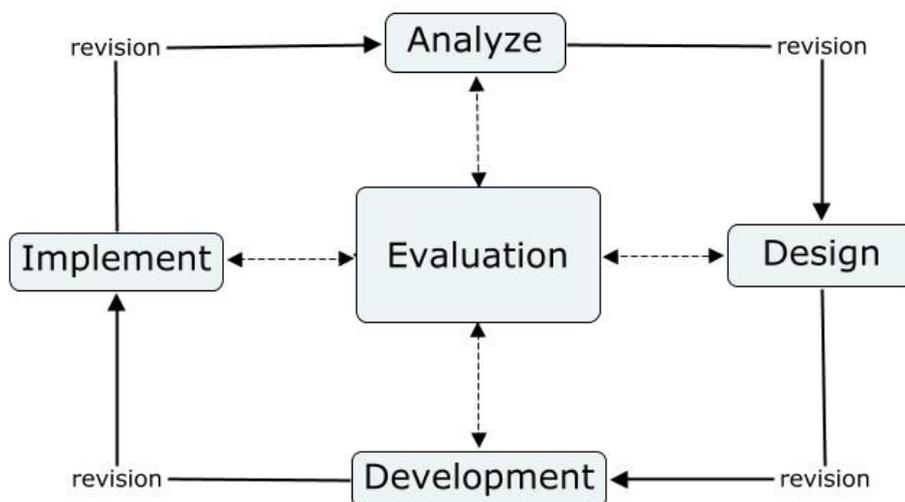


Figure 6.4: ADDIE model in instructional design

Analysis – The first phase of content development begins with Analysis. Analysis refers to the gathering of information about one's audience, the tasks to be completed, and the project's overall goals. The instructional designer then classifies the information to make the content more applicable and successful.

Design – The second phase is the design phase. In this phase, instructional designers begin to create their project. Information gathered from the analysis phase, in conjunction with the

theories and models of instructional design, is meant to explain how the learning will be acquired. For example, the design phase begins with writing a learning objective. Tasks are then identified and broken down to be more manageable for the designer.

The final step determines the kind of activities required for the audience in order to meet the goals identified in the analysis phase.

Develop – The third phase, development, relates to the creation of the activities being implemented. This stage is where the blueprints in the design phase are assembled.

Implement – After the content is developed, it is then implemented. This stage allows the instructional designer to test all materials to identify if they are functional and appropriate for the intended audience.

Evaluate – The final phase, Evaluate, ensures the materials achieved the desired goals. The ADDIE model is an iterative process of instructional design, meaning at each stage, the designer can assess the project's elements and revise them if necessary. This final phase is vital for the instructional design team because it provides data used to alter and enhance the design.

6.1.21 Procedures for Assuring the Quality of Online Content

The Knowledge Management Team (KMT) consists of the Educational Technologist (ET), an Instructional Designer (ID) and a Multimedia Developer (MMD) and is responsible for the creation of all online course materials. The KMT adhere to the guidelines of the Quality Assurance manual but will go into detail with specific online content procedures. The goals of the KMT department are to:

- Maintain the quality of the academic materials
- Develop more engaging study materials to enhance the cognitive capacity of the Learner
- The KMT will continually track and document the processes and procedures that have been put in place to guide course development to ensure efficiency and clarity to all staff involved in the content development process
- Training and information documents, which explain the andragogy basis of course design and how it relates to the course development process
- Setanta College style guidelines, which explain the design and technical specifications that have been created for all Setanta College courseware
- Course-specific templates, which document guidelines for course development
- Processes and procedures are the key to ensuring a robust, quality-focused development process is the establishment of processes that focus on responsibility and accountability
- Each person within the course development team is responsible for a specific, clearly defined set of tasks
- Each process is clearly defined on the course schedule tracker the person responsible and the date on which it was scheduled for development and completion.

The development process is broken into four phases as shown in figure 6.5 below:



Figure 6.5: Development Process

6.1.22 Module Planning

The Academic Director (AD) is responsible for the overall quality of the programmes. It is also their responsibility to recruit and monitor academic creators to create the material for each module of the programme. The academic creators then work with the KMT to transform that material into a format that will work well in an online environment. The KMT is divided into project-based teams that support each of the academic programmes.

Once the academic creator and the rest of the team is established, the module planning form is completed and made available to all staff in the College's cloud sharing platform. A number of other forms are filled out during the development process to keep account of the person responsible at every stage. See Resources Section 2 for form template. A weekly lecture plan document is also completed by the MMD with the key lecture criteria. The academic creator completes a preparation plan with the learning objectives of the lecture week. Finally the KMT will complete an execution plan during the development process and once the lecture week is complete a review document is also filled out and recorded in the College's cloud sharing platform

6.1.23 Module Development

The content development stage involves a range of activities designed and coordinated to produce a pedagogically strong online session. It comprises a number of phases, both technical and pedagogical:

1. The Academic Creator develops and submits four completed Module lectures per week to the Educational Technologist (ET) outlining a draft overview of anticipated development requirements. A module planning meeting is held to discuss the content of this form and to finalise its contents. The Author must make a list of stock footage to be included for the Multimedia Developers (MMD).
2. The MMD will review the list of stock footage required. This content may be taken from the video/image library or a media shoot will be scheduled and carried out quality depending.
3. The ET will review the lecture content, proof read and format depending on the course requirements. A secured PDF document of the lecture material will also be published.

The script will be extracted from the lecture material and combined into a single word document.

4. The MMDs prepare script, equipment and studio for the video production. The MMD insures the Academic Content Creator is dressed appropriately for video shoot and sound check is carried out. Once setup is complete the video production can begin.

5. The MMD will quality assure the video content along with lecture content. Postproduction can then commence. The Instructional Designer (ID) will create interactive elements which will be incorporated into the final lecture. The video footage will be processed and included in the final lecture. Additional stock footage will also be included here from step 2.

6. The ET and ID review the finished lecture content before being made available to Learners. The finished weekly lecture can then be published.

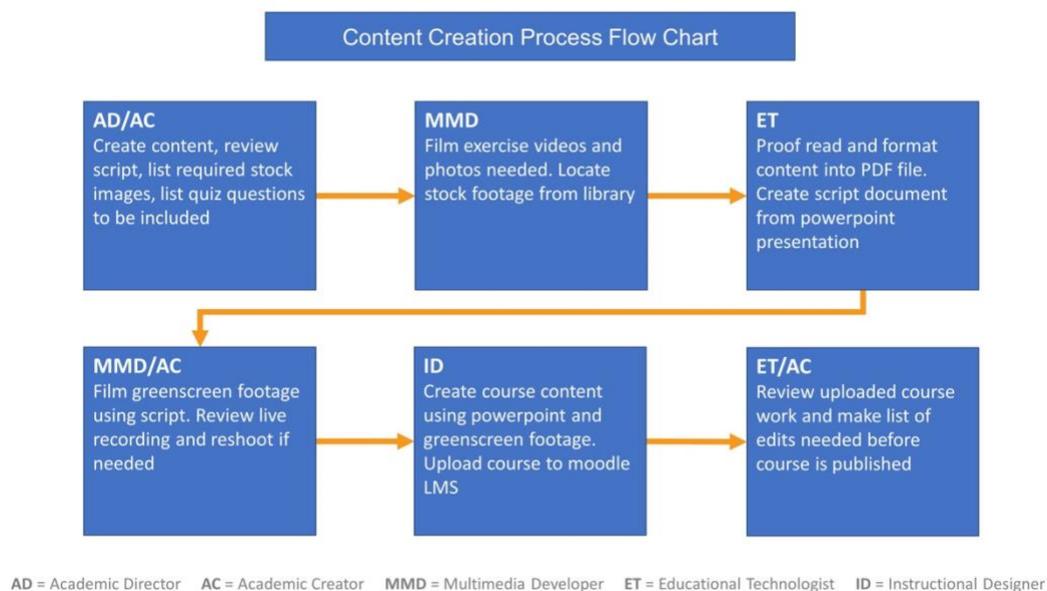


Figure 6.6: Process Flow for Content Creation

6.1.24 Review

The next stage in the process is the review. Every step of the development process has its own review by the KMT along with an overall review that is the official Quality Assurance review stage. The type of review for each process will depend on who has been allocated to that particular stage in the process.

For example an editorial review would take place in step 3 by the KO, whereas in step 5 the ID will review the design and functional aspects of the presentation. When each individual process has been completed and reviewed, both the ET and the ID will carry out a final presentation review in stage 6.

6.1.25 Release

After the content has been released to Learners and they have worked their way through it, the College Registrar surveys the Learners and collates their feedback. The College Registrar and the KMT review the results of these surveys and any recommendations arising from it are incorporated into the development of future iterations of the courses.

6.1.26 Programme Design indicators

The College has a robust programme development process as outlined above. These programme development policies and procedures include specific consideration of:

- Staff qualification and experience of BL
- A critical review process which appraises the programmes BL provision
- Testing of delivery mechanisms for BL elements
- Learner experiences and satisfaction levels with the College's BL provision

6.1.27 Blended Learning in a Learner environment context

BL meets the needs of all types of Learners, breaking away from the traditional restrictions of a classroom.

For Learners the benefits of BL include:

- It gives Learners flexibility, allowing them to learn at their own pace.
- It allows Learners to access information at convenient times.
- Exciting computer based graphics can replace dull textbooks, and research using the worldwide web can substitute for hours spent in libraries.

Setanta College has developed an BL development and delivery system that fully harnesses the many benefits of web enabled learning for its Learners.

6.1.28 Blended Learning and Associated Technologies in Setanta College

This section briefly describes the technologies used by Setanta College, the processes carried out to assure quality in service and the continuing research and development process into e-learning strategies that ensures that Setanta College remains at the leading edge of online education delivery. This section covers:

I. Moodle Setanta College Higher Education Learning Management System

The College's Learning Management System is the moodle based course management system, which allows Learners to access content, study, complete questionnaires and upload tasks and projects.

II. **Setanta College's synchronous and asynchronous online tutorial virtual classroom software.**

- Setanta College uses a synchronous virtual classroom which enables real time teaching with full audio (and video) capability for both Learners and teachers
- This allows tutorials, special lectures and even one-to-one tutoring to take place when the Learner and teacher are geographically separated
- The College also uses asynchronous delivery of content where content is recorded and delivered to Learners at their own time of choosing.

III. **Setanta College's library - the online library of journals and videos**

- Setanta College has an online library consisting of over 45,000 articles from leading journals in sports Strength and Conditioning and sport science discipline. This library is complimented by a comprehensive video database. This resource is constantly updated.

6.1.29 Assuring Quality in BL Technologies

It is the responsibility of the knowledge committee of the academic council to monitor and ensure that Setanta College remains a leader in the use of learning technologies. Where appropriate Setanta College has used expertise from industry and educational partners to obtain the best advice on technologies and approaches to virtual learning.

The operation and maintenance of the Setanta College online library and the virtual class room software is the responsibility of the College IT manager. The College will invest in the most effective and update hosting facilities which:

- Greatly will reduce or eliminate systems downtime and provide Setanta College Learners with confidence in and quick access to the systems
- Protect Setanta College data from malicious attacks
- Establish managed procedures to ensure rapid recovery from server failure or other data loss

6.1.30 European Association of Distance Teaching Universities (EADTU) Indicators

The European Association of Distance Teaching Universities (EADTU) is Europe's leading institutional association in online, open and flexible higher education. In 2012 the EADTU published Quality Assessment for E-learning: a Benchmarking Approach, Second edition.

This manual provides benchmarks, performance indicators and guidance notes under the following six headings Strategic Management, Curriculum Design, Course Design, Course Delivery, Staff Support and Learner Support.

For a full list of benchmarks and indicators please view: www.eadtu.eu/home/publications

Setanta College uses these benchmarks and indicators to inform its approach to developing and to monitoring its approach to Blended Learning.

6.1.31 Monitoring and Review of BL provision in Setanta College

To ensure the effective use of BL from an organisational programme and Learner context the College monitors and reviews the policies procedures and outcomes of BL provision on a continuous basis. This monitoring and review is benchmarked against the indicators as outlined above.

The following tools are used to monitor and review the indicators for the use in the College of BL.

Tool	Indicator
Learners Induction surveys	College information provision Induction Process
Module Review Surveys	BL in the context of the module Achievement of Module Learning Outcomes Module Delivery Learner Engagement
Programme Board reports	BL in the context of the programme Achievement of the Programme Learning Outcomes Learner Engagement Support Services
Graduate Survey	Overall Learner experiences Recommendations for improvements in College provision of BL
Annual Staff Surveys	BL from the staff perspective Achievement of Module and Programme Learning Outcomes Learner Engagement Support Services CPD requirements
Stakeholder Surveys	Graduate attributes Industry requirements
Annual Knowledge Committee Report	Reviewing of existing BL provision Software and Hardware issues Emerging Trends in BL Competitor provisions
External Examiner Reports	External objective assessment of BL and Learner achievement Achievement of the Programme Learning Outcomes Learner Engagement Support Services
Knowledge Team Observational Study	Learner engagement Technology adoption and use Technical issues

Table 6.2: Monitoring and Review Tools

6.1.32 Online Element of Blended Learning in other jurisdictions

Where Setanta College offers the online learning element of their programmes to Learners based outside of Ireland, the College ensures that due diligence and risk management arrangements are in place that are robust and fit-for-purpose. The College International Co-Ordinator works with the College's Regional Co-Ordinator and the relevant national agencies to establish that appropriate procedures are in place these include:

Internal approval processes are in place as part of programme design to confirm that any relevant legal or regulatory requirements have been met. For example:

- Requirements for local accreditation or recognition by statutory or regulatory bodies, which may be at programme and/or institutional level
- Permission for foreign providers to operate within the local jurisdiction
- Cultural considerations that may inhibit group interactions, for example between different religious groupings or synchronous delivery of content where gender considerations are required
- Regulations that may prohibit or inhibit the charging of fees
- Other jurisdictional requirements that may influence the blend of learning permitted

An internal process to consider and approve business models and associated risk management to ensure viability and sustainability of quality are in place as part of programme design of international programmes. Matters that are specific or heightened in the online and blended learning context include the following, which are included as part of the programme development and design process:

- Taxation
- Definitions of 'Learner' that may impact funding streams
- The location of servers
- Employment law that may inhibit the ability to employ local tutors or use other support functions
- Recognition of qualifications gained through online learning

Appropriate legal advice will be sought by the Regional Co-ordinator to ensure, for example, that:

- Learners' interests are safeguarded in accordance with the rules of the specific country involved
- The location of servers will meet the needs of stakeholders in each jurisdiction
- Provider's software or learning resources licences will be valid within each jurisdiction or other arrangements are put in place
- There is compliance with local financial regulations or taxation issues
- There is compliance with local employment law
- There is compliance with local law or expectations of consumer protection
- Intellectual property rights or copyright are not compromised

In addition, before offering blended learning options to Learners outside Ireland, Setanta College will have tested delivery systems to ensure that Learners outside Ireland will have equal access to support and to learning resources and that the platforms routinely used are available in the jurisdiction in question. Please refer to Policy for Transnational Programmes for more specific detail.

6.1.33 Responsibility

The Academic Council is responsible for the implementation of this strategy.

6.1.34 Policy Control Sheet

Policy Area	Teaching and Learning
Policy Title	Teaching and Learning Strategy 2019
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Core Statutory Quality Assurance Guidelines (2016), QQI - Qualification and Quality Assurance (Education and Training) Act 2012 - Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (2018), QQI - Sector Specific Independent/Private Statutory Quality Assurance Guidelines (2016), QQI - Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015), ESG.
Monitoring Procedures	<ul style="list-style-type: none"> - Teaching Staff Appraisals - Annual Staff Survey - Academic Council Annual Report