

Programme Context Checklist for Blended, HyFlex and Fully Online Learning Programmes at TU Dublin

This Quality Assurance (QA) Checklist is intended for use by staff involved in the development, evaluation, review and delivery of blended, HyFlex and/or fully online learning programmes at TU Dublin. This ‘programme context’ checklist focusses on the key issues and principles of good practice in provider responsibility for assuring quality in the design, development, delivery and evaluation of programmes and modules that incorporate blended/HyFlex/fully online learning, including teaching, learning & assessment strategies, curriculum design, and the quality of learning resources.

This document is to be used in conjunction with its companion ‘Learner Experience 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).

Blended, HyFlex & Fully Online Learning QA Checklist

Programme Context

1	Programme Outcomes		How & where has each statement been achieved?
1.1	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 blended, HyFlex and/or fully online learning		
1.2	The programme development team includes appropriate representation and enables collaboration between subject matter experts, learning design and educational technology specialists, IT staff, library personnel, learning support and development advisers, and other key internal stakeholder expertise.		
1.3	Fully Online Programmes	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.	
1.4	The good practice principles set out in the TU Dublin VLE Baseline Checklist and VLE Baseline Checklist Plus have been adhered to in the design of the VLE module.		

2	Approval and Validation Processes		How & where has each statement been achieved?
2.1	The Programme Proposal Form address issues specific to the mode of delivery (blended, HyFlex and/or fully online) e.g. the expected proportion of on-site vs online synchronous and/or asynchronous teaching and learning; staff qualifications and experience in the provision of blended, HyFlex and/or fully online learning delivery and arrangements for training and continuing professional development; describe what digital tools and platforms will be used; describe mechanisms for verifying the identity of learners throughout their programme of study but particularly regarding assessment, describe how the planned curriculum design, teaching, learning and assessment strategies reflect learner-centred principles and good practice in blended, HyFlex and/or fully online learning provision etc.		
2.2	Fully Online Programmes	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.	
2.3	HyFlex Programmes	Feedback from past, current and potential students indicate that HyFlex delivery will enable participation and engagement with the module content and activities, and enhance the student learning experience overall. Flexible delivery is aligned to the module/programme goals and objectives.	
2.4	HyFlex Programmes	All staff involved in delivering the module have been consulted and agree with the delivery mode.	

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3	Learning and Curriculum Design		How & where has each statement been achieved?
3.1	The curricula for blended, HyFlex and/or fully online learning programmes follow active learning and learner-centred principles, constructive alignment with learning outcomes, and an evolving understanding of good practice in the provision of digital education.		
3.2	Fully Online Programmes	For fully online programmes, the curricula must give purposeful consideration of the most appropriate use and combination of synchronous and/or asynchronous online teaching methods to support high levels of interactivity	
3.3	HyFlex programmes	The module syllabus is appropriate for HyFlex delivery.	
3.4	HyFlex programmes	Every effort has been made to ensure that every student, regardless of participation mode, will have an equitable, fair and realistic opportunity to achieve the intended module learning outcomes of the module.	
3.5	HyFlex programmes	Arrangements are in place to ensure that the learning and teaching strategies employed within the HyFlex module will be accessible to all learners, including those with disabilities. Supports are in place for students who are financially disadvantaged.	
3.6	The curriculum design for blended, HyFlex and/or fully online programmes intentionally calculates the learners' workload, and the allocated study time is appropriate and fit-for-purpose for the NFQ level and award type, programme duration and credit.		
3.7	Programme information includes protocols and expectations for learners on the types of engagement and participation required of them using digital learning tools.		

4	Learning Materials and Resources		How & where has each statement been achieved?
4.1	Teaching staff and those who support the provision of blended, HyFlex and/or fully online learning are aware of and know how to apply the principles of accessibility, as reflected in Universal Design for Learning when developing and selecting learning materials and resources.		
4.2	HyFlex programmes	Staff will be facilitated in developing the appropriate pedagogical expertise and technical competencies to deliver a quality HyFlex module, as required, before and during the delivery of the module.	
4.3	Digital learning materials and resources clearly indicate to learners the amount of time they should spend engaging with them and whether they are core or supplementary to the curriculum and their success in achieving the intended unit, module and programme learning outcomes.		
4.4	Digital learning materials and resources are subject to approval and ongoing quality assurance and there is a development plan for updating digital content to ensure its currency and relevance based on defined standards or expectations about the length of life expectancy.		

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4.5	HyFlex Programmes	Any technology (hardware and/or software, fixed and/or portable) required by staff to develop and deliver quality HyFlex modules, and any associated training, will be provided, as required, before and during the delivery of the module.	
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5	Assessment and Feedback Practices		How & where has each statement been achieved?
5.1	Assessment and feedback practices in blended, HyFlex and/or fully online learning programmes 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.		
5.2	The programme team abide by TU Dublin's regulations, policies and protocols for assessment which ensure security and confidentiality when submitting work, providing feedback to individual learners and for the digital recording of marks or grades.		
5.3	The programme raises awareness about academic integrity and educates students about ethics, the risks of practices such as plagiarism, contract cheating and the use of AI-generated products.		
5.4	The programme assessment timing and synchronising consider factors such as cultural or religious calendars and for learners studying outside of Ireland is cognisant of different time zones		
5.5	HyFlex Programmes	Credit bearing assessments are exactly the same for all students regardless of participation mode and are coordinated and administered in ways that avoids time, place and pace issues associated with assessing learning in different learning environments.	

6	Evaluation and Continuous Improvement		How & where has each statement been achieved?
6.1	The programme team are aware of, bound by and committed to TU Dublin's regulations, policies and protocols for evaluation and continuous improvement, with strategies to ensure systemic and cyclical review.		
6.2	The programme team monitor learner engagement and respond appropriately to increase retention and completion rates.		
6.3	The programme team use learner analytics data available to them for evaluation and continuous improvement to enhance the quality of the curriculum and increase learner engagement, interactivity, and success.		