

## 1.2 Purpose, scope and relevance

These guidelines provide guidance to providers on the quality assurance and enhancement of blended learning where learners, for part of their programme of study, may be physically remote from:

- other learners,
- teachers and assessors,
- the provider institution, or
- learning resources and support services.

Providers will have regard to the guidelines in this document to inform the establishment (including amendment) of their quality assurance procedures for blended learning. It is anticipated that such procedures will be proportionate to the nature, scale and complexity of their blended learning or their aspirations.

### These guidelines are to be used:

- by providers when designing, establishing, evaluating, maintaining or reviewing quality assurance procedures for blended learning.
- as a basis for the approval by QQI of a provider's relevant QA procedures (other than previously established universities)

### These guidelines are not intended:

- to cover any programmes where the sole connection between the provider and the learner is online learning where there is no face-to-face contact.
- to prescribe **how** providers are to operate blended learning programmes or how they establish their internal QA procedures. Rather, providers are expected to have internal systems of quality assurance for programmes with blended learning and related services that are appropriate to their individual contexts and include mechanisms that successfully monitor the effectiveness of those systems.

In so far as it is possible, these guidelines focus on what is distinctive in the blended learning context. In order to avoid duplication, confusion, or version control issues, the guidelines do not aim to replicate any other QQI policy and guidance already available and generic to all teaching and learning or curriculum design (for example) – whatever the mode of delivery.