

SECTION 10: OTHER PARTIES INVOLVED IN EDUCATION AND TRAINING

Supporting Documents:

1. College Policy on Collaborative Provision Arrangements and Due Diligence on Collaboration Documentation
2. Memorandum of Agreement (MoU) and Collaborative Agreement (CA) Templates
3. National Forum for the Enhancement of Teaching and Learning publications
4. HECA Board and Sub-committee(s) minutes

10.1 Peer Relationships with the Broader Education and Training Community

To remain in contact with the relevant sectors, the College is involved with and/or is represented on the following bodies:

Alzheimer Society of Ireland	Irish Association for Supported Employment	National Training & Development Institute
Disability Federation of Ireland	Irish Society for Autism	Northern Ireland Union of Supported Employment
Education and Training Boards (ETBs)	Lámh Development	Nursing Homes Ireland
Solas	National Association for the Deaf	Social Care Ireland
Health Action Overseas	National Association of Housing for Visually Impaired	TURAS NUA
Health Service Executive (HSE)	National Council for the Blind of Ireland	The Wheel
Inclusion Ireland	Higher Education Colleges Association (HECA)	
Irish Association of Social Care Educators	National Federation of Voluntary Bodies	

The College has also worked with or engages with the following educational institutions:

1. TU of the Shannon (Athlone IT)
2. TUD (DIT, City Centre)

3. TUD (IT Blanchardstown)
4. Irish College of Humanities and Applied Sciences (ICHAS)
5. NUI, Galway
6. St. Patrick's College Carlow
7. St. Nicholas Montessori College Ireland (SNMCI)

A list of 220+ client agencies is contained in Appendix 5.

10.2 Arrangements for Collaborations

The College has a QQI approved Policy on Collaborative Provision Arrangements and associated documentation and processes. (See Appendix 1).

The College is interested in collaborative ventures for the following reasons:

- (ii) they expand the OTC's remit into cognate areas;
- (iii) expanding the OTC suite of programmes is consistent with Strategy and associated developments and the College's vision to expand its range of programme to areas cognate with health and disability;
- (iv) the potential for the development of new programme(s) has relevance to people with disabilities and their families/guardians/carers and SMH staff and this could be developed over time to offer additional supports;
- (v) the sharing of content, expertise and resources in the interest of enhancement and development of all institutions involved in any collaboration and their learners.

In a collaborative arrangement, where the OTC is the lead partner for Quality Assurance, all policy and procedures relating to programmes contained in this document will equally apply to the programmes offered. The following management structure will apply:

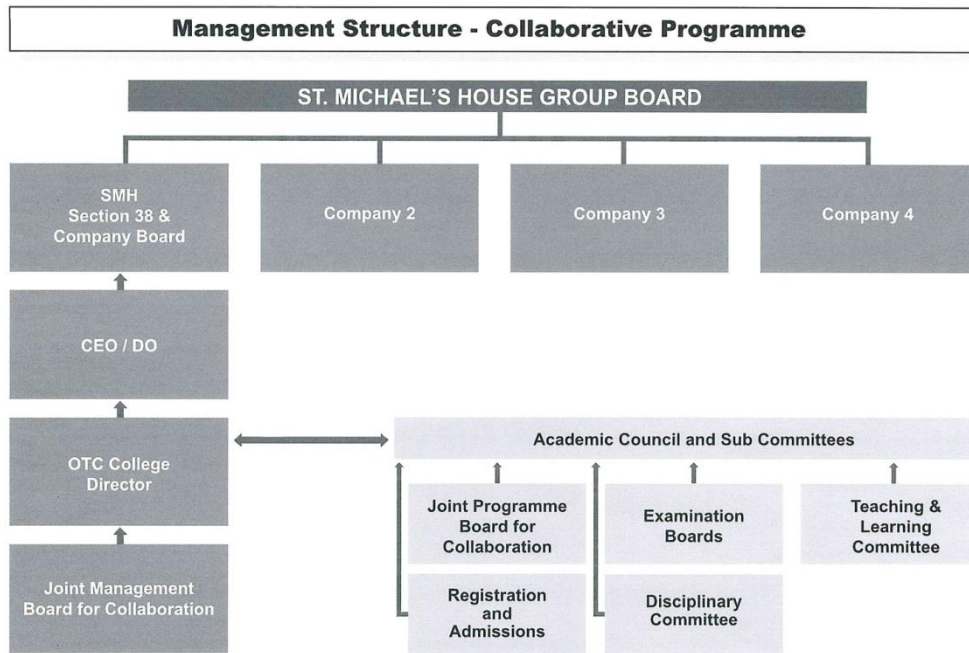


Figure 13: Management Structure – Collaborative Programme

10.3 Integration with Blended Learning and Online Learning Strategy

The most pertinent elements relating to Blended Learning (BL) and Online Learning (OL) in this section are:

- Collaborative provisions include all Blended Learning and Online Learning (BL/OL) considerations
- External referencing to and representation on bodies such as the National Forum for the Enhancement of Teaching & Learning in Higher Education (NFETL –HE) and the Higher Education Colleges Association (HECA)
- Cross-institutional peer relationships for networking and collaboration
- Joint projects
- External stakeholder consultations and reviews

Blended Learning: This section meets *“Topic Specific Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes”* (QQI, 2018), in relation to the following:

- i. The use to be made of external consultants and experts in online provision, including in critical review and appraisal of draft learning resources.
- ii. Arrangements for assuring compliance with any legal or regulatory obligations are appropriate to the blended learning and online learning context.
- iii. Arrangements for collaboration or partnership as set out in the Core Statutory QA Guidelines facilitate any additional responsibilities to be specified for learners in a blended learning context.
- iv. Intellectual property rights and software licensing issues are addressed in the development and delivery of online learning.
- v. Where a provider is relying on a second provider, partner or collaborator to provide aspects of blended learning such as online learning, a number of aspects are covered by the internal QA procedures.
- vi. Formal written agreements are in place and clearly specify the respective rights and division of responsibilities, including in the case of data protection for those processing data.
- vii. Learners and staff are made aware which organisation carries legal responsibility for the delivery or support of defined sections of the blended learning provision.
- viii. (Where appropriate) information about the respective responsibilities of the provider and any third parties – such as local study centres or administrative offices - that may be involved in supporting the provider’s online learning.

Online Learning: Indicators, for mapping and monitoring:

(Adapted from: *ENQA - Considerations for quality assurance of e-learning provision*, 2018)

INDICATORS
<ul style="list-style-type: none">• Authors of learning materials are relevant for the subject. Learning materials are reviewed and updated periodically.
<ul style="list-style-type: none">• Site visit<ul style="list-style-type: none">– The site visit takes place at a location where most of the institution’s technical infrastructure is situated.– Interviews with stakeholders include representatives of all groups involved (i.e. teaching staff, tutors, students, technical staff, administration, alumni, employers, etc.).– The institution provides reviewers with access to the VLE, classrooms, e-library, etc.
<ul style="list-style-type: none">• The criteria for the composition of expert groups includes e-learning competence/ experience.
<ul style="list-style-type: none">• The QA agency holds trainings for all experts before the site visit. Special attention is given to characteristics of e-learning.

