



Quality Assurance Handbook PART A1

POLICY No.14: Utilising Webinar Technology Policy

14. Purpose of Policy

Policy No.14 outlines FIT's minimum expectations for tutors and delivering partners while utilising webinar formats to deliver synchronous live webinars to enrolled Tech apprentices.

14.1 Policy Scope

Tutors should access this policy along with apprentices, FIT staff, Approved Delivery Partners¹, and broader regulatory and accreditor stakeholders where appropriate. This policy relies on proven strategies that promote engagement in programme materials in instances where Tech Apprenticeships off-the-job modules are delivered using synchronous live webinar formats, approaches, and technology.

14.2 Overarching Considerations

This policy aims to ensure the consistency of experience in the Tech Apprenticeship programmes for enrolled apprentices who may undertake their study in a physical training environment and those who may participate using synchronous live webinars. This policy focuses on sound principles that ensure consideration of module design, delivery, and support activities, including broad quality assurance arrangements for delivering learning modules that form constituent elements of Tech Apprenticeships.

Importantly, webinar technology allows for a significant level of flexibility for regional employers to onboard apprentices from a multitude of geographic locations. The use of this technology is a cornerstone of the evolving strategic approach to ensure Tech Apprenticeship are and remain accessible regarding the development of solutions that are genuinely national programmes. Although FIT notes a variety of positive uses that provide a rationale for the adoption of live synchronous webinars, FIT also appreciates the acute and possible negative impacts should technology not be

¹ Typically an Education and Training Board.

employed/utilised in FIT's intended fashion. Consequently, FIT anticipates a regimen of ongoing and rigorous monitoring. Before the outset of training, all candidates will be informed of any intended use webinars in their specific programme intake, ensuring ample time for apprentices to make appropriate preparations.

14.3 Policy Statement

In consideration of live synchronous delivery formats, tutors will ensure the posting to the apprentices of a concise daily/weekly schedule. The schedule will provide sight of the variety of intended live sessions to include the start and expected finish times while also making provision for the allocation of one-to-one or online group activities for the duration of the entire training day. In addition, tutors will crucially ensure they establish a proactive presence in the online environment.

The technology employed will facilitate a mechanism for private conversation between the tutor and an apprentice as appropriate to facilitate the private dissemination of formative and summative feedback while also making provision for discussion on personal mitigating circumstances as they arise. In addition, the tutor will ensure that apprentices are aware of response times where it relates to written email requests. Whereas this policy details minimum expectations, there is a good deal of overlap between this policy and the overarching *FIT Teaching, Learning, and Assessment Strategy*. Specifically, the strategy acknowledges the variety of means by which apprentices learn. This consideration culminates FIT's expectation of a varied and dynamic delivery approach enabling apprentices, where possible, to engage in different types/formats for learning. This consideration is critical as it provides an expectation and delivery environment that facilitates engagement and positive apprentice progression.

14.3.1 Single use of Webinar Vendor

Where possible, each delivery partner and tutor will ensure that apprentices are not requested to log into more than one webinar platform provided by distinct providers. Tutors must ensure that apprentices have been provided an interactive overview of the functionality and use of the webinar platform. It is unacceptable to take for granted that an apprentice may understand how to navigate such platforms.

14.3.2 Planning a Webinar Session

Tutors should plan for a series of relatively short delivery sessions making adequate provision for group discussions/debate and a location for appropriate questions and answers that can be shared among the intake cohort. Apprentices should be encouraged to summarise key concepts, points, or theories. The webinar format should provide formative assessment to include individual and group feedback.

14.3.3 Apprentice Communications

Timely tutor feedback is essential for online learners to manage their learning experience. However, apprentices must understand reasonable timescales to expect a response, which may inform their learning. Tutors should post regular updates and announcements updating apprentices on available resources, events or upcoming activities while making adequate provisions in the training day for providing individual and group formative and summative module feedback.

14.3.4 Establish Patterns for Module Delivery via Webinar

In tandem with the development of the delivery schedule, tutors must ensure a regular series of activities direct the delivery over time. The tutor should ensure that the schedule provided to apprentices should be somewhat anticipated in terms of planned activities, allowing the apprentice to plan and manage their assigned training time adequately.

14.3.5 Maintaining Positive Apprentice Progress

Tutors should form a plan regarding communications relating to apprentice progression through various modules. The goal should ensure timely discussion with the apprentice, considering live Webinar formats don't, in the main, provide for as many casual interactions² between apprentice and a tutor, which can assist with an apprentices' understanding of their progression.

14.3.6 Safe and Secure Online Interactions

Providing a safe online environment is paramount in ensuring a positive learning environment. Tutors must only utilise webinar vendor platforms from the participating delivery partner and sanctioned for use by FIT. Tutors should only use their confirmed and approved institutional email addresses when confirming their attendance.

14.3.7 Apprentice Supports to Manage Live Webinars

FIT is conscious that apprentices, in some cases, can feel somewhat isolated from their intake cohort when studying from home or in their employer's business location. FIT ensures the availability of an Onboarding and Wellbeing Officer to support all apprentices, particularly those in training and accessing the off-the-job delivery using webinars.

² As distinct from inperson/face-to-face delivery formats.

Document History	
Document Name	Assessment Submission & Resubmission Policy
Policy Document Number	FIT-POL-014
Version Reference	V1.0
Document Owner	FIT Registrar
Roles with Aligned Responsibility	Registrar and Director of Academic Affairs
Approved by	Academic Council 20/09/2022 (active)
Revision Cycle x5 Year	V1.0 document created May 2022