Quality Assurance Handbook PART A1

POLICY No.15: Learning Resources—Effective Use of FIT MOODLE Policy

15. Purpose of Policy

Policy No.15 outlines FIT's minimum expectations for tutors and delivering partners while utilising available Tech Apprenticeship delivery resources. This policy describes the requirements that must be adhered to by relevant parties to maintain good management of FIT's MOODLE and provides direction and support for managing the various available resources.

15.1 Policy Scope

Tutors should access this policy along with apprentices, FIT staff, Approved Delivery Partners[1], and broader regulatory and accreditor stakeholders where appropriate. This policy applies to tutors accessing resources for in-person/face-to-face and synchronous delivery using a webinar format.

15.2 Overarching Considerations

FIT primarily utilises MOODLE as a repository for tutors to access a breadth of teaching resources in the preparation of and subsequent delivery of all off-the-job modules of Tech Apprenticeships. However, FIT recommends that the MOODLE platform be used both for access to resources and for broader use as a VLE (Virtual Learning Environment) in the delivery of synchronous webinars. If a delivering partner chooses to store resources on a differing electronic repository, in that case, FIT requires ongoing access to this platform to monitor the learning resources provided to apprentices. Importantly, this policy details FIT requirements around using more than one electronic repository to store learning resources.

The provision and access to a broad range of resources ensure a solid base for consistently delivering Tech Apprenticeships across multisite and Delivering Partner locations. This policy considers the necessity for FIT to induct tutors in accessing and using available resources.

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[1] Typically an Education and Training Board.

15.3 Policy Statement

FIT's MOODLE platform will provide permanently secure and controlled access to Tech Apprenticeship resources and curriculum mapped separately to all the on-and-off the job programme elements for each Tech Apprenticeship programme. Where possible, all relevant resource materials will be accessible to staff and apprentices, on-site and off-site, at all times. FIT will announce any planned interruptions to MOODLE platform access by emailing tutors or apprentices in advance. FIT will take all possible steps to ensure minimum disruption to users.

Tutors will be responsible for all intake cohort MOODLE pages set up to provide resources to apprentices to complete the various modular elements. Where this content deviates from the FIT resources available, such materials must be of high quality, relevant to the matter in question, appropriate complexity level, and free of any possible copyright infringements. The FIT Registry Team will centrally manage user support for MOODLE. Each MOODLE page should, at a minimum, introduce the module, an outline of aims and objectives, a module description, module resources, and a lesson plan/schedule.

15.3.1 Universal Design for Learning

UDL[2] (Universal Design for Learning) provides a set of concrete suggestions that help ensure that all learners can access and participate in meaningful, challenging learning opportunities. Importantly and considering the ICT discipline-specific interest all tech apprentices have, it is vital that motivated apprentices can avail themselves of the learning opportunities that Tech Apprenticeship offers. To realise a positive learning experience, FIT understands that a cornerstone of this learning process will be providing high-quality resources that present information in various ways. Accordingly, FIT endorses universal design principles in optimising teaching and learning, particularly regarding clarifying vocabulary and symbols, syntax and structure, and illustration across multiple media sources.

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[2] https://udlguidelines.cast.org/

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