



## Quality Assurance Handbook PART A1

### **POLICY No.15: Digital Learning Resources 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 provides direction and support for managing the various available resources and the requirements that must be adhered to by relevant parties to maintain good management of FIT's MOODLE, an integrated element of FIT's overarching Learner Management System.

#### 15.1 Policy Scope

Tutors should access this policy along with Apprentices, FIT staff, Approved Delivery Partners<sup>1</sup>, and broader regulatory and accreditor stakeholders where appropriate. This policy applies to tutors involved in both in-person/face-to-face and synchronous delivery formats.

#### 15.2 Overarching Considerations

FIT primarily utilises MOODLE as a repository for tutors to access a breadth of teaching resources in preparing and delivering all off-the-job modules of Tech Apprenticeships. With this in mind, FIT advocates for a digital-first approach to disseminating learning resources. Post 2025, a delivering partner cannot choose to store resources on a differing electronic repository. 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 to access and use available resources.

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<sup>1</sup> 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 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 inform any planned interruptions to MOODLE platform access by emailing tutors or apprentices. FIT will take all possible steps to ensure minimum disruption to users.

Using the learning resources structure that FIT details, tutors will be responsible for all intake cohort MOODLE pages set up to provide resources to Apprentices to complete the various modular elements. Where a tutor's supplementary content adds to 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 TEL Unit centrally manages 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<sup>2</sup> (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, 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. As noted in Policy No.3, consistently applying a pedagogical approach to delivery is crucial. FIT employ the Conversational Framework to catalogue learning resources and materials against given module-level learning outcomes. Programme intakes that optimise the presentation of learning materials to stimulate the different learning styles through acquisition, discussion, practice, production, collaboration and investigation are best positioned for success.

### 15.4 Production of Learning Resources

Since 2020, FIT has steadily developed a suite of digital learning materials for the Tech Apprenticeship programmes. Older type QQI programme documentation formats necessitate a description of the key and seminal texts associated with a programme of study. FIT's development efforts have moved past

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<sup>2</sup> <https://udlguidelines.cast.org/>

reference to textbooks and into a deep outline of curated and specific resources for delivery through all modalities cognisant of universal design for learning approaches. FIT’s approach includes understanding the strengths and barriers of intake cohorts, using digital materials where possible with optimum approaches deployed for synchronous delivery, sharing content/digital materials/media in a variety of ways and most importantly disseminating information in a format appropriate to the level of the Apprentice.

### 15.5 Vendor-Specific and Open-Access Learning Resources

FIT approves and develops core learning resources for tutors but also sanctions, in some limited cases, the use of resources licenced to FIT and created by other entities such as Microsoft, IBM, Python Institute and CompTIA. These resources are mapped to pertinent module outlines. FIT does not sanction tutors from utilising/supplementing FIT materials in the form of open educational learning resources without prior approval of FIT’s Technology Enhanced Learning Unit.

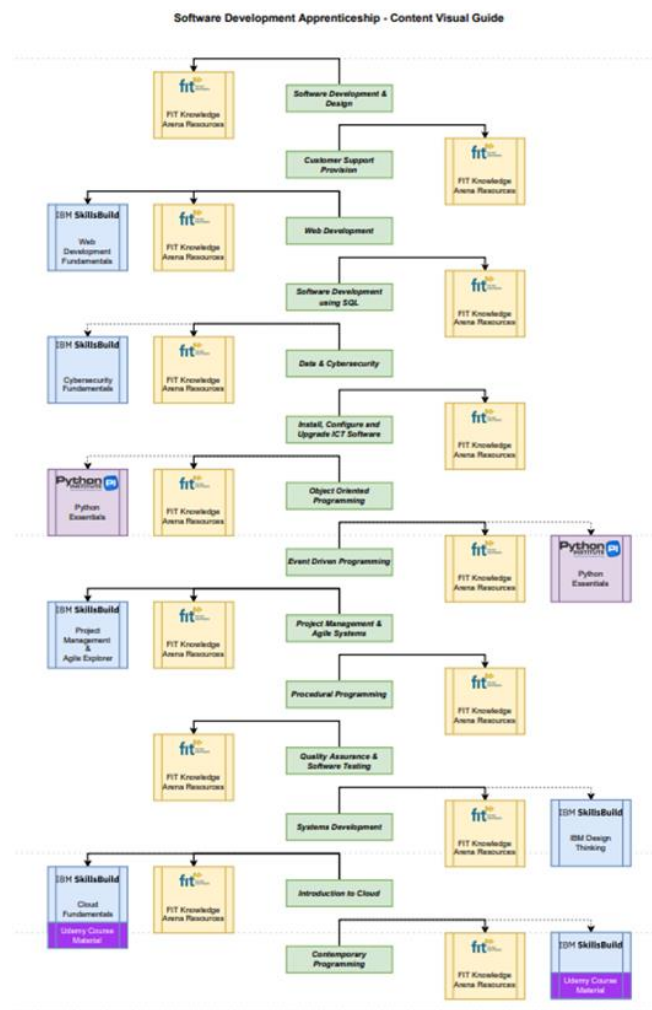


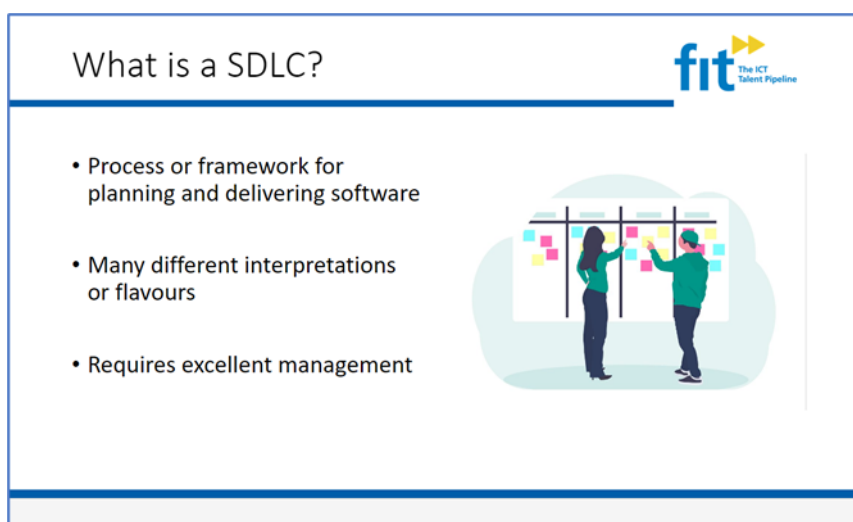
Table 1: Mapping of vendor content to the Software Development Associate Apprenticeship.

### 15.6 Minimum Standards for Consistent Deployment of Learning Materials

Available core Tech Apprenticeship learning resources all follow a distinct livery and outline, which ensures that Apprentices can easily access resources, which are then disseminated in a digestible format considering a previous low base of apprentice technical knowledge and understanding. Using these resources in programme delivery intends to galvanise FIT’s national coordination of these programmes while also providing an expected delivery format. Presentation formats must, at a minimum, include an **introductory slide that states the learning topic, followed by a series of clear slides that introduce the subject matter**. Activity sheets follow a consistent style and allow Apprentices, with the help of their classmates and tutors, to put theory into practice across various exercises. Specifically, Apprentices will research the topic in question, formulate their opinions, and prepare logical arguments.



Slide 1: Software Development Associate module 1 slide presentation (1 of 33)



Slide 2: Clear outline of concept/framework (2 of 33)

### 15.7 FIT's View on Substitution of Training Materials

As already stated, FIT approves using limited open educational resources by tutors to supplement delivery. However, in technical training, FIT is conscious that some technical tutors who have been active for a long time have, in some cases, developed content that they are familiar with that covers aspects of computing that they have utilised over time on varied ICT training programmes. In some cases, this content may be largely relevant and comfortable for a tutor to deliver fluently, but it may not be sufficient to cover the full array of indicative content of the Tech Apprenticeship programmes. FIT does not sanction the use by any tutor of large volumes of tutor-generated training materials which have not been peer-reviewed by the FIT TEL Unit before deployment. FIT's efforts to provide tutor training and facilitate communities of practice aim to share knowledge and information on available resources.

### 15.8 Updating and Peer Reviewing Training Materials

Training materials developed by each of the staff working in the FIT TEL Unit peer review each other's training material generation output. In the mid part of 2025, FIT intends to incorporate facets of the role of External Examiner in reviewing on mass the appropriateness of various media available to support each programme.

### 15.9 FIT's Media Production Capacity

In early 2024, FIT commissioned the development of a purpose-designed media production suite that is now operational and located at FIT's head office. This facility is utilised to create high-quality digital media. The rationale for developing the recording suite primarily concerns providing relevant staff access to tools which would not be ordinarily available when using a standard desktop computer for recording/producing and editing learning resources. At the heart of the room is a fully specified powerhouse Dell XPS computer capable of live-streaming and recording concurrently. Ensuring the presenter is captured in stunning audio and video quality is achieved by an XLR microphone paired with an HDR-enabled 4k camera. To enhance video and audio quality further, the room is kitted out with a temperature-controlled lighting kit and full acoustic panelling, keeping the presenter well-lit and sounding great. Tutors wishing to use this facility can do so by booking an appointment slot during the next Tutor Community of Practice meeting.

<b>Document History</b>	
<b>Document Name</b>	Digital Learning Resources Policy
<b>Policy Document Number</b>	FIT-POL-015
<b>Version Reference</b>	V2.0
<b>Document Owner</b>	FIT Registrar
<b>Roles with Aligned Responsibility</b>	Registrar and Director of Academic Affairs
<b>Approved by</b>	Academic Council      20/09/2022 (active)
<b>Revision Cycle x5 Year</b>	V1.0 document created May 2022
	V2.0 updated logo, change of policy title, Sec 15.1, 15.2 edits to the text, Sec 15.3.1, new end paragraph, Addition of Sec 15.4, 15.5, 15.6, 15.7,15.8 and 15.9 (04/24)