

<b>Document Title</b>	Development of Learning Resources
<b>Policy Area</b>	Area 3: Programmes of Education and Training
<b>Document Code (version #)</b>	QAP3-5 (V1.0)
<b>Applies to</b>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Specific ( <i>QQI programmes only</i> )
	<input checked="" type="checkbox"/> Staff only <input type="checkbox"/> Learners only <input type="checkbox"/> Staff and Learners

<b>Document Owner</b>	Director of Quality & Academic Affairs
<b>Approved by</b>	Academic Council

<b>Approval date</b>	15 <sup>th</sup> November 24
<b>Effective date</b>	18 <sup>th</sup> November 24

<b>Related legislation, policies, procedures, guidelines and local protocols</b>	<ul style="list-style-type: none"> <li>- Core Statutory Quality Assurance Guidelines (2016), QQI</li> <li>- Sector Specific Independent/Private Statutory Quality Assurance Guidelines (2016), QQI</li> <li>- Qualifications and Quality Assurance (Education and Training) Act 2012</li> <li>- European Association for Quality Assurance in Higher Education (ENQA), et. al (2015), Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)</li> <li>- Policies and criteria for the validation of programmes of education and training (2016), QQI</li> <li>- Topic Specific Guidelines for Providers of Blended and Fully Online Programmes (2023), QQI</li> </ul>
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## 1. PURPOSE

This document outlines SQT's policy and procedure for the development and implementation of learning resources, either as part of a programme or as standalone resources. It is supported by a detailed set of guidelines 'Guidelines for the Development of Learning Resources' and relevant templates.

Examples include but are not limited to:

### Video Content

- **Lecture Videos:** Recordings of tutors delivering key concepts or module content. Videos can be either traditional lectures or broken into shorter, topic-specific segments to make it easier for learners to absorb the material.
- **Demonstration Videos:** Practical demonstrations or step-by-step instructions, particularly useful for subjects requiring hands-on skills.

### Interactive Learning Content

- **Interactive Simulations:** Software-based simulations, where learners can explore scenarios and make decisions, with instant feedback on their choices.
- **Quizzes with Immediate Feedback:** Quizzes embedded within modules to test learner understanding, providing immediate feedback to reinforce correct answers and explain incorrect ones.

### Textual and Reading Materials

- **PDFs:** PDFs embedded with hyperlinks, videos, and images to create a more engaging reading experience.

### Audio Content

- **Podcasts or Audio Lectures:** Audio-only versions of lectures or additional materials for learners who prefer listening to content, especially useful for revision.
- **Audio Descriptions:** Supplemental audio files providing detailed descriptions of images, charts, or other visual elements to support accessibility.

## 2. SCOPE/APPLICATION

This policy and procedure applies to the design and development of learning resources across all SQT programmes.

## 3. POLICY

SQT is committed to ensuring that all learning resources, whether integrated into a programme or developed as standalone resources, meet the highest standards of educational quality, accessibility, and user engagement. The development of these resources will follow a structured and collaborative process, involving both tutors and the Multimedia Content Developer (MCD). This ensures that academic content is effectively translated into engaging digital formats, supporting diverse learner needs and enhancing the learning experience.

Learning resources developed at SQT, whether by the MCD or with tutor support, must:

- Align with the intended learning outcomes of the programme or unit.
- Be accessible to all learners, in compliance with UDL standards.
- Be designed for effective delivery across various platforms and devices, (where necessary).
- Undergo thorough review and quality assurance checks before implementation.
- Be evaluated post-release to ensure continuous improvement based on learner feedback and performance data.

The policy applies to all digital content, including but not limited to video lectures, interactive simulations, quizzes, podcasts, and reading materials, developed for blended and online learning environments.

## 4. RESPONSIBILITY

The following responsibilities apply:

### **Tutor Responsibilities:**

- Tutors are primarily responsible for the academic content, including the preparation of learning objectives and raw materials.
- They will collaborate closely with the Multimedia Content Developer (MCD) to ensure that content is designed for effective online delivery.

- Tutors are involved in reviewing the content on an ongoing basis during the development cycle and testing the project prior to roll out.

#### Multimedia Content Developer (MCD) Responsibilities:

- The MCD is responsible for assisting tutors with converting their content into an online format, which may involve developing multimedia elements such as video tutorials, quizzes, simulations, or interactive learning modules.
- In the case of complex digital artefacts, where high production quality is required, the MCD will manage the technical aspects of content creation, including working with software like Articulate or other e-learning authoring tools to create interactive and engaging course materials.
- They will also ensure that all multimedia content meets accessibility standards, is mobile-friendly, and functions across various platforms.

## 5. PRINCIPLES

The SQT learning resource development process is aligned with the ADDIE model. This ensures that content development is iterative and incorporates feedback at every stage. It is a dynamic and interactive model and is used by SQT to encourage stakeholder input at all stages.

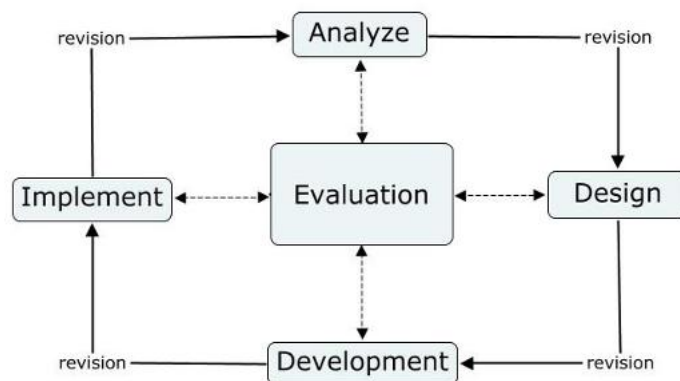


Figure 1: Addie Model

The process involves the following steps:

1. **Analyse:** SQT gathers information about its learners, the content goals, and any specific needs to tailor the learning experience. This stage informs the overall structure and design of the online content.

2. **Design:** In this phase, learning objectives are created, and instructional strategies are mapped out. Tutors, with the help of the MCD, design activities and content formats suited to online delivery.
3. **Development:** The MCD will work closely with tutors to develop the online content, which may include multimedia elements such as videos, interactive activities, and assessments. The MCD will manage the technical aspects and ensure that content is engaging and user-friendly.
4. **Implementation:** The developed materials are reviewed and tested to ensure they meet the learning objectives and function effectively. This includes checking that all multimedia and interactive elements work seamlessly.
5. **Evaluation:** After the content is deployed, it is evaluated to assess its effectiveness. Feedback from learners and tutors will be used to make iterative improvements. The evaluation phase is continuous to ensure quality is maintained over time.

## 6. CONTENT DEVELOPMENT PROCESS

To streamline content development and ensure all resources meet quality standards, SQT follows a structured approach for creating learning resources tailored to the needs of each programme. There

- I. The **Tutor develops the resource independently**, often with support from the Multimedia Content Developer (MCD) for guidance and quality assurance,
- II. The **MCD is responsible for the development** due to the complexity of the content, such as e-learning modules or multimedia-rich resources.

Each process includes detailed steps for planning, development, review, and quality assurance to maintain consistency, academic rigor, and accessibility across all resources. Outlined below are the steps for each process, ensuring that both Tutors and the MCD collaborate effectively to produce high-quality, learner-centred resources.

### 6.1. Learning Resources Developed by the MCD

1. **Content Planning and Initial Review:**
  - The process commences with a planning meeting between the Tutor and the MCD and any other relevant personnel. During this meeting, the Tutor outlines the specific learning objective, desired outcome, and content to be developed.
  - A **Content Planning Form** is completed by the Tutor, detailing the required resources to be developed.

## **2. Development and Creation of Learning Resources:**

- Tutors submit draft content (e.g., lecture notes, reading materials, presentation slides) to the MCD, who will then develop the agreed resources, such as videos, interactive modules, or multimedia presentations.
- If video content is required, the MCD will arrange and conduct video shoots, handling all technical aspects such as lighting, sound, and video editing, ensuring the final product meets quality standards.
- The MCD will periodically check in with the tutor to ensure that the academic content is accurately represented and that the multimedia elements align with the learning objectives.

## **3. Proofing, Formatting, and Accessibility Checks:**

- After the initial development, the MCD will review all content to ensure it meets formatting and accessibility standards. This includes:
  - I. Checking for consistency in branding and formatting across all course materials.
  - II. Ensuring that video and audio content include captions or transcripts for accessibility.
  - III. Verifying that interactive elements (e.g., quizzes, simulations) are mobile-responsive and accessible across multiple platforms such as Tablets and mobile phones.
  - IV. Performing functionality checks to ensure all links, buttons, and media elements work as intended.

## **4. Final Review and Quality Assurance:**

- Before the content is published, a final review is conducted by both the Tutor and the MCD. This review focuses on:
  - Academic quality: Ensuring that all learning outcomes are addressed and that the content is pedagogically sound.
  - Technical quality: Confirming that all multimedia and interactive elements are functioning properly and are user-friendly.
  - Feedback from other stakeholders, such as programme directors or external experts (if required), may also be incorporated at this stage.

## **5. Publication and Implementation:**

- Once the content is finalised, it is published (in most cases to Moodle).
- The MCD is responsible for ensuring that all technical aspects of the platform are configured correctly, including course navigation, content accessibility, and media integration.

- Any necessary training or orientation for Tutors on how to use the platform effectively will be provided by the MCD.

## 6. Post-Release Evaluation

Once the content is released to learners, a formal evaluation process is initiated. This involves:

- **Learner Feedback Surveys:** The course evaluation team will survey learners to gather feedback on the content, delivery, and overall effectiveness of the online learning experience.
- **Content Performance Metrics:** Analytics tools built into the learning platform will track learner engagement with the resource.
- **Iterative Improvements:** Based on the feedback and performance data, the MCD and Tutors will make any necessary updates or adjustments to the content, ensuring continuous improvement in the quality of the online learning experience.

## 6.2. Learning Resources Developed by the Tutor (with support from the MCD)

- Tutors may choose to develop some learning resources themselves, such as quizzes, basic interactive elements, or video content with guidance and support from the MCD if necessary.
- The MCD may provide instructional aids to assist Tutors in creating high-quality learning resources, including templates, technical guides, and best practices for content creation.
- Throughout the development process, the MCD will be available to review the tutor's work, offer feedback, and ensure that the learning resources meet both technical and pedagogical standards.

## 7. GUIDELINES FOR THE USE OF OPEN EDUCATIONAL RESOURCES (OER)

SQT supports the strategic use of Open Educational Resources (OER) to enrich the learning experience, reduce costs, and enhance accessibility. OER includes freely available educational materials that Tutors and learners can use, modify, and share. When integrating OER into SQT programmes, the following guidelines should be observed to ensure quality, relevance, and compliance.

### 7.1. Purpose and Suitability of OER

- **Appropriate Substitution:** OER can serve as a substitute for traditional learning resources when it offers comparable or greater educational value. OER materials should be selected that meet or exceed the quality and depth of existing resources, particularly for core learning content.



## 7.2. Evaluation of OER Quality

- **Quality and Relevance:** All OER content should be reviewed for quality, accuracy, and alignment with course learning outcomes. This includes ensuring that OER resources are credible, up-to-date, and relevant to the subject matter.
- **Collaborative Review:** Tutors and where necessary the Multimedia Content Developer (MCD) and/or Director of Quality and Academic Affairs should collaborate to assess the educational value of any modifications to OER content, ensuring they preserve or enhance its learning impact.

## 7.3. Attribution and Licensing

- **Proper Attribution:** When using or adapting OER, provide full attribution to the original creator(s) as required by the resource's licensing terms.
- **Compliance with Licensing:** Confirm that any OER used is compatible with the course requirements and follows licensing restrictions, such as non-commercial use or share-alike clauses. For example, some licenses may allow for modification but require that adaptations be shared under the same terms.

## 7.4. Integration into Course Design

- **Effective Embedding:** OER materials should be seamlessly integrated into the learning design, complementing existing SQT resources. Where necessary the MCD will assist Tutors in embedding OER within Moodle and ensuring alignment with course activities, assessments, and outcomes.
- **Alignment with Learning Outcomes:** Ensure that the selected OER supports course objectives, enhances the learner experience, and aligns with instructional goals. OER should reinforce or expand on core content and provide meaningful value to the overall curriculum.

## 7.5. Continuous Improvement and Feedback

- **Gathering Learner Feedback:** Collect learner feedback on the usefulness and relevance of OER materials in each course. Feedback can provide insights into the resource's impact and inform future selections.
- **Iterative Refinement:** Based on learner feedback and assessment results, refine the selection and use of OER in subsequent course iterations. Regular updates to OER resources ensure they remain current, engaging, and relevant.

## 8. POLICY MONITORING

Responsibility	Frequency	Methods
Director of Quality and Academic Affairs – Document Update	Per QA audit schedule	- Review of documentation as per procedure set out in QAP2-1: Ongoing Review and Update of QA Documents.
Multimedia Content Developer	Annual	- Review of process and feedback from stakeholders on an ongoing basis

## 9. DOCUMENT CONTROL

Version No	Approval Date	Description of Revision	Originator	Approved By
1.0	November 24	New document	Director of Quality and Academic Affairs	Academic Council