



PCI College

Established 1991

Blended Learning Strategic Plan

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1. REVISION HISTORY AND APPROVAL

Revision	Nature of change	Approval	Date
1.0	First Issue	JL	27/07/21

2. OVERVIEW

- 2.1. This Blended Learning Strategic Plan is developed in the context of PCI College's Institutional Strategic Plan, which is in turn grounded in the Mission, Values and Vision of the College. The aim is to contribute to the College achieving its strategic objectives, through development of a Blended Learning Strategy across the College. In accordance with the College's core values, this plan fosters learner-centred teaching and learning and contributes to quality-assured education in counselling and psychotherapy.
- 2.2. This strategy is supported by PCI College's Blended Learning Policy and Procedure document. This document outlines PCI College's approach to the development, approval, delivery, monitoring and review of blended programmes of study, including learner support and assessment. The blended learning policy and procedure should be used by all stakeholders involved in the development, delivery and support of Blended Learning Programmes and modules.
- 2.3. Strategic Context: This Blended Learning Strategic Plan aligns with the College Vision as articulated in the PCI strategy and Programme Handbook.

3. VISION

- 3.1. PCI College aims to achieve its vision through the blended learning framework by:
 - 3.1.1. Ensuring that each module is compliant with legislation and regulation
 - 3.1.2. Reflecting best practice in blended and online delivery modes
 - 3.1.3. Maximising participation in its programmes
 - 3.1.4. Providing diverse learning experiences for its learners
 - 3.1.5. Developing digital literacy
 - 3.1.6. Promoting learner-centred education
 - 3.1.7. Utilising learner feedback for quality improvement and enhancing learning experience

4. STRATEGIC CONTEXT

- 4.1. PCI College is committed to deliver the following within its blended learning framework:
 - 4.1.1. A quality education: Providing recognised and accredited Education and Training that meets the standards of relevant bodies.
 - 4.1.2. An education that is learner-centred: Capturing and acting on feedback from learners, understanding what matters to them, and acting to enhance their learning experience.
 - 4.1.3. An education that is responsive: Responding to changes arising from growth and development in counselling and psychotherapy contexts.
 - 4.1.4. An education that is transformative: Equipping graduates with a balance of academic, professional and essential skills to help them realise their full potential as professional practitioners.

5. TEACHING, LEARNING AND ASSESSMENT CONTEXT

- 5.1. This Blended Learning Strategic Plan strengthens, supports and enriches PCI College's Teaching, Learning and Assessment Strategy vision, objective and goals as follows:

- 5.1.1. Integrating academic, research and professional fields of knowledge in its programme.
- 5.1.2. Fostering care, curiosity, critical engagement and reflexivity.
- 5.1.3. Contributing to personal as well as professional development.
- 5.1.4. Encourages civic and societal engagement.
- 5.1.5. Includes a learning environment that promotes active learning, critical thinking, collaborative learning, skills development and knowledge creation.

6. STRATEGIC AREAS

- 6.1. Drawing on PCI College's Strategic Plan, the College identifies the following Strategic Areas, Goals and Actions in the area of blended learning:
- 6.2. Accreditation and Recognition
 - 6.2.1. Establish and enhance the standing of the College as a Higher Education Institution for the provision of blended learning training in the field of Counselling and Psychotherapy.
 - 6.2.2. Strengthen institutional support for blended learning through the development of an Institutional Blended Learning Strategy.
 - 6.2.3. Ensure that policies, guidelines and practices of pedagogically sound blended learning are in place throughout the College.
 - 6.2.4. Ensure that the College provides the appropriate investment in technical infrastructure and technical support for programmes with a blended learning delivery mode.
 - 6.2.5. Strengthen technology-enhanced learning, assessment and feedback practices.
 - 6.2.6. Support staff and learners to use a diverse range of technology for learning and teaching.
 - 6.2.7. Engage with learners to discover and respond to their expectations and experiences of technology.
 - 6.2.8. Seek and achieve professional recognition and QQI Accreditation for Blended Learning Programme/Programme Components.
- 6.3. Teaching and Learning
 - 6.3.1. Utilise blended learning to enhance teaching, learning and support.
 - 6.3.2. Introduce a range of new technological services and practices, in particular:
 - Utilise technology to enhance curriculum design and pedagogical practice where appropriate.
 - Establish an institution-wide approach to improving digital literacy.

7. LINKED POLICIES AND PROCEDURES

Blended Learning Policy
PCI College Strategic Plan
Teaching and Learning Strategy
Blended Learning Procedure
Programme Handbooks