

# BLENDED & REMOTE LEARNING POLICY



## PURPOSE OF THE POLICY

1. To ensure that the quality of education for all learners remains in line with College expectations, regardless of whether lessons are delivered remotely or on site.
2. To ensure that blended and remote learning delivery meets the expectations of the guidelines set by all awarding organisations.
3. To ensure that the assessment methodology for blended and remote learning is valid, reliable and does not disadvantage any group or individual learners.

## SCOPE

The Blended & Remote Learning delivery model was developed to meet the restrictions of the COVID-19 pandemic, from March 2020. Depending on restrictions, learners may be on site for practical sessions and off site (remote learning) for theory, except for some learners who cannot access remote learning from home, or for whom this would not be an appropriate mode of study. During lockdown periods, learners may be offsite (remote learning) for a larger proportion of their time. The policy applies to all qualifications where Blended or Remote Learning is the primary model of delivery.

Achieving Mastery in the College Lecturing Standards underpins all guidance for Teaching and Learning. Blended and Remote learning are a key part of this, and it is important that the quality of all planning, delivery and assessment is consistent whether delivering remotely or on site. All remote delivery should also be in line with the Remote Delivery Guidance for Staff (Appendix 1).

Continuing Professional Development includes training to support mastery in Blended and Remote Learning pedagogy, as well as in Office 365, the key tool for delivering Remote Learning. Teaching How 2s and the Teaching and Learning Coaches provide targeted support and CPD to delivery staff. CPD will also continuously develop and support mastery in blended pedagogy. Existing information, guides and training for remote learning can be found on the business continuity page on Moodle.

In addition, in line with Awarding Organisation guidance, every effort must be made to:

- Ensure the Assessment Procedure is followed to manage feedback on assignments, particularly focusing on making sure that questions are constructively answered, and feedback is provided in a timely manner when assessing remotely
- Ensure the setting of assignments is undertaken in the face-to-face/video sessions and that deadlines are clearly stated on the assessment
- Ensure that when learners submit work, in line with the Assessment Procedure, measures are taken to ensure the work is authentic and has been completed by the learner
- Ensure that the Internal Verification Procedure is followed, including the requirement to maintain and store securely all assessment and internal verification records in accordance with Awarding Organisation Centre Agreements.
- Ensure Assessment and Internal Verification records are stored on a centrally shared and accessible area such as Moodle or Share Point

## RESPONSIBILITY AND AUTHORITY

All staff involved in Teaching, Assessment or Internal Verification of qualifications being delivered through Blended or Remote Learning

**RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS**

**Remote Delivery Guidance for Staff (Appendix 1)**

**Assessment and RPL Procedure (R47)**

**Safeguarding Policy (P44)**

**Internal Verification Procedure (R33)**

**Student Learning from Home Guidance**

**College Lecturing Standards**

**Data Protection Policy (P27)**

## Remote Delivery Guidance for Staff

The purpose of this document is to provide clear guidance for remote delivery with students at Yeovil College. This can include sessions carried out as a group or on a one-to-one basis.

It is intended to ensure a respectful virtual classroom environment, in which both learners and staff feel safe; a forum where ideas, skills, knowledge and behaviours flourish, just in the same way as our onsite sessions operate.

The participants are defined as the lecturer / deliverer and the students / learners / apprentices (those who have a current enrolment at Yeovil College for that academic year. Others who are not students or staff, but are registered guests of Yeovil College, will require permission to access a specific session. Permission will only be granted on specific academic grounds with full knowledge of the identity and role of the guest.

The College's more general codes of conduct for staff and students apply to remote sessions. We expect the same levels of engagement and participation by students online as we would in the classroom.

When carrying out remote delivery it is essential as an organisation we follow the right protocols and guidance, which are as follows:

### Preparation:

- Ensure your safeguarding training is up to date.
- Ensure your learners have all read, understood and signed the student code of conduct and learning from home guidance.
- It is advised you test your audio and video before a timetabled lesson / scheduled call.
- Check that all of your learners are competent using their device and Teams application. Check that learners have access to a suitable device and reliable internet access. Refer individual learners to the LRC for training / device as appropriate. Inform your line manager and follow up to make sure your student has attended this training / received their device.
- Use Outlook and Teams calendars to ensure the students have the link for every lesson, every week.
- Use your college 0365 account only. Do not use a personal account or other platform.

### *For 1:1 online activity:*

- Ensure you have agreed the protocols and timing of 1:1 on-line activity with under 18s or vulnerable adults with parents / carers prior to the 1:1 taking place, including appropriate location, dress and conduct. The 1:1 must then take place only at the days / times agreed with parents and organised so as not to impact attendance at timetabled sessions.
- If at any time you feel uncomfortable with something done or said during a 1:1 call, you should end the call as soon as possible and report any concerns to your line manager and / or safeguarding officer.

### During:

- Deliver the session using the 0365 'Teams' application
- Use either the virtual or blurred background options to hide any background.
- Take the register within the first 15 minutes of the session starting
- Broadcasting on site may be possible, dependent upon lockdown restrictions, with permission from your line manager
- Remote classes should start on time and end as indicated on the timetable

- Be punctual and courteous, prepared and waiting for your students to arrive. Welcome them through the virtual classroom door. Treat this just like you would a face to face class / meeting with a student, colleague or other adult
- Your students are expected to be there on time and ready to learn. Make sure cameras are turned on for all students and yourself
- Critical elements of delivery such a practical demonstration may be recorded for revision purposes
- Consider the pace of the learning, and keep it appropriately challenging, just as you would in a physical classroom
- Conduct yourself in a professional manner throughout - you remain an employee of the college. Classroom management is just as important on line as it is in a physical classroom or workshop. Address all inappropriate behaviour (as you would if in the same physical space)
- Conduct video calls and lessons to learners or colleagues from a desk or other appropriate 'teaching' environment with no distractions
- Remind students that any audio/video recording could be uploaded to Stream. It will never be shared outside of the college. Only staff can record. Remind students that they cannot record audio, visual, moving or still pictures of any sessions
- Look at your screen, pay attention to others, and when speaking make sure to look at your camera
- Encourage learners to use the chat and hand raising functions to make contributions
- Remind them of how to be courteous and respectful of others
- Make sure you have good light. Adjust lighting or use a portable light source to make sure you have good lighting on you from the front without having to look directly into a harsh light, e.g. by pointing a strong desk lamp at the wall you're facing
- Ensure you are appropriately dressed; 'business casual' at all times. (stripes or heavy patterns can cause pixilation)
- Mute your microphone when not needing to talk to avoid background noise
- Consider posting your comments/questions on completion of the on-line conversation, in the Team chat
- Ensure when sharing your screen, you are only displaying resources related to that session, ensure any confidential screens are closed, this will also help with the band width speed
- It is important to remember not to eat or drink, other than water, tea / coffee when you are delivering
- Explore the functionalities within the applications relating to digital pedagogy such a breakout rooms

#### General / After:

- Timetable changes (both times and location) can only be made with the approval of your DOC and through the Registry Team
- Use the student college email and Teams chat to communicate with students ONLY. Do not use personal email address, mobile phones numbers or other methods
- Only conduct a video call with a learner if you would usually meet one-to one face-to face, such as for a tutorial or assignment support
- Follow up every absence using the college's procedure. Use ProMonitor to record the actions you have taken to ensure every student's full attendance both to remote and onsite session. Follow up that the actions have been completed
- Share good practice, invite others to watch your remote session and be your critical friend. Volunteer to deliver a 'Teaching Takeaway', use Teaching How2s. Be brave with your pedagogy, keep up with formative assessment and recognising your learners' progress
- Ensure you only allow the learner enrolled on the course to log into the lesson, if you believe that someone has logged in and is 'impersonating' the learner, please address it with them and report on MyConcern

