

# REMOTE TEACHING LEARNING AND BLENDED LEARNING ASSESSMENT POLICY

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## 1.0 Purpose and Scope

This policy covers all educational provision delivered remotely, as well as the responsibilities of staff and students participating in either remote or distance learning and or/live online learning. The College is committed to providing continuity of education to its students and will do so through a process of remote learning. This policy also includes responsibilities of staff and students participating in all virtual remote and online learning in the event of college closure, for example due to COVID 19 or where a class/group or small number of students or staff need to self-isolate. This policy is under constant review and may be revised at any time as necessary in light of Government guidance and developments in remote learning.

### 1.1 Aims

Through remote teaching the College will aim to:

- Ensure that every student achieves in relation to their individual potential and aspirational target grade.
- Promote the achievement of students through the development in knowledge, understanding, skills and behaviours (academic and wider skills, including maths, English, digital and employability skills).
- Provide an inclusive education within a culture of high expectations.
- Make learning an interactive, developmental and enjoyable experience.
- Promote assessment for learning.

### 1.2 Definitions

**Distance or Remote Learning:** Students are recruited and enrolled online, study independently using virtual learning environments – for example via live online lessons, accessing and completing posted resources (from a VLE platform) or telephone/email /MS Teams support.

Where Distance Learning is planned to take place, the college will apply formally through the requisite Awarding Organisation processes before delivery of these programmes and in accordance with AO expectations and policies.

In the event of a college closure, the college will seek immediate advice from the relevant AOs and will act in accordance with their guidance.

**Blended Learning:** A formal approach to education that creates an integrated learning environment where face to face and online teaching, learning and assessment take place, with the purpose of giving students a diverse and engaging learning experience.

## 2.0 College preferred delivery

Where staff and/or students are participating in any remote or online learning as a regular learning method or where staff and/or students are unable to attend college due to self-isolation or any local or national lockdown, the college expectation is that teaching, learning and assessment should continue as timetabled via a remote learning platform and maintain the expectations in the college TLA Policy. This will be agreed with the Department Director and recorded on the college's student records system.

The college's preferred platforms are Teams and Moodle.

The college permits use of different platforms where they have been agreed by the Awarding Organisation as well as the Vice Principal of Teaching, Learning and Quality and/or the Deputy Principal. At time of writing these are:

TQUK and Pearl which are recognised content platforms for remote course delivery on Adult Online and Access to HE Programmes. SMART Assessor is recognised which enables apprentices to upload and track their progress.

Classes should continue as timetabled (subject to exceptional or agreed circumstances) and attendance should be recorded in the usual way via the online register system, with staff selecting the appropriate mark for virtual attendance (Refer to Attendance Policy).

In addition to online, delivery may also consist of:

- Tasks posted and tracked in Moodle.
- Independent study tasks set.
- Completion of printed packs for students who have access barriers.
- Attendance to live virtual lessons (via MS Teams)

### **3.0 Expectations and responsibilities of Staff**

When providing remote learning, teachers will be available during their usual working hours.

#### **When providing any type of remote learning, teachers are responsible for:**

- Ensuring that teaching/delivery/assessment is timetabled to support blended learning when students are working remotely.
- Ensuring accurate marks in registers are recorded and enter these into college centralised records in the same way as face-to-face teaching.
- Ensuring the setting of assignments is undertaken, wherever it is safe to do so, in the face-to-face sessions and that deadlines are clear.
- Ensuring that when students submit work, measures are taken to ensure the work is authentic and has been completed by the student.
- Ensuring there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner.
- Maintaining and storing securely all assessment and internal verification records in accordance with Awarding Organisation requirements.
- Ensuring students are aware of the need to avoid any forms of malpractice (for example plagiarism) and the consequences should they commit it.
- Inducting students in the correct use and referencing of AI, and regularly revisiting this and the potential consequences throughout the course.
- Using plagiarism detection tools such as 'Turn it in' to screen for student malpractice.
- In the event of suspected Student Malpractice following the guidance and procedures within the Assessment Malpractice Policy and Student Disciplinary Policy accordingly.
- Safeguarding themselves and their students through using college recognised communications. This is achieved by the use of college email, college phone numbers, the college website and MS Teams and Moodle, or other college sanctioned IT platforms as the only forms of communication used during contact with all students.
- Continuing to deliver content in line with existing learning schemes/schemes of work (as far as possible) making the necessary adaptations for remote and online use or as directed to by Awarding Organisation.

- Wherever possible the setting of summative assignments should be set in face-to-face settings where this is safe to do so or through a synchronous session.
- Ensuring all students are challenged and supported and that work is correctly attributed to them.
- Providing inclusive learning materials and regular and clear communication with students, which continue to meet the expectations of the college in terms of relevance, quality, equality of opportunity and safeguarding.
- Paying due care to the nature of the tasks set, so that students have a range of activities to complete and are not exclusively working on a screen.
- Clearly and effectively communicating expectations, tasks and deadlines to students.
- Giving due regard to individual learning needs of students. For students with special education needs (SEND), teachers must consider how best to support these students and/or in liaison with the Inclusive Support team, where applicable.
- Providing timely formative and summative feedback on work completed and submitted remotely by students that aids progression and develops understanding of next steps in line with the Assessment, Moderation and Internal Quality Assurance Procedure.
- Engaging in regular contact (as timetabled) with students for academic and health and wellbeing purposes.
- Actively following up on non-engagement or attendance of students.
- Maintaining the security and confidentiality of student personal information (such as email addresses and phone numbers where required) by using the approved college information system only (Pro Monitor).
- Maintaining the security of electronic devices. For example, use of password and device lock (also see the college's IT and Social Media Usage Policy, which details acceptable use of ILT equipment and resource and e-Safety)
- Effectively and timely reporting of any safeguarding concerns about students. Staff are to report issues via the staff portal: MyConcern.
- Good practice would be to record sessions for offline viewing. Remind students of the Online Netiquette in lessons and they are live and will be recorded. Please refer to the Student Netiquette guide as part of the student college induction.
- At appropriate points drawing attention to material where copyright or intellectual property rights of others need to be protected. Where course materials have been produced by employees for the purposes of a course run by BMet, BMet owns the copyright and permission is not required to include these materials in the recording.
- Having a clear understanding of how to access college systems and data remotely. In cases of a technical issue, please log on the IT Help Desk or, for all sites, email OTRS-ITS-DESKTOP@bmet.ac.uk
- Seeking support with effectively using virtual learning platforms where required with the college Learning Technology Coaches team. Support can be found from your Department Manager and/or the Quality LTC Team for bespoke 1-1 or team training. Proactively familiarising themselves (and seeking help if they need more guidance) is important to mitigate misunderstandings that can then lead to complaints. (see sections 6.0).

### **3.1 Teacher engagement in synchronous (live) online learning**

#### **When engaging in synchronous (live) online learning lessons, teachers will:**

- Deliver live online lessons to groups only (more than one student).
- Potentially provide individual tutorial support online to discuss progress.

- Advise students **at the start of every lesson** that the lesson is being recorded for reference purposes. If teachers intend to share the recording with students, then they must clearly state this on the recording at the start of the session. The live class will be recorded and backed up, so that if any issues were to arise, the video can be reviewed.
- Safely store all recordings on college approved systems only.
- Only share recordings with students if stated at the start of the session.
- Wear suitable clothing (as per expectations of being on a college site), as should anyone else in the household. Refer to the Online Netiquette Guide.
- Keep their camera on whilst delivering the session, where possible. Encourage students to also keep their cameras on.
- Ensure computers used are in an appropriate area, and where possible be against a neutral background. (Static, minimalist backgrounds provide less distraction to students) A professional/appropriate virtual background may also be used.
- Ensure live online lessons are kept to a reasonable length of time.
- Ensure language and behaviour remains professional and appropriate at all times (as per expectations of being on a college site)
- Ensure the teacher does not have anyone else in the room with them when they are delivering the session from home as this may be considered to pose a safeguarding and/or GDPR issue. Staff will only use platforms provided by BMet College to communicate to students.

#### **4.0 Expectations and responsibilities of Students**

##### **When engaging in all types of remote learning students will:**

- When working remotely continue to adhere to the college's expectations of behaviour and attitudes as if they were within the college environment e.g. acceptable use of IT and communication and Ready, Respectful and Safe.
- Show a greater level of autonomy and self-motivation, ensuring any work undertaken remotely is their own and completed to the best of their ability.
- Engage in all remote learning activity as directed to do so by their teachers.
- Submit completed work timely to meet any deadlines set by the teacher.
- Ensure that no unreferenced use of AI is used in written submitted assignments and within recommended Awarding Organisation guidelines. NB Some Awarding Organisations do not allow the use of Text Boxes to create assignments as some AI checkers do not pick this up.
- Ensure that they understand how to navigate any remote learning platforms and contact their teacher if further assistance or guidance is required.
- Use all virtual platforms in a formal and professional manner. Inappropriate behaviour could result in disciplinary in line with the college Student Disciplinary Procedure.

##### **4.1 When engaging in synchronous (live) online learning lessons students will:**

- Carefully follow all instructions given by their teacher (before and during the live online learning lesson).
- Be on time and mute their microphone on joining.
- Not record or take photographs of the teacher or other students.
- Actively engage in conversation when asked to do so by the teacher.
- Use the chat function as a tool for **learning**: to engage with other students; ask questions and engage with the learning session when invited to do so by the teacher.

- Remain professional at all times when engaging in both written and verbal communication and to only annotate on slides/whiteboards when instructed to do so by their teacher.
- Ensure language and behaviour remains professional and appropriate at all times (as per expectations of being on a college site).
- Remain attentive during the live online lesson without distractions (where possible).
- Raise their hands when they wish to attract the attention of their teacher as part of online sessions (Ready, Respectful Safe (RRS)).

## 5.0 Contact and Support

### 5.1 Safeguarding

The college safeguarding teams will identify their vulnerable students on the basis of risk:

- **High** - most risk of harm or neglect and fewest protective factors (would include those with a child protection plan).
- **Medium** - a moderate risk of harm, but with some protective factors (would include those identified as 'Child in Need'; and those with a social worker).
- **Low** - some concerns escalating or unmet needs; or have been red or amber and need monitoring.

All staff will use **MyConcern** for recording and alerting any Safeguarding concerns.

#### 5.1.1 Safeguarding concerns

Staff can report any Safeguarding issues through MyConcern.

The Designated Lead Safeguarding Officers can be contacted at each centre using this Sharepoint link [Safeguarding - Home](#) or externally through our website at: [Safeguarding - BMet College](#).

### 5.2 Inclusive Support SEND

The college is committed to support students both within face to face and virtual classroom environments to ensure no student is disadvantaged. 1-1 and Small Group Study Support and in class support is maintained whether remote or face to face across all centres.

#### 5.2.1 Key Contacts for Inclusive Support

Key contacts for Inclusive Support can be found through our Sharepoint pages here: [Meet the Team](#) or externally through our website at [Inclusive Support - BMet College](#)

### 5.3 Student Access to IT

Whilst we recognise that remote learning will be predominantly online, we remain committed to meeting the needs of all our students and will endeavour to provide alternative means as required. This may include paper-based activities and printed materials.

The college is committed to providing students without access to IT at home with appropriate IT resources, wherever possible. The college will conduct regular surveys with students to ascertain those students without access to IT through ProMonitor and provide support where possible subject to review of individual circumstances.

#### 5.3.1 Student Support for Technical issues

Students can contact OTRS-ITS-DESKTOP@bmet.ac.uk by telephone 0121 362 1130 if unable to resolve locally with their tutors.

## **5.4 Staff Support with Learning Technologies**

In addition to ongoing support for staff in Essential CPD weeks, additional and bespoke learning support can be arranged through the Learning Technology Team and Learning Technology Coaches.

### **5.4.1 The Learning Technologies Team:**

The Learning Technologies Team can be contacted using the details on this Sharepoint link: [Meet the Team.](#)

## **6.0 Other related College policies**

- Academic Assessment Appeals Policy
- Additional Learning Support Policy
- Assessment and Internal Quality Assurance Procedure
- HE Assessment Policy
- Assessment Malpractice Policy
- IT and Social Media Policy
- Child Protection, Safeguarding & Prevent Policy
- Student Positive Behaviour Policy
- Student Guide to Online Netiquette
- Recording of Teaching Policy
- Recording of Lessons Privacy Notice
- TLA Policy
- Fitness to Study