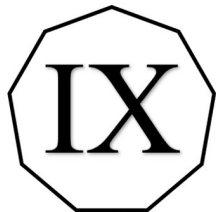


Blended Learning Policy 2024

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If you or someone you know would like this document in an alternative format, please contact the HR Department.

Section 1: Context

1.1 The NiNe Training Limited mission statement declares: 'Inspiring Learning, Enriching Lives, Delivering Success' Blended learning is central to the achievement of this goal.

1.2 The headline priorities set out in the Strategic Plan expound principles that will facilitate the achievement of the Companies primary purpose: to provide high quality learning opportunities for all its learners.

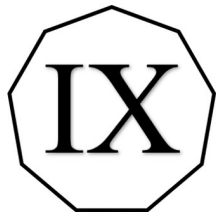
Section 2: Status

2.1 The policy was presented and approved by the Directors of NiNe Training Limited

Section 3: Policy Statement

3.1 Policy Statement

To identify and define the scope, principles and procedures for the use of blended



learning environments for learners and staff at NiNe Training Limited in order to enhance learner learning, success and engagement and to impact positively on the learner experience.

3.2 Scope

3.2.1 This policy applies to all staff and learners and relates to aspects of the:

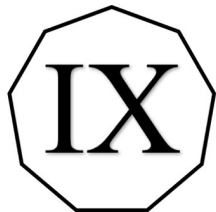
- Teaching, Learning and Assessment Strategy
- Digital Strategy
- Academic Services Strategy
- Keeping Safe Online Guidance Document

3.2.2 Overall responsibility for compliance with the policy and implementation of the procedure resides with the Directors and members of the Management Team.

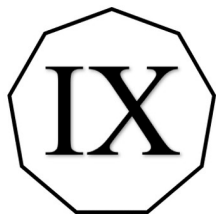
3.2.3 At an operational level the responsibility for managing the procedure in a responsible and professional manner resides with the managers as a key part of their general management responsibility.

3.3 Definitions

- **Asynchronous Learning** - The learning that does not necessarily happen at the same time for the teacher and the pupils. There is no real-time interaction; the learning resources are created and made available for pupils to use later.
- **Synchronous Learning** - Synchronous learning is teaching and learning that happens where the teacher is present at the same time as the learners, meaning that there is real-time interaction between them.
- **Blended learning** - The learning design that strategically, systematically and effectively integrates a range of face-to-face, online, mobile, distance, open, social and other technology enhanced learning across physical and virtual environments, as informed and driven by learner needs and support for desired learning activities and learning outcomes.
- **Online Learning** - The Companies platforms for sharing online resources and setting work are Microsoft Teams and Moodie. Learners are able to return/submit completed tasks through these platforms. It is recognised that a considerable amount of engaging and effective work has been set through alternative platforms. The continued use of these platforms is consistent with this policy and to be encouraged.



- **Flexible or Hybrid delivery** - The timing, pace, content, assessment and location (in both virtual and physical environments) of learning can be varied, personalised and chosen by the learner to suit their needs, whilst still meeting the desired learning outcomes. The extent of variability will be determined by course and/or subject requirements.
- **Digital literacy** - The ability to locate, evaluate, choose, use and create technologies effectively, critically and safely for lifelong learning. Learners require digital literacy to locate, engage, interact, create, share and communicate with a range of learning technologies to access subject information, participate in learning activities, collaborate with peers and complete assessment tasks. Staff require digital literacy to communicate, support, motivate and inspire learning for learners in contemporary learning environments.
- **Flipped Learning** - In the traditional approach to teaching and learning the teacher is the primary source of information. By contrast, the flipped learning model deliberately shifts instruction to a learner centred approach, where in class time is dedicated to exploring topics in greater depth; introducing complex concepts; answering questions; addressing misconceptions; setting clear expectations around work to be completed at home (online or paper based); and, creating rich learning opportunities. As a result, learners are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.
- **Face-to-Face Time** - The traditional form of teaching and learning. It is a 'learner centred' method of education and takes place on site, in person. Learners benefit from increased levels of interaction with their peers, as well as with their teacher.
- **Learning technologies** - The broad range of communication, information and related technologies that can be used to support learning, teaching and assessment.
- **Mode of delivery** - How a subject is delivered internally, externally or via limited mode. Blended learning can, and should be, integrated into any subject regardless of mode of delivery.
- **Video-conferencing** - A synchronous approach involving multiple parties with the option for each participant to turn on cameras and audio. It requires all participants to take part at the same time.
- **Live-streaming** - An asynchronous approach involving a video flow from a broadcaster to viewers. Viewers cannot be seen or heard although there may be



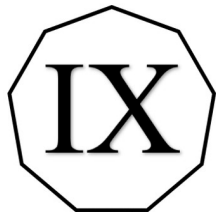
functionality to interact via typed messages. Live-streamed events can be watched live or can be accessed after it has been recorded.

- **A lesson** - The delivery of a classroom lesson - whether this is through video conferencing or through a live-streamed event.
- **A session** - Instances outside of a typical lesson where there may be only one learner present such as a well-being catch-up session with a learner or an additional learning need support (ALN) appointment.

Section 3.4: Principles

Blended learning at the Company is based on the following principles:

- 3.4.1 Learners are inspired, motivated and engaged to learn, through blended learning approaches that vary according to their appropriateness to the learning context.
- 3.4.2 Staff are encouraged and supported to adopt fit-for-purpose and innovative blended learning approaches. These approaches are enabled by academic and appropriate institutional investment in learning technologies.
- 3.4.3 Digital literacy is recognised as an important learner attribute and a core skill for academic staff.
- 3.4.4 Flexible delivery options are offered to reflect the needs of learners, the intended learning outcomes and the availability of resources.
- 3.4.5 Blended learning will not always include hybrid delivery and so will not always provide learners with a choice of where and when they can study.
- 3.4.6 Blended learning and hybrid delivery enhance learner engagement and learning outcomes. In some circumstances, blended learning may require increased investment of resources to ensure sustainable delivery of high-quality learning and teaching.
- 3.4.7 Use of technology – *Smart Assessor*, Microsoft 365 Class Notebook enables opportunities to capture data regarding patterns of learner participation (analytics) to inform monitoring for at risk learners, to promote just-in-time learner support and to provide information to learners.



Section 3.5: Blended Learning Approaches

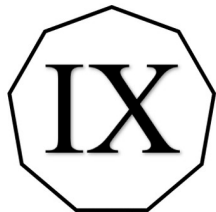
For learners to be at the centre of the Company, blended learning approaches must:

- 3.5.1. Ensure the diversity of our learners, their learning preferences, preparedness and the life circumstances that impact on learner engagement with learning which **informs** the design and choice of blended learning and flexible delivery approaches.
- 3.5.2 Ensure that learners are **provided** with consistent and easy access to services, information, tools, and resources necessary to facilitate and enable learner learning and engagement.
- 3.5.3 Utilise approaches that enable and encourage **interaction, collaboration and communication** between learners and staff and create a sense of belonging to the learning community.
- 3.5.4 Include opportunities to develop the **digital literacy** of learners through induction to virtual environments used for learning and teaching and in discipline specific contexts over the course of their programme.

Section 3.6: Blended Learning course and subject design

Blended learning as defined in 3.3 covers a range of learning activities and opportunities that can be used to plan, develop, and teach lessons. The Teaching Protocols have been designed as a blueprint for Assessors/Tutors to use enabling effective preparation and delivery of synchronous and asynchronous lessons.

- 3.6.1 Design courses where blended learning approaches are **embedded** in overall curriculum design and are logically linked to **learning outcomes**.
- 3.6.2 Ensure learning technologies and face-to-face teaching approaches are chosen to **best meet** the desired course and subject learning outcomes and support learner learning and engagement.
- 3.6.3 Regularly review blended learning approaches used in subjects across the whole course of study for **applicability, relevance and best practice** in relation to learner needs and desired learning outcomes.
- 3.6.4 Ensure subjects use an appropriate/effective mode of technology to enable blended learning.



3.7 : Blended Learning and Assessment

To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners, teachers must consider the most appropriate way for learners to produce work remotely, for example make a video recording, upload videos or photos of work, photograph a written assignment - does it have to be word processed?

To do this the Company will:

- 3.7.1 Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely.
- 3.7.2 Ensure the process to managing feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner.
- 3.7.3 Ensure the setting of assignments is undertaken in the face-to-face sessions where possible and that deadlines are clear. Inform learners via Teams and ensure learners can discuss either individually or as a group online.
- 3.7.4 Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner. Where applicable assessments must be submitted through Turnitin or an alternative, Company approved electronic checking system.

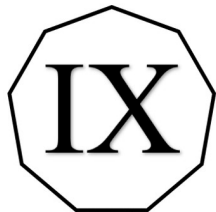
Section 8: Roles and Responsibilities

8.1 Directors: Quality

- develop, monitor, and evaluate the whole Company strategy for blended learning.
- communicate with, and provide support to, departments, staff, pupils, and parents, to ensure effective implementation of blended and distance learning.
- provide opportunities for appropriate CPD training to ensure that staff can deliver blended and distance learning effectively.
- ensure accountability of the blended and distance learning process, through school self-evaluation.

8.2 Teaching, Learning and Assessment and Digital Technology in Teaching and Learning

- research, trial and develop excellent practice and innovation, using varied strategies for blended and distance learning; and informally.
- provide a forum for colleagues to discuss, trial and implement strategies to improve the quality of blended and distance learning; share good practice; develop ideas; and



reflect on teaching and learning.

- work towards helping to create a proactive Company culture where the quality of blended and distance learning is openly observed, discussed, challenged, and enhanced within a supportive and non-judgemental environment.
- promote high quality blended and distance learning.

8.3 Teaching and Learning, Remote Learning Champions

- lead and support the provider in the design and development of high-quality blended learning experiences for learners, by ensuring that plans are fit for purpose and audience.
monitor and evaluate the provision of blended learning through self-evaluation.
- communicate with learner and parents, to ensure engagement and progress with the blended experience.
- disseminate excellent practice amongst colleagues, both formally and informally.

8.4 Teachers

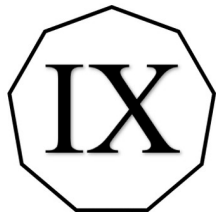
- continue to strive to deliver consistently excellent lessons in accordance with the Teaching, Learning and Assessment guidelines.
- engage with CPD training to ensure proficiency in delivering effective blended and distance learning.
- collaborate with colleagues to design and develop high-quality blended and distance learning experiences for learners, in accordance with School plans.
- plan and deliver blended and distance learning experiences for all learners, including those with additional learning needs, considering Individual Development Plans and ensuring that learners' needs are fully catered for.
- communicate with and provide timely feedback to learners in line with the Companies Marking and Feedback guidelines.
- carefully monitor learners' work completion and deadline compliance.
- communicate with learners and parents, as appropriate, to ensure engagement and progress with the blended and distance learning experience.

8.5 Learning Staff

- provide support and assistance to Schools and teachers, in accordance with the Additional Learning Needs Policy.
- assist with implementation of learners' Individual Development Plans so that their needs are fully catered for through blended and distance learning.

8.6 Examination Team

Provide support and guidance to teachers in respect of On-line exam processes and



procedures.

8.7 Learners

- Record tasks set at the end of each face-to-face lesson in school, noting the due date for completion.
- Dedicate appropriate time to distance learning, to complete the tasks, set by the due date.
- Check their Team Classroom for information on tasks, assignments, and resources daily, throughout the week.
- Identify a comfortable and quiet space to study/learn.
- Engage in all learning set with academic honesty.
- Submit all tasks and assignments in accordance with provided timelines and/or due dates.
- Appreciate that when working at home remotely, teachers will be delivering lessons at the Company so may not be available to speak with you or return work.

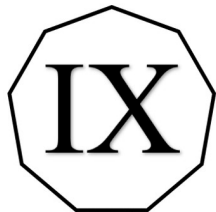
Section 9: Recording sessions online

For all live-streamed recordings practitioners must comply with the Companies data protection policies and GDPR regulations. Practitioners should ensure the online session is secure and only those invited can access it.

They should ensure that participants data such as logon IDs, email addresses are protected. As a minimum, practitioners should ensure that recording does not take place without the participant's recorded agreement.

Teachers should consider:

- The facilitator's device camera must be turned on during livestreamed sessions, to enhance the learning environment, engagement, connection, and relationship. Learners should be encouraged to turn their device cameras on during livestreamed sessions.
- Company approved live streaming platforms have the facility to record a session or element of a session. If the session facilitator decides to do so, learners must be forewarned and invited to turn off their device camera.
- If a recorded session is to be shared with learners later, this must be done as an asynchronous activity, without learners being present in the recording.
- Individual tutorials or other support type sessions should not be recorded owing to the often-confidential nature of discussions.



- Some classrooms / teaching spaces will be set up with video cameras to enable both classroom teaching and simultaneous live streaming.

9.1 Purpose of recording lessons

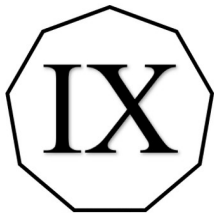
- 9.1.1 To enable learners to visit the session if they have been unable to attend, thereby reducing the teacher time in going back.
- 9.1.2 To act as an aide memoire to learners if they want to check the content for their asynchronous tasks.
- 9.1.3 To record the synchronous chat content to enable any points of concern, questions and responses to be revisited to ensure all learners fully understand the session content.
- 9.1.4 To safeguard the teachers when working online should any issues be raised by learners.

9.2 Recording a session through a platform.

- 9.2.1 Ensure all participants are aware the session is being recorded - show the record notice.
- 9.2.2 If learners do not want to be seen and use a pseudonym, the teacher and participants must know who that person - this could be done at registration /start of session.
- 9.2.3 If an external speaker is invited to the session, all learners know prior to the session.

9.3 Storage

- 9.3.1 Recorded sessions should remain on the class/group teams channel and only shared with those who are members of that team.
- 9.3.2 The recorded content saved should only contain relevant subject matter that was within the lesson content - what was being taught.
- 9.3.3 The recording should be managed by the teacher and learners must be made aware that they cannot share content outside their class team.
- 9.3.4 Recordings with learners visible in them will be held for up to 1 academic year for the purposes of sharing with learners to support ongoing learning and revision sessions.
- 9.3.5 Recordings will not be used by the Company for the following purposes without prior agreement with the tutor:
 - Observations
 - Tutor performance monitoring or assessment
 - Sharing or distributing content to other staff and institutions



Section 10: Implementation of Blended Learning

To achieve blended learning, the Company must:

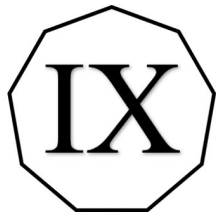
- 10.1 Ensure staff are recruited, trained, supported, resourced, and recognised for effective and innovative blended learning approaches at an institutional level.
- 10.2 Invest in, research and support online infrastructure and learning spaces that allow for blended learning approaches, including online learner feedback, analytics, online submission of assignments, learner created content, learner sharing of own content and personalised learner communications.

Section 11: Monitoring

The policy and procedure are to be monitored by the Directors: Quality in conjunction with the Manager.

Section 12: Review

- 12.1 The policy and procedure are to be reviewed by the Directors: Quality in conjunction with the Manager and will be tabled.
- 12.2 The policy will be reviewed annually.
- 12.3 The next date for review is May 2025



Appendix 1

Equality and Linguistic

Impact Assessment & Screening Document

This document is used to record the assessment of whether a change to a policy, practice or provision will have a negative or positive impact on the equality of a protected characteristic or the use of the Welsh Language.

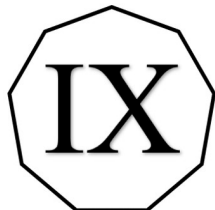
Stage 1 - Initial Screening

Firstly, consider what item is being assessed and what is its purpose? Using the boxes below, provide a description of the policy, practice or provision being assessed with a short statement about what the item is intended to achieve (its aims and objectives) and who is affected, e.g. staff, learners, parents/carers, partners, etc.

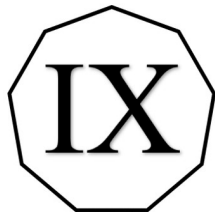
Description of Item; Blended Learning Policy
Aims and Objectives The is committed to ensure learners can engage, progress and succeed in their learning through a range of effective and well resources activities both face to face and online. To achieve this, the Company is committed to ensuring that staff are trained to provide and understand this service.
Those affected - e.g., staff, parents, partners. This policy applies to all employees and users of the Company.

Considering the item being assessed, use the boxes below to record your initial thoughts on the possible consequences for the nine protected characteristics and the use of the Welsh Language.

I Protected Characteristic	I Potential impact positive or negative
Sex Also called gender, means a man or a woman	No identified impact
Race Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins	No identified impact
Age Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).	No identified impact
Gender Reassignment The process of transitioning from one gender to another	No identified impact



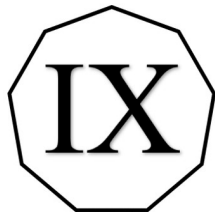
Sexual Orientation Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes	No identified impact
Religion & Belief Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	No identified impact
Pregnancy & Maternity Pregnancy is when expecting a baby, Maternity refers to period after the birth	No identified impact
Marriage & Civil Partnership Marriage - between same or opposite sex couples, Civil Partnership - between same sex couples	No identified impact
Disability Any long term condition that effects day to day activity. Conditions include hearing, visually & physical impairment, learning disability, mental health, cancer, HIV & MS	All learners with ALN or disabilities be provided with accessibility tools and resources to enable full engagement in all forms of blended learning as far as the Company is able to make reasonable adjustment and support.
The use of the Welsh Language	Potential impact positive or negative
Welsh The Welsh Language (Wales) Measure 2011 establishes equal rights for Welsh speakers, based on the principle that the Welsh language should be treated no less favourably than the English language. The principle is enshrined as a set of statutory rights in the 182 Welsh language 'Standards' that apply to FE colleges (from 1 April 2018). Developers or reviewers of a policy must ensure that it complies with the relevant 'Standards' and consider whether it has a positive or negative impact on them.	No identified impact.
Explanation - if appropriate	
Priority Level: High	



Stage 2 - Analysis

Based on the screening process above you will need to carry out analysis to verify your initial decision. Below you need to show what equality and linguistic analysis has been done on this item? List the evidence, data or sources used to analyse the impact of this item. (Include any, data, reports, surveys or web links utilised in the process)

Protected Characteristics	Data Source and findings
Sex	
Race	
Disability	
Sexual orientation	
Age	
Pregnancy & maternity	
Marriage & Civil partnership	
Religion & Belief	
Gender reassignment	
The use of the Welsh Language	Data Source & Findings
Welsh	N/A



Stage 3 - Engagement/Consultation & Assessment

Following your analysis, you now need to record how you have assessed the item and who was engaged in the process. How was an assessment of the equality and linguistic impact reached, who was involved in the decision?

Group impacted	Nature of positive and/or negative impact or explanation for no identified impact
Sex	Nature of impact has been identified by staff input and will need to be acknowledged
Race	
Disability	
Sexual Orientation	
Age	
Pregnancy & Maternity	
Marriage & Civil Partnership	
Religion & Belief	
Gender Re-assignment	
Welsh	

Stage 4 - Mitigation & Changes

Finally, detail what changes have been made or are scheduled for change following the assessment & engagement to reduce or eliminate any adverse impact?

Impact	Possible change	Recommended & Actioned
Statement of justification and mitigation where negative impact can be avoided		
Policy and its uptake will be monitored to identify any negative impact on teaching, learning and assessment.		
Record of Evidence		



1. Consultation

What consultation has taken place? (State when and who with)

Consultation process	Findings
MT	
JICC	

2. Publication

When will the E&LIA be published?

Date and Method

3. Monitor and Review

How will this be reviewed and monitored?

Lead person or group responsible and review dates
Checklist

Has the alternative format statement been included at the start of the policy document?

If you or someone you know would like this document in an alternative format, please contact the HR



NiNe Training Limited

- Has the document been formatted in line with NiNe Training Limited publication guidelines and policy template?
- Has the Equality & Diversity paragraph been adapted and included? If any member of staff requires assistance with understanding or implementing this policy, particularly where the reasons for this are related to disability, religion or belief, sex, gender reassignment, sexual orientation, pregnancy or maternity, age or race they should contact the HR Unit for advice.
- When you have completed the paperwork, please ensure it is added as an appendix to the relevant policy or procedure.
- Any questions? please contact the HR

Signature of Manager

Name (Print):

Signature