

HOW COLLEGE

PUBLICATION OF REMOTE EDUCATION OFFER



HEART OF
WORCESTERSHIRE
COLLEGE

PUBLICATION OF REMOTE EDUCATION OFFER

Requirements by the ESFA

So that students (and parents of students aged 19 and below) know what to expect of their FE provider if they need to self-isolate or local restrictions require them to remain at home, you should publish your remote education offer on your website by 18 January.

The information you should publish could include:

- What remote education will be made available for different learner cohorts (14 to 16, 16 to 19, apprentices, adult learners)
- Delivery arrangements, such as timetabling, virtual learning environments and assessment arrangements
- Expectations of students
- Arrangements for students studying courses that require specialist equipment or facilities
- Support for students without devices, connectivity or a suitable environment for learning
- Support for students with SEND

Response

[What remote education will be made available for different learner cohorts \(14 to 16, 16 to 19, apprentices, adult learners\)](#)

For all learner cohorts, the College will provide a comprehensive programme of remote learning, and where required and practicable, a blended offer incorporating carefully planned physical interactions onsite.

The College has a long established and nationally recognised track record in the provision of remote and online learning materials through the formation and leadership of the Blended Learning Consortium (BLC).

It has steadily invested in learning technologies for many years, and this has resulted in an ability to offer a mature and comprehensive programme through various online platforms.

Currently the College is leading two College Collaboration Fund (CCF) projects which are adding further library resources for the whole FE sector including online module and video content; this will contribute circa 500 hours of learning.

Additionally the College's expertise in this particular field of delivery has seen it provide support delivered via the Ed tech initiative providing guidance to other Colleges and schools.

Apprenticeship provision (together with other work-related provision) through remote learning will include structured sessions with both learners and employers, together with a wealth of online material (videos, interactive modules etc.) to which learners and employers are directed and activities monitored. Where possible and the curriculum dictates, remote learning will be supplemented by onsite opportunities in a carefully controlled environment, together with the use of project-based work.

Delivery arrangements, such as timetabling, virtual learning environments and assessment arrangements

Delivery will be through a number of online vehicles, the choice of which will be dictated by the needs of the curriculum and balanced by what is right for the particular cohort and the needs of the individual learner. For example, the College makes extensive use of a tailored Moodle platform, combined with class-based and 1-2-1 sessions on Microsoft Teams, Zoom and similar technologies.

Students will be informed of any changes to their regular timetables, but disruption to these are kept to a minimum to avoid potential confusion.

Assessments are planned and executed as far as possible to the normal timetables, and we utilise the full range of flexibilities that have been made available through awarding bodies. Technologies are leveraged to ensure that they are tailored to the needs and demands of the curriculum and learners.

Expectations of students

As far as possible, we expect students to adhere to the 'normal' expectations we outline to them at the start of every term, programme etc. We have supplemented this with additional information and activities around the use of learning technologies, including e-safety, behavioural expectations and adapting to remote learning.

We also ensure that parents and employers are included in informational activities and opportunities for questions and answers. As an example, we recently ran a dedicated online session specifically for parents around the issues of online safety.

All our expectations and relevant key documents are shared with students via our usual channels.

The College's safeguarding and welfare support teams continue seamlessly through the use of virtual platform. In addition learners can use simple online self-refer routes to access help and support. Support teams have developed extensive partnership working arrangements with other support agencies to ensure learners are supported and safeguarded.

The revised tutorial model 'THRIVE' was successfully launched in September. This programme uses a blended delivery approach and is differentiated for learners and cohorts of learners at different levels. The model includes mandatory elements for cross-college themes e.g. safeguarding, Prevent etc. as well as including additional options which aim to empower learners to take responsibility for their own personal development. High quality resources have been created to ensure learners find the programme engaging and inspiring.

Arrangements for students studying courses that require specialist equipment or facilities

Where students require access to particular equipment or facilities in order to for example complete assessments, the College ensures that relevant areas across campus are made available so they can attend sessions in a safe and socially distanced learning environment.

Support for students without devices, connectivity or a suitable environment for learning

Students who do not have access to devices are supported in a variety of ways to ensure their learning is not disrupted; we have supplied a large number of laptops to enable them to access online learning and to complete and submit assignments and assessments. Some students who do not have connectivity have been able to have access to dongles or have an allocated area within our learning resource centres on every campus where they can access a PC and attend all online sessions in a safe and socially distanced learning environment.

Support for students with SEND

Our SEND learners - including those with an EHCP - are identified early and supported with their transition to remote learning at the College.

Particular attention is paid to ensuring these learners develop their digital skills to encourage and enable their access to effective and supported remote learning sessions. Personal Learning Coaches and Learner Support Assistants join remote teaching sessions to support learners individually.

Small groups of learners are supported in break out rooms within online platforms. One to one sessions of support supplement the core delivery sessions.

Engagement with staff, students, external support and parents is strong using remote platforms.

Learners benefit from developing these skills and learn how to keep themselves safe on line. Accessibility options within platforms and additional specialist assistive technologies also enhance the support learners receive.