



KMS 070 Blended Learning Policy

This policy is to be read in conjunction with:

- KMS 007O KMS 007O Academic Appeals (Assessment Appeals Procedure)
- KMS 012 Assessment and Internal Quality Assurance (Verification / Moderation Policy)
- KMS 034 Learning Support
- KMS 017G Academic Misconduct Policy
- KMS 052Q Malpractice and Maladministration Policy
- KMS 301 Observation of Teaching, Learning & Assessment
- KMS 400 Equality Policy
- KMS 400 Appendix B - Equalities Policy (Exams) 2020/2021
- KMS 430 Recognition of Prior Learning Policy
- KMC Teaching, Learning & Assessment Strategy

Ofqual Guidelines <http://www.Ofqual.gov.uk>
JCQ Guidelines <http://www/jcq.org.uk>

Awarding Organisations/ HEIs Guidelines (as appropriate) – including but not limited to: AAT, City & Guilds, First for Sport, Innovate, NCFE, OCR, Pearson, RHS, Vision 2 Learn



Created by:	Deputy Principal Learning & Performance	Review Date:	October 2021
Approved by:	Senior Management Team	Responsibility for Review:	Deputy Principal Learning & Performance
Date Approved:	September 2020		

Purpose and Introduction

In response to the 2020 Pandemic, the College has introduced a Hybrid Curriculum, with students completing online learning combined with meaningful, applied learning for development of practical skills and industry relevant knowledge and behaviours.

This policy outlines the types and methods of blended learning, provides guidance on the approach to blended learning that should be adopted by staff and students; aiming to ensure consistency of approach across all curriculum areas of the College.

Aims of the Policy

- To ensure that blended learning delivery meets the guidelines set by the awarding organisation
- To ensure that the assessment methodology is valid, reliable and does not disadvantage any group of learners

Who should know about this Policy

All staff, academic and support, and students.

Useful information and guidance

<https://www.gov.uk/government/collections/further-and-higher-education-coronavirus-covid-19>

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/what-fe-colleges-and-providers-will-need-to-do-from-the-start-of-the-2020-autumn-term#examinations-and-assessments>

<https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series/public-health-arrangements-for-autumn-exams>

Pearson Qualifications

<https://qualifications.pearson.com/content/dam/pdf/teaching-and-learning-hub/Blended-Learning.pdf?>

City and Guilds Qualifications

<https://www.cityandguilds.com/technical>

Definition of Blended Learning

Blended learning can be defined as a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching; where a formal approach is adopted to ensure the educational elements are complimentary, purposeful and provide students with a diverse and engaging learning experience.

Types of Blended Learning

Face to Face

- Is the most traditional form of teaching and learning; 'teacher/ tutor centred' with the tutor acting as the primary source of information
- students benefit from increased levels of interaction with their tutors and peers

Flipped Learning

- Shifts instruction to a pupil centred approach, where time is dedicated to exploring topics in greater depth, introducing complex concepts whilst answering question or addressing misconceptions
- Students are actively involved in skills and knowledge construction, able to evaluate learning in a meaningful manner

Online Learning

- Use of Microsoft Office TEAMS as the College's platform for sharing of resources
- students are able to use breakout rooms, complete and submit tasks and assignments
- all students have access via their College email account

Asynchronous Learning

- Defined as learning that does not necessarily occur at the same time for the students and the tutor / instructor
- Learning resources are created or made available for use later on, and delivered via TEAMS
- Includes recorded or signposted video content / podcasts
- May require students to engage with the material prior to use of online discussions or face to face learning once back on campus

Synchronous Learning

- Defined as learning that happens where the student and teacher / instructor are present at the same time, with real time meaningful interaction, via either face to face sessions or live streamed sessions

Guidance on Approach

The College will

- Ensure that teaching / instructors are available to support blended learning when students are working remotely
- Ensure that there are processes in place to appropriately manage feedback on assignments / assessments; students questions are constructively answered, with feedback provided in a timely manner
- Where possible (subject to local or national pandemic restrictions such as self isolation or lockdown), ensure the setting of assignments is undertaken in face to face sessions and that deadlines are clear
- Ensure that when students submit work, measures are in place to ensure that the work is authentic and has been completed by the individual student
- Maintain and store securely all assessment and internal verification records in accordance with the guidance issued by the Awarding Organisations

Responsibilities

Deputy Principal Learning & Performance will

- Work with the Heads of Department to develop, monitor, review and evaluate whole college strategy for blended learning and Hybrid curriculum model (via Curriculum Quality Reviews and Curriculum Planning activity)
- Provide regular curriculum updates to Quality& Standards Committee, and the wider governing body via The Corporation
- Provide opportunities for appropriate CPD training to ensure all staff are confident and able to deliver blended learning effectively
- Drive ILT Strategy in participation with College Stakeholders and IT Service Company (Prodigy IT)

Assistant Principal Student Experience & Progression will

- Assist with ensuring all students are able to access online learning; this may be by
 - provision of loaned IT equipment
 - granting permission to attend campus on additional days to access IT equipment on-site
 - overseeing sales of reconditioned / cleanses college laptops
 - applying for additional funding via dedicated government schemes or sourcing charitable grants
- Ensure learner voice is captured via Student Surveys (i.e. Entry / Exit, FE Learner Choices etc.) and Student Union engagement, with results used to drive and inform curriculum planning and review
- Develop ILT Strategy in participation with College Stakeholders and IT Service Company(Prodigy IT)

KINGSTON MAURWARD SYSTEM

Heads of Departments

- Lead and support their staff in the design and development of a high quality curriculum, encompassing face-to-face delivery and blended learning, by ensuring that their department plans are fit for purpose
- Disseminate excellent practice amongst team colleagues, both formally and informally (Lesson Observations and Peer Lesson Observations); promote high quality and exceptional learning experiences
- Help to create a proactive culture, where the quality of blended learning is openly observed, discussed, challenged and enhanced within a supportive and non-judgmental environment (Lesson Observations and Peer Lesson Observations)
- Monitor and evaluate the provision of their curriculum through department self-evaluation; capture actions and progress made via department Quality Improvement Plans (QIPs) and provide updates at Curriculum Quality Review meetings
- Communicate with students and parents /carers (where permission has been granted) to ensure engagement and attendance
- Engage with External Quality Assurance activities and subject support via relevant awarding organisations; ensure that staff have access to up to date and timely information changes

Course Managers / Teachers / Instructors

- Research, trial and develop excellent practice and new innovation using varied strategies adapted and responsive to student needs; collaborate with colleagues in accordance with departmental plans
- Share good practice, develop ideas and reflect on teaching, assessment and learning
- Help to create a proactive culture, where the quality of blended learning is openly observed, discussed, challenged and enhanced within a supportive and non-judgmental environment (Peer Lesson Observations); contribute to high quality and exceptional learning experiences
- Engage with CPD training to ensure proficiency in delivering effective blended learning
- Plan and deliver blended learning experiences for all students, including those with additional learning needs, taking into account EHCPs and delivering differentiation; ensure all student resources are of an appropriate nature
- Communicate with and provide timely guidance and / or feedback to students in line with awarding organisation curriculum specifications
- Engage with External Quality Assurance activities and subject support via relevant awarding organisations; proactively keep to up to date with and manage timely information changes

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Students

- Dedicate appropriate time to online learning in order to complete any tasks / assignments set by the due date
- Check TEAMS regularly (recommended daily when offsite), for information on assignments, resources and tasks
- Engage in all learning with academic honesty
- Submit all tasks and assignments in accordance with provided due dates / timelines
- Appreciate that when working at home, tutors / instructors will be delivering sessions every day on campus / may be self-isolating in line with current NHS guidance