



<b>DOCUMENT</b>	Blended & Remote Learning Policy & Procedures
<b>VERSION</b>	V2026AB 26
<b>PAGE</b>	1 OF 10



**POLICY & PROCEDURES**

**BLENDED &  
REMOTE LEARNING**

<b>REFERENCE</b>	PPBRV2026AB 26
<b>ISSUE DATE</b>	30.04.26
<b>REVIEW DATE</b>	30.04.27



<b>DOCUMENT</b>	Blended & Remote Learning Policy & Procedures
<b>VERSION</b>	V2026AB 26
<b>PAGE</b>	2 OF 10

## 1. POLICY STATEMENT

Crosby Training introduced blended and remote learning in April 2020 during the Covid-19 national lockdown to ensure learners can access meaningful education in person or online.

Blended and remote learning ensure that learners can continue their studies safely, maintaining progression toward their qualifications and personal goals.

This policy defines blended and remote learning, sets out the procedures for delivery, monitoring, assessment, safeguarding, and quality assurance, and ensures compliance with awarding body requirements and Ofsted expectations.

The remote and blended learning curriculum will be carefully sequenced and ambitious, logically building on learners' prior knowledge and skills, and aligned with the onsite curriculum to ensure progression and impact, within the constraints of externally mandated training content.

## 2. SCOPE

This policy applies to:

- All learners enrolled on Crosby Training programmes.
- All teaching, support, and assessment staff delivering learning remotely or in blended formats.
- Contractors, mentors, or other individuals delivering remote/blended learning.

### Related Policies

This policy should be read alongside:

- **Data Protection Policy**
- **Equality & Diversity Policy**
- **Comments & Complaints Policy**



<b>DOCUMENT</b>	Blended & Remote Learning Policy & Procedures
<b>VERSION</b>	V2026AB 26
<b>PAGE</b>	3 OF 10

- **Staff Development & Review Policy** (*for staff development linked to delivery*)
- **Safeguarding Policy**
- **Whistleblowing Policy** (*where concerns arise about malpractice, misconduct, or risks in blended/remote delivery*)

Where skills development and fraud/malpractice issues arise in relation to assessments, these are handled under the **Assessment Fraud & Malpractice Policy** or relevant awarding body procedures.

### 3. DEFINITIONS

**Blended Learning:** An integrated learning environment where face-to-face and online teaching complement each other, providing a diverse and engaging experience.

**Remote Learning:** Learning where the tutor and learner are not physically co-located. This includes:

- **Synchronous activities** (*live video sessions, group discussions via Zoom/Teams*)
- **Asynchronous activities** (*self-paced learning, online tasks*)

### 4. AIMS

Crosby Training aims to:

- Provide safe, meaningful, and ambitious learning opportunities off-site.
- Ensure all learners have access to resources, support, and guidance.
- Maintain the quality and integrity of teaching and assessment standards.
- Comply with awarding body and regulatory guidance for blended/remote delivery.
- Protect learner welfare and promote safeguarding in remote contexts.



<b>DOCUMENT</b>	Blended & Remote Learning Policy & Procedures
<b>VERSION</b>	V2026AB 26
<b>PAGE</b>	4 OF 10

- Deliver a carefully sequenced curriculum that builds knowledge and skills progressively, in alignment with externally mandated training content from awarding organisations such as City & Guilds, Highfield, and NCFE.

## 5. ROLES & RESPONSIBILITIES

### Senior Leadership Team

- Approve and review this policy.
- Ensure resources, training, and QA arrangements for blended/remote learning are in place.
- Monitor compliance, engagement, and learner outcomes.
- Ensure alignment with Ofsted and awarding body expectations.

### Tutors/Assessors

- Deliver learning according to the policy and awarding body requirements.
- Maintain regular contact with learners.
- Monitor engagement and record progress.
- Report safeguarding concerns promptly in line with the Safeguarding Policy.
- Provide timely, constructive feedback to support learner improvement.

### Support Staff

- Provide technical and pastoral support to learners.
- Ensure access to learning resources.
- Assist with equipment, digital access, and platform guidance where required.

### Learners

- Engage with remote/blended learning in line with programme expectations.
- Complete work and assessments on time.
- Report any technical, access, or welfare issues.
- Follow online safety and behaviour expectations in virtual spaces.



<b>DOCUMENT</b>	Blended & Remote Learning Policy & Procedures
<b>VERSION</b>	V2026AB 26
<b>PAGE</b>	5 OF 10

## 6. DELIVERY PROCEDURES

Learning may be delivered using:

- E-Kits for Highfield qualifications.
- City & Guilds employability training platforms.
- Skills Network learning platform for TQUK qualifications.

All learning activities will:

- Mirror onsite programme content and duration as far as awarding body requirements and practical constraints allow.
- Be structured and systematic, with clear explanations and resources.
- Provide meaningful, ambitious tasks for each timetabled session.
- Include regular tutor contact through live streaming, video call, or chat.
- Be carefully sequenced to ensure logical progression of knowledge and skills.

Learners will be supported through:

- Named staff support links.
- Guidance on accessing and using learning platforms.
- Printed materials where digital access is limited.
- Access to safeguarding officers and pastoral support.
- Assessment of digital access and skills at enrolment/induction.
- Provision of equipment or connectivity support where required for learners who need it.

## 7. SAFEGUARDING & ONLINE SAFETY

All learners receive online safety advice and guidance on induction, including:

- expected online behaviour and respectful communication,



<b>DOCUMENT</b>	Blended & Remote Learning Policy & Procedures
<b>VERSION</b>	V2026AB 26
<b>PAGE</b>	6 OF 10

- how to protect their own and others' safety in virtual spaces,
- how to report concerns about content, contacts, or behaviour.

Crosby Training ensures that platforms and tools used for remote/blended learning comply with data protection and UK GDPR requirements. Personal data is processed securely and appropriately, and learners are informed of how their data will be used.

Tutors and staff will be trained to recognise safeguarding concerns in remote contexts, including signs of exploitation, abuse, or online harm. Any safeguarding issues will be escalated immediately in line with the Safeguarding Policy.

Tutors will follow safeguarding procedures for online sessions, including:

- ensuring secure access to live sessions (e.g. passwords, waiting rooms),
- using recorded sessions only with consent and where appropriate,
- storing recordings and any related data securely and in line with UK GDPR.

## 8. ASSESSMENT & QUALITY ASSURANCE

Remote/blended assessments will comply with awarding body guidance and any specific conditions for remote assessment.

Internal verification will ensure assessment is:

- valid, reliable, and fair,
- conducted under controlled conditions wherever possible (e.g. live sessions, supervised online assessments),
- recorded and stored securely.

Feedback will be provided within 5 working days of submission, unless awarding body rules specify otherwise, focusing on how learners can improve. Assessment and feedback standards in remote/blended contexts will be at least as rigorous as in onsite delivery.



<b>DOCUMENT</b>	Blended & Remote Learning Policy & Procedures
<b>VERSION</b>	V2026AB 26
<b>PAGE</b>	7 OF 10

Tutors will provide regular, constructive feedback to learners.

Mechanisms are in place to authenticate learner work and manage late or missing submissions, in line with relevant organisational procedures and awarding body requirements.

## 9. MONITORING ENGAGEMENT & PROGRESS

Engagement will be monitored using:

- attendance in live sessions,
- submission of assignments and assessments,
- learner interaction on learning platforms.

Non-engagement or low progress will trigger:

- tutor follow-up via phone, video call, or email,
- escalation to the Quality Assurance Manager if concerns persist,
- where appropriate, referral to pastoral or safeguarding support if welfare concerns arise.

Engagement and progress data will be used to inform QA activity, programme improvement, and learning support.

## 10. STAFF TRAINING & COMPETENCE

All staff involved in blended/remote learning will receive:

- training on remote delivery, online pedagogy, and safeguarding before delivering remotely,
- ongoing professional development on teaching technology, accessibility, and awarding body updates.

Competency will be reviewed through observation, feedback, and QA monitoring. Ongoing CPD will ensure staff remain current with technology, platform updates, and best practice in online teaching.



<b>DOCUMENT</b>	Blended & Remote Learning Policy & Procedures
<b>VERSION</b>	V2026AB 26
<b>PAGE</b>	8 OF 10

## 11. ACCESSIBILITY & INCLUSIVITY

Learners with SEND or additional support needs will be accommodated according to their needs, in line with the Equality & Diversity Policy.

Support includes:

- adjustments to delivery or assessment methods,
- provision of equipment or printed resources where required,
- clear guidance on using learning platforms safely,
- accessible formats where appropriate (e.g. readable formats, captioned videos where feasible).

Prior to joining a course, learners will be assessed for digital access, equipment needs, and digital skills. Where gaps are identified, Crosby Training will:

- provide equipment or connectivity support where required for learners who need it,
- offer additional digital skills support where needed,
- ensure learning materials are accessible and clear.

## 12. CONTINGENCY PLANNING

Procedures will ensure continuity if:

- learners lose internet access,
- tutors are unavailable,
- platforms fail.

Alternative arrangements include rescheduled live sessions, additional one-to-one support, offline resources, or alternative delivery methods where awarding body rules permit.



<b>DOCUMENT</b>	Blended & Remote Learning Policy & Procedures
<b>VERSION</b>	V2026AB 26
<b>PAGE</b>	9 OF 10

## **13. COMPLIANCE & AWARDING BODY GUIDANCE**

All programmes will follow awarding body standards for delivery, assessment, and internal verification.

The training content is determined by external organisations such as City & Guilds, Highfield, and NCFE, and their guidance is followed.

Tutors will remain up to date with changes in guidance due to external factors, such as national lockdowns or other emergent circumstances.

Where awarding body requirements conflict with this policy, awarding body rules take precedence for the relevant qualification.

## **14. RECORD KEEPING**

All remote/blended learning, assessment, and feedback records will be maintained securely.

QA, internal verification, and attendance records will be accessible for inspection.

Records comply with awarding body requirements and UK GDPR.

Personal data is processed in line with the Data Protection Policy and organisational GDPR arrangements.

## **15. REVIEW & GOVERNANCE**

This policy will be reviewed annually, or sooner if required due to:

- changes in legislation or awarding body guidance,
- updates to technology, platforms, or procedures,
- feedback from learners, staff, or Ofsted inspections.

This policy will also be informed by:

- feedback from learners and staff (including surveys and programme reviews),



<b>DOCUMENT</b>	Blended & Remote Learning Policy & Procedures
<b>VERSION</b>	V2026AB 26
<b>PAGE</b>	10 OF 10

- engagement data, learner outcomes, and QA activity,
- inspection findings (including Ofsted and awarding body reports).

The Senior Leadership Team is responsible for review, monitoring, and approval of updates.

Any significant changes will be communicated to staff, learners, and relevant stakeholders.