

## E Learning and Distance Learning Policy

### Overview

This policy covers training provision leading to a qualification which is delivered and/or supported and/or assessed through various means, which includes e-learning and e-assessment usually through Open eLMS. This includes practice such as e-learning, distance learning, blended learning, flexible learning, instructor led training and the use of web-based materials to supplement workshops and one to one face to face support and learning.

### Delivery

2.1 Trainers/assessors should ensure learners have access to:

- their learning plan that sets out the respective responsibilities, aims, timescales and expected outcomes for the e- learning unit/module, or element of study.
- module/unit descriptors, to show the intended learning outcomes and teaching, learning and assessment methods of the units/module(s);
- a clear schedule for the delivery of their learning materials and for assessment of their work.

2.2 Trainers/assessors should ensure that learners can be confident that:

- learning materials, whether delivered web-based or through other distribution channels, meet the level and breath of learning required for the qualification being worked towards and are appropriate to the learner.
- the learning materials are approved by Welcome Skills for use and are subject to periodical review.

### Learning Support

3.1 Prospective learners should receive a clear and realistic explanation of the expectations placed upon them for learning required or elements of learning, and for the nature and extent of autonomous, collaborative and supported aspects of learning.

3.2 Learners should have access to:

- a schedule for any learner support available to them through their learning programme, for example tutorial sessions or web-based conferences.
- clear and up-to-date information about the learning support available to them in terms of workshops and remotely for their programme or elements of learning.
- documents that set out their own responsibilities as learners, and the commitments of Welcome Skills to support the programme of learning.

3.3 Learners should have:

- from the outset of their study, an identified contact, either local or remote through email, telephone, who can give them constructive feedback and support whilst working through e-learning and/or distance learning programmes, as well as during one-to-one face to face sessions.

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- where appropriate, opportunities for inter-learner discussions about their learning programme, both to facilitate collaborative learning and to provide a support network for the learners.
- appropriate opportunities to give formal feedback on their experience of the programme.

3.4 Welcome Skills ensure that learners can be confident that:

- trainers who provide support to learners on these programmes have the appropriate skills and receive appropriate training and development to carry out the role.
- support for learners, whether delivered through web-based or other distribution channels, meets the expectations of the learner and Welcome Skills ensuring that the learner is able to complete their learning programme.

### Assessment of Learners

4.1 Learners should have access to:

- information on the ways in which their learning or evidence will be assessed, and the relative weighting of units, modules or elements of the programme in respect of assessment overall;
- timely formative assessment on their learning to provide a basis for individual constructive feedback and guidance, and to illustrate the expectations for summative assessment of the qualification, or to pass through the Gateway to End-Point assessment.

4.2 Welcome Skills will ensure that learners can be confident that:

- those with responsibility for learning and assessment are capable of confirming that an learner's assessed work is the original work of that learner only, particularly in cases where the assessment is conducted through remote methods.

### The Virtual Learning Environment Delivery System

Welcome Skills assumes responsibility for the meeting the guidelines below for the VLE systems which it is responsible.

5.1 Delivery – learners should be confident that:

- any programme or element offered for learning has had the reliability of its delivery system tested, and that contingency plans, would come into operation in the event of the failure of the designed modes of delivery.
- the delivery system for the programme or element of learning delivered through e-learning methods is fit for its purpose and has an appropriate availability and life expectancy.
- the delivery of any learning or assessment materials direct to learners remotely through, for example, e-learning methods or correspondence, is secure and reliable, and that there is a means of confirming its safe receipt.

5.2 Assessment of learners– learners should be confident that:

- their assessed work is properly attributed to them, particularly in cases where the assessment is conducted through remote methods that might be vulnerable to interception or other interference.

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- any mechanisms, such as web-based methods or correspondence, for the transfer of their work directly to assessors, are secure and reliable, and that there is a means of proving or confirming the safe receipt of their work.

### General

This Policy should be read in conjunction with welcome Skills fair assessment policy and e-safety policy.

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