



POLICY TITLE: BTEC BLENDED LEARNING POLICY

STATUS:	BTEC Vocational Policy V1
REVIEWED BY:	Principal
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1. Rationale and Aim

What is blended learning?

Blended learning is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience

Aims:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this the Etonbury will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
 - Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement

Etonbury has policies, processes and structures that reflect the blended learning models of assessment. It is anticipated that staff and students will adopt a blended learning approach for a period of self isolation, which typically will be no longer than 14 days. At which point they will return to their normal timetabled lessons.

During a period of blended learning Etonbury will undertake the following:

- Teaching/delivery staff are timetabled to support blended learning when learners are working remotely. This will be via the medium of google classroom, emails and loom videos. All of which will support the continuous learning.
- Etonbury has a process to manage feedback on assignments, and questions are constructively supported, and feedback is provided in a timely manner, if not in the classroom environment. Students submit their work electronically, therefore students can be supported appropriately.
- The setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear where possible. Timetabled lessons for BTEC students remain unchanged allowing for face to face sessions to continue to run.
- Etonbury has provided staff training and implemented measures to prevent and detect any instances of malpractice which may arise due to the different delivery/assessment methods chosen.
- When learners submit work, we can provide evidence to ensure that the work is authentic and has been completed by the learner.

- Learners are fully aware of the need to ensure they avoid any forms of malpractice (for example plagiarism) and the consequences should they commit it.