

Policy title:	Remote Teaching, Learning and Assessment Policy (CV-19)	Date of Issue:	06/01/2021
Owner:	Beverley Ellis	Issue Number:	21-1

1. Policy Statement

- 1.1. This policy outlines how we will provide the best teaching, learning and assessment measures that we can in the event of a national lockdown or regional restrictions due to the national pandemic.
- 1.2. We will use a range of remote support mechanisms and implement a digitalised curriculum to ensure that learning can continue and any disruptions to apprentices and employers are kept to a minimum.

2. Scope of Policy

- 2.1. The policy relates to all apprenticeships, commercial and other funded education programmes that are provided by TRS Training. This includes adult learners and those aged between 16 – 18 years old.
- 2.2. We acknowledge that there may be incidences where our response does not meet all individual learner needs. We will respond to specific needs on an individual basis and provide exceptional support as required.

3. TRS Values

This policy underpins our commitment to our values, with particular reference to:

- RESPECT – Recognising, respecting and valuing diversity of all individuals and their unique talents and promoting equality
- SUPPORT – A strong ethos of care, guidance and support for all
- SPECIALISE – Utilising our vast experiences and expertise in logistics to benefit learners and employers
- RESPOND – Listening to our customers, partners and stakeholders and being equipped to meet their changing needs
- QUALITY – Providing outstanding teaching, learning and customer service
- DEVELOPMENT – Supporting continuous professional development for all staff
- WELL-BEING – Maintaining a safe, healthy and sustainable environment for learners, staff and visitors

4. Implementation Principles

- 4.1. The actions we will take to continue to deliver apprenticeships and other forms of training are documented in Appendix 1.
- 4.2. The policy will be communicated to all subcontractors, employers and learners by email, by publication on our website and through individual trainers. Updates to the policy will also be communicated via these methods.

5. Roles and Responsibilities

Role	Responsibility
Board	<ul style="list-style-type: none"> • Approving the policy • Checking the policy's efficacy • Ensuring the policy is carried out as directed
Business Development Team	<ul style="list-style-type: none"> • Communicating the policy to employers

	<ul style="list-style-type: none"> Informing the Board of employers' feedback on the policy
Senior Management Team	<ul style="list-style-type: none"> Communicating the policy to staff and stakeholders Ensuring staff understand and have the skills and capacity to carry out the policy
Quality Manager	<ul style="list-style-type: none"> Quality assuring the implementation of the policy Providing support to staff in implementing the policy Reporting to the Board on how well the policy is being implemented
Health and Safety Manager	<ul style="list-style-type: none"> Carrying out any risk assessments that arise as a result of the policy's intent
Safeguarding Lead	<ul style="list-style-type: none"> Providing support to staff, stakeholders, learners and employers as described within the policy Informing the Board on emerging issues or amendments that are required to the policy as a result of the changing CV-19 landscape
Trainers	<ul style="list-style-type: none"> Implementing the policy as directed
Curriculum Leaders	<ul style="list-style-type: none"> Monitoring the implementation of the policy and reporting any difficulties or recommended amendments to the Quality Manager

6. Policy Monitoring and reporting arrangements

6.1. This policy is approved by the governing board.

6.2. Due to the rapidly changing nature of the Coronavirus, this policy will be reviewed quarterly until the national pandemic ends.

APPENDIX 1 - REMOTE TEACHING, LEARNING AND ASSESSMENT PROVISION

(6th January 2021)

1) Safeguarding and our Prevent Duty

- a) When a person spends more time alone, their vulnerabilities increase. It is easier to be swayed by social media news or to seek connections with groups who offer social support. However, it's critically important that individuals are able to distinguish between genuine support groups and those who seek to groom or radicalise people to meet initially unapparent but dangerous means. Extremist groups have seized the pandemic as an opportunity to engage with more people online and the current threat level to the UK is SEVERE.
- b) We urge all learners and employers to educate themselves to identify what is 'actual' and what is 'fake' news. We include this within our teaching, but other sources of advice that may be of benefit are available at:
 - <https://www.which.co.uk/news/2020/03/how-to-spot-fake-news/>
 - <https://www.mindtools.com/pages/article/fake-news.htm>
 - <https://www.getsafeonline.org/social-networking/online-radicalisation/>
 - <https://www.ltai.info/>
- c) We've attached a helpful document on how to spot whether others around you are being negatively influenced online.
- d) We also strongly encourage all employers and learners to access the ACT app and their resources. Please find the link here **www.actearly.uk**
- e) Remember, all our staff are trained in safeguarding. Please speak to them about any concerns that you may have. You can also contact our Safeguarding Officer, Sadie Douglas, confidentially on 07841444541 or email SadieD@trstraining.net

2) Online Curriculum

- a) Enrolments and inductions will be completed online on a one to one basis. This will be arranged by the trainer and employer. Digital signatures will be used to sign commitment statements.
- b) Our theory sessions are now all available through live online teaching sessions. We are continually reviewing our online provision to make it better, more engaging and more easily accessible. Not all sessions are recorded, you will be informed if the session is going to be recorded before it takes place. We strongly recommend attendance at live sessions; recorded sessions should only be used as an exception as these do not provide learners with the best learning experience.
 - i) **Supply chain**
 - LGV, Removals, Traffic Office Level 2 - full timetables are running throughout each month
 - Supply Chain Warehouse Operative Level 2 – one to one online tutorials are delivered to each learner
 - ii) **Management**
 - Customer Service Levels and 3 – one to one online tutorials are delivered to each learner
 - Team Leader Level 3 – full timetables are running throughout each month
 - Transport Manager CPC Level 3 – online courses are available from the RHA. Classroom based delivery is currently suspended.
 - Operational / Departmental Manager Level 5 – full timetables are running each month

iii) **Manufacturing**

- Business Improvement Techniques Level 2 – online group sessions will be agreed with each employer
- Lean Manufacturing Operative Level 2 – online knowledge sessions will be agreed with each employer
- Improvement Technician Level 3 - online knowledge sessions will be agreed with each employer
- EAL Diploma in Manufacturing Level 2 – practical elements are currently suspended until further guidance has been received from the awarding organisation.

iv) **English and maths** – Two week rolling timetable created and online group sessions agreed with learners. Learners book on to suitable date and time slots or can opt for one-to-one tutorials.

3) **Reviews**

- a) Trainers will carry out reviews online, and will arrange these directly with learners and employers. Employer input is crucial to achieving a meaningful and target driven review. We are developing the review process to minimise any bureaucracy and making it as straightforward and accessible as possible.
- b) Onefile will continue to be used to record all off the job hours, reflective accounts and to monitor progress.

4) **Digital skills**

- a) Online Basic Digital Skills sessions will be available from 18th January 2021. Trainers will send out details of how to attend.
- b) Whilst we are all using more internet banking and online shopping, our risk of being scammed has increased. The following sites provide helpful advice on how to keep yourselves and others protected:
 - <https://www.mcafee.com/blogs/consumer/consumer-threat-notice/10-tips-stay-safe-online/>
 - <https://www.ltai.info/staying-safe-online/>

5) **ICT Equipment**

- a) We acknowledge that not all learners may have access to ICT equipment or internet connections. We may be able to provide tablets to learners in exceptional circumstances, we will require a deposit for these and they must only be used for TRS training programmes. The number of tablets available is very limited. Please contact your trainer for further support.
- b) The government have provided support for those with limited broadband connections. Further information of how to access this support can be found at:
 - <https://www.ofcom.org.uk/about-ofcom/latest/features-and-news/children-connected-home-learning-lockdown>

6) **Face to face provision**

- a) During the lockdown period or within high tier regions, site visits and face to face tuition will only be provided in exceptional circumstances and will be prioritised for learners aged between 16 – 18 years.
- b) Approval for site visits and face to face tuition during lockdown or within Tiered areas of 2 and above, must have prior permission from the Health and Safety Manager. This may require additional risk assessments to be carried out.

- c) LGV lessons and tests are currently suspended. Each driving school will implement strict health and safety measures once these resume. These measures will be based on DVSA guidance. Learners will need to ensure they are familiar with each individual school's measures before attending any lessons.

7) Distance Learning Materials

- a) We will provide distance learning materials for learners who can demonstrate a clear reason why they cannot engage in learning online. This may take the form of textbooks and postal assignments.
- b) Learners and employers should raise such support needs with their individual trainer.
- c) DTS subscriptions will continue throughout your programme, please make as much use of this as possible.
- d) BKSB diagnostics and online resources are still available and you are encourage to make full use of these regardless of whether you are expecting to sit an English or maths assessment.

8) Emotional and wellbeing support

- a) During 2020, we trained a number of staff to become mental health first aiders. All staff have received mental health awareness training.
- b) We understand that this is a very difficult time for individuals and we are here to support you. We can find wider, more specialised support for you if it is needed.
- c) If you are feeling particularly low or worried please let your trainer know or talk to us confidentially by calling Sadie on 07841444541 or Lee on 07841 444538 or talk to your trainer for more advice.
- d) We also recommend following the 5 steps to positive wellbeing, please see the attachment for information or follow this link <https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>

9) Wider learning opportunities

- a) Furloughed staff can still complete training and this can contribute to off the job hours if it is appropriate to your apprenticeship.
- b) Free courses to help you learn new skills or get a new job are available at <https://theskillstoolkit.campaign.gov.uk/>

Topics include:

- practical maths
- computer essentials
- personal growth and wellbeing
- professional development
- business and finance
- digital design and marketing
- computer science and coding

10) Staff training and support

- a) Please understand that it is also a very difficult time for our staff too. They have been brilliant and have continued to provide learning and business support throughout the year, but please bear with them over the next few months and give consideration to the pressures that they may also face, both professionally and personally.
- b) We have spent a considerable amount of time developing our curriculum so that it can be delivered remotely. We have formed a teaching and learning reflection group to specifically focus on our online practices and to seek out innovative and emerging developments in remote provision.

11) Observations

- a) We are encouraging the use of recorded discussions to gather evidence from learners and expert witnesses in the work place where observations can't take place. Recordings will make evidence more authentic.
- b) Support from employers in the completion of witness testimonies is crucial, and we urge all mentors and line managers to utilise their skills and expertise in this regard.

12) Examinations

- a) At the date of publication, functional skills assessments are still able to take place. We have registered with the Department for Education for learners to attend remote invigilation centres.
- b) We are pending approval for home based assessments and will roll these out to learners as soon as we are able. We have also gained approval for remote invigilation to take place in the workplace.
- c) These measures require software to be downloaded and strict invigilation procedures to be followed. Our Functional Skills Co-ordinator has developed invigilation training materials to support this.
- d) Advice and support on functional skills assessments is available at SadieD@trstraining.net
- e) LGV theory tests and practical examinations are currently suspended across England, Wales and Scotland by DVSA. We have registered 'test ready' learners with our driving schools so that the first available slots will be allocated to us as soon as testing restarts. There may be a substantial wait for lessons and tests once the suspension has been lifted.
- f) Transport Manager CPC exams are expected to take place in March 2021. We will communicate if these will go ahead nearer the time.

13) End Point Assessments

- a) We have had regular meetings with our End Point Assessment Organisations to ensure we are providing the best opportunities for our apprentices to sit their end point assessments.
- b) Gateway interviews will be conducted online, and documentation will be completed using digital signatures.
- c) Flexibilities have been approved by the Institute of Apprenticeship and Technical Education, and are available for at least the next 12 weeks:

Apprenticeship	Flexibility
LGV	The practical observation may be replaced by an alternative assessment consisting of witness testimony from an expert and evidence such as logs. The apprentice will then undertake a question and answer session of up to 30 minutes with the external assessor
Team Leader	It has been agreed that all methods of assessment can be delivered remotely
Operations or Departmental Manager	It has been agreed due to Covid-19, that the panel can be hosted by the independent end-point assessment only. However, every effort should be made to ensure a sector expert is a part of the panel. If the decision is to have only the independent end-point assessment then this needs to be authorised by the employer
Supply Chain Warehouse Operative	The observation may be replaced by an alternative assessment consisting of a record of observation from the employer. The apprentice will also take part in a competency-based interview with the external assessor to assess the apprentice on their practice and fill any gaps ensuring that the relevant KSBs have been adequately covered
Removals	No change to EPA requirements
Traffic Office	No change to EPA requirements
Customer Service	The observation may be replaced with witness testimony from someone familiar with the apprentice's work. The apprentice would then be assessed through Q&A with an external assessor
Lean Manufacturing	No change to EPA requirements
Improvement Technician	No change to EPA requirements

14) Consideration of additional needs

- a) All learners with additional support needs will receive one to one tuition online on a regular basis
- b) Amendments will be made to online resources to support learners with any visual or hearing impairments.
- c) Learners who require additional independent materials are provided with textbooks and other resources. Additional one-to-one tutorials are available.
- d) Microsoft Word supports the talk-to-text function 'Dictate' that enables learners to transcribe their speech into a word document. Additionally, Word and PDF reader will use the text-to-speech tool, reading aloud the document, ensuring its accessibility.

Source <https://www.ltai.info/wp-content/uploads/2020/05/Digital-safety-during-COVID-19-pdf.pdf>
(06/01/21)

DIGITAL SAFETY DURING COVID-19: SAFEGUARDING FROM HARMFUL INFLUENCES ONLINE

- The impact of COVID-19 means that most of us will be at home for an extended period and are likely to be spending increasing amounts of time online.
- The online world is a necessity for many children in accessing school work and it delivers huge benefits, not least in enabling us to stay connected to family and friends during this period. However, many parents may feel concerned about the content their children are accessing.
- Although rare, there is a risk that increased online activity and feelings of stress and isolation may be exploited by negative influences and online groomers of all kinds to target vulnerable children and young people directly.
- An understanding of digital safety will help parents and carers safeguard loved ones from a range of harms, whether that's child sexual exploitation, fraud, or extremist influences seeking to radicalise vulnerable people.
- Extremists may use the COVID-19 outbreak to promote hateful views, for example through conspiracy theories blaming a particular group for the virus, or through spreading misinformation regarding these groups' responses to it.

What steps can I take to keep my child safe online?

- If you have downloaded new apps or bought new technology to help stay connected at this time, remember to review and adjust privacy and safety settings if you or your child is signing up to a new online service.
- Government has encouraged Internet Service Providers to allow parents to easily filter content to put you in control of what your child can see online.
- You can switch on family friendly filters to help prevent age inappropriate content being accessed on devices in your home.
 - The UK Safer Internet Centre provides [guidance](#) on how to do this.
 - Internet Matters has also provided [step by step guides](#) on how to setup parental controls.
- More information is included in the 'Further Resources' section.

What are the signs that my child may be being exploited online?

- Online exploitation is often hard to recognise because it is a complex issue. When it comes to being drawn into extremist ideas online, sometimes there are clear warning signs, in other cases the changes are less obvious.
- Although some of these traits may be quite common among teenagers, taken together they could be indicators that your child may need some help:

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- Exploring new and unusual websites, chat forums and platforms. Harmful influences may push individuals towards platforms with a greater degree of anonymity.
 - Joining new or secret groups since isolation.
 - Speaking with new friends or being secretive about chats during online gaming or in forums.
 - A strong desire to seek new meaning, identity and purpose.
 - Using language you wouldn't expect them to know.
 - Watching, sharing or creating films online linked to religious, political or racial hate.
 - Becoming increasingly argumentative or refusing to listen to different points of view.

Should I be concerned that a loved one is being exploited online?

- The above are merely signs that they might need help, but you know your child best and you will want to speak with them first. Check in with them and ask about what they are viewing, who they are speaking to and how they are feeling. This might feel difficult, but here are some pointers to help you:
 - Listen carefully to their fears and worries. Find some helpful tips [here](#).
 - Avoid explanations that could be interpreted as antagonistic, belittling or frightening.
 - Advice and support is available to help them [understand COVID-19](#).
 - If they are finding it hard to cope with bereavement and grief - advice can be found [here](#).

What help is available if my child is being exploited online?

- It is important to safeguard loved ones from a range of online harms, whether that's child sexual exploitation, fraud, or extremist influences seeking to radicalise vulnerable people.
- If you are concerned that your child may be at risk of radicalisation, help is available to make sure they get the support they need to move away from harmful influences.
- Teachers, healthcare practitioners, social workers, the police, charities, psychologists and religious leaders work together to safeguard those vulnerable to radicalisation through a safeguarding programme known as Prevent.
- Prevent protects people from being drawn into hateful extremism – regardless of the ideology. It works in a similar way to safeguarding processes designed to protect people from gangs, drug abuse, and physical and sexual exploitation.
- Receiving support through Prevent is voluntary, confidential and not any form of criminal sanction. It will not show up on any checks or negatively affect an individual's future in any way.
- The type of support available is wide-ranging, and can include help with education or careers advice, dealing with mental or emotional health issues, or digital safety training for parents; it all depends on the individual's needs.
- With this specialist help, vulnerable people across the country have moved away from supporting hateful extremism, enabling them to live more stable and fulfilling lives.

How can I access support and advice for a loved one being radicalised?

- As with other safeguarding functions, Prevent is still operating during this time and is here to support families in times of need.

- If you are worried that a loved one is being radicalised, you can call the police on 101 to get advice or share a concern so that they can get safeguarding support. Alternatively, you can contact your local authority safeguarding team for help.
- Contacting the authorities will not get the individual into trouble if a criminal act hasn't been committed. The local authority or police will discuss your concerns, suggest how they can best help and give you access to relevant support and advice.
- If you think someone is in immediate danger, or if you see or hear something that may be terrorist-related, trust your instincts and call 999 or the confidential Anti-Terrorist Hotline on 0800 789 321.

I have seen concerning hateful content online that could cause harm. What should I do?

- Prevent takes robust action to tackle radicalisation online and to counter the ideology promoted by extremists. This includes removing terrorist-related material and action to suspend the accounts of those fuelling these views.
- Any member of the public can report terrorist content they find online through the [GOV.UK referral tool](#). The [Action Counters Terrorism campaign](#) provides more information on this.

Further resources

There are resources available to help you understand and protect your child from different harms online.

- [Educate Against Hate Parents' Hub](#) provides resources and government advice for parents and carers on keeping young people safe from extremism.
- [Let's Talk About It](#) provides support for parents and carers to keep children safe from online radicalisation.
- [UK Safer Internet Centre](#) has guides on the privacy settings, parental controls and internet safety features of the major internet service providers.
- [Parent Zone](#) works with Prevent to provide digital safety advice for parents.
- [Thinkuknow](#) provides resources for parents and carers to help keep children safe online.
- [Childnet](#) has developed [guidance for parents and carers](#) to begin a conversation about online safety, and [on keeping under-fives safe online](#).
- [Parent Info](#) provides digital support and guidance for parents and carers from leading experts and organisations
- [NSPCC guidance for parents and carers](#) is designed to help keep children safe online. Their [Net Aware](#) website, produced in collaboration with O2, provides specific safety information on popular apps and websites.
- [Childline](#) can provide advice and support if your child is worried, from dialling 0800 1111 or downloading the 'For Me' app.
- This [list of online education resources for home education](#) includes resources to support your child's mental wellbeing.

5 steps to improve your mental wellbeing

Connect

Connect with people around you: colleagues, family, friends and neighbours. Building stronger relationships can help us to feel happy and secure. Why not try arranging a day out with a friend you haven't seen for a while?



Keep learning

Learning a new skill can give a sense of achievement and purpose. It doesn't mean you need to go back to school, there are lots of other ways to bring learning into your day-to-day life. Perhaps you could learn to cook your favourite recipe, take up a hobby such as knitting or try playing a musical instrument.



Be active

Take a walk or play a game in the garden with your kids. You don't have to be in the gym to be active. Studies show that physical activity helps maintain and improve mental wellbeing. Find an activity that you enjoy and make it part of your weekly routine.



Be mindful

Try to be aware of the present moment. Listen to your thoughts and feelings and be aware of the world around you. This is often referred to as 'mindfulness'. Mindfulness can positively change the way you feel about life and how you deal with challenges.



Give to others

Helping others is not only good for those you are helping but it can also do a lot to improve your own mental wellbeing. Even the smallest act of kindness can make a difference, such as just simply saying thank you. Larger acts, such as volunteering, can also help you to build new social networks.



Remember... it's okay not to be okay.

** Whilst you may not be able to organise a day out during lockdown, consider Facetiming or Zooming an old friend to catch up*