Title:	Recognise and Understand Roles, Responsibilities and Relationships in Remote Education & Training.
Level:	4
Credit value:	5
GLH	30
Unique Reference Number:	J/651/0658
Sector Subject Area:	Education and Training.
Aim:	The aim of this unit is to provide learners with the knowledge, understanding and skills required to recognise and understand roles, responsibilities and relationships in remote education and training.
Assessment Type:	Assessment of this unit is internally set and internally assessed via academic coursework.
Assessment Guidance:	Please refer to the "Guidance on Assessment" document available on v-Learn.

Learning outcomes
The learner will:

1. Recognise and understand the teaching role and responsibilities in remote education and training.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and understanding required to recognise and understand the teaching role and responsibilities in remote education and training.

The learner must:

1.1 Analyse the differences between remote and face to face teaching.

1.2 Explain the **core teaching responsibilities** in remote education and training.

1.3 Summarise the key aspects of legislation, regulatory requirements and codes of practice that govern a remote teacher's role and responsibilities.

1.4 Analyse the **impact** of technology on the teaching role in remote education and training.

1.5 Describe **strategies** for utilising educational technology.

1.6 Evaluate the **effectiveness** of different remote teaching methodologies.

2. Recognise and understand ways to create, maintain and promote a safe and supportive learning environment in remote education and training.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge, understanding and skills to recognise and understand ways to create, maintain and promote a safe and supportive learning environment in remote education and training.

The learner must:

2.1 Explain the importance of establishing clear **guidelines** in remote teaching.

2.2 Identify and discuss the **risks** associated with online learning and propose strategies for mitigating these risks.

2.3 Analyse **methods** for fostering a sense of community among **learners** in remote learning.

2.4 Evaluate the **effectiveness** of different approaches to addressing individual student needs in remote settings.

2.5 Propose **strategies for promoting mental well-being** among learners in remote learning environments.

3. Recognise and understand the relationships between teachers and others in remote education and training.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge, understanding and skills to recognise and understand the relationships between teachers and other professionals in remote education and training.

The learner must:

3.1 Explain the collaborative nature of remote teaching.

3.2 Describe strategies for building and maintaining strong working relationships in remote teaching.

3.3 Explain the nature of the relationships with a range of professionals in remote teaching.

3.4 Explain the nature of the relationships with others in remote teaching.

4. Understand pastoral roles and responsibilities in remote education and training.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills required to understand pastoral roles and responsibilities in remote education and training.

The learner must:

4.1 Explain **pastoral roles and responsibilities** in remote education and training.

4.2 Summarise the specific nature of pastoral support in own specialist area.

4.3 Analyse the **impact** of technology on the pastoral role in remote education and training.

4.4 Describe **strategies** for utilising educational technology in a pastoral role.

4.5 Evaluate the **effectiveness** of different **types of pastoral support** in remote education.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas of knowledge and skills that will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements	
Core teaching responsibilities:	Including, but not limited to: • Curriculum development. • Assessment. • Communication. • Technology integration. .
Impact:	• Challenges. • Opportunities.
Strategies:	Examples include: • Using online collaboration tools. • Incorporating multimedia. • Online assessment. • Educational apps and games. • Online Learning Management Systems.
Effectiveness:	• For self. • For learners.
Guidelines:	Including: • For online behaviour. • For communication. • For academic integrity.
Risks:	Including, but not limited to: • Cyberbullying. • Data privacy. • Social isolation.
Methods:	For example: • Promoting positive interactions. • Reducing feelings of isolations.
Learners:	Consider diversity of learners. Examples to consider include, but are not limited to: • Cultural differences.

	• Learning disabilities. • Physical disabilities.
Effectiveness:	Effectiveness should be measured for diverse student groups.
Strategies for promoting mental well-being:	Including, but not limited to: • Resources. • Support. • Mechanisms for referral.
Collaborative nature:	Including, but not limited to relationships with: • Administrators. • Leaders. • Subject matter experts. • Technology support. • Support staff. • Learners and their family. • Other remote teachers. • Wider professional community.
Strategies for building and maintaining strong working relationships:	Including: • Formal • Informal • Supportive • Sharing best practice.
Professionals:	For example: • Peers. • Leadership. • Other education professionals. • Other professionals (e.g. mental health support, etc)
Others:	For example: • Learners. • Voluntary organisations. • Learner family / friends / support groups.
Pastoral roles and responsibilities:	Including, but not limited to: • The role of the personal tutor. • Group support. • Information, advice and guidance. • Signposting learners to information. • Referring to other professionals as appropriate.
Types of pastoral support:	For example: • Individual support. • Whole Group support. • Small Group support. • Signposting. • Information, advice and guidance. • Formal pastoral support. • Informal pastoral support.

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