Title:	Delivering Education and Training Remotely
Level:	4
Credit value:	5
GLH	30
Unique Reference Number:	R/651/0660
Sector Subject Area:	Education and Training.
Aim:	The aim of this unit is to provide learners with the knowledge, understanding and skills required to deliver Education and Training remotely.
Assessment Type:	Assessment of this unit is internally set and internally assessed via a portfolio of evidence.
Assessment Guidance:	The portfolio of evidence must include evidence of at least 30 hours of remote teaching, including 3 observations. Please refer to the "Guidance on Assessment" document available on v-Learn.

Learning outcomes
The learner will:

1. Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements in remote learning environments.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and understanding required to be able to use inclusive teaching and learning approaches in accordance with internal and external requirements in remote learning environments.

The learner must:

1.1 Explain the **principles and practises** of inclusive teaching and learning in remote settings.

1.2 Identify and analyse relevant **internal and external requirements** related to inclusive teaching and learning in remote education.

1.3 Design and implement lesson plans which incorporate inclusive teaching strategies, considering a diverse range of learning needs, abilities, and cultural backgrounds.

1.4 Utilise **differentiated instruction** and **universal design for learning** (UDL) principles in remote learning environments.

1.5 Regularly **reflect on and evaluate** the **effectiveness** of inclusive teaching strategies.

2. Be able to communicate with learners and other learning professionals to promote learning and progression.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge, understanding and skills to be able to communicate with learners and other learning professionals to promote learning and progression. The learner must: 2.1 Establish **effective communication channels** with learners. 2.2 Utilise a variety of **communication tools and techniques**. 2.3 Maintain open communication with **interested stakeholders**. 2.4 Collaborate effectively with **other learning professionals**. 2.5 Foster a **collaborative learning community**.

3. Be able to use and adapt technologies in delivering inclusive teaching and learning.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge, understanding and skills to be able to use and adapt technologies in delivering inclusive teaching and learning. The learner must: 3.1 Demonstrate proficiency in using a variety of **educational technologies and online platforms** to deliver engaging and interactive remote learning experiences. 3.2 Evaluate and select appropriate **technologies and tools** to support inclusive teaching and learning practises. 3.3 Adapt and modify existing educational resources and activities to make them accessible. 3.4 Utilise technology to provide differentiated instruction and personalised learning experiences, catering to the diverse preferences of remote learners. 3.5 Integrate technology tools for assessment and **feedback**.

4. Be able to embed wider learning aims when delivering inclusive teaching and learning.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge, understanding and skills to able to embed wider learning aims (eg maths, English, digital, Equality Diversity and Inclusion (EDI), Education for Sustainable Development (ESD) etc) when delivering inclusive teaching and learning. The learner must: 4.1 Identify opportunities to embed and reinforce maths and English skills development within the context of remote teaching and learning activities. 4.2 Integrate **digital literacy skills development** into remote teaching and learning practises. 4.3 Promote **equality, diversity, and inclusion principles** in remote teaching and learning practices. 4.4 Embed education for sustainable development principles into remote teaching and learning activities. 4.5 **Evaluate the effectiveness** of integrating wider learning aims into remote teaching and learning.

5. Be able to evaluate own practice in delivering inclusive teaching and learning.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge, understanding and skills to be able to evaluate own practice in delivering inclusive teaching and learning. The learner must: 5.1 Reflect on own remote teaching practises. 5.2 Seek feedback from learners, colleagues, and mentors to gain insights into the effectiveness of remote teaching practices and identify areas for improvement. 5.3 Analyse the impact of remote teaching strategies on student learning outcomes. 5.4 Develop a **plan for continuous improvement** of remote teaching practices. 5.5 Document and share effective remote teaching strategies and best practices with colleagues to promote continuous improvement and professional development within the remote teaching community.

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	
Principles and practises:	**Principles:** • Accessibility. • Equity. • Sense of belonging. • Differentiation. • FREDIE principles. **Practices:** • Culturally responsive teaching. • Collaborative learning. • Personalised learning. • Regular formative assessment. • Technology for inclusion.
Internal and external requirements:	Internal Requirements: • Internal policies on inclusive teaching and learning. • Curriculum guidance which promotes accessibility and equity. • Organisation-wide initiatives to support diversity and inclusion. • Internal resources and support systems. • Organisation wide communication and collaboration. External Requirements: • Legislation on accessibility and disability rights. • National guidelines for inclusive education. • Best practices for inclusive teaching and learning. • Professional standards appropriate to level. • Ethical considerations.
Differentiated instruction:	Differentiated Instruction Techniques: For example: • Tiered activities. • Flexible grouping. • Choice menus.

	• Contract learning. Aspects to consider when planning differentiated instruction: For example: • Aligning learning objectives and differentiated strategies. • Assessing learner readiness level and identifying individual strengths. • Differentiating both content and the process of instruction. • Encourage learner choice and ownership. • Flexible grouping and collaboration. • Continuous monitoring and adjustment. • Efficient communication.
Universal design for learning:	Universal design for learning principles: • Multiple means of representing information / content. • Multiple means of action and expression. • Multiple means of engagement. • Simple and intuitive design. • Perceptible information. • Tolerance for error. • Low physical and technical effort. • Community of learners. • Instructional climate.
Reflect on and evaluate:	Reflect on: • In the moment. • After the event. Evaluate: • What worked. • What needs improvement.
Effectiveness:	Effectiveness: • For the learner. • For the teacher. • For the organisation.
Effective communication channels:	Effective communication channels: • Provide clear expectations. • Give clear guidelines. • Means of giving and receiving feedback. • Promoting a supportive learning environment.

	• Promoting an engaging learning environment.
Communication tools and techniques:	Including: • Synchronous. • Asynchronous. To facilitate: • Interaction. • Collaboration. • Feedback. Tools and techniques: Examples include: • Email. • Instant messaging / chat. • Video conferencing. • Social media. • Telephone calls. • Voicemail messages. • Written collaborative documents. • Infographics.
Interested stakeholders:	May include: • Family members. • Friends. • Parents / guardians (depending on learner age). • Employer. In order to: • Address concerns. • Provide updates. • Involve them in the remote learning process.
Other learning professionals:	May include: • Other teachers. • Support staff. • Professionals outside the organisation. • Multi-disciplinary meetings.
Collaborative learning community:	Foster a **collaborative learning community** to enhance remote teaching effectiveness and provide mutual support. Examples of techniques and tools for fostering a collaborative learning community:

	• Online collaboration tools. • Discussion boards. • Online study groups. • Remote peer review sessions. • Group games via games-based platform. • Tools for posting video responses. • Remote meetings / circles. • Appoint facilitators. • Create norms and expectations. • Model expected behaviour.
Technologies and tools:	Consider technologies and tools in terms of: • Accessibility. • Effectiveness. • Suitability. Examples of technologies and tools include: • Assistive technology. • Adaptive learning software. • Online translation tools. • Interactive simulations. • Virtual environments. • Gamified learning experiences. • Online collaboration platforms. • Educational games and apps. • Multimedia resources. • Differentiated instruction software. • Text-to-speech and speech-to-text tools.
Feedback	• Formative. • Summative.
Digital literacy skills development:	Ensuring that learners can: • Effectively navigate online learning platforms. • Access digital information. • Evaluate digital information. • Communicate responsibly in digital environments.
Equality, diversity, and inclusion principles:	Principles which: • Foster a respectful and inclusive classroom culture. • Embrace diversity. • Promote equal opportunities for all learners.

Evaluate the effectiveness:	• For learners. • For self. • For others / organisation.
Plan for continuous improvement:	• Short term. • Medium term. • Long term. • Including mechanism for review and amendment of plan.

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