



Department
for Education

Review your remote education provision

FE providers

September 2021

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Summary

This framework has been produced to support FE providers (including FE colleges, sixth form colleges and independent training providers) to identify the strengths and areas for improvement in their remote education provision, and to signpost them to resources that can help them improve their practice.

Who this publication is for

This guidance is for:

- senior leaders in FE providers in England.

Aims of the framework

This framework aims to support FE providers to:

- identify the strengths and areas for improvement in their remote education provision
- find resources (including training), guidance and networks to help them improve practice

Framework purpose

As set out in the [COVID-19 FE operational guidance](#), FE providers should continue delivery so that students of all ages can benefit from their education and training in full whilst being educated remotely.

Whilst the context and challenges will differ for each provider, many of the elements which support effective, safe practice in remote education will be relevant.

This framework is not intended as a compliance or accountability tool. It is not statutory, and you can adapt it to fit the context of your provider.

The framework differs from the requirement highlighted in the COVID-19 FE operational guidance for FE providers to publish their remote education offer on their websites by 18 January. This review framework is for internal FE provider use and to support detailed discussions with staff and governors on appropriate next steps.

Using the framework

You can:

- work through the entire framework to identify strengths and areas for improvement in remote education with your senior leadership team (taking approximately 1 hour to complete as a group)
- focus on specific sections that have been previously identified as priorities

The framework will help you to have conversations with all FE provider stakeholders (for example, staff, governors, students, parents and carers) about the remote education provision.

The framework can help you to meet basic requirements using the resources and tools you currently have (digital or physical) and to take your remote education provision further. FE leaders should allocate a score to each statement where possible, identify strengths and areas for improvement, and discuss next steps with members of the Senior Leadership Team and governors. The framework offers suggested actions and links to relevant support depending on scores and any gaps identified.

You can use the framework more than once to adopt practical steps and move from the “identifying” stage to the “sustaining” stage: to embed a sustainable strategy for remote education.

Scoring

The scoring below provides a structure to identify your provider’s current position in relation to its remote education practice across the 6 categories within the framework. Assessing each category in this way will help senior leaders identify areas of strength and those needing further work.

1. Identify	2. Develop and plan	Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Framework

Leadership

FE leaders have a clearly understood vision and approach for remote education, and maintain awareness of any issues or barriers related to effective delivery.

Scoring

1. Identify	2. Develop and plan	3. Implement	4. Embed	5. Sustain
Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Remote education plan</p> <p>There is a clear plan in place for remote education and it is clear who is leading it.</p> <p>The plan is underpinned by high expectations to provide the delivery of quality teaching and learning, including vulnerable students and students with special educational needs and disabilities (SEND).</p>				<p>To help develop your remote education plan, The EdTech Demonstrator Programme provides several resources to support schools and FE providers in their remote education provision. This includes short videos developed by schools and FE providers on developing remote education plans, contingency planning guidance and guidance on how to embed digital technology to support remote education.</p> <p>GOV.UK provides guidance on the expectations for education provided remotely.</p>
<p>Communication</p> <p>Students, apprentices, parents and carers, staff, governors and employers are</p>				<p>Ensure governors, staff, parents and carers are aware of the FE provider's remote education provision by publishing the remote</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>aware of the FE provider's approach and arrangements for remote education.</p>				<p>education offer on your website, as per the coronavirus (COVID-19) FE operational guidance, and maintain regular communication using face-to-face and virtual meetings (providing updates on any changes to the provision).</p>
<p>Monitoring and evaluating</p> <p>The FE provider has systems in place to monitor the impact of remote education. This includes:</p> <ul style="list-style-type: none"> understanding the impact on staff workload and how to mitigate against it staffing changes having access to appropriate management information (such as staff and student sickness and absence data) 				<p>GOV.UK provides guidance on:</p> <ul style="list-style-type: none"> the FE workforce, including guidance on how to support staff and recruitment how to monitor and manage engagement and attendance as part of the expectations for education provided remotely

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
to help the FE providers respond to changing contexts.				

Remote education context and student engagement

The FE provider understands students' remote education context and plans its provision to ensure students can remain engaged in education.

Scoring

6. Identify	7. Develop and plan	8. Implement	9. Embed	10. Sustain
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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Home environment</p> <p>The FE provider is aware of any barriers that may prevent staff from teaching remotely and students from continuing to engage in directed learning at home. The FE provider works with the student, parents or carers and local authorities where appropriate to ensure they can continue to learn and progress.</p>				<p>The Education Endowment Foundation provides a metacognition and self-regulation toolkit on how teachers can support students to plan, monitor, and evaluate specific aspects of their learning.</p>
<p>Laptops, tablets and internet access</p> <p>Where digital approaches are used, leaders are aware of any limitations students may have to access to the internet or suitable devices, which impact on the remote education provision.</p> <p>Leaders have made suitable alternative arrangements to</p>				<p>Where students might lack digital access to support the remote education provision, FE providers should refer to the 16 to 19 bursary fund guidance to support students to access financial support to acquire these tools.</p> <p>Where providers are unable to secure suitable access to devices and connectivity for their students, providers should consider defining these students as vulnerable and</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>minimise the impact of these limitations, either by providing students with devices and/or internet access, ensuring appropriate offline provision or by ensuring students are able to continue their education on-site if they meet the definition of a vulnerable young person.</p>				<p>expecting them to attend on-site provision.</p>
<p>Supporting students with additional needs</p> <p>Students with high needs, including disadvantaged students, SEND and vulnerable students, have the right structures and provision in place to help remote education.</p> <p>This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.</p>				<p>The EdTech Demonstrator Programme has made a range of SEND resources available for schools and colleges, including webinars on how to support students with SEND.</p> <p>The operational guidance for FE provides advice on supporting SEND and vulnerable students during remote education.</p> <p>Jisc provide guidance on accessibility and inclusion.</p>

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<p>Monitoring engagement</p> <p>The FE provider has systems for checking, at least weekly, for persistent non-attendance as part of a study programme or lack of engagement with remote education. The FE provider can quickly agree ways in which attendance and participation can be improved.</p>				<p>Advice on how FE providers should monitor engagement is highlighted in the FE education and training delivery guidance.</p>
<p>Student digital skills and literacy</p> <p>The FE provider supports students where necessary to use technology for remote education, including assistive technologies for students with SEND.</p>				<p>Where technology is used to support the FE provider's remote education provision, FE providers should consider providing practical support and guidance to students on how to use the technology.</p>

Curriculum planning and delivery

The FE provider has well-sequenced curricula that support 'hybrid' teaching, where some students are taught in class (such as vulnerable young people and dependents of key workers) and others at home, and has the relevant resources in place to deliver the curriculum or course content remotely.

Scoring

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Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Minimum provision</p> <p>Where possible and appropriate, the FE provider sets work that is of equivalent length to guided work that students would normally receive on site.</p> <p>The FE provider has a plan to ensure students get as many of their planned hours as possible, including when on work placements or conducting practical work.</p>				<p>Advice on how FE providers should support students to have access to as many planned hours as possible is highlighted in the FE education and training delivery guidance.</p>
<p>Curriculum planning</p> <p>The FE provider has a clear, well-sequenced curriculum that supports students both in class and learning remotely.</p> <p>The provider ensures that remote education as far as possible reflects the key</p>				<p>Jisc provides curriculum content mapped against qualifications and national standards for 5 vocational subject areas: construction, digital and IT, education and childcare, health and social care, hairdressing.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>aspects of effective, face-to-face teaching, for example by:</p> <ul style="list-style-type: none"> providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources providing opportunities for interactivity and intentional dialogue, including questioning, eliciting and reflective discussion enabling students to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate using assessment to ensure teaching is responsive to students' needs 				<p>Jisc provide a wide range of e-books for FE relating to vocational and academic subjects and qualifications.</p> <p>The Blended Learning Consortium has FE-specific resources across a range of subjects and levels. There is a fee to access these resources.</p> <p>Through the College Collaboration Fund, DfE has funded seven college partnerships to produce a range of high quality digital content and resources for the FE sector. The content consists of free, Sharable Content Object Reference Model (SCORM) compliant resources for use across the FE curriculum.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Curriculum delivery</p> <p>The FE provider has a system in place to support remote education using curriculum/course-aligned resources.</p> <p>The FE provider has online platforms and tools that support effective communication and accessibility for all students, including those with SEND, and meets accessibility regulations.</p>				<p>The Education & Training Foundation provides several resources on how to use technology to support digital delivery, including bitesize training modules for teachers.</p> <p>Microsoft, Google and Apple also provide free training to help teachers use their platforms to build interactive lessons.</p> <p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books free for any student with dyslexia or visual impairment.</p>
<p>Apprenticeships</p>				<p>GOV.UK provides guidance on how FE providers,</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>The FE provider is working with employers to ensure continuity of off-the-job training, assessor reviews and planning for end-point assessments.</p> <p>The FE provider has a clear contingency plan which is well communicated with all stakeholders.</p>				<p>employers and assessment organisations can Provide apprenticeships during the coronavirus (COVID-19) outbreak.</p>
<p>Assessment and feedback</p> <p>Students understand the different ways in which they will receive assessment and feedback to support their remote education, and how often it will be provided. The nature and frequency of assessment and feedback should reflect individuals' needs and the course (or courses) they are enrolled on.</p>				<p>GOV.UK provides guidance on assessing student progress and providing feedback within the expectations for education provided remotely guidance.</p> <p>The EdTech Demonstrator Programme provides online training videos on effective assessment and feedback.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>The FE provider provides feedback to support student progress in their learning at least once every week for academic study programmes, and at least fortnightly if undertaking technical or an applied general study programme.</p>				

Capacity and capability

FE providers support staff to deliver high-quality remote education.

Scoring

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Not yet in place or there are major gaps.	Identified gaps but a plan is being developed to address them.	In the process of implementing systems and practices to address this.	Practices and systems are in place with minor gaps.	Practices and systems are fully embedded, and there are examples of best practice.

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Effective practice</p> <p>Senior leaders are aware of all the guidance and ensure wider teaching/FE staff are aware of (and know how to access) resources available to support remote teaching.</p>				<p>GOV.UK provides further education operational guidance.</p>
<p>Staff capability and confidence</p> <p>Where appropriate, staff have access to the digital resources and tools (for example, textbooks, platforms, devices and internet) they need to teach and support students remotely.</p> <p>Staff have the appropriate in-house and external training and support to effectively and confidently use digital tools and resources, including how</p>				<p>The Education and Training Foundation offer a full suite of training modules to support online delivery.</p> <p>The EdTech Demonstrator Programme provides advice, guidance and practical support for teachers on how to deliver good remote education. This includes resources on how to use online platforms and resources, including for students with SEND.</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>to ensure they are accessible for students with SEND.</p> <p>Where possible, the training provided is sustained and iterative to ensure staff continue to support effective teaching practice remotely.</p>				<p>RNIB Bookshare, which was established through DfE's pilot load2learn, is providing on-demand access to over 350,000 accessible digital books for schools, colleges and universities, free for any student with a print disability. pdnet provides free training events for teachers and professionals on augmentative and alternative communication technology to support students with SEND.</p>
<p>Strategic partnerships</p> <p>The FE provider is working with employers, awarding bodies, other providers and representative bodies to help develop and deliver the curriculum.</p>				<p>Provider associations provide a range of resources and support for remote education:</p> <p>Association of Colleges Sixth Form Colleges Association</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>The FE provider is sharing best practice and making best use of capacity across providers to address any known areas for improvement, including via established peer-to-peer support networks like the EdTech Demonstrator Programme.</p>				<p>Association of Employment and Learning Providers Holex Natspec</p> <p>The EdTech Demonstrator Programme provides advice and guidance on remote education, including how to embed technology into teaching practice.</p>

Communication and partnership working

The FE provider maintains strong communication with students, parents and carers, and continues to work effectively with other third parties.

Scoring

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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Realistic expectations of students, parents and carers</p> <p>Parents and carers have clear guidance on, and students understand, the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments)</p> <p>Remote education is designed to acknowledge pupils as novices.</p>				<p>GOV.UK provides guidance for FE providers on the expectations for education provided remotely.</p>
<p>FE provider community events</p> <p>Students are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense</p>				

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
of community and belonging, especially disadvantaged students, those with SEND or high needs.				
<p>Employer partnerships</p> <p>The FE provider has structures in place to communicate with employers linked to provider provision (for example, T Levels, work placements and apprenticeships)</p>				

Safeguarding and wellbeing

Teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting student wellbeing.

Scoring

Identify	Develop and plan	Implement	Embed	Sustain
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Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>Ensuring safety</p> <p>There are clear safeguarding protocols in place to ensure students are safe during remote education. It is essential to have and communicate clear reporting routes so that students, teachers, parents and carers can raise any safeguarding concerns in relation to remote education.</p>				<p>GOV.UK provides guidance on safeguarding and remote education during coronavirus (COVID-19).</p> <p>FE providers should also refer to statutory guidance for schools and colleges on safeguarding children.</p>
<p>Online safety</p> <p>Teachers understand how to keep students safe whilst they are online, including when providing remote education using live streaming and pre-recorded videos.</p>				<p>GOV.UK provides guidance on:</p> <p>safeguarding and remote education during coronavirus (COVID-19)</p> <p>teaching online safety in schools, which is still relevant to FE</p>

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
				Kirklees College and the National Association for Managers of Student Services (NAMSS) developed an example protocol for teachers delivering live lessons online and engaging in one-to-one activity with under 18s.
<p>Wellbeing</p> <p>Leaders, teachers and students are aware of how to spot potential wellbeing or mental health issues and how to respond.</p> <p>There are regular catch ups with students, including one-to-one, tutorial and personal-development sessions.</p>				GOV.UK has provides guidance on supporting children and young people’s mental health and wellbeing during coronavirus (COVID-19) .
<p>Data management</p> <p>The FE provider has appropriate data management</p>				GOV.UK provides guidance to support:

Approach	Strengths	Gaps	Score (1 to 5)	Potential actions and resources if score is 1 or 2
<p>systems in place which comply with the General Data Protection Regulation (GDPR).</p>				<p>data protection activity, including compliance with GDPR</p> <p>to be cyber secure</p> <p>Jisc provides strong protection against DDOS attacks and can work with providers to block access to countries where many attacks originate (where the provider does not require access). In the event of an attack or incident providers should contact Jisc's CSIRT (computer security incident response team) for advice and support.</p>
<p>Behaviour and attitude</p> <p>There are clear rules for behaviour during remote lessons and activities. Students know them and tutors monitor and enforce them.</p>				



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