

# Policy and Procedures for Remote Delivery of Teaching, Learning and Assessment

2025-26

## Introduction

This document outlines Boom Training's Policy and Procedures for delivering teaching, learning and assessment through an entirely remote delivery model.

## Policy Statement

Boom Training has evolved into offering a fully remote delivery model. The rationale for this is:

- It removes Learner Success Coach travel time which has the following significant benefits:
  - It reduces the frequency of interruptions to tutorials
  - It increases the amount of time Learner Success Coaches have available to spend working with learners
  - It reduces the impact the business has on the environment
- It significantly widens access to our programmes by removing geographical limitations caused by the need for Learner Success Coaches to travel to learners' workplaces on a regular basis

The procedures outlined in this document outline how we will maximise the benefits and minimise the risks in order to ensure we deliver high quality teaching and learning as defined by Ofsted in the the Education Inspection Framework and that we continue to meet minimum levels of performance expected of us by the DfE.

This policy should be read in conjunction with other Boom Training policies and procedures, notably:

- Information Security & Data Protection
- Safeguarding and Prevent

# Technology

In moving to remote delivery, we recognise the critical role technology has to play in enabling and facilitating this model. Boom Training's primary operating software is Google Workspace. This suite of infrastructure and software includes:

- **Gmail:** email communications
- **Drive:** used to store learner administration files and some files relating to teaching and learning such as Training Plans and Progress Reviews
- **Sheets:** used for a range of documents relating to teaching and learning, including RPL, Training Plans and Progress Reviews
- **Docs:** Google's alternative to MS Word
- **Slides:** available for Learner Success Coaches to use to create slide presentations (primarily for use in virtual classrooms)
- **Calendar:** used by Learner Success Coaches to create appointments with learners and employers
- **Chat:** used for internal messaging communications between staff
- **Meet** (Google's video call software): Used for most video call tutorials with learners and Progress Review meetings with learners and employers. Use of breakout rooms during group teaching sessions

For Data learners from 27th May 2025 the following technology will also include -

- **The Platform:** learning and scheduling
- **Zoom:** project and portfolio reviews, open sessions
- **Discord / Intercom:** communication

Whilst the above software is Boom Training's preferred choice for Learner Success Coaches to use, some employers require us to use software they have approved internally.

We will continue to provide training and support to staff in using these tools through line management coaching and encouragement to access [Google's Workspace Learning Centre](#) and other relevant instructional videos available on YouTube.

In addition to the above, we also make extensive use of eLearning resources provided by EPAOs we work with, in particular, the Chartered Management Institute (CMI) and the Association of Accounting Technicians (AAT).

Finally, we use a learning platform through PASS Functional Skills to support delivery of Functional Skills.

# Learner Access

Employers are briefed at the start of programmes about the equipment and technology requirements we have for learners to be able to participate in one of our programmes. We expect employers to provide apprentices with suitable equipment that enables them to participate in all aspects of their learning and assessment.

Where we identify that a learner does not have suitable equipment, we will work with the employer in order to secure a practical and affordable resolution.

Expectations of learner behaviour when on video calls are laid out in the [Learner Handbook](#).

# Teaching and Learning

## Apprenticeship Standards & Pastoral Support

Teaching and learning for Apprenticeship Standards is delivered remotely using the following blend of methods:

- **Video call tutorials and Progress Reviews**

These video calls will account for the majority of teaching and learning and all Progress Reviews. Pastoral support is also carried out where appropriate, and a wellbeing check should be undertaken at the start of each session.

- **Ecordia ePortfolio**

Ecordia is the cloud-based platform we use to:

- store learners' completed coursework and portfolio evidence
- record notes of tutorial sessions and progress reviews
- record off-the-job learning hours completed by learners
- track learner progress towards achievement of the apprenticeship KSBs and Gateway readiness
- notify Learner Success Coaches that a learner has submitted a piece of coursework
- notify learners that a piece of coursework has been reviewed and assessed

- **Email communications**

Used as an additional communication channel outside Ecordia and for pastoral support.

For data learners from 27th May 2025

- **The Platform** - Used for delivery of content and scheduling of reviews
- **Github** - Uploading and storing of assignments for review
- **Discord** - communication between cohort learners and technical mentors
- **Zoom** - portfolio and project reviews, and open sessions (these are recorded as per Boom's [Legitimate Interest Assessment](#))

## Functional Skills

Teaching and learning for Functional Skills is delivered through [PASS Functional Skills](#).

## Recording, Storing and Sharing Teaching, Learning and Assessment Sessions

Whenever a teaching, learning or assessment session is to be recorded, the Learner Success Coach should send an email to the other participants using the template provided in Appendix 1. For learners after 27/05/2025 recordings will be carried out under legitimate interest.

This will include a link to our [Privacy Notice for Learners](#). The Privacy Notice includes an Appendix relating specifically to our use of recorded calls/workshops. Where relevant the email will also include a link to our [Privacy Notice for Employers](#).

For learners with start dates before 27/05/2025, at the start of the call the Learner Success Coach will ask the learner (and employer where relevant) to confirm that they have read the relevant privacy notice and are happy for the call to be recorded. Once the recording has started, the Learner Success Coach should ask the participants to confirm they have read the Privacy Statement and that they are happy for the call to be recorded so that this agreement is captured on the recording.

### Storing in Ecordia

When storing in Ecordia, recordings should be saved into the learner's portfolio folder. Access to recordings will be open to anyone who has access to a learner's portfolio. This may include TLA observers, managers, IQA, EQA and Ofsted personnel.

### Storing on Google Drive

Any recordings stored on the Google Drive should be stored in the individual learner's folder. Sharing settings should be set to 'restricted'. The file should then only be shared with people who need to access it. In all cases this must include all participants on the call. It may also include Boom Training IQA staff and curriculum managers.

## Assessment

### Apprenticeship Standards

Apprenticeship standards are all externally assessed. The main vehicle for this is an 'End Point Assessment' (EPA) including one or more of the following elements:

- Interview concerning a showcase portfolio
- Professional discussion
- Presentation followed by Q&A
- Observation
- Computer-based exams/assessments

All EPAs are completed remotely by an End Point Assessor, employed by the relevant End Point Assessment Organisation (EPAO) via video call.

In some cases there are also exams that must be taken and passed. In most cases these exams are also completed remotely using remote invigilation protocols agreed with EPAOs.

In a limited number of cases (e.g. AAT) learners are still required to be invigilated in person. These exams represent the only instance where face-to-face contact is required to complete an apprenticeship. For these exams, we will work with the learner to arrange for the exam to be sat at an alternative AAT assessment centre.

## Functional Skills

Functional skills are assessed through computer-based exams which are now remotely invigilated by the awarding organisation.

## Document Control

This policy will be reviewed annually.

Name: Natalie Harrison

Position: Curriculum Quality and Compliance Manager

Date: September 2025      Next review date: September 2026

Signature:



## Appendix 1: Email to be sent prior to a recorded call

This text should be sent to both the learner and (where relevant) the employer.

I propose to record this call so that it can be used as evidence in the portfolio / the learner can revisit it later for revision purposes / it can be used to review my teaching practice and provide me with feedback [\[delete as appropriate\]](#).

The recording will be handled in accordance with our the following documents:

[Privacy Notice for Learners](#)

[Privacy Notice for Employers](#) (where relevant)

Please can you click on the relevant link and review this prior to our call. I will ask you to confirm you have read the statement and agree to the recording at the start of our call. (You can also access the privacy notice from our website).