

Distance/Blended Learning Policy



**LONDON CAMPUS
OF HIGHER STUDIES**

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Distance/Blended Learning Policy (UK)

1. Purpose

This policy outlines the framework for delivering, managing, and assuring the quality of distance and blended learning programs at LCHS. It ensures that all students, regardless of their study mode, receive a high-quality education in line with the standards set by the Quality Assurance Agency for Higher Education (QAA), Ofsted, and other relevant organizations.

2. Definitions

- Distance Learning: A mode of study where students do not need to attend the campus. All teaching, learning, and assessment activities take place online.
- Blended Learning: A combination of online and in-person learning, where students attend some sessions on campus and complete others online.
- Synchronous Learning: Real-time, interactive learning sessions (e.g., live webinars, virtual classrooms).
- Asynchronous Learning: Flexible learning activities that students complete at their own pace (e.g., recorded lectures, online forums).

3. Eligibility and Enrolment

- Students must meet the same entry requirements for distance/blended learning programs as they would for traditional programs.
- International students must ensure their visa conditions allow for distance or blended learning, as per UK Visas and Immigration (UKVI) regulations.
- Enrolment in distance/blended courses is subject to availability and may require students to demonstrate access to necessary technology and internet connectivity.

4. Course Design and Delivery

- All distance/blended courses must align with the QAA UK Quality Code for Higher Education and LCHS's academic standards.
- Courses should promote active learning, engagement, and accessibility, considering diverse learning needs.
- Instructors must provide a comprehensive course handbook, including:
 - Learning outcomes and assessment criteria.
 - A schedule of activities and deadlines.
 - Technical requirements and support information.
- Courses must adhere to the Equality Act 2010 to ensure accessibility for students with disabilities.

5. Student Responsibilities

- Students are expected to participate actively in all course activities, including online discussions, assignments, and assessments.
- Students must comply with LCHS's Academic Integrity Policy and Code of Conduct, which prohibit plagiarism, cheating, and academic misconduct.
- Students are responsible for managing their time to meet deadlines and complete coursework.

6. Faculty Responsibilities

- Faculty delivering distance/blended learning courses must undergo training in online pedagogy and the use of LCHS's Learning Management System (LMS).
- Instructors must provide timely feedback on assessments and maintain consistent communication with students.
- Faculty must ensure that all course materials are accessible and comply with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018.

7. Technical Requirements

- LCHS will provide access to a reliable LMS (e.g., Moodle, Blackboard) and technical support for both students and faculty.
- Students must have access to a computer, webcam, microphone, and stable internet connection.
- LCHS will offer technical support for issues related to the LMS, online tools, or connectivity.

8. Assessment and Evaluation

- Assessment methods for distance/blended courses must be as rigorous as those for traditional courses.
- Proctored exams or alternative assessment methods (e.g., projects, essays, presentations) may be used to ensure academic integrity.
- Students will be informed of the assessment criteria, grading policies, and submission deadlines at the start of the course.

9. Academic Integrity

- Students are expected to follow LCHS's Academic Integrity Policy, which prohibits cheating, plagiarism, and unauthorized collaboration.
- LCHS may use proctoring software (e.g., Turnitin, Proctorio) or other tools to monitor online exams and ensure fairness.
- Cases of academic misconduct will be investigated according to LCHS's Disciplinary Procedures.

10. Support Services

- LCHS will provide academic advising, tutoring, and library resources for distance/blended learning students.
- Counselling and mental health support services are available to all students, regardless of their mode of study.

- Students with disabilities can access support through LCHS's Disability Services, in compliance with the Equality Act 2010.

11. Attendance and Participation

- Attendance in distance/blended courses may be measured by participation in online activities, such as forums, quizzes, or live sessions.
- Students who fail to meet participation requirements may face penalties or be withdrawn from the course, as per LCHS's Attendance Policy.

12. Grievance and Appeals

- Students enrolled in distance/blended learning programs can file grievances or appeals following LCHS's Complaints and Appeals Procedure.
- LCHS will ensure that grievance procedures are accessible to all students, regardless of their location.

13. Quality Assurance and Continuous Improvement

- LCHS will regularly review and update its distance/blended learning policies to reflect changes in technology, pedagogy, and student needs.
- Feedback from students and faculty will be gathered through surveys, focus groups, and course evaluations to inform continuous improvement.
- All distance/blended learning programs will undergo internal and external quality reviews, including audits by the QAA and Ofsted.

14. Compliance with Regulatory Standards

- All distance/blended learning programs must comply with the standards set by the QAA UK Quality Code for Higher Education and other relevant regulatory bodies.
- LCHS will ensure that online courses meet the same quality standards as traditional courses and align with the Office for Students (OfS) requirements.

15. Data Protection and Privacy

- LCHS will comply with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 to protect students' personal data.
- Students will be informed about how their data is collected, stored, and used in distance/blended learning programs.

16. Review and Monitoring

- This policy will be reviewed annually by LCHS's Academic Board to ensure its relevance and effectiveness.
- Monitoring of distance/blended learning programs will include:
 - Analysis of student performance and satisfaction.
 - Evaluation of faculty training and support.
 - Regular updates to technology and infrastructure.

This policy ensures that London Campus of Higher Studies (LCHS) delivers high-quality distance and blended learning programs that meet UK regulatory standards while offering an inclusive, supportive, and engaging learning experience for all students.

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