

Public

Delivering Online Learning Safely – Tips for Tutors and Staff

Applicability

This policy/procedure/process applies to all divisions, subsidiaries, departments, and associated organisations within Twin Group. It is binding on all employees, contractors, and stakeholders engaged in activities on behalf of the Group, regardless of business unit or location. All members of the Group are expected to adhere to the principles, standards, and requirements set out herein.

Introduction

Delivering learning online presents unique safeguarding and professional challenges beyond those found in traditional classroom settings. This guidance is designed to help teaching and delivery staff deliver online sessions safely, professionally, and in compliance with safeguarding, data protection, and organisational policies.

Purpose

The purpose of this policy is to:

- Ensure the safety and wellbeing of learners and staff during online learning.
- Provide clear guidance on professional expectations for live and pre-recorded sessions.
- Outline steps to protect learner data and privacy.
- Support staff in delivering online learning effectively while maintaining safeguarding and professional standards.

Scope

This policy applies to all teaching and delivery staff delivering online learning, whether live or pre-recorded, across any platform used by the organisation. It covers all interactions with learners, including sharing learning materials, conducting sessions, and managing communication outside of class time.

The aim is to ensure that online learning is delivered safely, professionally, and consistently, with clear guidance for protecting learners, maintaining privacy, and supporting engagement.

Staff are expected to keep accurate records of attendance and participation, monitor learner progress, and ensure that all digital interactions reflect the same standards of professionalism, safeguarding, and respect that would be expected in a physical classroom.

This policy also ensures that staff understand their responsibilities in relation to learners' wellbeing and data privacy, including how personal information should be accessed, stored, and shared.

By following this guidance, teaching and delivery staff help create a secure, effective, and supportive learning environment, where learners can participate fully and confidently in online learning experiences.



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1. General Considerations

Online learning introduces additional responsibilities for teaching and delivery staff beyond the classroom. Staff are expected to create a safe, professional, and structured learning environment while supporting learners effectively. All existing safeguarding policies remain fully applicable, and any concerns should be escalated to a manager or Designated Safeguarding Officer without delay.

Staff should ensure that learning resources are appropriate for home or remote use, comply with copyright and licensing rules, and support the achievement of learning objectives. The focus should always be on high-quality, purposeful learning that meets the needs of individual learners and demonstrates consistent standards of delivery.

Encourage learners to use wifi rather than mobile data and, where possible, to join sessions on a computer for better access and experience.

Provide guidance on managing technical issues and maintaining engagement, ensuring learning remains purposeful and accessible.

2. Privacy and Data Protection

Maintaining learner privacy and data security is a key part of professional online delivery.

Teaching and delivery staff must:

- Inform learners if a session is being recorded, ensuring recordings are stored securely with access restricted to authorised staff only.
- Cameras should be on at all times to ensure learners are fully engaged in the programme and for assessment purposes. The use of cameras will also ensure tutors/assessors can monitor safeguarding and wellbeing of all learners in their sessions
- Maintain accurate records of attendance (including any 1:1 sessions), engagement, and session duration, as this supports evidence of learning activity and progression.
- Ensure any learner data accessed remotely is stored securely, following data protection requirements, and is not shared inappropriately.
- Reinforce to learners that personal information should not be shared in group communications or visible in recordings.

3. Professionalism

Teaching and delivery staff must demonstrate high standards of professionalism, reflecting the expectations of effective and reliable delivery. This includes:

- Establishing a clear code of conduct at the start of each session, covering privacy, respectful communication, punctuality, and engagement. This is also covered in the learner induction.
- Conducting sessions in neutral spaces, using virtual backgrounds where necessary, and avoiding personal or inappropriate content in view.
- Ensuring household members are aware of live or recorded sessions to reduce interruptions.
- Maintaining professional dress and behaviour and setting boundaries that support learner confidence and wellbeing.
- Considering the needs of learners with vulnerabilities or additional learning requirements and adapting sessions accordingly.

4. Safe Use of Technology

All digital tools and platforms should be used in ways that protect learners and staff and support high-quality delivery:

- Use organisational platforms for communication and delivery; personal social media or staff personal emails must not be used to contact learners.
- Telephone contact should use secure systems or blocked personal numbers, with records kept of all interactions.
- During live sessions, manage engagement by muting learners' microphones, encouraging the use of "raise hand" functions, and controlling access to sessions.
- Keep devices secure with up-to-date antivirus protection and firewalls.
- Evaluate external resources before sharing to ensure appropriateness and accessibility for learners at home.

5. Personal Welfare

Staff wellbeing is essential for safe and effective delivery. Teaching and delivery staff should:

- Seek support if they are not confident that they can manage the session in a safe manner.
- Discuss alternative delivery methods with managers if live-streaming or recording is challenging.
- Maintain professional boundaries to avoid learners becoming emotionally reliant, particularly in 1:1 support.
- Schedule any necessary 1:1 video calls in calendars for record-keeping and ensure this 1:1 support is appropriately documented. Group support is generally preferred.
- Keep personal and professional boundaries clear in all communications.

These measures ensure staff can deliver effectively without compromising their safety or professional standards.

6. Learner Code of Conduct

All learners should agree to the following for online sessions:

- Do not share video images, screenshots, or photos of the session.
- Do not record sessions without permission.
- Ensure backgrounds do not reveal personal information.
- Be polite and respectful to staff and other learners.
- Be patient with technology issues.
- Join sessions on time.
- Keep microphones muted unless contributing.