

## Synchronous and asynchronous teaching and learning for GLH explained

**Synchronous** remote / blended learning refers to activities when the tutor and students interact in different places but during the **same time**.

### Examples:

CSK-L2 group sessions are scheduled for Monday mornings at 10am. Students are required to log onto their computers to join a live webinar or teaching session at the scheduled time. The tutor is teaching / facilitating the session.

CST-L3 group have scheduled Tuesday evenings at 6pm for counselling skills practice. Students will work together face to face in the classroom or remotely at home at this scheduled time using video conferencing e.g. Zoom. The tutor facilitated / observes the session/s.

TC-L4 have a weekly PD group scheduled for Wednesday afternoons at 3pm. As only some of the students can attend the classroom, the meeting takes place in the classroom with a live video conferencing call to include those students who are logged on and joining the meeting from home.

Synchronous remote / blended learning may include group chats, web seminars, video conferencing and phone call-ins.

**Asynchronous** remote / blended learning refers to activities when the tutor and students interact in **different places and during different times**.

### Examples:

LCS-L3 group are arranging tutorials. Individual students arrange suitable times for their tutorials where they will review their ILP's and create an action plan.

PC-L5 students are undertaking a research project. Each small group meet and record their findings then share these with the whole group, under the supervision of the tutor.

TCSU-L6 group are planning for group training supervision. As not all students are available at the same time, the large group is divided into 2 smaller groups, each facilitated / supervised by the course tutor at a different time in the week.

Asynchronous remote/ blended relies largely on technology such as email, online forums, audio recordings and video recordings.

### Summary:

Although the emergence of remote and blended teaching and learning during the Covid-19 pandemic provides alternative delivery methods, it is important to ensure that your courses meet the specified minimum Guided Learning Hours (GLH).

Synchronous and asynchronous remote / blended teaching learning and assessment activities can be counted as GLH where they are directly facilitated by the tutor.

Additional study undertaken by a student either directly linked to an assessment criteria or otherwise (personal interest) does NOT count as GLH.

Please read the CPCAB [guidance on \(Covid-19\) conditions allowing for remote / blended delivery](#).