MORLEY COLLEGE LONDON

Learning, Teaching and Assessment Policy

POLICY OWNER: Deputy Principal
COMMITTEE: Learning, Teaching and Assessment Sub-committee, Academic Board,
LAST APPROVAL: Policy Committee, October 2017
NEXT REVIEW: July 2019

Equality Analysis Screening

Equality analysis is a way of considering the effects on different groups protected from discrimination by the equality act. Consider if there are any risks within this policy that will adversely affect a particular group or a variety of groups. Are there any changes that need to be made to the policy its self or additional actions that need to be made to mitigate the risks? The protected characteristics are:

- Race
- Gender
- Disability
- Age
- Sexual Orientation
- Gender reassignment
- Religion and Belief
- Maternity and Pregnancy
- Marriage and Civil Partnership

Risks identified:

Implementation to the Policy will not adversely affect different 'protected' groups, conversely it will promote participation and inclusivity in learning, teaching and assessment.

Evidence used (data, consultation):

The content of this Policy

Does this policy need a further action before it can be approved?
(changes made to policy or further equality analysis needed)

No

MORLEY COLLEGE LONDON

Learning, Teaching and Assessment Policy

1. INTRODUCTION AND PURPOSE

Morley's vision is *for ambitions to be inspired and achieved through learning*. One of the key strategic goals to realise our vision is *to deliver an outstanding student experience* by providing outstanding learning, teaching and assessment that meet diverse learning needs. Learning, teaching and assessment represent the core business of the College and its main purpose, and this policy aims to keep this at the heart of what we do. The policy is intended to promote consistently high standards of professional practice across all of our provision.

2. MORLEY COLLEGE LONDON IN CONTEXT

Since the College Ofsted inspection in 2011, many of the key challenges then identified have been addressed as recognised during the last inspection in April 2016. The quality of provision, previously 'satisfactory', is now good. Standards of learning, teaching and assessment have significantly improved between 2011 and 2016. The strengthened observation process and effective performance management have proved particularly successful in providing timely and appropriate support to teaching staff resulting in excellent student outcomes. The student experience in the classroom is good with many examples of outstanding practice. However the quality of learning, teaching and assessment needs to increase further and be sustained to fulfil the College's ambition to achieve an overall judgement of outstanding. This Policy and the procedures herewith will enable all staff to focus on what needs to be done in order to achieve this ambition and includes a new approach to lesson observation in place from September 2017 (section 7).

3. POLICY STATEMENT

Morley College London is a learning organisation that promotes the learning and the development of our staff and students alike. Through continuous quality enhancement, we are committed to delivering an outstanding service.

Our students' changing needs and their varied reason for learning guide our approach to providing innovative learning opportunities from entry level to higher learning that promote individual progress, whether for personal development and well-being, academic progression or career advancement, whilst supporting those facing learning barriers to overcome them and succeed.

We believe in putting our students first in that we seek to ensure:

- Effective teaching that promotes successful learning
- Setting high expectations that encourage students to achieve and exceed their learning goals

- Safeguarding the safety and welfare of our students
- Diversity being celebrated and equal opportunities actively promoted
- Meeting the different abilities, aptitudes and interests of our students to provide challenge and enable success
- Motivating students by recognizing and celebrating their success.

4. POLICY OBJECTIVES

This policy aims to ensure that:

1. Courses are well planned and relevant to the needs and interests of a diverse range of adult students.
2. Tutors are well qualified, knowledgeable and up to date in their subject discipline and discuss and share their experiences within their community of practice.
3. Tutors enquire into and build on students' prior learning experience, through a variety of initial assessment strategies, and use this as a basis for planning and reviewing their teaching.
4. Tutors actively promote an understanding of the democratic values of our society and create safe, inclusive and challenging learning environments, where students feel safe, respected and valued, and their learning needs are successfully met.
5. Tutors stage learning in supportive steps, to give the greatest opportunities for all students to achieve and make them confident and independent students.
6. Tutors use a variety of creative teaching approaches, digital technologies and resources to meet a range of learning styles and promote active engagement of all students.
7. Formative assessment, including peer and self-assessment, is always used to promote learning. Regular feedback gives students a clear sense of what they have achieved and prepares them for their next step on learning.
8. Tutors help students recognise and celebrate their achievements – in both the subject and their personal, academic and career development.
9. Tutors continually improve through reflecting on their own practice and responding to feedback from students, peers, managers and other colleagues.
10. Morley's relevant policies, procedures and resources support learning, teaching and assessment as their main focus.

5. SCOPE OF POLICY

The policy primarily relates to all tutors within the College, and more broadly to all staff involved in delivering and managing learning, teaching and assessment. The policy covers all areas (e.g. classroom delivery, lesson observation, CPD) that impact directly on the learning experience of our students across the range of our programmes, accredited and unaccredited, from entry level right through to Higher Education.

6. RESPONSIBILITY STRUCTURE

The Policy is owned by the Deputy Principal, supported by the Governing Body Quality & Standards Committee and monitored by the Academic Board and its subcommittees. So that the Policy successfully supports the College's ambition to be outstanding, staff at all levels must be actively involved and play a key role within the organisation depending on their responsibility, in particular:

Senior Managers and Governors will:

- monitor the implementation of the Policy and measure its impact on the quality of learning, teaching and assessment at Morley
- ensure that the College's relevant policies, procedures and plans recognise Morley as a learning organisation where all students and staff – tutors, managers and support staff – are supported to develop to their full potential, and where risk and mistakes are seen as learning opportunities
- prioritise quality enhancement of learning, teaching and assessment in all areas of the institution through a supportive environment
- recognise teaching as a complex and professional activity demanding continual contextualised judgements, with no simple formulae for success
- provide support and encouragement to promote innovative learning, teaching and assessment practices.
- participate in learning as tutors or students whenever possible, or by directly observing the student experience thorough structured activities such as the Governors Engagement Programme and the Senior Management Team Curriculum Walks.

Heads of School/Head of Centre, supported by Programme/Academic Managers will:

- develop a local strategy in line the College's overall strategy to facilitate the implementation of this policy
- hold a vision of the value of their subject area to students and to our communities.
- be a focus for good practice in the pedagogy of their subject/s
- act as coaches, supporters and mentors to their teams
- actively support and encourage risk taking, experiment and innovation in learning, teaching and assessment practices
- foster and support the development of communities of practice within their department where learning, teaching and assessment are continually discussed, reflected on and enhanced.

Tutors will:

- reflect on and continually improve their practice in light of the *Professional Standards for Teachers (see Appendices 2a and 2b),* the objectives of this policy and feedback from students and colleagues
- share their successes and update themselves through formal and informal learning opportunities and communities of practice

- strive to deliver high quality teaching at all times leading to an excellent learning experience for all students.

Staff development activities at Morley will:

- support learning, teaching and assessment through developmental observations and peer review and the understanding and implementation of the *Professional Standards for Teachers*
- provide differentiated and contextualised training and development opportunities for all staff
- actively promote the sharing of good practice between tutors by arranging sharing events and by supporting ease of communication between tutors.

7. PRACTICAL IMPLEMENTATION

7.1 Observation of Learning, Teaching and Assessment (OLTA) and the performance management of tutors

7.1.1 The purpose of lesson observation

Observations are an important part of the College's Quality Enhancement Framework. Members of the observation team, typically all curriculum managers, are responsible for the standards of learning, teaching and assessment within their areas. OLTA is the chief element of the appraisal, performance management and professional development of all tutors. It takes the place of the Performance Management Scheme which covers the appraisal of full-time and fractional tutors.

Lesson observation aims to:

- uphold high standards of learning, teaching and assessment at the College and promote continuous enhancement of classroom practice
- ensure that students receive the highest quality learning experience
- ensure that the College's commitment to equality & diversity is upheld in the classroom, the College's democratic values are promoted and students are safe
- provide ongoing professional development for tutors, building on their strengths and improving their skills in facilitating high-quality learning
- identify areas of outstanding practice as a resource to be shared with colleagues
- ensure that technology is effectively harnessed to support learning
- provide evidence for external scrutiny of the quality of provision
- provide evidence of effective performance management of tutors
- inform the College Self-Assessment Report (SAR) and the Annual Programme Monitoring Report (APMR) for HE provision.

Lesson observation procedures are described in section 7.1.5. Other forms of observation of learning, teaching and assessment that support quality enhancements include:

Learning walks - regularly carried out by curriculum managers, they are short visits (typically lasting 10-15 minutes) intended to:

- support new tutors before a formal observation
- monitor the quality and consistency of the student experience, especially for those tutors who are not in scope for full observation (i.e. teaching less than 34 hours per year) or consistently outstanding tutors who may not need a formal observation every year
- evaluate particular themes of learning, teaching and assessment and identify and share best practice.

At times a learning walk may indicate the need for an earlier observation than planned.

Curriculum walks - carried out by members of the SMT (Principal and Deputy Principal) these involve systematic, short classroom visits (typically 5-10 minutes) and conversations with students and tutors at different times and within a different curriculum area every month, to evaluate the overall quality of the student experience, identify enhancements that may be required as well as good practice. Findings are fed back to relevant College managers via the Quality & Standards office.

7.1.2 College observers

All curriculum managers (Heads of School and Programme Managers) and other designated academic staff are expected to undertake lesson observations, support and develop tutors and manage under-performance through developmental and capability actions as appropriate. Initial and on-going training and support will be provided annually to all observers and are mandatory. All new observers must carry out at least their first observation with an experienced observer

All observers must meet the following requirements:

- have undertaken initial observation training and where applicable achieve a *Licence to Observe*
- keep up-to-date with the latest developments in OLTA practices by attending re-fresher sessions at least once every two years
- have at least three years' experience of teaching adults
- hold a relevant Level 4 teaching qualification
- be consistently identified as an excellent practitioner
- regularly attend moderation meetings within their subject area.

7.1.3 The observation schedule

The performance of all tutors is managed through the observation of learning, teaching and assessment. Tutors teaching at least 34 hours per year will be observed every year, in order of priority:

1. new tutors will be observed in their first term of employment as part of their probation

2. tutors whose lesson was judged not to meet the required standards at their last observation
3. all other tutors.

Those teaching less than 34 hours per year (typically delivering one-off sessions or very short programmes) will be supported through learning walks.

Heads of School are responsible for planning termly schedules to meet the above requirements and submit them to the Quality & Standards office.

7.1.4 Observation outcomes and key performance indicators (KPIs)

Observers will make judgements on tutor performance in line with the Ofsted Common Inspection Framework and will use, and share with the tutor, a range of questions aimed at identifying ways of building better learning (see Appendix 1). During observations observers will identify *Required Actions, Recommendations* and/or *Best Practice* in line with the guidelines in appendix 3. The *Professional Standards for Teachers* (Appendices 2a and 2b) provide tutors with an opportunity for self-reflective practice during the lesson observation process and help tutors and observers to identify and agree any relevant professional development plan.

OLTA targets and priorities will be set between the Deputy Principal and each Head of School at the beginning of every term. OLTA outcomes will feed into the College KPI related to the overall quality of Learning, Teaching and Assessment (LTA) and will be reported on termly by the Quality & Standards Manager. The measures feeding into the KPI include:

- Retention rates
- Achievement rates
- Student satisfaction
- The proportion of required actions identified
- The proportion of areas of best practice identified

7.1.5 OLTA procedures and action planning

Lesson observation may be initiated by the line-manager or by the tutor themselves and the focus of the observation can be general or about a specific aspect of the lesson. An observation can last any amount of time that allows for an appropriate assessment of the aspects being observed, ranging from the entire lesson to a specific part of the session identified within the lesson plan. The focus, mode and length of observation will be agreed between observer and tutor in advance by meeting face-to-face, on the telephone, via email etc. The meeting will also be used to clarify the evidence to be made available (e.g. the content of the course file) by the tutor at the start of the observation.

Observers must familiarise themselves with the tutor's previous observation report and action plan (if relevant) and assess how any actions have been followed up and completed by the tutor.

Following an OLTA, feedback from the observer to the tutor must take place within one week (or five working days) from the observation unless there are genuine circumstances that prevent this. Any feedback given after this will lose its impact and effectiveness. Observers do not have to have the final report completed at the time of the feedback but they should prepare a draft for this stage.

During the feedback session the observer and the tutor will have a developmental, professional discussion where they will consider the data collected by the observer and discuss what the data is telling in relation to:

A. Areas where excellent professional practice has been identified
B. Areas where professional practice can be further enhanced to become excellent
C. Areas where professional practice is not at the standards expected by the College that needs to be addressed as a priority.

The observer will record instances of A, B, and C as relevant in the observation form and will agree with the tutor actions to be taken against each one. Actions against C are mandatory and need to be completed and evidenced by the tutor within an agreed timescale.

Following feedback, discussion with the tutor, any necessary clarification and agreement of an action plan, the final report should be completed and made available to the tutor within a week. The period from observation to the final report should be no longer than two weeks (or ten working days). The outcomes of the observation, including any recommendations or required key actions agreed will be recorded by the observer in the OLTA form on the College MIS system.

All actions agreed and recorded are monitored by the tutor's line manager over the life of the action plan and before the next observation. The line manager is responsible for the tutor's improvement through supervision. Tutors will be supported by their line manager throughout the duration of the action plan in order to enhance their practice and achieve the expected standards.

7.1.6 OLTA and links to HR procedures

A tutor whose performance is deemed to require some improvement actions will be informed that the lesson is below the standard required and given feedback as to what actions are required to improve. An action plan will be put in place to support the tutor in addressing the issues and he/she will be re-observed before the end of next academic term.

Where no improvement has been recorded after the second observation, the tutor will be invited to an informal capability meeting which will be the post-observation feedback meeting. The reasons why the tutor is considered to be underperforming will be fully discussed before a second action plan is agreed, with further support identified. The tutor is again observed within 12 weeks.

Where a lesson is deemed to require significant improvements (typically only required key actions have been identified) or when the tutor has not improved sufficiently following the informal capability process, he/she will be informed by the observer that there are serious

concerns about their performance; he/she will then be invited to a formal capability meeting with their line manager and a member of the HR team. At this stage an action plan will be agreed before a further observation takes place within 4 weeks.

Where a tutor is being managed under the capability procedure in any of the above scenarios, it is expected that with appropriate guidance and support and by implementing the action plan, he or she will improve their performance and meet the standards required by the College. If however the tutor continues to underperform, the next appropriate stage will be followed in accordance with the College's Capability Procedure. Tutors being managed under the formal part of the capability procedure will receive formal warnings regarding their underperformance in accordance with the procedure, and further action plans are put in place to support them to improve. Continued underperformance may result in dismissal on grounds of capability.

The performance of new tutors is managed through the College's Probation Procedure. An observation will usually take place within the first three months of their employment. If the lesson is judged to be below the standard required an action plan is put in place to support the tutor to improve their performance before they are re-observed. The tutor will be notified that failure to improve to the required standard will result in them failing their probation and could lead to dismissal. They will be observed again before the probation period ends and in accordance with the College's Probation Procedure. A second unsatisfactory observation means they will usually fail their probation and be dismissed.

7.1.7 Appeals

Upon receiving the final report, if a tutor is dissatisfied with the outcome, he/she can appeal in writing to the Deputy Principal within five working days of receiving their formal feedback, stating the grounds on which they are challenging it. The Deputy Principal will examine the evidence and decide whether the grade should stand or whether the tutor should be re-observed by another observer. If a further observation is decided upon, it will take place within four weeks of the appeal being received.

The re-observation will take place with the same or similar course to the one previously observed. The outcomes of the new observation will supersede those of the previous observation. Only the new observation outcomes will be formally recorded against the tutor's name. If, after a second observation, the tutor is still disputing the observer's assessment, the tutor may raise a grievance as detailed in the College's Grievance Policy.

7.1.8 Moderation of OLTA practice and reports

Each term Heads of School will arrange regular moderation meetings with their teams of observers; through systematic analysis of observation reports teams will ensure that judgments are consistent across the subject area and observation practices are standardised.

A cross-college moderation meeting takes place once a term chaired by the Deputy Principal and including the Quality and Standards Manager and Heads of School. Observation reports submitted for moderation are anonymised to protect confidentiality.

Outcomes of OLTA moderation are recorded, summarised and reported to the Learning, Teaching and Assessment Subcommittee who will agree what actions are required to address any arising issue including CPD needed for observers.

7.2 Enabling Student Achievement: the Morley approach to RARPA

7.2.1 Background

Since 2002 a method of ensuring quality improvement, primarily for unaccredited provision in adult and community learning has developed under the term RARPA: Recognising and Recording Progress and Achievement and all providers are expected to implement this approach.

In 2017 the RARPA Cycle has been revised and adapted to ensure that it is fit for purpose for the use of funded, unaccredited provision. The Cycle has been modified to ensure it can act as a robust quality monitoring system which can be used by providers to demonstrate quality improvement and assurance of their unaccredited provision in line with the requirements of the funding body. RARPA has a critical role to play across all locally designed provision in the changing context of funding and commissioning. It is fundamental in capturing and measuring outcomes agreed and commissioned locally and therefore has a direct impact on the College's ability to receive funding for its unaccredited courses.

At Morley we refer to the new approach to RARPA as 'Enabling Student Achievement' as we place the emphasis on the key, pedagogical aim of the process itself which ultimately is to enable students to achieve their learning objectives and fulfil their aspirations.

The new six step process introduced nationally in 2017 updates RARPA and adds a sixth step that focusses on student progression towards outcomes such as further learning and employment or volunteering, which can enable students to keep progressing and gain evidence of employability.

The RARPA process sets out the expectations for ensuring effective, reliable and valid assessment, recording of assessment, and capturing progress over each student's journey through non-regulated provision. The six steps of the process and their aims are:

STEP	AIM
1. Aims appropriate to an individual or group of students and local needs	To ensure that clearly stated programme aim(s) support outcomes in line with local learning and skills priorities for non-regulated provision.
2. Starting points	This refers to establishing and recording the student's starting point in relation to the course aims, sometimes known as initial assessment. Processes and details will

	dependent on type and length of course.
3. Identification of appropriately challenging learning objectives (initial, re-negotiated, revised) and incorporating generic and individual objectives	To ensure that the level of 'stretch and challenge' which is appropriate will vary according to students' needs, aspirations and starting points. Learning objectives may be amended during the learning programme (as a result of formative feedback and/or assessment). Objectives should support personal, community, social and economic goals.
4. Formative feedback and recognition of progress during programme	This includes the recording of formative assessment; e.g. Identification of students' developing knowledge, skills and behaviour. Formative feedback to students supports the development of reflection and the setting of challenging learning objectives.
5. End-of-programme student self-assessment, tutor assessment, review of overall progress and achievement.	This is in relation to student starting points and on-going learning objectives. Qualitative and quantitative information and reviews of additional learning gains to be identified here. Where appropriate, progression into work or further learning and skills development should be evidenced.
6. Next Steps: Supporting students to make informed choices about their next steps into further learning and work	Learning providers will need to provide evidence of providing appropriate individual and/or group information, advice, and/ or guidance tailored to need and desired outcomes.

7.2.2. The College approach to 'Enabling Student Achievement'

At Morley we recognise that the pedagogical principles that underpin the RARPA framework play a vital role in enhancing students' learning. We also acknowledge that in an organisation like Morley with a diverse range of adult students, subject disciplines and learning contexts, 'one size doesn't fit all' and our approach must be flexible, time-efficient and be compatible with and relevant to the subject being taught and that the process of 'Enabling Student Achievement' applies to all courses, accredited and unaccredited alike.

Although RARPA 'is the process to measure the progress and achievement of students on non-accredited learning programmes', its principles apply to every type of learning situation, including accredited programmes where progress and achievement are typically measured using the formal assessment criteria approved by the awarding body for each accredited qualification.

We therefore expect that on all our courses:

1. The learning outcomes (expressed in the course outline) are relevant to the audience that the course seeks to address and clearly highlight the benefits of 'learning' whether for personal development and wellbeing, career advancement or academic progression. The tutor is expected to share and discuss the learning outcomes with his/her students at the start of the course as part of stages 2 and 3 below.

2. The tutor, through a range of appropriate initial assessment activities, develops an effective understanding of the students' starting point in relation to the stated learning outcomes and uses this to inform his/her course and lesson planning. This should be clearly evidenced in the course documentation such as Schemes of Work (through a group profile) and Lesson Plans (by clearly identifying differentiation strategies).

3. The tutor, in consultation with the students, reviews the course learning outcomes, fine-tunes them according to the profile of the group and establishes an appropriate set of challenging, differentiated outcomes, especially in mixed abilities classes where students learn at different levels, e.g. beginner and intermediate (and exceptionally, advanced) in one group. The level of 'stretch and challenge' will vary for individual students depending on their ability and starting level. The students need to be able to demonstrate an understanding of their individual outcomes and what is expected of them. Again this should be clearly evidenced in the course documentation such as Schemes of Work and Lesson Plans.

4. The tutor promotes and evidences student progress through regular checking of learning, by recording progress as appropriate to the subject (e.g. using tracking sheets, audio, video or photographic evidence etc.) and by providing timely feedback, both verbal during lessons and in writing when appropriate. A variety of assessment opportunities, formal and informal, including peer and self-assessment, should be included in most lessons to enable the tutor to continuously monitor student progress and provide information and guidance on the 'next steps' to enable students to manage their own learning and succeed.

5. The tutor carries out, and records, a summative assessment of each individual student against the learning outcomes of the course and helps students identify any additional, unplanned outcomes they may have achieved as part of their experience at Morley. End of course achievement is recorded via the e-register and shared with the students.

6. At the end of the course the tutor advises students on the most appropriate next steps in their learning journey and any opportunities for progression both within and outside the College.

From 2017 there is no standardised, cross-College documentation to support the above process (steps 2-5). Each Head of School, together with their Programme Managers, will advise on what is appropriate in each subject area that meets the above requirements and is pedagogically sound. They are ultimately responsible for ensuring that the above requirements are met by all tutors in their curriculum areas. Documented evidence will need to be included in the tutor course file. The Tutor Handbook provides further guidance on the course file and its content.

7.3 Developing Communities of Practice, fostering innovation and experimentation

Communities of Practice (CoP) are "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly."[1] At Morley the sharing of best practice amongst tutors is at the heart of our drive to enhance the quality of learning, teaching and assessment. This not only enables tutors to continually improve through reflecting on their own practice and by responding to feedback from students, peers, managers and other colleagues, but it also enables them to share innovative ideas and try out new things in their professional practice. In order to facilitate this, managers will provide regular opportunities for tutors to engage in a variety of activities each year:

- Sharing best practice events, both at College, School or subject level to enable tutors to focus on specific aspects of their practice (e.g. embedding equality & diversity within lessons, using mobile technologies, innovative assessment practices etc.).

- A peer observation scheme to provide two or more tutors with a collaborative and non-judgemental opportunity to observe each other's lesson and subsequently undertake a discussion about the areas of pedagogic practice identified to be particularly effective. Reflection will be stimulated by questions and the provision of feedback to each other.

- A tutor mentoring scheme to provide tutors who need to improve one or more areas of their learning, teaching and assessment practice with mentoring support from a peer who has been identified as an excellent practitioner.

- The establishment of a College innovation fund to enable subject specialists to bid each year in order to finance small-scale projects that promote innovation and experimentation in learning, teaching and assessment around the themes of digital inclusion, employability and progression.

7.4 Digital Inclusion and Information and Learning Technology (ILT)

Digital inclusion is one of the three cross-cutting themes of the College's Strategic Plan 2016-20; for Morley this means supporting people, particularly those facing a range of barriers, to access online resources but also refers more generally to students' use of digital resources to support their learning. Our drive to increase online participation is also a response to the Government's Digital Inclusion Strategy to get as many people online as possible by 2020.

The College's approach to Digital Inclusion for the period 2016-2020 is fully described within the College's Curriculum Strategy 2016-2020.

Information and Learning Technology (ILT) provides and enhances access to useful classroom resources and new teaching delivery methods. It is embedded across the entire

---

[1] Jean Lave and Etienne Wenger, 1991

curriculum either explicitly as in digital arts, music technology and basic IT skills courses where technology is an integral part of the learning programme, or implicitly as for instance in Access to HE, Languages, Dance, Visual Arts etc. where technology is available to support general classroom learning. However the diverse nature of the College's offer means that the use of ILT in curriculum delivery takes different forms. Its extent and nature will be informed by the subject-specific needs of each programme area and by the varying needs and demands of its students. The College also provides access to on-site ILT resources for independent learning.

The College supports a range of digital technologies, including virtual learning environments, best practice resources and Wi-Fi access.

Moodle is the College's main Virtual Learning Environment (VLE). It is used to support curriculum delivery across the whole College – for instance by enabling students who have missed a class to access course materials used within a specific lesson, thus keeping themselves up-to-date and increasing the potential for retention and achievement. The VLE is also used to create discussion forums which give students an on-going sense of involvement in their class group.

An alternative VLE, *Google Classroom* was piloted during 2017 and the College is now supporting this as another online tool available to tutors. Google Classroom is a virtual learning environment powered by G Suite apps, including Google Docs, Drive and Calendar.

Where appropriate, therefore, tutors are expected to use the capacity of ILT and digital technologies to raise awareness of and access to enhanced learning opportunities by:

- maximising the potential of the College's VLEs so that they increasingly support independent learning
- encouraging and promoting the use of technology-based media, such as online collaborative tools, podcasting, e-journals, e-books, social networking sites
- using ILT to widen the participation of students with disabilities and enable them to achieve
- using ILT as a motivational tool and thereby improving attendance and retention
- using ILT to enhance differentiation in learning, teaching and assessment
- providing better structured, formal ILT support for students where ILT is embedded within course learning objectives
- using VLEs and other ILT tools to increase availability of resources to support students' study

The essential requirements for tutors in order to be able to fully exploit the benefits of technology are expressed within the *Professional Standards for Teachers using Technology 2016-2020* in Appendix 2b.

7.5 Training and Professional Development

7.5.1 Introduction

Morley College London expects all its staff involved in delivery teaching to be professionally qualified and undertake continuous professional development to keep their skills current. The College also expects its teaching staff to meet the *ETF Professional Standards for Teachers in England* and the College's *Professional Standards for Teachers using Technology 2016-2020*. This is in line with the College's strategic aim of ensuring an outstanding student experience, and Ofsted's and QAA's recognition that the quality of training and development of tutors is an important factor in the quality of learning, teaching and assessment. As a learning organisation the College is committed to supporting teaching staff in their training and development to enable them to meet the qualification requirements listed below. This section explains what qualifications are required for teaching staff and how Morley College London supports staff in becoming qualified tutors and with their continuous professional development.

7.5.2 Qualification requirements

The table below shows what is expected of staff in different categories; this will be reflected in the person specifications for such roles. There may also be additional qualification requirements for some roles, e.g. in order to meet awarding body criteria.

Staff type	Qualification Requirements
Full-time and Fractional academic staff, including Programme Managers, and Heads of School (not Essential Skills).	• DTLLS /PGCE / Cert Ed, • or Level 5 Diploma in Education & Training, • or equivalent.
Hourly paid, fractional and full time academic staff teaching **Essential Skills,** including Programme Managers and Heads of School.	• DTLLS/PGCE/Cert Ed **and** Subject specialism, • or Level 5 Integrated Specialist Diploma, • or equivalent.
Hourly paid tutors involved in teaching on a regular complex courses (usually accredited) e.g. Access.	• CTLLS, • or Level 4 Certificate in Education & Training, • or equivalent.
Hourly-paid tutors teaching non accredited / non-complex courses regularly for Morley College London, e.g. 34 hours per year or more.	• PTLLS • Level 3 Award in Education & Training, • or equivalent.
Hourly-paid tutors teaching	• PTLLS or Level 3 Award in

occasionally for the College, e.g. fulfilling less than 34 hours teaching per year or working on a fixed term contract.	Education & Training or equivalent preferred but not a requirement unless deemed necessary through the performance management process.

In addition to the above qualifications, all academic staff involved in delivering Higher Education programmes are expected to engage in scholarship and research activities within their professional practice to enhance the delivery of teaching and the student experience.

More information on Research and Scholarship is included in the College's Research and Scholarship Policy.

Staff are expected to have the teaching qualification deemed appropriate for their role, however they may be exempted by their manager if:

- They are a highly experienced tutor at the College with demonstrable expertise (consistently excellent practice evidenced through OLTA, outstanding students' outcomes and commitment to CPD).
- They are highly experienced in the subject area, recognised practitioners in their field and teach occasionally (less than 34 hours per year)
- They are employed on a temporary basis as deputies.

Exemptions must be made in writing and copied to HR.

Teaching staff who are recruited without being qualified to the level considered appropriate by the College for their role will need to gain the qualification within 2 years of their start date. In order to pass their probation they will need to have enrolled on an appropriately recognised teaching qualification.

An exemption may be overturned at any time if through the performance management process it is identified that a member of staff is not consistently delivering teaching at the expected standard. In such situations the employee will be required to obtain the teaching qualification considered appropriate for their role.

7.5.3 Continuing Professional Development

Additionally all staff are required to have a commitment to their own continuing professional development and are expected to attend appropriate training within their department and in the wider College, including Sharing Best Practice events and other appropriate in-house training. CPD events will also promote active participation in scholarly activity for higher education teaching staff.

Hourly paid staff will receive payment to attend College staff development events that are considered essential for their development.

7.5.4 Support available for teaching qualifications

The College will consider applications for financial support towards the cost of teaching qualifications when these are required for the role. The amount granted will depend on the College's requirement for the member of staff to obtain the qualification, the number of teaching hours per week the member of staff teaches at the College and budgetary constraints.

The College will not normally fund teaching qualifications that are not deemed to be essential or required for the role. Professional recognitions or individual memberships of professional bodies are not funded by the College.

All staff successfully applying for funding (irrespective of qualification level) will be required to sign a funding agreement form, agreeing to pay back the amount contributed by the College on a sliding scale should they leave the College's employment within two years. Funds may be reclaimed through the payroll.

8. COMMUNICATION

This policy will be communicated to all staff to whom it applies (referred to in section 5) through the College's internal committee structures and will be made available to all via the College's intranet and website. It will also form part of the tutor recruitment and induction processes where all new teaching staff are expected to become familiar with the policy.

9. REVIEW AND MONITORING OF POLICY

The Learning, Teaching and Assessment Policy will be reviewed on a biennial basis by the Deputy Principal in liaison with members of the Academic Board. The SMT is responsible for monitoring the implementation of the Policy via reports from the Deputy Principal and other relevant members of the College Management Team.

APPENDIX 1: Assessing Learning, Teaching & Assessment during OLTA

> **Guidance questions for observers and tutors on identifying ways of building better learning**

Learning: reflect on how all students are experiencing the lesson

1. Are the students stimulated by the lesson content? E.g. smiling, relaxed, trying hard, asking questions etc.
2. Are they able to participate successfully in classroom activities? E.g. working purposefully individually or with each other, being able to do what the tutors asks them to do, complete tasks well and on time.
3. Do they ask questions to the tutor or to fellow student to clarify, understand, overcome problems?
4. Do they follow the tutor's advice, directions, instructions, feedback etc.?
5. Do they support and help each other to learn?
6. Do they appear confident in applying what they have learnt?
7. Is their knowledge of the subject and/or their skills good for their level of study, at this point in the course? Is this what you would expect, less or more?
8. Do they show respect for each other ideas, opinions, backgrounds etc.?
9. Are they safe in class? E.g. working within H&S requirements, not subject to abuse from other students, not appearing distressed etc.
10. Do they arrive to the lesson on time and is their attendance regular enough to enable them to benefit from the course?

Teaching: reflect on how the tutor enables the student to have a positive experience in class

1. Has the tutor secure knowledge and skills in their subject?
2. Is the tutor enthusiastic about their subject and has his/her enthusiasm a positive impact on the students?
3. Are all students encouraged to do as well as they can in a caring and supportive way?
4. Has the lesson been prepared well? E.g. it has good and varied selection of activities; good quality materials; materials and resources that reflect the diversity of students, society etc.; opportunities for students to practice what they have learned; opportunities for the tutor to observe and assess the students etc.
5. Does the lesson have a clear start where students are made aware of what they will be learning? And a clear end where learning is recapped and reinforced?
6. Does the tutor support and encourage all students individually and as a group? Does he/she support those who are struggling and encourages those who are doing well to do better?
7. Does the tutor praise the students, highlighting what they have done well? Does he/she guide them on how to overcome challenges?
8. Does the tutor make sure the students are safe and work within relevant H&S guidelines?

9. Does the tutor make sure that students respect each other and addresses any concerns that may arise?
10. Are the tutor's explanations clear and easy for everyone to understand?
11. Does the tutor make sure that all students have enough English, mathematics and IT skills that enable them to learn the subject successfully? And if not, does he/she support them to overcome this?

Assessment: reflect on how the tutor ensures that the students are learning and making progress

1. Is the tutor aware of how much knowledge or skills each student has at the start of the course in relation to the subject they are learning? Has this information being gathered through a formal or informal initial assessment? Is this recorded?
2. Does the tutor check that students are learning during the lesson? E.g. through questioning, tests, observation, homework etc.
3. Is the tutor aware of how much each student has progressed (e.g. developed skills and knowledge) from the start of the course?
4. Is there any evidence that the students are learning and developing skills and knowledge? E.g. examples of students work over time; students performances, presentations, portfolios etc.
5. Are there any examples of feedback to students during the lesson, verbally or in writing, that clearly explain to students how far they have got, what they have achieved well and what they need to do to improve further?

APPENDIX 2a: The ETF Professional Standards for Teachers

The ETF Professional Standards provide Tutors with an opportunity for self-reflective practice during the lesson observation process.. They help tutors and observers to identify any relevant professional development plan.

Professional values and attributes

1. Reflect on what works best in your teaching and learning to meet the diverse needs of students
2. Evaluate and challenge your practice, values and beliefs
3. Inspire, motivate and raise aspirations of students through your enthusiasm and knowledge
4. Be creative and innovative in selecting and adapting strategies to help students to learn
5. Value and promote social and cultural diversity, equality of opportunity and inclusion
6. Build positive and collaborative relationships with colleagues and students

Professional knowledge and understanding

7. Maintain and update knowledge of your subject and/or vocational area
8. Maintain and update your knowledge of educational research to develop evidence-based practice
9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
10. Evaluate your practice with others and assess its impact on learning
11. Manage and promote positive student behaviour
12. Understand the teaching and professional role and your responsibilities

Professional skills

13. Motivate and inspire students to promote achievement and develop their skills to enable progression
14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment
15. Promote the benefits of technology and support students in its use
16. Address the mathematics and English needs of students and work creatively to overcome individual barriers to learning
17. Enable students to share responsibility for their own learning and assessment, setting goals that stretch and challenge
18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement
19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers
20. Contribute to organisational development and quality improvement through collaboration with others

APPENDIX 2b: Professional Standards for Teachers using Technology 2016-20

These Professional Standards encourage tutors to reflect on their skills and practice in relation to the use of digital technology. They help curriculum managers to identify any relevant professional development needs. Tutors need to embed specific elements in the curriculum and their teaching as normal practice to support development of students' digital skills. They will need to be proficient in the areas relevant to their role so that they can support students to function equally in the wider, technological world.

Specific training to close any identified gaps in required knowledge and skills may be arranged by Programme Managers in liaison with Staff Development. New tutors would be expected to achieve essential knowledge and skills in any areas relevant to their role within their probationary period. All other tutors would be expected to achieve essential knowledge and skills in relation to using technology within six months.

Essential knowledge and skills:

1. Basic proficiency in word processing, spreadsheet and presentation programs.
2. Know who to ask to get help with using different technologies in college.
3. Be able to find websites and online resources; utilise them effectively in teaching and learning; share and keep addresses for reference.
4. Manage a College email account, including receiving and responding to messages to individuals and groups.
5. Be able to use classroom teaching technologies provided at a basic level, e.g. data projector.
6. Use college online administration systems, e.g. intranet, electronic registers.

Desirable knowledge and skills:

7. Know where to find help regarding personal online safety and online safeguarding of others.
8. Know how to teach basic online safety through risk management (i.e. safety through education and awareness).
9. Understand what a virtual learning environment is and the ways in which it can support learning.
10. Understand and deliver collaborative learning using technology to a basic standard, e.g. forums.
11. Encourage the use of College digital channels to support Student Voice initiatives, e.g. online surveys, polls and questionnaires.
12. Create, store, retrieve and share cloud-based resources, e.g. Google Drive.
13. Use Smart Boards interactively, including SMART Notebook software.
14. Access, use and teach vocation specific technologies where relevant to a required vocational standard relative to the course level.
15. Understand the issues around copyright and know where to find copyright free resources.

Use of portable devices

The College will provide portable devices where it supports the College's purposes and it has the resources to do so. Use of personal portable devices to support college work is a personal choice but use is subject to the needs to maintain data confidentiality in accordance with the College's Data Protection Policy.

APPENDIX 3: Making Judgements in Developmental Lesson Observations

In writing their observation report observers will focus on:

1. **Best Practice**: areas where excellent professional practice has been identified.

   This is when the tutor has demonstrated very effective practice in relation to one or more questions in Appendix 1 that clearly enhances learning; the observer will acknowledge this as an area of best practice that can be shared with colleagues to promote outstanding learning, teaching and/or assessment across the organisation.

2. **Recommendations**: areas where professional practice can be further enhanced to become excellent.

   When professional practice, however good hasn't necessarily provided the best possible outcome for one or more students, the observer will identify a recommendation that, when implemented, can improve the students' learning further.

3. **Required Key Actions**: areas where professional practice is not at the standards expected by the College that needs to be addressed as a priority.

   When professional practice has significantly impacted, or could significantly impact, on the learning of one or more students, the observer will identify a required action to ensure the best possible outcome for all students.