



2018/19

**TUTOR
HANDBOOK**

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1. INTRODUCTION TO MORLEY COLLEGE LONDON

Welcome to the latest edition of the Morley Tutor Handbook, a practical guide for tutors on all matters relating to learning, teaching and assessment. One of the College's three key strategic goals is to provide an outstanding student experience and your role as a tutor is central to this. This handbook will assist you on your journey with us.

Our ambition is that by 2020 Morley College London will be acknowledged as highly effective in meeting the diverse learning needs of the communities we serve. The quality of

learning opportunities and the associated student experience create a compelling proposition. The passion for learning embodied by the staff team through their subject knowledge, enthusiasm, professional practice, and external professional networks ensures expert and innovative learning, teaching and assessment. In addition, the creative application of technology is increasingly a distinguishing feature of Morley's approach in addressing digital exclusion and enhancing the flexibility and personalisation of learning.

As usual, this edition contains some new material for your information. Please read it carefully and follow the relevant guidelines and procedures. If you are a new tutor with us, welcome to the College. There is much excellent practice here that we are all proud of and can learn from.

2. MORLEY COLLEGE LONDON QUALITY ENHANCEMENT FRAMEWORK

The Quality Enhancement Framework (QEF) sets out the processes, review mechanisms, reporting and monitoring arrangements in use at Morley that are followed through to ensure an active and robust approach to quality enhancement. The coordinated approach of the QEF is designed to ensure continuous development towards Morley College London achieving its ambition to be 'Outstanding'.

Key elements of the Framework are:

THE SELF-ASSESSMENT REPORT

The OFSTED Common Inspection Framework is the basis of the College's Self-Assessment Report (SAR). A Self-Assessment Report is produced annually by each Curriculum School and Professional Service area. It is a comprehensive review of activities, data, and internal and external reports and focuses on both areas of success and those where quality enhancements are needed. All employees of Morley contribute to the SAR, from part-time tutors and Professional Services staff to senior managers. The student voice is also an important element of the SAR. The SAR uses information on student outcomes, including the performance of different groups of students, the quality of learning, teaching and assessment, how students rate courses, and leadership and management at all levels across the College. The areas for enhancement are addressed in a Quality Enhancement Plan (QEP) that sets out actions, targets and timescales for the year. Once individual SARs and QEPs are written, the College Senior Management Team (SMT) writes a cross-College SAR assessing the overall effectiveness of the College as a provider, and a College QEP which will drive all enhancement actions for the year ahead. The College SAR and QEP are available on EMMA, the College intranet, at: <https://emma.morleycollege.ac.uk/>

Alongside the SAR and the QEP, the College undertakes an additional review process for its Higher Education provision in line with the QAA (the Quality Assurance Agency for Higher Education) expectations and the requirements of our HE Awarding Body Pearson. The annual review of our HE provision, which includes HNDs (Higher National Diplomas) in a variety of subjects, will take place through the APMR (Annual Programme Monitoring Process) and the completion of a quality enhancement plan for HE. If you teach on one of our HE programmes, more information is available from your Head of School or Programme Manager.

CURRICULUM PLANNING, REVIEW AND VALIDATION

The College curriculum offer is reviewed annually. The purpose is to keep the offer fresh, responsive and innovative by investing in new areas or improving existing areas to encourage an inflow of new students in every class, fill spare capacity, and discontinue classes for which there is little demand. Innovation and developments are informed by the business development plan in each Curriculum School.

Curriculum review ensures that we are an inclusive College responding to the needs of our large and diverse College communities, and provides an opportunity to bring ideas together for future development. The proposed curriculum is reviewed and validated by the College SMT each year. Curriculum review covers our unaccredited provision as well as accredited programmes from Entry Level through to Advanced (Level 3) and Higher (levels 4-6) learning.

Self-assessment and curriculum review are part of the Quality Enhancement Framework cycle and as a tutor, you contribute to this cycle through the feedback you give us at every stage. The full Quality Enhancement Framework is available on the College intranet at: <https://emma.morleycollege.ac.uk/>

3. THE COLLEGE COMMITTEE STRUCTURE

The overarching aim of Morley's committee, group and management team structure is to ensure excellent communication and decision-making throughout the College.

In particular, the structure ensures clear reporting lines from College committees to

governing body committees, with meetings sequenced to ensure consultative and timely decision-making in pursuit of our Mission: to empower individuals and strengthen communities through adult education in Arts, Culture and Applied Sciences. Information about College Committees and their Terms of Reference are available on the College intranet at:

<https://emma.morleycollege.ac.uk/>

4. LEARNING, TEACHING AND ASSESSMENT POLICY

Morley College London's Learning, Teaching and Assessment Policy (LTA Policy) primarily applies 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.

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 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 with 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 in 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.

The LTA Policy should be read in conjunction with this handbook and is available, with other relevant policies, on the College intranet at:

<https://emma.morleycollege.ac.uk/>

5. PROFESSIONAL PRACTICE STANDARDS AT MORLEY

At Morley all teaching staff are expected to meet the Education and Training Foundation (ETF) Professional Standards for Teachers.

The ETF Professional Standards set out clear expectations of effective practice in education and training; they provide an opportunity for self-reflective practice and help teaching practitioners to identify areas for their own professional development. They also provide a national reference point that organisations can use to support the development of their staff. The standards can be found on the ETF website at: www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/

There are 20 standards divided into three categories:

PROFESSIONAL VALUES AND ATTRIBUTES

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

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 learner behaviour.
12. Understand the teaching and professional role and your responsibilities.

PROFESSIONAL SKILLS

13. Motivate and inspire learners 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 learners in its use.
16. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning.
17. Enable learners 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.

In addition to the ETF Standards the College has its own set of Professional Standards for Teachers using Technology aimed at supporting our Digital Inclusion Approach. These Professional Standards encourage teachers 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 by the end of the academic year.

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, interactive whiteboard etc.
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 Learner 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 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.

6. DIGITAL TECHNOLOGIES

At Morley, digital inclusion is all about using technology confidently in life, work and study. Making learning available through technology for all promotes independent learning and introduces ways for the teaching and learning community to interact with others in the wider world. Used well, eLearning can broaden and deepen learning and lead to improved social and professional engagement beyond Morley.

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

Moodle is Morley College's main virtual learning environment (VLE) available here: <https://vle.morleycollege.ac.uk/>

Tutors can create course webpages and upload resources with a minimum of technical skill. Feedback from students indicates that they greatly value access to support and extension materials.

The Essential Skills department piloted the use of Google Classroom during 2017-18 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 Forms.

Tutor Space is a "one stop shop" for all tutors and contains a wealth of information designed to support learning, teaching and assessment. It contains resources and materials on best practice, digital inclusion, employability and

progression, and innovative ideas to enhance teaching and learning, as well as videos and resources from the annual Swap-Shop event. Morley provides free WiFi access via eduroam (education roaming). Eduroam provides students and staff with an easy and secure wireless network connection when visiting institutions other than their own. Users simply use their College login to gain access to the service, which is now provided in 85 countries.

The College's **OpenAthens** portal gives free access to several online academic resources from both within and outside the College, including eBooks for FE, Oxford Art and Music online, and Primal Pictures. OpenAthens can be accessed via Moodle front page.

If you need any help, support or information about using digital technologies at Morley, please contact: **Laurence Elliott** on **020 7450 1877** or email **laurence.elliott@morleycollege.ac.uk**

7. CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) FOR TUTORS

As a learning organisation Morley is committed to supporting its staff to perform at the highest level. We offer a range of courses to enable you to update your professional skills and stay in touch with new developments in learning, teaching and assessment practices.

You will find all in-house staff development courses in the Central Staff Development Plan within the Staff Development page on EMMA, the College intranet at: <https://emma.morleycollege.ac.uk/>

Emails are regularly sent about upcoming courses. Some training, such as Equality and Diversity, Safeguarding, and attendance at Central Induction are mandatory for all. You may apply to attend relevant external courses such as conferences or events for your professional development by completing the electronic Staff Development application form found under the Forms and Templates section on the College intranet. Funding is subject to approval and budget availability.

The College also runs Sharing Best Practice events each year, for you to catch up with latest developments in learning, teaching and assessment, meet other colleagues and share ideas.

At Morley we expect teaching staff to be appropriately qualified. Full time and fractional academic staff should hold a DTLLS/PGCE/Cert Ed/Level 5 Diploma in Education and Training or equivalent. Any member of staff teaching Essential Skills is also required to have a subject-specialist qualification. Hourly-paid staff teaching complex (usually accredited) courses should hold a CTLLS/Level 4 Certificate in Education and Training or equivalent.

Hourly paid tutors teaching non-complex courses for over 30 hours per year should

hold a PTLLS/Level 3 Award in Education and Training or equivalent. Very experienced, highly performing tutors without this qualification may be exempted by their manager. For more information please refer to the Learning, Teaching and Assessment Policy on the College intranet at:

<https://emma.morleycollege.ac.uk/>

TUTOR MENTORING SCHEME

The aim of the scheme is to provide teachers 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. Mentors complement the work of line managers, who remain responsible for the training, supervision and development of their staff.

Mentors will:

- Provide a supportive forum to discuss learning, teaching and assessment
- Give guidance on tackling specific issues identified during lesson observation (OLTA).

Mentors will receive a payment of up to 3 hours at meeting rate at the end of a mentorship.

PEER OBSERVATION SCHEME

The aim of this scheme is to provide two or more teachers, (one whose performance has been identified as being good or better), with a collaborative and non-judgemental opportunity to observe each other's lessons and subsequently undertake a discussion about the most effective areas of pedagogic practice. Reflection will be stimulated by questions and the provision of feedback to each other. The good practice or area for development (normally identified during OLTA) to be observed should be agreed in advance.

Tutors or Programme Managers can contact the Quality and Standards Manager for further information on either of these schemes.

8. THE COLLEGE'S APPROACH TO 'ENABLING STUDENT ACHIEVEMENT'

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 was 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, and it now 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.

SIX STEPS TO 'ENABLING STUDENT ACHIEVEMENT'

The new six step process introduced nationally in 2017 updates RARPA and adds a sixth step that focuses on learner progression towards outcomes such as further learning and employment or volunteering, which can enable learners 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 learner's journey. A summary of the process is included below.



Figure 1:

The RARPA steps in detail, showing how progression towards outcomes is facilitated by the process.

OUR 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.

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 (see Section 12 on page 14) 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.

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. Documented evidence will need to be included in the Course File (see Section 9).

9. THE COURSE FILE

You will need to create a Course File for each course you teach and have it with you in your classroom. Your Departmental Administrator will be able to provide you with a folder should you need one. For information about storage for your Course File please contact your Departmental Administrator.

The content of your Course File depends on the subject you teach, the length of your course etc. Your Head of School or Programme Manager will advise you on what the required content is in your own subject area.

However some documents will be typically included in all Course Files as they form part of the evidence required to meet the expectations of the **'Enabling Student Achievement'** approach on **page 9**. These documents include:

COURSE OUTLINE

The course outline is the key source of information about your course. It gives students the information they need to help them enrol on the right course. It is one of the most important documents in the quality framework. It is essential to get it right – be clear about course outcomes, any experience required, and anything students need to bring to the class. Course outlines are integrated into the College's website and are displayed to students before they enrol online. Each tutor is responsible for creating, updating and amending course outlines for their own courses.

Please contact your Programme Manager for more information about how to produce, edit, submit and use course outlines.

SCHEME OF WORK

The Scheme of Work (SOW) sets out the content of the course and how you will deliver it. It should contain the learning outcomes for the course as they appear in the course outline. The SOW states explicitly what your students will learn each week. It should list equipment needed, resources and assessment details.

Your Programme Manager will advise you on suitable formats or templates for your course or subject.

After your first or second session, and once you have carried out an initial assessment of all your students, complete a group profile and add it to your SOW, describing the nature of the group and any factors that will influence how you plan and deliver your teaching and how you will address the different levels of ability in your group, and promote quality and celebrate diversity through learning, teaching and assessment.

There must be consistency and clear links between the course outline, the SOW and the lesson plans. Consider your tutor activities for each lesson and the assessment methods you will use. Think about the proposed student activities, lesson by lesson. Once you have undertaken an initial assessment of each of your students, review the SOW in order to make sure the learning outcomes are appropriate for your class.

During the last two sessions of your course you should have a discussion with your students about the quality of their experience on the course. This feedback, along with your own views on how the course could be improved, should be summarised and shared with your Programme Manager. This information helps the College respond to what students are saying and feeds directly into your department's Self-Assessment Report and Curriculum Review processes. Please also encourage your students to complete the course evaluation survey they will receive by email at the end of each course. More information on **student feedback** is found in **Section 15, page 18**.

LESSON PLAN

You should produce a lesson plan for each lesson you teach. This illustrates how you intend to develop the lesson and will include a breakdown of the learning aims, how students will achieve them, how you will organise and support their learning through a variety of learning activities, and the resources you will use. Your Programme Manager will advise you on suitable formats or templates for your lesson plan. The lesson plan is used as an aide memoire throughout the lesson and will also be required by anyone observing or inspecting lessons.

PROGRESS REVIEW, TRACKING AND ASSESSMENT

Your Course File should also contain some form of student progress review, tracking sheet or evidence of on-going assessment and progress monitoring, as well as constructive feedback to students on their progress and recommendations on how they can make further improvements. Your department may have set templates that you could use or you may prefer to design your own approach according to your course requirements. Please contact your Programme Manager to discuss suitable ways to record student progress that are relevant to your subject area.

Accredited Course Files should also include details of assessment requirements.

ADDITIONAL LEARNING SUPPORT

If any of your students are receiving learning support your file should also include any feedback from Additional Learning Support (ALS) on their progress, information about any volunteer assisting in your class, and any adjustment notes for individual students. More information on **additional learning support** is available on **page 16**.

10. STUDENT INDUCTION

In your first lesson it is important that you complete an induction session with all your students. Please make sure you cover the relevant information in the Student Induction Checklist provided by your programme area.

It is also essential that as part of the induction you show your student a short video that provides information about the College, its facilities, support available to students, and our health and

safety and safeguarding procedures. You will find a link to the induction video within your electronic register and on the front page of Moodle, the College's virtual learning environment, at: <https://vle.morleycollege.ac.uk/>.

Effective induction is vital for helping new students to the College settle in more quickly and provides a useful reminder as well as an update to any changes that may have been made for returning students. Please ensure that any late enrolling students joining the class also receive an induction and refer them to the induction video on Moodle.



11. OBSERVATION OF LEARNING, TEACHING AND ASSESSMENT (OLTA)

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

Dylan William

In September 2017 Morley College London launched a new lesson observation scheme focusing on encouraging a professional exchange between observers and tutors to create a positive improvement culture.

This is done through teaching practitioners reflecting on their own practice and responding to feedback from students, peers, managers and other colleagues. The process also enables them to share innovative ideas and try out new approaches in their professional practice.

Recent research has shown that lesson observation grades are often a barrier to improvement and that professional practice can be improved by self-reflection, professional exchange between practitioners, and peer feedback. Therefore lessons at Morley are no longer graded, although observation reports will still identify and record areas of good practice, areas where practice can be improved, and areas where performance is a concern and improvement actions need to be completed within an agreed timescale.

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 short visit. 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.

Outcomes will still be evaluated in line with the Ofsted Common Inspection Framework, although instead of a set of pre-determined

criteria, observers will share with tutors and use a range of questions aimed at identifying ways of building better learning. The questions will encourage both the tutor and the observer to reflect on learning, teaching and assessment activities and their impact on the experience of the students as illustrated below:

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 tutor asks them to do, complete tasks well and on time.
3. Do they ask questions to the teacher or to fellow students 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's to learn?
6. Do they appear confident in applying what they have learnt?
7. Is their knowledge of the subject and/or their skill set 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. Does the tutor have secure knowledge and skills in their subject?
2. Is the tutor enthusiastic about their subject and does his/her enthusiasm have 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 encourage 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 address 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/digital skills to enable them to learn the subject successfully? And if not, does he/she support them to overcome this?
5. Are there any examples of feedback to students during the lesson, verbally or in writing, that clearly explain to them how far they have got, what they have achieved well, and what they need to do to improve further?

During the observation the observer will:

- Record what the students say/do, how they react etc.
- Record what the tutor does
- Collect objective data about the lesson, e.g.:
 - how many students speak
 - how many participate
 - who says what
 - who does what
 - how the teacher replies to questions
 - how many students are directly spoken to or supported during the observation
 - instances of teacher-centred and student-centred activities
 - how many times the teacher corrects mistakes
 - the length of each stage of the lesson
 - the time spent on tutor input and student activity
 - anything else they think is relevant

After the end of the observation the observer and the tutor will agree on a date and time to meet and have a developmental discussion where they will consider the data collected by the observer and discuss what the data is telling them 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 standard 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 report 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.

More detailed information about the College's OLTA process is available within the Learning, Teaching and Assessment Policy available, with other relevant policies on the College intranet at: <https://emma.morleycollege.ac.uk/>

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 skill each student has at the start of the course in relation to the subject they are learning? Has this information been 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 (i.e. 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.

12. PRACTICAL INFORMATION

REGISTERS

The College uses electronic registers (e-Registers) for all classes. You will use the computer in the classroom to mark your register. If you are a new tutor, training will be provided on e-Registers prior to you starting teaching by your Programme Manager, or by a member of the MIS team.

When you first open your e-Register please check the following information is correct:

- the course details on top of the register
- the classroom/site/time/tutor name
- the students' names.

Check to see if any of your students have declared a disability or learning difficulty. On the register itself you will see a code next to a student's surname (in the L15/L16 columns) if they have disclosed information to us. This code corresponds to a category of disability or learning difficulty available in the L15/L16 key on the e-Register. See the '**Support for our Students**' Section on **page 16** for more details about supporting students with additional learning needs.

If a student has not been in touch and has not attended for two weeks, ask your Departmental Administrator to follow up the reason for their absence. If the student is withdrawing enter 'W' on the register and use the Email MIS Staff link to record the mark. The Departmental Administrator will complete an online withdrawal form to formally withdraw the student.

If there are any problems with the e-Register system, a blank paper template will be available from the pigeonhole room. Once completed, this should be returned to the MIS pigeonhole. If you notice any discrepancies or have any questions regarding registers please use the email MIS Staff link on your e-Register.

At the end of your course you will need to record your students' achievement via the 'Achievement' button on the e-Register. Achievement needs to be recorded in relation to each of the course learning outcomes and overall for each student. How to do this will be explained to you as part of the e-Register training.

Please note that your register is an auditable document. It is required regularly by auditors and used as evidence to justify College funding. It must be completed correctly to record both students' attendance and achievement. Failure to do so after each session and at the end of the course may result in the College failing an audit and losing funding.

TIMETABLING AND ROOMING

If required a room will be booked for your class or meeting by MIS. Please collect and sign out the key for your room at Reception.

You are asked to:

- report any missing or malfunctioning equipment to **Premises** or **IT Services** as appropriate (premises@morleycollege.ac.uk or helpdesk@morleycollege.ac.uk)
- ensure teaching spaces are left in a clean and tidy condition and that furniture is returned to its standard configuration (room layout posters displayed in rooms illustrate the correct arrangement)
- start and finish classes promptly
- read and check timetables when they are first published and advise your Departmental Administrator of any problems
- adhere to the latest version of the published timetable.

Please do not use rooms that appear to be free without booking with MIS; this can be done via your Department Administrator. The Duty Manager may make temporary arrangements as they see fit.

If you change the layout of a room it is your responsibility to return it to its original layout ready for the next class. If you have difficulty returning the furniture to its original position contact Premises, via Reception, for assistance. The Premises department cannot always guarantee to have staff available, but if they do they will be happy to assist.

If you have any issues with a classroom and require a room change please speak to your Head of School, Programme Manager or Departmental Administrator, they will communicate this request to MIS, who will accommodate this if possible.

DEPUTY TUTORS

If you are unable to teach your class please contact your Programme Manager or Departmental Administrator as soon as you know. It is their responsibility to find a deputy tutor to cover your class.

Please do not arrange your own deputy cover as it is important that the College procedures for engaging deputy tutors are followed. Failure to do so may result in the deputy tutors not being paid for the work they do.

You may nominate a deputy, but your manager must agree to the engagement and appropriate checks will need to be carried out.

Once a deputy tutor has been appointed to cover your class it is your responsibility to make the following arrangements:

1. Provide a Scheme of Work, Group Profile and Lesson Plan together with any handouts to your deputy. You may need to update your group profile in order for it to be a useful supporting document for the deputy tutor.
2. Brief your deputy either in person or by telephone before they teach your class. Pay particular attention to differentiation needs and work that took place in the previous class.
3. De-brief your deputy, either in person or by telephone before you teach the group again. This is so that you are fully informed on what happened in the class.

13. LIBRARY AND LEARNING CENTRE

The Library holds an extensive collection of materials, including books, periodicals, newspapers, music scores, music and audio compact discs, CD-ROMs and DVDs which support the full range of courses available at the College. We have a fascinating archive collection for those researching Morley's history, with a dedicated Moodle page. The library's Moodle page contains downloadable templates, reading lists, orientation exercises, guides, and a link to the library catalogue at:

<https://vle.morleycollege.ac.uk/>

The Library provides a quiet place to study, with our friendly and knowledgeable staff on hand to offer help with finding the information you need. We have a small Learning Centre providing computers, scanners and a photocopier for student use.

Within the library there is a section especially for tutors, containing a selection of books to support those teaching ESOL/Essential Skills, books on teaching adults. Tutors may request resources for their classes at any time of the year by contacting the Learning Resources Centre Manager.

14. SUPPORT FOR OUR STUDENTS

STUDENT SERVICES

Student Services provides the frontline services across the College, incorporating Reception, Enrolment, and Information Advice and Guidance. We offer prospective and current students advice in person, over the phone and via email.

The in-person enrolment service is open Monday to Friday from 11.00am till 7pm during term time and in the holidays from 9.30am till 4pm.

The Reception service is open from 9am till 9pm in term time and from 9am till 5pm during the holidays.

For existing students we offer appointments in the following areas:

- Finding out about further study
- Support with job applications/CVs
- Higher Education application process.

We additionally offer in-class workshops for accredited courses in the above areas.

We can signpost students to external sources of assistance on matters such as housing, debt, benefits and immigration.

Students can make an appointment via Reception in the main foyer. If tutors wish to talk about the support available please call **020 7450 1845**.

FINANCIAL SUPPORT

We can provide some financial assistance through our Learner Support, Childcare and Bursary funds. Students on means-tested benefits on some accredited courses can apply for assistance with their materials and contributions towards the cost of childcare. We have a bursary scheme for fee assistance for those on a low income who are not entitled to concessionary rates. Funds are limited and we are not able to assist all who are eligible.

Refer students to **Pearl Charles-Evans** in the **Student Services office**, call **020 7450 1855** or email **pearl.charles-evans@morleycollege.ac.uk**.

ADDITIONAL LEARNING SUPPORT

The Additional Learning Support team works closely with tutors to support the needs of students with learning difficulties and disabilities, and make adjustments to teaching and learning. Under the Equalities Act 2010, learning difficulties (e.g. dyslexia) as well as

long-term physical disabilities (e.g. cerebral palsy) or medical conditions (e.g. epilepsy) and mental ill-health are all considered disabilities, and all College staff have a responsibility to make “reasonable adjustments” to support students with disabilities. If you have any questions about this, please ask us.

Students are asked to disclose learning difficulties/disabilities on the enrolment form so that the College can support their learning. If you see a code next to a student’s name on your register this indicates that the student has asked us to pass on information about their disability and they want you to know this. A key to the codes can be viewed when you open the e-Register for your class. When this happens you should arrange a confidential chat with the student to talk about ways you can support them in the classroom. This should be arranged as early as possible in the term to avoid the student falling behind.

In the vast majority of cases simple adjustments are all that is required to enhance the student’s experience. For example, arranging for an adjustable chair for someone with a spinal injury; sitting at the front of the class or enlarging materials for someone who has a visual impairment; arranging a hearing loop for someone who has a hearing impairment; photocopying onto coloured paper for a dyslexic student; or reassuring a student who has high levels of anxiety. Please suggest that the student comes to Additional Learning Support to arrange for a Needs Assessment if you feel this would help; we can arrange for a chair or a laptop to be delivered to the class or for a key fob to allow access through the rear entrance to the College. We also have specialist equipment to support visually-impaired students in-class or hearing loops to enhance hearing.

Many students with disabilities do not however disclose these on their enrolment form. Sometimes this is because they are not aware of what the term “disability” means in an educational context; sometimes because of the stigma they feel is attached to disability; and sometimes just because they feel they are able to manage well without support. If you are concerned that a student does not seem to be keeping up or is exhibiting unusual or disturbing behaviour, please talk to them privately about this. If a student discloses information about

their disability to you, ask them for suggestions of how you might be able to support them, but be aware of the boundaries of your role as class tutor. You can always suggest that they come to the Additional Learning Support office for an appointment if you feel it would be helpful.

When students with disabilities come to Additional Learning Support, we will offer them an assessment to try to establish their needs and how the College can support them. We will follow this up with an Adjustment Note with recommendations about the ways in which you can support the student (these will have been agreed with the student). Please discuss these, remembering that this is sensitive information and that often students do not want others to know their circumstances. If you feel unsure about how to talk to a student, please do call us to talk this through or pop in to our office. Sometimes we can arrange to meet with you and the student if you feel it would help.

The College offers all students with disabilities a universal level of support described above. In addition, on fully accredited courses in English, Maths & IT, L1-3 in Health, Childcare, Counselling, Access to HE, and Higher Education, we offer students with disabilities targeted specialist support with tutors experienced in dyslexia and other specific learning difficulties on a one-to-one basis and occasionally in-class. We also have a counselling service which can support students with short-term counselling and offer referrals on to the local mental health teams. If you are a tutor on an accredited course it is particularly important that you refer your students to us early on in the course so that they have the best chance to achieve and move on to work or further study.

Contact **Sally Townsend: 020 7450 1835** or email **sally.townsend@morleycollege.ac.uk**.



15. FEEDBACK FROM STUDENTS

Morley College London has a long-held commitment to the inclusion of students in its academic activity, business operations and developmental work. Student engagement is seen as a means of creating a vibrant sense of place and belonging, with a strong sense of institutional purpose and support for students in the wider community. It is recognised as central to student satisfaction levels, retention and achievement rates and, ultimately, to create a rewarding and meaningful student experience.

Student Engagement activities aim to:

- Systematically inform enhancement and raise the quality of both academic and service areas
- Promote initiatives which encourage all students to engage with the wider College environment
- Provide opportunities which act as a voice for all students in the College
- Engage students from traditionally less well- represented areas of the student body into representative activities
- Assist the College in reacting to the student voice quickly and effectively
- Facilitate transparency and clear communication.

Below are the main activities which take place within the College to enhance and measure student engagement:

- Student Council
- Class Representatives Association

- Student Membership within the committee structure (see Section 3, page 4)
- Annual Student Satisfaction Survey
- Targeted Surveys
- Feedback Forms/Email Address
- Curriculum Walks undertaken by the Senior Management Team
- Course Evaluation Surveys at the end of each course
- Alumni work.

THE STUDENT COUNCIL

The Student Council works with the Governing Body and College Management to give vital student input into the decisions affecting students at the College. Members are all current College students who want to contribute to its continuation as a first-class centre for learning, open to all. The Council is made up of members from the Class Representatives Association, and directly elected and co-opted members.

THE CLASS REPRESENTATIVES ASSOCIATION (CRA)

The CRA is an all-College forum which meets once a term. Its purpose is to give students a chance to raise issues of interests or concern, in order to have them resolved within the College. Each class is entitled to elect a representative to the CRA. Students elected by their classes meet with the Principal each term to discuss issues of concern and share news and information.

Please encourage your class to be represented on the CRA so that your students can share their opinions in an open, friendly and welcoming forum and have the best possible experience with us. It is very important that the College has a coherent student voice and you can help by making sure your students are aware of the Student Council and the CRA, and encourage them to put themselves forward and contribute to the process. More information is available on **Moodle**, the College virtual learning environment, under the **Student Life section**: <https://vle.morleycollege.ac.uk/>.



Contacts

GENERAL COLLEGE MATTERS

Enrolment and Enquiries

T: 020 7450 1889
E: enquiries@morleycollege.ac.uk

Student Services

T: 020 7450 1865

Financial Support

T: 020 7450 1855

Quality and Standards

T: 020 7450 1927

Exam Enquiries

T: 020 7450 1802

Library

T: 020 7450 1828

Learning Support

T: 020 7450 1914

Advice and Guidance

T: 020 7450 1845

Facilities Manager

(Building Management and Security)
T: 020 7450 1920

Duty Manager

T: 07956 504 266

SENIOR MANAGEMENT

Principal

E: principal@morleycollege.ac.uk

Deputy Principal, Curriculum and Quality

E: deputyprincipal@morleycollege.ac.uk

Vice Principal, Finance and Resources

E: viceprincipal@morleycollege.ac.uk

Director of Finance

E: finance@morleycollege.ac.uk

CURRICULUM AREAS

Higher Education

T: 020 7450 1805
E: Highereducation@morleycollege.ac.uk

Access to Higher Education

T: 020 7450 1817
E: access@morleycollege.ac.uk

Art and Design

T: 020 7450 1934
E: artdesign@morleycollege.ac.uk

Business and Enterprise

T: 020 7450 1861
E: business@morleycollege.ac.uk

Community Learning

T: 020 7450 1841
E: community@morleycollege.ac.uk

Dance

T: 020 7450 1832
E: dance@morleycollege.ac.uk

Digital Design, Film and Photography

T: 020 7450 1934
E: digitaldesign@morleycollege.ac.uk

Drama

T: 020 7450 1832
E: drama@morleycollege.ac.uk

Fashion

T: 020 7450 1844
E: fashion@morleycollege.ac.uk

Health

T: 020 7450 1861
E: health@morleycollege.ac.uk

Health and Social Care

T: 020 7450 1861
E: healthandsocialcareenquiries@morleycollege.ac.uk

Humanities

T: 020 7450 1836
E: humanities@morleycollege.ac.uk

Languages

T: 020 7450 1932
E: languages@morleycollege.ac.uk

Music

T: 020 7450 1838
E: music@morleycollege.ac.uk

English, Maths, ESOL and EFL

T: 020 7450 1834
E: essentialskills@morleycollege.ac.uk