



MORLEY COLLEGE LONDON

Learning, Teaching and Assessment Policy

POLICY OWNER:	Head of Learning and Teaching
FINAL APPROVAL BY:	Quality and Standards Committee
Policy Category:	Student
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Approved by Governing Body:	N/A
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1. Introduction, Purpose and Scope of Policy:

- 1.1 Morley's vision is to be a leading London college where learning together excites ambition and enables achievement. 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.
- 1.2 All tutors at Morley, regardless of the course they deliver, are educational professionals and as such the expectation is that a commitment to continuous professional development is made. The Policy is intended to promote consistently high standards of professional practice across all our provision with the development and application of the ETF Professional Standards for Teachers ([Appendix 2a](#)) and ETF Digital Teaching Professional Framework ([Appendix 2b](#)) as a priority. Both sets of standards identify the baseline requirements of Morley tutors in their professional practice and there are opportunities available to enhance this through CPD and other upskilling schemes such as peer observation and mentoring.
- 1.3 The Policy primarily relates to all tutors within the College, and more broadly to all staff involved in delivering, facilitating and managing learning, teaching and assessment. The Policy covers all areas (e.g. classroom and online 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. This unified College approach is nuanced by the nature and distinctiveness of learning, teaching and assessment in individual Centres (see the College's Curriculum Strategy for further detail).
- 1.4 The Policy exists to provide guidance on:
 - the implementation of processes to quality assure and improve learning, teaching and assessment
 - the College's approach to RARPA (Enabling Student Achievement)
 - the College's approach to communities of practice, innovation and experimentation
 - requirements regarding use of Education Technology (EdTech) in learning, teaching and assessment
 - training and continuous professional development

2. Equality and Diversity Analysis Screening:

- 2.1 In accordance with the College's Equality and Diversity Policy, the development of this policy complies with the Equality Act 2010 in ensuring due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations (See section 4 of the [Equality and Diversity Policy](#)).

3. Applicability:

- 3.1 The Policy is applicable to all staff involved in delivery of, and management of, learning, teaching and assessment across the College.

4. Definitions:

- LTA: learning, teaching and assessment
- ALS: Additional Learning Support
- RARPA: Recognising and Recording Progress and Achievement

- ESA: Enabling Student Achievement
- CPD: Continuous Professional Development
- PDP: Professional Development Plan
- OLTA: Observation of Learning, Teaching and Assessment
- EdTech: Education Technology

5. Statutory and regulatory requirements:

N/A

6. Policy Objectives:

6.1 This policy aims to ensure that:

- Courses are well planned, ambitious, and relevant to the needs and interests of a diverse range of students. Where necessary courses have regard to the needs of employers and the local economy.
- Course content is taught logically, systematically and explicitly so student can acquire the intended knowledge, skills and behaviours.
- Tutors are well qualified, knowledgeable and up to date in their subject discipline and discuss and share their experiences within their community of practice.
- 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.
- 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 where their learning needs are successfully met (see [Appendix 4](#) for further information).
- Tutors stage learning in supportive steps (and where relevant, work with Additional Learning Support tutors and Assistants – see [Additional Learning Support Policy](#)), to give the greatest opportunities for all to achieve and make them confident and independent students who are ready for their next stage of education, training or employment.
- 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.
- 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.
- Tutors help students recognise and celebrate their achievements – in both the subject and their personal, academic and career development.
- Tutors continually improve through reflecting on their own practice, accessing relevant CPD to enhance teaching learning and assessment, and responding to feedback from students, peers, managers and other colleagues.
- Morley's relevant policies, procedures and resources support learning, teaching and assessment as their main focus.

7. Policy Statement

7.1 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 various reasons for learning guide our approach to providing innovative learning opportunities that promote individual progress, whilst supporting those facing learning barriers to overcome them and succeed.

7.2 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 recognising and celebrating their success

8. Implementation of Policy:

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

8.1.1 The purpose of lesson observation

Observations are an important part of the College's Quality Enhancement Framework and support us to make an informed judgement around the overall student experience. This judgement is not solely based on the outcomes of observation, and takes into account a range of other factors e.g.: retention, achievement, attendance etc. Members of the observation team, typically all senior curriculum managers (but may include others stated below), are leaders of learning, and have responsibility for the standards of learning, teaching and assessment within their areas. Observers may observe across different curriculum areas and may observe provision outside their own subject specialism.

The multi-disciplinary expertise of Heads of School and Curriculum means that they are best placed to make informed judgements on the Quality of Education across their School or Curriculum, for example, triangulating evidence such as student feedback, attendance and achievement rates and learning walk outcomes with activity taking place in a learning and teaching environment.

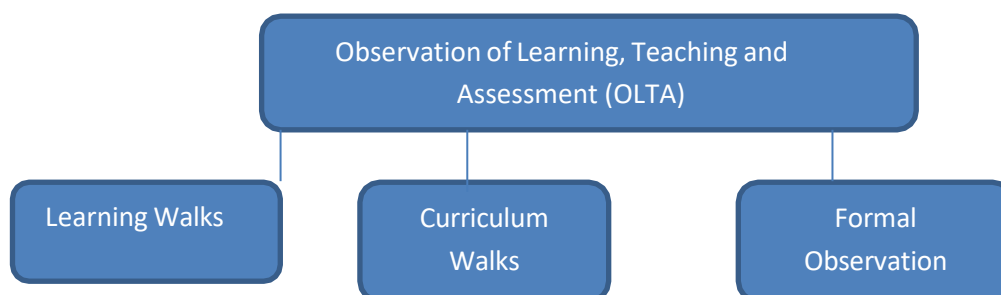
Observation forms part of the appraisal, performance management and professional development of all tutors. For hourly paid tutors it takes the place of the Performance Management Scheme which covers the appraisal of full-time and fractional tutors.

Lesson observation aims to:

- uphold high standards of learning, teaching and assessment at the College and promote continuous enhancement of professional practice
- ensure that students receive the highest quality learning experience
- ensure that the College's commitment to equality, diversity and inclusion 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 Quality Review (AQR) for HE provision.

The Morley OLTA process:



At Morley, there are three categories of observation which may be carried out on any mode of delivery:

Learning Walks – a supportive form of observation typically carried out by the tutor’s line manager, often across a Curriculum Area, focusing on a particular theme. On occasion suitably qualified staff, such as members of the Learning and Teaching Team may carry out Learning Walks. The purpose of a Learning Walk is to monitor the quality of the student experience and recommend strategies to further enhance this. They are also a starting point for professional discussions between tutors and line managers in order to plan and promote professional development. Learning walks are usually short visits (typically lasting 10-15 minutes – not exceeding 30 minutes) intended to achieve one or more of the following:

- support new tutors before their first formal observation
- monitor the quality and consistency of the student experience and provide support for tutors who are not in scope for formal observation (e.g. teaching less than 34 hours per year or consistently displaying excellent professional practice who may not need a formal observation every year)
- provide a starting point for individual CPD planning
- evaluate themes of learning, teaching and assessment, and identify and share best practice. In order to ensure a strong and consistent start to courses, all courses have a mandatory induction learning walk theme within the first 4 weeks of: viewing the induction video and ensuring all students are correctly enrolled and attending.

All staff carrying out learning walks should attend regular Learning Walk briefing sessions, arranged by the Learning and Teaching team.

Following completion of a Learning Walk, the observer should complete the OLTA template (see [Appendix 8](#)), saving in the appropriate OLTA One Drive folder. The form should be emailed to the tutor, with an invitation to meet and have a short, developmental discussion based on the outcomes. The period from Learning Walk to feedback should be no more than two weeks (10 working days) unless there are genuine reasons to prevent this taking place.

Where cross-cutting themes are being looked at during a series of Learning Walks, tutors should be made aware that their feedback may be anonymised and shared within curriculum teams.

At times a Learning Walk may indicate the need for an earlier developmental observation

than planned. If essential development needs are identified via Learning Walk, a developmental observation should be scheduled as outlined below.

Curriculum walks - carried out by members of the SLT (Principal, Deputy Principal and Centre Principals), 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. Curriculum Walks are coordinated by the Quality and Standards team and outcomes are fed back to relevant College managers.

Developmental lesson observation – At Morley, the formal lesson observation process is both developmental, and used strategically to triangulate judgements made by Heads of School/Curriculum regarding the Quality of Education and overall student experience.

The formal observation process provides an opportunity for senior curriculum managers to 'deep dive' into particular areas of the curriculum which require more detailed exploration than a Learning Walk can provide.

Developmental lesson observations must be carried out in the following instances:

- a) new tutors *or* tutors who have not had a recorded formal observation for over 2 years;
- b) those tutors where the need to improve the quality of learning, teaching and assessment have been identified through a learning walk, student feedback, achievement etc. **This may relate to enhancing the quality of a particular curriculum area or qualification (for example, a new or underperforming programme) and/or individual tutors.**

Where a developmental observation identifies a performance or capability issue, the tutor's line manager will be expected to manage this process as per [section 8.1.6](#). Subject Leaders/Programme Manager will monitor and support actions set by for their tutors during the developmental observation process as part of their line management responsibility.

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 (arranged by the Learning and Teaching team).
- keep up-to-date with the latest developments in OLTA practices by attending refresher sessions at least once every two years
- Have a comprehensive knowledge and understanding of the EIF (in particular the Quality of Education judgement) and QAA framework in relation to learning and teaching in HE (as appropriate).
- hold a relevant Level 4 teaching qualification or equivalent
- be able to demonstrate excellent pedagogical practice
- regularly attend OLTA moderation meetings within their subject area and cross-College.

8.1.2 The OLTA schedule

Heads of School/Curriculum are responsible for planning termly schedules to meet the requirements below. The structure of the OLTA schedule should be determined locally by the Head of School/Curriculum in conjunction with the Centre Principal, for example, whether observation 'windows' take place during the academic year for specific programme types, or whether it is a rolling process based on curriculum area. These must be submitted to the Centre Principal and Head of Learning and Teaching prior to the start of each term

All tutors are expected to have *at least* one learning walk per year. Thereafter a risk-based approach is taken:

1. New tutors will have a developmental observation in their first term of employment as part of their probation
2. Tutors where a key issue negatively affecting the student experience has been identified will have a developmental observation
3. Tutors whose lesson was judged not to meet the required standards at their last observation will have a developmental observation
4. Tutors who have not undertaken a recorded developmental observation in the previous two years will have a developmental observation during the current academic.
5. Tutors delivering on new courses or on courses with new awarding bodies may have a developmental observation
6. All other tutors will have a learning walk
7. ALS tutors (1:1 and in-class) will be observed by learning walk (see [Additional Learning Support Policy](#))
8. Those teaching less than 34 hours per year (typically delivering one-off sessions or very short programmes) will be observed by learning walk.

8.1.3 Observation outcomes and key performance indicators (KPIs)

Observers will make judgements on tutor performance in line with the Ofsted Education Inspection Framework. Observers will identify where learning, teaching and assessment is highly effective, effective, or where further development is required 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 can help tutors and observers to identify and agree a relevant professional development plan (PDP)

OLTA targets and priorities will be set between the Centre Principals and each Head of School/Curriculum at the beginning of every term and shared with the Head of Learning and Teaching. OLTA outcomes will be reported on termly to the Quality and Standards Committee by the Head of Learning and Teaching. The report will provide both qualitative information i.e. an overall judgement on the quality of LTA and quantitative information i.e. evidence used for the judgments as well as impact of observation and CPD activity.

8.1.4 OLTA procedures and Professional Development Plan

Developmental lesson observation will usually be initiated by the line-manager or Head of School/Curriculum (although a tutor can request to be observed as part of their own CPD) 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 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 Professional Development Plan (if relevant) and assess how any actions have been followed up and completed by the tutor.

Occasionally observations can be unplanned and unannounced, for instance, when there is a serious cause for concern that requires immediate attention.

Following a developmental lesson observation 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 highly effective professional practice has been identified.
- B. Areas where good professional practice has been identified.
- C. Areas where professional practice is not at the standard expected by the College that must be addressed as a priority.

The observer will record instances of A, B, C as relevant in the observation form and will agree with the tutor actions (including CPD opportunities) to be taken as part of their Professional Development Plan. All actions agreed are mandatory and need to be completed and evidenced by the tutor within an agreed timescale.

The period from observation to the final report should be no longer than two weeks (or ten working days) unless there are genuine circumstances that prevent this.

All actions agreed and recorded are monitored by the tutor's line manager over the life of the PDP 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 through 1-1 meetings, learning walks etc., to enhance their practice and achieve the expected standards.

Hourly paid tutors will be paid an hour at meeting rate for attending a developmental observation feedback meeting and setting, with their line manager, the PDP. The observer should inform Quality and Standards to generate the payment.

8.1.5 OLTA and links to People Operations procedures

A tutor whose performance is below the standard required will be given feedback as to what actions are required to improve. A PDP will be put in place to support the tutor in addressing the issues and they will be re-observed before the end of the current term, or at the earliest opportunity if that is not possible i.e. in cases where tutors are not teaching again for the rest of that academic year. During this period, learning walks and other forms of evidence gathering such as scrutiny of students' work can be used to measure progress, triggering earlier intervention if necessary.

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 underperforming will be fully discussed before a second action plan is agreed, with further support identified. The tutor is again observed

within two weeks if they are teaching on accredited courses and four weeks if they are teaching on non-accredited courses.

Where a lesson is deemed to require significant improvements or when the tutor has not improved sufficiently following the informal capability process, they will be informed by the line manager that there are serious concerns about their performance; they will then be invited to a formal capability meeting with their line manager and a member of the People Operations team. At this stage an action plan will be agreed before a further observation takes place within two weeks if they are teaching on accredited courses and four weeks if they are teaching on non-accredited courses.

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 PDP, they 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 take place within the first six weeks of their employment. If the lesson is judged to be below the standard required a PDP 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.

8.1.6 Appeals

Upon receiving the final OLTA report, if a tutor is dissatisfied with the outcome, they can appeal in writing to the Centre Principal within five working days of receiving their formal feedback, stating the grounds on which they are challenging it. The Centre Principal will examine the evidence and decide whether the judgements made 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 on 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](#).

8.1.7 Moderation of OLTA practice and reports

Each term, Heads of School/Curriculum 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. The outcomes of moderation meetings will be shared with the Head of Learning and Teaching and will feed into reports to the Quality and Standards Committee.

A cross-College moderation meeting takes place twice a term chaired by the Head of Learning and Teaching. The Deputy Principal, Centre Principals and Heads of School/Curriculum should attend at least one moderation meeting per term. Programme Managers and Subject Leaders are invited to attend. Observation reports submitted for moderation are anonymised to protect confidentiality.

Outcomes of OLTA moderation are recorded, summarised and shared with curriculum teams and reported to the Creative Learning and Teaching Management Group who will agree what actions are required to address any arising issue including CPD needed for observers.

8.1.8 Data retention and OLTA reports

OLTA reports will be retained for the duration of a tutor's employment at the College. They will be retained for a period of up to 3 years if a tutor is no longer employed by the College.

8.2 Enabling Student Achievement: the Morley approach to RARPA

8.2.1 Background

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

The RARPA 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 is, ultimately, 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. At Morley, we recognise the additional value that all our courses provide and use Individual Learning Plans (IPLs) to capture progress made towards outcomes beyond the course outcomes of qualifications, including: working with others, building links with friends or the community, improving wellbeing and confidence, amongst others.

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 depend 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' is appropriate. This 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) and should be reviewed regularly over the duration of the course to indicate the distance travelled by students. Objectives should support personal, community, social and economic goals. Step 3 should be captured using the ILP form on eTrackr.
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.

8.2.2. 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 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 their 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 points in relation to the stated learning outcomes and uses this to inform their 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. Individual targets should be set and reviewed by the student and tutor on a regular basis over the duration of the course, and captured using the ILP form on eTrackr. 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 of any opportunities for progression both within and outside the College.

College approved templates should be used where advised e.g.: ILPs, accredited course initial assessment, however, given the creative nature of Morley, curriculum teams may individualise and nuance other documentation. 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.

8.3 *Developing Communities of Practice, fostering innovation and experimentation*

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, online and in-person, each year:

- Sharing best practice events, at College, Centre, School/Curriculum 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.
- A Team Teaching scheme to provide an opportunity for new and/or less experienced tutors to plan and deliver a class with established tutors whose performance has been identified as good or better, with the aim of improving an identified area for enhancement (either self-identified or identified through a Learning Walk or OLTA) through team teaching.
- A College Innovation Fund to finance small-scale projects that promote collaborative innovation and experimentation in learning, teaching and assessment

8.4 *Digital Transformation and Education Technology*

8.4.1 Digital Transformation

For Morley, digital transformation 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 and tutors' skills to facilitate this. The College's approach to Digital Inclusion for the period 2020-2025 is fully described within the College's Digital Transformation Strategy.

8.4.2 Education Technology

Education Technology (EdTech) provides and enhances access to useful classroom resources and new teaching delivery methods. It is embedded across the entire 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 and online learning. However the diverse nature of the College's offer means that the use of EdTech in curriculum delivery takes different forms. Its extent and nature will be informed by the subject-specific needs of each programme area, mode of delivery, and by the varying needs and demands of its students. The College provides access to on-site EdTech resources for independent learning, wi-fi access for students and staff, and assistive technology for those students who are eligible.

The College supports three Virtual Learning Environments, and tutors may use more than one platform as appropriate for course delivery:

- **Microsoft Teams** is the College's primary VLE for blended delivery. It is a learning platform that brings together conversations, course content, meetings, assignment and grading, and file sharing and collaboration all in a single experience. Each *class* has a built in **Class Notebook** that tutors can use for asynchronous curriculum delivery. Microsoft Teams also comes with Office 365 apps plus a whole slew of third-party educational apps that you can use to customise students' classroom experience.
- **Moodle** 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.
- **Google Classroom** is a digital learning platform that lets tutors and students communicate and manage and share documents. It also comes with a robust assignment and grading engine. You can use Google Classroom in conjunction with other G Suite apps (e.g. Google Meet, Google Forms, Google Docs, etc.) to create a complete classroom experience. Google Classroom has a very simple and basic design making it easy to use.

The College expects tutors and managers to use College endorsed learning platforms only. These platforms have been chosen by the College based on their LTA potential and ability to be technologically supported by the College.

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

- maximising the potential of the College's VLEs so that they increasingly support distance and 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 EdTech to widen the participation of students with disabilities and enable them to achieve
- using EdTech as a motivational tool and thereby improving attendance and retention
- using EdTech to enhance differentiation in learning, teaching and assessment
- providing better structured, formal EdTech support for students where EdTech is embedded within course learning objectives
- using VLEs and other EdTech tools to increase availability of resources to support students' study

In meeting the above, tutors must ensure GDPR compliance. Further guidance on this is provided during central induction.

The essential requirements for tutors in order to be able to fully exploit the benefits of technology are expressed within the *ETF Digital Teaching Professional Framework* in [Appendix 2b](#). All tutors must complete the Jisc Building Digital Capabilities tool within the first 6 weeks of their employment. Where tutors do not meet the essential requirements, they are required to participate in the College's Digital Upskilling CPD programme,

8.4.3 Social Media use and Safeguarding

The College understands the value of social media for its students, both as a LTA resource and to facilitate student interaction. However, it is essential that safeguarding procedures are followed by teaching staff when using social media with students (see [Appendix 6](#)). Tutors must only use College approved social media platforms to communicate with students, and all communication must be via College systems. Tutors must not use their personal email address or telephone number to communicate with students, either directly or via messaging groups such as Whatsapp.

8.5 Training and Professional Development

8.5.1 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 2020- 2025*. 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 supports staff in becoming qualified tutors and with their continuous professional development.

8.5.2 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/Subject Leaders, and Heads of School/Centre (not Essential Skills).	<ul style="list-style-type: none"> • DTLLS /PGCE / Cert Ed, • or Level 5 Diploma in Education and Training, • or equivalent. • HEA Fellowship (for those teaching on HE programmes)
Hourly paid, fractional and full time academic staff teaching Essential Skills , including Programme Managers/Subject Leaders and Heads of School/Curriculum.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • CTLLS, • or Level 4 Certificate in Education & Training, • or equivalent. • HEA Fellowship (for those teaching on HE programmes)
Hourly-paid tutors teaching non accredited / non-complex courses regularly for Morley College London, e.g. 34 hours per year or more.	<ul style="list-style-type: none"> • PTLLS • Level 3 Award in Education & Training, • or equivalent.
Hourly-paid tutors teaching occasionally for the College, e.g. fulfilling less than 34 hours teaching per year or working on a fixed term contract.	<ul style="list-style-type: none"> • PTLLS or Level 3 Award in 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 activities within their professional practice to enhance the delivery of teaching and the student experience. Such activity will usually be designed to enhance students' progress in meeting the higher skills needs of the workplace therefore supporting students' preparedness for the transition into higher skilled employment. In this context, our approach to scholarship will be 'action-oriented', with scholarly activities designed to solve practical workplace problems and/or to provide insight on best practice in professional practice. 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 student 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 People Operations.

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.

8.5.3 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 team 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.

The College expects that all staff, including hourly paid tutors, will engage in CPD and professional development activities as agreed with their line manager. HPLs will receive payment to attend College staff development events that are considered essential for their development.

8.5.4 Support available for teaching qualifications

The College will fund the cost of the Level 3 Award or 4 Certificate in Education & Training (where required for the role and subject to availability), Advanced Teacher Status (where required for the role and eligible) and the HEA Fellowship (where required for the role and eligible).

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.

9. Communication and Training:

- 9.1 This Policy will be communicated to all staff to whom it applies, 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.

10. Monitoring and Reporting:

- 10.1 The Learning, Teaching and Assessment Policy will be reviewed on a biennial basis by the Deputy Principal and the Head of Learning and Teaching in liaison with

members of the Learning, Teaching and Assessment Sub Committee and approved by the Policy Committee and the Quality and Standards Committee of the Governing Body. The Academic Board is responsible for monitoring the implementation of the Policy via reports from the Deputy Principal, Centre Principals and Head of Learning and Teaching, and other relevant members of the Cross-College Management Team.

11. Related References, Policies, Procedures, Forms and other Appendices:

- [Appendix 1: Assessing Learning, Teaching & Assessment during OLTA](#)
- [Appendix 2a: The ETF Professional Standards for Teachers](#)
- [Appendix 2b: ETF Digital Teaching Professional Framework](#)
- [Appendix 3: Making Judgements in OLTA](#)
- [Appendix 4: The upholding of fundamental British values and positive attitudes and behaviours in Learning, Teaching and Assessment](#)
- [Appendix 5: Higher Education Learning, Teaching and Assessment Strategy](#)
- [Appendix 6: Protocols for Safe Online Learning](#)
- [Appendix 7: Measuring Outcome through ILPs and ESA \(RARPA\)](#)
- [Appendix 8: Templates](#)
- [Appendix 9: OLTA Moderation](#)
- [Appendix 10: Guidance for assessing Spelling, Punctuation and Grammar \(SPaG\) in vocational assessments](#)
- [Appendix 10a: Spelling, Punctuation and Grammar \(SPaG\): Symbols, Explanations and Examples Used to Mark your Written Work](#)

APPENDIX 1: Assessing Learning, Teaching & Assessment during OLTA

- Are all students able to participate successfully in activities e.g.: do they ask questions and receive useful responses? Follow tutor's direction etc?
- Are students confident in applying what they have learnt and is their demonstrated knowledge/skill level as expected?
- According to tracking and target setting, have students made substantial and sustained progress from their starting points?
- Are students aware of, and do they understand, what they will be learning in following sessions of the course?
- Is the learning environment safe for all students? E.g.: working within H&S requirements, working appropriately online? Are any potential safeguarding and Prevent risks dealt with effectively?
- Has the tutor secure knowledge and skills and are their enthusiastic about their subject?
- Is the session coherently planned and sequenced to allow students to build on prior knowledge and learning? Does the session fit in the SoW?
- Has the lesson been well prepared with:
 - 1) A clear start where students are made aware of what they will be learning?
 - 2) A range of activities which stretch and challenge students?
 - 3) Do resources and approaches to teaching reflect the EDI commitment of the College?
 - 4) Do students have opportunity to practice what they have learnt?
 - 5) Are there regular opportunities for assessment?
- Does the tutor support development of English/Maths/IT skills? Are students encouraged to use subject-specific vocabulary?
- Does the tutor work effectively with support staff (LSAs) to ensure all students achieve as expected (where relevant)?
- Does the tutor check students understand systematically e.g.: through questioning, tests, homework etc? Does assessment help students retain and use knowledge flexibly i.e.: applying theoretical concepts to practical case studies?
- Are the tutor and students aware of the distance travelled from the start of the course through tracking, and setting and review of ILPs via eTrackr?
- Does feedback to the students (in all formats) clearly explain distance travelled, what they have achieved and what they need to do to improve further?
- Do students have opportunities to extend their learning beyond the physical or virtual classroom?

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

Reflect on what works best in your teaching and learning to meet the diverse needs of students

Evaluate and challenge your practice, values and beliefs

Inspire, motivate and raise aspirations of students through your enthusiasm and knowledge

Be creative and innovative in selecting and adapting strategies to help students to learn

Value and promote social and cultural diversity, equality of opportunity and inclusion

Build positive and collaborative relationships with colleagues and students

Professional knowledge and understanding

Maintain and update knowledge of your subject and/or vocational area

Maintain and update your knowledge of educational research to develop evidence-based practice

Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence

Evaluate your practice with others and assess its impact on learning

Manage and promote positive student behaviour

Understand the teaching and professional role and your responsibilities

Professional skills

Motivate and inspire students to promote achievement and develop their skills to enable progression

Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment

Promote the benefits of technology and support students in its use

Address the mathematics and English needs of students and work creatively to overcome individual barriers to learning

Enable students to share responsibility for their own learning and assessment, setting goals that stretch and challenge

Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement

Maintain and update your teaching and training expertise and vocational skills through collaboration with employers

Contribute to organisational development and quality improvement through collaboration with others

APPENDIX 2b: ETF Digital Teaching Professional Framework

Below indicates the level of digital skills required for different types of teaching roles at Morley College London. On application, candidates may be required to demonstrate their skills at the appropriate level as part of the selection process.

If candidates are appointed without being able to demonstrate the required skills, specific training to close any identified gaps in required knowledge and skills will be arranged through the Digital Upskilling CPD programme. New tutors are expected to achieve essential knowledge and skills in any areas relevant to their role within their probationary period. All other tutors are expected to achieve essential knowledge and skills in relation to using technology within six months from the start of engagement in the training process.

There are 3 different level of skills:

- Exploring – practitioners assimilate new information and develop basic digital practices.
- Adopting – practitioners apply their digital practices and expand them further.
- Leading – practitioners pass on their knowledge, critique existing practice and develop new practices.

Please click on this [link](#) for further details.

	Sessional Tutor	Salaried Teaching (Snr Lecturer/ Salaried Lecturer)	Subject Leader / Programme Manager	Head of School / Head of Curriculum
A Planning your Teaching				
A1 Planning and looking for information	Adopting	Adopting	Leading	Leading
A2 Designing and adapting information	Adopting	Adopting	Leading	Leading
A3 Empowering learners through technology	Exploring	Adopting	Leading	Leading
A4 Communication/ collaboration between colleagues/learners	Exploring	Adopting	Leading	Leading
B Approaches to Teaching				
B1 Teaching and learning resources	Exploring	Adopting	Leading	Leading
B2 Teaching context: face-to-face	Exploring	Exploring	Leading	Leading

B3 Teaching context: blended learning	Exploring (for teaching on non-accredited courses) Adopting (for teaching on accredited courses)	Exploring	Leading	Leading
B4 Teaching context: Fully online	Exploring (for teaching on non-accredited courses) Adopting (for teaching on accredited courses)	Adopting	Leading	Leading
C Supporting learners to develop employability skills				
C1 Supporting digital capabilities to enhance employability skills	Exploring (for teaching on non-accredited courses) Adopting (for teaching on accredited courses)	Adopting	Leading	Leading
C2 Supporting study skills	Exploring (for teaching on non-accredited courses) Adopting (for teaching on accredited courses)	Adopting	Leading	Leading
C3 Communication and collaboration with and between learners	Exploring	Adopting	Leading	Leading
D Subject-specific and Industry-specific teaching				
D1 Teaching (subject specific and industry-related)	Adopting	Adopting	Leading	Leading
D2 Raising learners' digital employability and self-employability skills	Exploring (for teaching on non-accredited courses) Adopting (for teaching on accredited courses)	Adopting	Leading	Leading

E Assessment				
E1 Assessment and feedback	Exploring	Adopting	Leading	Leading
F Accessibility and Inclusion				
F1 Accessibility	Adopting	Adopting	Leading	Leading
F2 Equality and diversity	Adopting	Adopting	Leading	Leading
G Self-Development				
G1 Self-assessment and reflection	Adopting	Adopting	Leading	Leading
G2 Progression and CPD - strategies to develop digital skills and pedagogy	Adopting	Adopting	Leading	Leading
G3 Well-being (practitioner and learner)	Exploring (for teaching on non-accredited courses) Adopting (for teaching on accredited courses)	Adopting	Leading	Leading
G4 Managing identity (practitioner and learner)	Exploring (for teaching on non-accredited courses) Adopting (for teaching on accredited courses)	Adopting	Leading	Leading

APPENDIX 3: Making Judgements in OLTA

In writing their observation report observers will focus on:

- **Highly effective practice leading to an excellent student experience, progress and achievement for all students**

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

- **Effective learning and teaching strategies leading to consistently good progress and achievement**

This is when the tutor has demonstrated practice which supports all students and provides good outcomes for them. In some cases, the observer may request the tutor share this good practice with colleagues, although the nature of the good practice may mean it is only required to be acknowledged.

- **Further development of learning and teaching strategies required to maximise student progress and achievement**

When professional practice has or could have significantly impacted on the progress and/or achievement of one or more students.

APPENDIX 4: The upholding of fundamental British values and positive attitudes and behaviours in learning, teaching and assessment

Tutors have a duty to promote and uphold British values in their learning, teaching and assessment through (where appropriate and relevant):

- Facilitating a calm and orderly learning environment which does not tolerate bullying, harassment or discrimination, and where all are respectful to others.
- Agreeing and setting clear expectations of conduct and behaviour (including attendance and punctuality).
- Supporting students to be motivated and have a positive attitude to learning, and to be persistent and resilient in the face of difficulties.
- Supporting students to be responsible, respectful and active citizens.
- Developing and deepening students' understanding of the British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance.
- Promoting equality of opportunity and an inclusive environment that meets the needs of all learners, including those with protected characteristics.
- Support students' readiness for the next phase of education or employment.

APPENDIX 5: Higher Education Learning, Teaching and Assessment strategy

Introduction

This Strategy sits as an appendix to the College's Learning, Teaching and Assessment Policy and it is expected that learning, teaching and assessment are delivered, monitored and enhanced in line with that Policy. However, it is important to note that approaches taken in Higher Education learning, teaching and assessment may differ at times, and this Strategy therefore seeks to address those differences. As HE at Morley continues to grow and develop, this Strategy will be amended appropriately.

The College recognises the socio-economic impact of HE in the area it serves, particularly in the context of Widening Participation and the value of offering realistic HE opportunities to those vulnerable to non-participation.

Scope of the Strategy

The Strategy is to be used by both students and staff to inform and support LTA on all OfS funded courses.

Aim of the Strategy

The aim of the Strategy, in conjunction with relevant HE and staff-related policies, as well as the Learning, Teaching and Assessment Policy, is to support students to become:

- Highly employable, and able to demonstrate higher level skills such as autonomy, critical thinking, creativity and resilience which can be transferred into and outside of learning and employment.
- Ambitious and keen to progress to the next stage, whether that is Level 6+ or employment.

And to support staff to:

- Develop their teaching strategies in a way which enables students to take ownership of their learning and development.

Pedagogical approach

The pedagogical approach of the College is informed by the LTA Policy Statement and Policy objectives. The College also values the approach of Practice-Informed Learning and the benefits that our tutors, who are also industry professionals, bring to the organisation. Practice-Informed Learning provides students with "...a deeper understanding of their subject, building professional relationships that may support them in work, or enhancing transferable skills that can be of value throughout students' academic and professional lives." (*Practice-Informed Learning The Rise of the Dual Professional, Guild HE 2019*).

Learning and Teaching

In order to succeed, students need to engage with their learning, and also take responsibility for it. The College recognises that the students it attracts may have had past experiences in education and/or face current challenges which prevent them from progressing through a more 'traditional' education route. The College works to support all students pastorally in order to overcome their barriers to learning, through 1:1 tutorials (both formally and informally) as well as providing opportunities to develop relevant skills through offering one free-of-charge non-accredited short course per term, and focused Study Skills sessions during induction week. Student pastoral and academic issues are

tracked and flagged using software available to all relevant tutors and HE staff, which are reviewed termly in terms of student progression and achievement.

Our commitment to Widening Participation means students' prior learning, vocational experiences and skillsets must be recognised and accommodated within their teaching and learning experience, and peer-to-peer mentoring is utilised to take advantage of the wealth of student experience on the College's HE programmes. This inevitably means that, although there are entry requirements for programmes, there can be a wide variation between students, and staff need to have the skills to manage this differentiation sensitively and effectively in their learning, teaching and assessment. Our commitment to inclusivity and Widening Participation means that we use differentiated language in assignment briefs, use controlled assessments in class where relevant and appropriate, and apply flexible submission dates where necessary.

As far as possible, teaching focusses on "real life" scenarios and situations providing students with experiences they may encounter in an employment setting. This is enhanced by our Practice-Informed Learning approach.

Assessment

The process of assessment is equitable and transparent and takes the format of appropriate and vocationally contextualised tasks and activities, thoughtfully designed to fully engage, stretch and challenge students, allowing them to meet all assessment criteria at a range of grades. Students receive constructive feedback which enables them to develop and improve future work. It is expected that all written work be submitted via VLE, enabling plagiarism detection to be utilised.

Assessment tasks and assignment briefs are reviewed by Curriculum teams based on external examiner feedback and student feedback.

The College's Higher National Assessment Policy provides further information on the approach taken to HE assessment.

Student input

The College recognizes the value of student input into their learning, teaching and assessment experience. This is collected through a range of mechanisms (see the College's [Student Engagement Policy](#)). For HE students in particular, their views on shaping their curriculum and learning, teaching and assessment strategies are gathered through HE Curriculum Development focus groups, held termly. In these focus groups, student representatives from each programme are given the opportunity to input into:

- assignment design
- subject matter delivered
- development of transferable skills
- development of study skills
- pastoral support
- best practice in LTA

Feedback from these groups informs an annual report used for programme planning the following academic year.

Staff input

HE tutors are given the opportunity to access cross-College HE specific CDP twice per term, as well as programme-specific CPD held at a local level. The College also funds and supports our HE tutors to become Fellows of the Higher Education Academy (FHEA)

in order to enhance their personal development, evidence professional practice in higher education and to demonstrate commitment to learning, teaching and the student experience, through engagement in a practical process that encourages research, reflection and development.

Resources

The College recognises the importance of recruiting staff with appropriate specialisms, experience and qualifications, and through a robust and fair recruitment and selection process, and regular CPD opportunities, we ensure all our teaching staff are fully equipped to fulfil their role successfully

Specialist resources for those creative programmes that require them are of a high quality, meeting the needs of HE students. These specialist resources are supported by general resources, accessible through the College Library and Moodle.

Responsibilities

See Learning, Teaching and Assessment Policy ([section 8](#)).

APPENDIX 6: Protocols for Safe Online Learning

Protocols for safe online learning and teaching

Introduction

These protocols apply to both 16-18 year-old (referred to as 'children' thereon) and adult students and should be read in conjunction with these College policies:

- [Data Protection Policy](#)
- [Information Technology Systems Acceptable Use Policy](#)
- [Social Media Policy](#)
- [Safeguarding and Prevent Policy](#)
- [Learning, Teaching and Assessment Policy](#)

New technologies have become integral to the lives of children and adults nowadays, both within schools and colleges and in their lives outside education. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and generate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. As we increasingly take advantage of these opportunities, it is paramount that all users are able to use the internet and digital technologies in a safe and productive way.

Morley College London will strive to ensure that staff, governors and volunteers have good access to digital technology to enhance their work and to enhance learning opportunities for students and will, in return, expect staff, governors and volunteers to be responsible and effective users. All College employees, governors and volunteers must use College systems in a responsible way, to ensure that there is no risk to their safety, to the safety of students (both children and adults) or to the safety and security of the systems.

Tutors are expected to be active in using digital technology for enhancing learning and ensure that students receive opportunities to gain from the use of digital technology. Where possible, they need to educate younger students and children in the safe use of digital technology and embed online safety in their teaching.

The College will monitor the acceptable use of technology and communications systems both on College premises and remotely, in line with the College's [Information Technology Systems Acceptable Use Policy](#).

Communication with students

When using College systems all staff and volunteers are expected to communicate with others in a professional manner, not to use aggressive or inappropriate language and appreciate that others may have different opinions. Any such communication will be professional in tone and manner and will follow the guidelines within the [Information Technology Systems Acceptable Use Policy](#).

Whether teaching on College premises or remotely, tutors should only communicate with students and parents/carers using official College systems (e.g. College email) and must not use personal email addresses nor use social media groups like WhatsApp or Facebook.

It is important that at the start of each online course or learning experience tutors outline very clear boundaries with regards to when they will and will not be free to engage with

students online. For instance, in addition to the scheduled class times, tutors might want to support students individually by video conferencing, answering queries via emails etc. In this case the tutor should indicate when they will be available to do so, e.g. a regular slot during the week or as a one-off, and when students can expect a reply to their queries.

Tutors should also establish online learning ground rules with students e.g. join the online class on time and come prepared, be in a suitable space, let everyone participate and do not “monopolize” the online conversation etc.

Tutors should inform students that, as with in-Centre provision, online provision may be observed by other members of staff or governors. Where appropriate, observers should briefly introduce themselves when they join the online class.

Social Media

Staff and volunteers may use social media to communicate with students via a College social media account for teaching and learning purposes but must consider whether this is appropriate and consider the potential implications. The College requires that all users using social media adhere to the standards of behaviour as set out in the College [Social Media Policy and Information Technology Systems Acceptable Use Policy](#).

Under no circumstances should tutors share or upload students’ pictures online. Tutors should not follow or engage with current students of the College on any personal social media network account.

Sharing materials with students online

Tutors must ensure that they have permission to use the original work of others in their own work. Where work is protected by copyright, they must not download or distribute copies (including music and videos).

Accessing student personal data

Tutors must take particular care that computers or removable devices which contain students’ personal data must not be accessed by other users (e.g. family members) when out of the College and any sensitive data is password protected or encrypted.

When restricted or protected students personal data is required by a tutor from outside the College’s premises (for example when working from their home), they should have secure remote access to the management information system (Unit-E) or learning platform (e.g. Moodle) rather than copying information on storage media, portable or mobile devices.

Health and Safety online

When teaching online, as it is the case when teaching on College premises, it is the tutor’s responsibility to work in accordance with Health and Safety procedures to ensure students learn in a safe environment. Therefore when an online course involves practical activities that may present a risk to students (e.g. exercise and movement classes, dance, art classes involving the use of tools etc.) the tutor must provide relevant H&S advice at induction in the same way as they would do in a face-to-face teaching situation.

In those cases where students would normally sign an agreement that they have received guidelines or have accepted certain rules etc. these can be shared and recorded in the Files section of Microsoft Teams. If students are required to disclose health conditions that may impact on their ability to carry out certain activities (e.g. in movement classes), they can email the tutor directly and he/she can keep them

confidentially in his/her own course file. It may also be useful at the end of each lesson to check that all the participants are fit and well.

Safeguarding and supporting students

Not all students will have access to technologies that will enable them to participate in online classes. Tutor should develop alternative solutions to enable students to continue learning. Potential practical solutions could include for example posting assignments and study packs via the College or supporting students by phone.

Tutors should consider carefully what online resources they ask students to access – online access within the College will have internet content filtering systems in place that are unlikely to be replicated in the home environment.

Online and offline learning both require effective safeguarding measures in place and the College [Safeguarding and Prevent Policy](#) applies to both contexts. Tutors must always report any safeguarding incidents or potential concerns according to the College policy and remind students of who they can contact within the College for help or support.

If live video and audio is being used, there should be careful consideration of the location that everyone uses. It is possible for instance that children may be at home in an environment that would be inappropriate to share online (e.g. in their bedrooms). In these cases, the tutor ought to choose to disable users' video cameras, or ask children to do so to safeguard their privacy.

Tutors should make a note of each online lesson timing and who participated, including those that arrived/departed early or late. They ought to be clear about whether it is acceptable for students to record events and expectations/restrictions about onward sharing. Tutors must use College supported software, i.e. Microsoft Teams to record online sessions (audio only) and make sure that everyone is aware of this. In one-to-one online sessions tutors should always make a note of when these are taking place, and ensure notes are taken to record the content. The student must be asked to turn off their camera.

During remote learning tutors should also pay attention to the needs of any student who could be particularly vulnerable or at risk, e.g. those with an Education, Health and Care Plan, with disabilities or with known mental health issues. When a student discloses a specific need or disability to the College, a formal adjustment note will be issued to the tutor, as is usual practice, by the Additional Learning Support Team. Students with declared learning support needs require special consideration as to how their needs will be met or more generally to allay any anxieties about an unfamiliar learning situation.

Information for Students

Online learning – Keeping Safe

As in a physical class, your tutor will work with you and your group to set class ground rules at the start of the course. This is to ensure that everyone feels comfortable and safe, and has an equal opportunity to participate in learning. These ground rules will include some or all of the following:

- Camera settings: your tutor will discuss camera settings. For most courses it will be important for your tutor to see you during live classes and it will also help to work with others if you are visible to the rest of the group. If you do not feel comfortable with the camera on, please arrange to speak with your tutor before your class.

- Microphone: ensure your microphone is set to mute, and unmute when you want to say something.
- Avoid sharing any personal or contact details you wouldn't usually share in a physical setting.
- Think about where you are sitting if you use your camera in an online class – be careful not to inadvertently share personal information.
- Ensure you are dressed as you would be for a physical class and are in appropriate clothes for the type of class.
- Do not record the live session, take screenshots or photos – unless you are given express permission by the tutor (and other students if they are recorded).
- Be patient if the technology doesn't always work.
- Be punctual to live sessions.

Information for students on Moodle

The College induction video, containing information of safeguarding and Prevent is available on the students' portal My Day.

[Stay Safe Online](#) can be accessed here and via Moodle.

APPENDIX 7: Measuring outcome through ILPs and ESA (RARPA)

An Individual Learning Plan has multiple benefits:

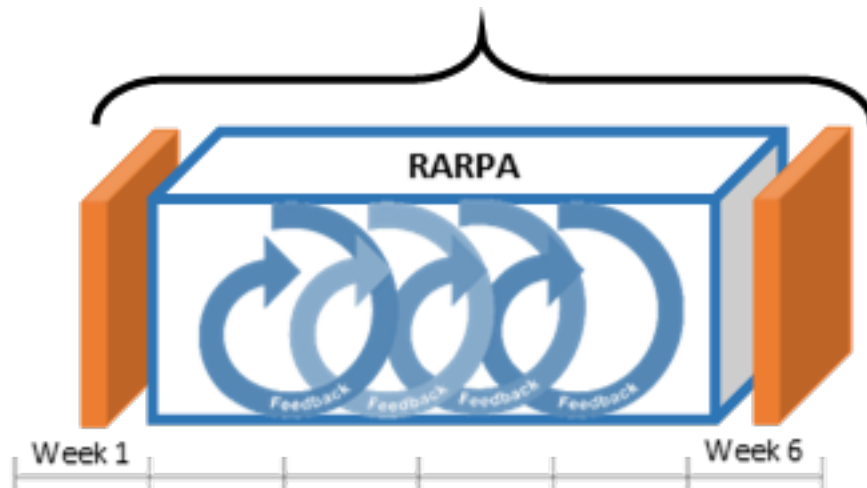
- it promotes metacognition for *students* who can track their progress against their goals;
- it provides *lecturers* with a framework to give feedback based on progress;
- it provides *managers* with information about the performance of courses;
- and it provides the *college* with evidence of the impact of our courses (both learning outcomes and wider outcomes) to share with governors, funders, policymakers and other stakeholders.

At Morley College London this process of Enabling Student Achievement consists of an ILP with two critical components elements:

1. (**orange**) Recording outcomes (learning outcomes and wider outcomes) at the beginning/middle/end of a course. This process is 'thin' i.e. quick and simple, and is the **same** for all courses at Morley, accredited, non-accredited, short and long – enabling us to collate, aggregate and disaggregate the data.
2. (**blue**) Measuring progress during the course, as part of on-going and formative assessment and feedback. This process is 'thick', detailed, and determined by each programme area, and may be **different** across Morley, to enable students to progress towards and reflect on their goals as appropriate.

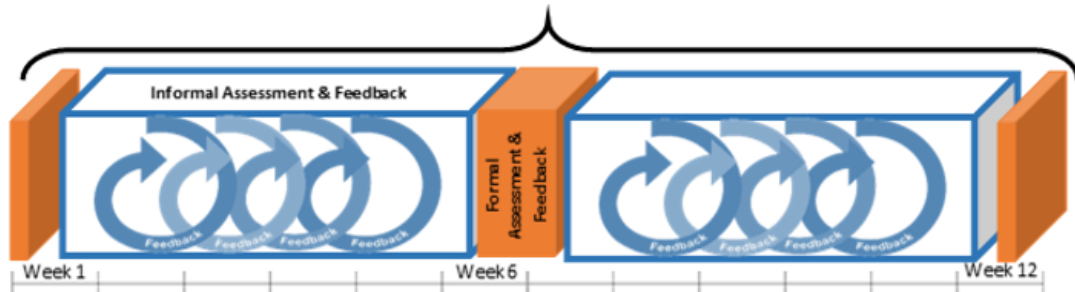
The diagrams below are examples of how these two components of an ILP might be combined in a short non-accredited course and a longer accredited course.

Indicative ILP for a six-week non-accredited course



The RARPA process (in blue) of goal-setting, formative assessment and feedback could include multiple measures and records: Padlet, Teams, Exhibitions, Performances, 1-1 feedback, screen-captures, photos of work, portfolios etc.

Indicative ILP for one term of an accredited course



Informal Assessment & Feedback

The various assessment processes (formal and informal) and feedback could include all of the above measures and records of progress, captured in Markbook and eTrackr

Appendix 8: Templates

OLTA, PDP and OLTA Moderation templates can be found in the [Quality and Standards Shared Documents library](#).

Appendix 9: OLTA Moderation

Each School/Curriculum should hold termly OLTA moderation meetings, with Programme Managers/Subject Leaders participating. The structure of the meetings can be determined by the Head of School/Centre, but should provide sufficient time and opportunity for observers to review the effectiveness and standardisation of approach and judgement of a sample of OLTA reports.

Schools/ Curriculum can use their own templates to record the outcomes of the moderation meetings, though a template is provided.

During the meeting a sample covering all subjects/programmes of anonymised OLTA reports (developmental and learning walks) should be shared with the team. Team members can work individually or in pairs/small groups to consider each report in terms of:

- Are the judgements made supported by clear evidence and examples?
- Does the OLTA relate to the identified theme/area of focus?
- Does the language used in the report demonstrate a supportive and developmental approach by the observer?
- Does the report provide a starting point for the tutor's professional development?
- Does the report sufficiently monitor the quality of the student experience (in relation to the identified theme/area of focus)

Together, the team should consider whether judgements across the School/Curriculum Area are fair and standardised.

If observer training needs are identified during the moderation process, support can be arranged with the Head of Learning and Teaching.

The outcomes of local moderation meetings should be shared with the Head of Learning and Teaching and will feed into reports to the Quality and Standards Committee.

Appendix 10: Guidance for assessing Spelling, Punctuation and Grammar (SPaG) in vocational assessments

Introduction and rationale

The College expects that all tutors of accredited courses correct students' SPaG in written assignments. The intention of this is to support students to enhance clarity in written communication, as well as develop literacy skills which will support them to progress to their next step in education or career.

The view of external stakeholders

Both Ofsted and Awarding Bodies expect SPaG errors to be picked up in vocational assignments and is noted during external moderation and verification.

Practical implementation

Vocational tutors are by no means expected to pick and correct every SPaG error in their students' work. **The aim is to identify either key errors which hinder the clarity or meaning of the work (potentially impacting on the grade awarded) or where an error is frequently repeated throughout.**

It is recommended that a code is used to identify the error, and that this code is shared with the students. A SPaG sheet is provided for you to share with your classes. As well as codes, colours can be used to identify different type of errors. If you are already using a code provided by your Essential Skills team, there is no need to replace it.

In feedback to the students (written or verbal) the tutor should basic guidance on how to correct the error and the impact this will have on improving the quality of the students' work.

Students can be directed to a range of external resources to support with improving SPaG. This guide from [OCR](#) is very comprehensive. It is directed at GCSE but the content is relevant for all levels.

Appendix 10a: Spelling, Punctuation and Grammar (SPaG): Symbols, Explanations and Examples Used to Mark your Written Work

What's the point?

Your spelling, punctuation and grammar (SPaG) matter as much as the vocational knowledge and skills you've gained. If your writing makes your meaning clear, this can improve your progress and achievement. If you don't write correctly, it can prevent what you know and can do from being properly expressed, understood and credited during your time at College and in your next steps in either education or employment.

What can I do about my SPaG to get the best results with my written work?

- Ensure you don't rush your writing and pay proper attention to *how* you write as well as what you write.
- When you've finished a piece (even if it's just a draft version), put it aside for a while and then look at it again to correct the unintentional errors that you may have made, when you actually do know the right spelling, punctuation or grammar.
- It can help a lot to read what you've written aloud to yourself, or someone else; they can even look at your writing to spot things you can't and suggest corrections. Swapping work with another student is a good system for this – but leave enough time!
- Ensure you make the best use of the marking and feedback your tutor provides for a revised version or for the next piece you write.
- Make use of the spellcheck on your computer, but don't rely on it – spellcheck doesn't pick up on context and often suggests grammatical changes that aren't needed. Often spellcheck works in American English so the corrections it offers can be incorrect, too.

How do I use this marking system?

- Look at each correction carefully; don't skip any. Check symbols on this sheet, if you need to. Ask, if you don't understand them.
- Use your own skills and knowledge in each case to try and find a correct (or better) way. Remember that sometimes, there may be several choices you can make, and several ways to improve the writing. At other times, there's just one right way.
- Over time, try to rely on your tutor less, and on yourself and your fellow students more, to make the corrections and improvements. That way, you're much more likely to get it right the next time.
- Note any regular patterns of mistakes: not just to spot them in future, but for any extra information you may need about 'the rules'.

Symbol, in text/margin	Explanation of the symbol	Example/s (including at least one of the error/s etc represented by this symbol)
Sp	There's a spelling error (or errors) here. Find and correct it/them.	<i>You knead two corect the speling off at leest won wurd, hear.</i>
P	Punctuation error (s) here: e.g. full stop, question mark, etc.; correct use of commas and other 'rhythm' marks; apostrophes for various purposes; speech marks	<ul style="list-style-type: none"> • <i>Do you need a question mark, here</i> • <i>Ali I'm trying to help you you know!</i> • <i>Theres either missing punctuation here or its not used correctly here</i> • <i>I'm sure I heard your friend say I think you need speech marks, here</i>
RO	You have run-on at least two full sentences into one, and so you need to restructure and/or separate them properly.	<i>There are probably may ways to construct this short paragraph you could make it into two or three separate sentences an alternative would be to keep it the same length by using things like dashes, colons, semi-colons and/or joining words.</i>
Inc	Incomplete sentence	<i>For some reasons. This is not a complete, proper English sentence, you need to add. Or change something.</i>
Gr	There's a grammar problem here: verb, tense/agreement, plural, etc	<i>The way you writes are important parts of their final grades for this pieces.</i>
Ü	Colloquialism – inappropriate use of slang/regional/informal language.	<i>It's reight daft to reckon tha can allus use owt from talkin wi' this mates in thi writin', and that it's stuck-up to ever put this stuff inta Standard English, OK?</i>
Cap	Misuse of capital letter – either an unnecessary one or a missing one	<i>Doing this Sort of thing Isn't A sign Someone who will Get a gcse english At grade c or Better.</i>
^ (or, v)	Missing word (or words)	<i>There's a missing, here! Please re-read it carefully, and then put the missing one in that.</i>
¶	Paragraphing. (This could mean either: "Start paragraph	<i>That ended the first stage. As I started the next part, I had to research further.</i>

Symbol, in text/margin	Explanation of the symbol	Example/s (including at least one of the error/s etc represented by this symbol)
	at this point"; or, "Combine these into one).	(or) <i>This makes me think about my real goal in doing this course. Could it be higher, or wider?</i>
?	This is unclear. Re-read it, and change it, to make better sense.	<i>In this trail, want to explode how works advertise at television.</i>
~~	Reverse the order of these words/this phrase, or phrases.	<i>The meaning clearer is, or expression the is better, if you this swap around.</i>
Rep	Repetition of a word, phrase or idea; find a new or different one.	<i>To make the best impression, you need to try hard to make the best impression.</i>
WW	Wrong choice of word.	<i>I was late moneying the gaseous bill because of not being bonused by my employment.</i>
Awk	Awkwardly written or clumsily expressed.	<i>Important to me are also all the qualifications I can receive and obtain.</i>
/	Separate words; insert a space.	<i>I like this a lot. Infact, I think it's worth the topgrade.</i>
=	Normally, this is one word; join it.	<i>What ever you do, and where ever you go, remember this every day advice.</i>