



Tutor Support Handbook

Introduction

This Handbook has been written to help new and experienced tutors deliver great courses to U3AC members. Our courses are very varied: not all are formal classroom-based sessions or activities; some are discussion groups with a coordinator, and others involve a series of outings or lectures.

The Handbook is divided into two parts: Planning and Delivering a Course, and Administration. Tutors who are experienced educationalists will find that they know most of the first part already. They should check they are familiar with the Administration section, which provides essential information about taking registers, health and safety, and data protection regulations. Less experienced tutors will gain confidence from the first part, which guides them through planning and delivering a course, whatever its format.

U3AC is a voluntary organisation and the majority of courses are run by its members for its members and no payment is made. In a small number of cases an external tutor may be employed to provide courses that require specialist training e.g. Exercise and Tap Dance. Members pay an additional fee for those courses.

Planning for the next academic year starts in February, when members submit proposals for new or repeated courses. U3AC provides support and training, as well as the equipment you might need.

Thank you for offering to lead and run a course. If you have any suggestions or comments please contact the Office.

If you are interested in running a course, either in the Summer School (a great way to get started) or for one or more terms in the academic year, we would like to hear from you!

Please contact the Office.

In appreciation of your contribution to U3AC, you will be invited to the Tutor Thank You Party held in the summer.

Acknowledgements

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Contents

| | |
|---|-----------|
| Introduction | 1 |
| The U3AC Year..... | 4 |
| The Summer School | 5 |
| Part 1: Planning and delivering a course | 6 |
| Developing your course proposal..... | 6 |
| Format of your course | 6 |
| Your course description | 6 |
| Other considerations | 6 |
| Planning your course | 7 |
| Planning your course, as a whole | 7 |
| Example course plans..... | 9 |
| Planning individual sessions | 11 |
| Creating course materials | 13 |
| PowerPoint and Keynote presentations | 13 |
| Managing classes and working interactively | 15 |
| Discussion in content-based courses..... | 15 |
| Discussion groups..... | 15 |
| Tips for managing discussion..... | 15 |
| Delivering presentations..... | 16 |
| Delivering a class as a video-conference (Zoom) | 16 |
| Members with a hearing impairment | 20 |
| Members with a visual impairment | 21 |
| Dealing with challenging behaviour..... | 21 |
| Using U3AC classroom technology..... | 23 |
| Equipment in U3AC premises | 23 |
| External venues | 24 |
| Evaluating learning | 25 |
| Part 2: Administration | 26 |
| Submitting a course proposal via the website | 26 |
| Procedure | 26 |
| Notes on submitting a course proposal | 27 |
| After your proposal has been submitted | 29 |
| Timetabling..... | 29 |
| Draft entry in the Programme of Courses..... | 29 |

| | |
|--|----|
| Provisional class list..... | 29 |
| Low enrolment in courses | 29 |
| Familiarising yourself with the venue and equipment..... | 29 |
| Portable appliance testing (PAT-testing)..... | 30 |
| Delivering your class..... | 31 |
| Classes held in external venues..... | 31 |
| Classes held in Bridge Street..... | 31 |
| Class participants..... | 31 |
| Class registers | 32 |
| Course materials..... | 32 |
| At the end of the class..... | 33 |
| Class trips and visits | 33 |
| Communications | 34 |
| Data Protection | 34 |
| Health and Safety | 36 |
| Fire safety in U3AC premises..... | 36 |
| If there is a fire | 36 |

The U3AC Year

This table shows the key steps involved in developing and delivering a course or activity, from concept to classroom. Our academic year is divided into three terms of 10 weeks (if Easter is late, the Summer Term will be shortened to 9 weeks); the term dates are given on the website. Tutor support events are shown in bold.

| Date | Event |
|------------------|--|
| January | Meeting (optional) for prospective new tutors, with Courses Committee You will be able to find out more about running a course and discuss what is involved. There will be ample opportunity to ask questions about any aspect of course leadership on a strictly 'no commitment' basis. |
| February | Request sent to tutors to submit course proposals |
| March | Tutor workshop (optional): 'Reaching Out to All Learners' This practical, discussion-based session answers the questions: <ul style="list-style-type: none"> • What do we need to do to increase our confidence in being a tutor? • How do we develop strategies for working well with a group of U3AC members? • How do we plan for our course sessions? |
| 31 March | Closing date for course proposals to be submitted |
| April | Course timetabling (U3AC premises, Zoom, external venues); booking external venues |
| May | Draft course entry in Programme of Courses sent to tutor for checking |
| End of May | Programme of Courses sent to printer/created as pdf |
| End of June | Programme of Courses uploaded to website/sent to members and prospective members |
| June/July | Online Zoom training for tutors (optional) |
| 1 August | Closing date for members to submit course applications |
| August | Allocation of courses to members |
| End of August | Provisional class lists sent to tutors |
| | Allocation letters sent to members |
| September | New tutors' meeting (optional), with the Courses Committee An opportunity to meet members of the Courses committee and other new tutors. |
| End of September | Register of participants in Autumn Term courses sent to tutors |
| October | Start of academic year – Autumn Term |
| December | Reminder emails for Spring Term courses sent to members |
| January | Register of participants in Spring Term courses sent to tutors |
| January | Start of Spring Term |
| March | Reminder emails for Summer Term courses sent to members |
| April | Register of participants in Summer Term courses sent to tutors |
| April | Start of Summer Term |
| June/July | Tutor Thank You Party (optional) |

The Summer School

Our Summer School of short courses and talks follows the Summer Term. It usually takes place over 4 weeks in July and August.

| Date | Event |
|---------------|--|
| April | Request sent to tutors to submit proposals for Summer School courses |
| End of May | Closing date for submission of Summer School course proposals |
| June | Summer School programme available for members |
| July – August | Summer School |

Part 1: Planning and delivering a course

Developing your course proposal

This section provides guidance to tutors preparing to submit proposals for the next academic year. It covers points you need to consider in relation to the format and content of your proposal. The process of submitting your proposal through the U3AC website is covered in Part 2 of this guide (see p. 26).

Format of your course

When developing your course proposal, you will need to consider the following:

- How many sessions will there be, in total?
- How long will each session be?
- Will the sessions be weekly, fortnightly or monthly?
- In which term or terms would you would like the course to run?

Do you have any preference for location, day of the week, or time of day?

- Will participants require any special equipment or facilities?
- How many participants would you like to have in your class?

Your course description

The description of the course is important for both you and the participants. On the one hand, you only want to attract people to whom the course will be of interest. Conversely you need to avoid unintentionally misinforming potential attendees, who will be disappointed if the course is not what they thought they were signing up for and who drop out as a result.

To help strike the right balance, we suggest that your course description covers the following five points:

1. What the course is about.
2. What the attendees will gain from attending (knowledge, skill, competence).
3. The style of the course – lecture, taught class, seminar, discussion group or activity.
4. Are there any prerequisites beyond an interest in the subject, such as level of language/scientific competence, or particular hardware/software for courses involving use of the participants' own computers.
5. Are the attendees regularly expected to do any work between classes, e.g. prepare texts?

The course description in your proposal must be less than 150 words (there is a helpful word counter in the online form you fill in when submitting your course proposal, see p. 26). If you prefer, you can draft the text in a different application, e.g. Microsoft Word, then cut and paste the text in to the box.

Other considerations

When you submit your proposal, you will be asked:

- Whether you are willing to have your contact details (email and/or phone number, your address if the course will be held in your home) shown on the website (these details are not included in the Programme of Courses, as this can be downloaded by non-members of U3AC)
- Which of the existing subject areas / categories your course fits into. If there is no obvious place for it, select 'Other'.

Planning your course

Effective planning lies at the root of a good course. Tutors will wish to make their courses engaging and interesting, and careful planning makes that outcome more likely.

Planning occurs at two levels: planning **the course as a whole**, and planning the **individual sessions**.

Planning your course, as a whole

As a tutor, you will need to have a conception of the overall shape of your course from the outset. Whilst this will differ according to whether the course is **content-based** (e.g. history or science courses), **activity-based or skill-based** (e.g. a modern language, Bridge), or **discussion-based** round a central theme (e.g. current affairs, human rights), it helps to have at least a broad idea as to what you want to achieve in each session, so that over the length of the course your sessions lead to a coherent whole - whether that be familiarity with a period in American history, a desired level of competence in a foreign language, or enjoyment of badminton.

More open-ended discussion groups may well be led by the participants' interests, following up previous discussions, or external events, rather than a preconceived plan. At least one existing discussion group is based round the weekly editorial columns of a distinguished national periodical - the content of the editorial determines the overall plan and structure of each session.

U3AC doesn't presume to offer a model format for course planning (although two example planning frameworks are shown below), recognising that tutors will wish to adopt their own methods based on their personal skills, needs, experiences and the needs of participants. In some cases, tutors may commit an overall plan to paper (or computer), in other cases that may not seem appropriate. You should decide for yourself what approach to follow. The following paragraphs offer some suggestions and principles of effective course planning.

Course objectives

Plan your course with a long-term objective in mind. What learning do you wish your class to have achieved at the end of the course? For example:

- An understanding of the complex causation of the outbreak of war in 1914
- An appreciation of scientific controversies over climate change and its consequences
- Increased awareness of literary texts or musical performances
- The ability to conduct a simple conversation using different tenses in another language
- The ability of a group of beginners to play a game of four-handed Bridge
- Increased wellbeing as a result of some physical activity
- Improved awareness of current affairs as they occur.
- You may have more than one learning objective (as in the example below). Try to structure your sessions to meet your learning objectives.

Number and length of sessions

Before you submit your course proposal, decide how many sessions you will need to deliver your material. Terms are usually 10 weeks long (if Easter is late the Summer Term may last only 9 weeks). Most courses last 10 or 20 weeks, but there is no central constraint other than term length. Some courses last 5 weeks, others 15 weeks.

How long should each individual session last? Most are one hour or 90 minutes. It's up to you.

These considerations need to be factored into both your course and session planning.

Course resources

You may need resources to support your teaching; plan these at the same time as you create your overall course plan. Preparation of resources may take time, so don't leave it until the last minute. The section in this handbook on Creating Course Materials (see p. 13) will be helpful here.

Flexibility

Plan for things to go awry - you may be unavoidably absent one week; a topic may take longer than you expect, or class interest and discussion may be such that a topic overruns its planned time slot. Teaching a topic or a skill rarely goes exactly to plan, so be flexible in your planning - leave time available to allow for these eventualities.

Don't try to cram too much into each session - this is a temptation, as nobody wants to be short of material. You won't be - if you plan carefully.

Example course plans

Here are two examples of course plans. The first is an extract (weeks 1-4 and 18-20) of one tutor's individual course planning documentation. The second is a complete course plan. Neither is meant to be prescriptive, they are merely examples. For a less academic course, such as a discussion group, your plan would be much simpler.

Example 1: Current Themes in Politics

20 x 90-minute sessions, over 2 terms

Tutor: DB

Learning objectives:

- To understand the basis of democracy and various democratic systems
- To understand the relation between liberal democracy, populism and nationalism
- To develop a personal response to the question: 'Is populism a threat to democracy, or a reimagining of it?'

| Week | Topic | Summary |
|------|-------------------------------------|--|
| 1 | In defence of politics | - politics and pluralism in a free society |
| 2 | "The worst form of government" | - nature and critique of democracy - typology of democratic systems - democratic dissent |
| 3 | Comparison of democratic systems | - elements of democracy - democratic variety: the USA and UK - presidential and parliamentary systems - France and Germany - executive and non-exec HoS; centralised vs dispersed power; executive and legislature balance |
| 4 | | |
| | | |
| 18 | Conclusions - group discussion | - is democracy threatened by populism? - do we need to worry about resurgent nationalism? |
| 19 | - | - |
| 20 | - | - |

Key points

- Learning objectives specified
- Planning on a weekly basis
- Week 18 brings the discussion back to the original objectives
- Flexibility - weeks 3 and 4 used to cover a significant topic which experience suggests will overrun a single session; weeks 19-20 left blank to allow for overruns in other sessions.

Example 2: Abstract Art

10 x 120-minute sessions, over 1 term

Tutors: AG, MB, GA, SD

Aims

- To introduce and develop abstract art with the class members (established long-term attenders and new starters)
- To establish a pattern of working together as tutors, using each tutor's individual interests and skills to the best advantage (taking over from experienced tutor)
- To develop a progression of ideas and activities through the term, building up skills and techniques, a variety of mediums, ideas and creativity
- To engage in reflection collaboratively with members of the group, reviewing progress, themes, technique development and creativity.

Week by week plan

- Week 1 (AG)** Demo at start of first session (15 mins max) mark making, working in black and white using charcoal, pen, pencil.
- Week 2 (AG)** Develop monochrome options, using collage, cutting and tearing, pens, pencils, charcoal, considering contrast and tonal values.
- Week 3 (MB)** Demo at start of first session (15 mins max) looking at colour – complementary/contrasting/hot and cool/tonal values. Paint, pen, collage, pastels.
- Week 4 (MB)** A construction of colour (Mondrian, Riley, Rothko), a cacophony or chaos of colour, (Pollock, van Vliet, Draper). Paint, (using not only brushes), collage, pastels, felt pens.
- Week 5/6 (GA)** A single artist's style to inspire. Booklets and concertinas.
- Week 6/7 (SD)** Layering, multi-media.
- Week 9/10** Guest tutor/review and reflection on term

Ongoing discussion and review by all four tutors, in order to adjust programme if necessary, to develop ideas for weeks 5-10.

Key points

- Objectives specified
- Weekly planning
- Built in review mechanism

Planning individual sessions

In planning individual sessions, you should bear in mind three considerations:

- The **learning objective** for this session - how does it relate to the long-term course objective(s)?
- The varied **styles of learning** that you will encounter with your participants.
- What overall **teaching strategies** you wish to deploy, e.g. lecture, group discussion, mixture of both.

We'll look at each of these in turn.

Learning objectives

What do you want your students to learn during the session? Learning objectives can be framed as one or both of:

- **knowledge and understanding:** the content you wish your students to **know**, e.g. the causes of the French revolution; topic-related vocabulary in a foreign language
- **skills:** what you want your students to be able to **do**, e.g. order a meal in German; identify how Scottish nationalism differs from Catalan nationalism; engage in basic bidding in Bridge; use the Photo app to enhance colour in a photograph.

It is good practice to share these objectives with your class at the beginning of the session, either orally or visually.

Learning styles

Individuals learn in different ways, and we all may have a **preferred learning style**:

- some learn best by listening (auditory learners)
- some learn best by way of visual stimulus (visual learners)
- others may prefer to learn by performing an activity (**kinaesthetic** learners).

Whilst we all may have a preferred learning style, **we all learn in all these ways**. Do not assume that all students have the same preferred learning style, and plan sessions accordingly, offering opportunities to learn in as wide a variety of ways as possible. Dividing session plans into chunks which offer different activities to engage different learning styles is a good idea.

Teaching strategies

Teaching strategies fall broadly into two approaches:

- **tutor-centred** strategies, e.g. lectures; tutor-led content delivery and discussion
- **student-centred** strategies, e.g. classes based round student activities; discussion groups.

The teaching strategies you adopt will depend on

- the **size** of your class
- your **learning objectives**
- the **learning styles** of your students,

and your individual session plans will depend on the strategies you adopt.

The size of your class

For content-based courses: groups of 20 and above lend themselves to a **tutor-centred** lecture strategy, so plans will reflect the content to be delivered. A smaller group (e.g. 20 and below) allows the tutor to plan for a mixture of content delivery and discussion, i.e. a mixture of **tutor-centred** and **student-centred** teaching strategies.

For activity-based courses: encourage student-centred teaching strategies where the tutor plans, directs and manages student activities.

Your learning objectives

Where these relate to **knowledge and understanding**, planning will be mainly the preparation of content, and will best consist of dividing the material into easily digestible sections.

- It is advisable to plan for a specific period of time, at the end, for questions from class members. This requires planning content so that adequate time is left for discussion according to student need.
- Smaller groups tend to be less formal so it is important to plan to allow the class opportunities to discuss and question content as they wish. Therefore, avoid **over-planning content** - flexibility in the overall plan is important in order to leave sufficient time for overflow sessions if required.
- Tutors of smaller groups may also wish to plan for a less didactic and more student-centred style of teaching: to divide sessions into chunks with a mixture of tutor input, group activity (in pairs or small groups) and plenaries when small groups feed back to the whole group. Doing so effectively requires careful time-based planning for each stage of the session.

Where objectives concern **skills**, planning will take account of the need to allocate time to tutor input, student activity and feedback or review of learning. Planning will therefore take account of the tutor's judgement of the time needed for each element of the session.

Discussion-based courses tend to be in smaller groups to facilitate a broad range of contribution. Planning may consist, therefore, of just a series of discussion topic headings, but needs to be flexible enough to allow the class to decide how far they wish to take an issue. The effective tutor will plan to allow his or her students to lead the sessions where they will - going 'off piste' is no bad thing if it allows the students to direct the learning - as long as it remains within the scope of relevance to the overall course objectives.

To summarise: a **typical plan for a session** might be structured along these lines:

| Section | Content | Length |
|---------------|--|--------------------|
| Introduction | Summary of previous learning; sharing the session's learning objectives and an outline of the activity for the session. | Typically 5-10 min |
| Main activity | The activities which will occur in the session (e.g. lecture, discussion, pair or group work, individual tasks - taking account of learning styles), with timings. (Important to be flexible here as some activities may take longer, others might not work as planned.) | |
| Review | Recap of learning achieved and relating it to further learning. | Typically 5 min |

Remember to plan for **timings** for the session - it is worth remembering that concentration spans are not as great as we think, so planning your sessions should take account of that. (Although our generation may be able to concentrate for long times owing to their own educational experiences!)

And don't forget, you may wish to support your teaching with **support or stimulus materials**, and planning includes the preparation of such materials.

Creating course materials

Tutors may wish to back up lecture/taught courses with supplementary material or handouts. There are various ways of producing them. Remember that some members do not use email or the internet, so please check with them first.

- Email the materials to members of the group prior to or after the session, or provide a website link to an article (this is only possible where a journal does not erect a paywall).
- Ask the Office to upload the files to the U3AC website – members with internet access will be able to download the materials by logging on to the membership area.
- Ask the Office to copy your master sheet. Please note that you are entitled to **one sheet per class member per session**; any more than that have to be paid for. Please remember copyright laws: newspaper articles and music are subject to strict copyrights.
- For seasoned ICT users Dropbox is useful, but please remember that not all participants will be confident ICT users and you may need to provide hard copies for some individuals.
- You may wish to encourage class members to share relevant materials in class, or to share them online. **However, for data protection reasons, do not share class members' email addresses without first gaining their permission.** Ensure that they know how to send out emails using the BCC field so that email addresses remain private (see p. 34).

Some materials relate to notes - particularly in content-based courses, participants may wish to take notes. Doing so can help class members to learn, but it may inhibit others from taking part in questioning and discussion - it is a matter of personal preference.

Some tutors make their own versions of notes available on the website (the Office can help here). An alternative might be to create an email group of the class and email notes to the class after the class has taken place. There is no obligation to do this, but if it is what you wish to do either ensure that members are happy to be part of an email group or make sure that individuals' email addresses are in the BCC (blind carbon copy) address box.

Please ensure any books you use or materials you provide are at an appropriate level for your class members. Before selecting the course materials, consider whether the content includes material which could cause offence – make sure you have read the book yourself first!

PowerPoint and Keynote presentations

Many tutors like to support their teaching with a presentation, created in PowerPoint or Keynote (Mac equivalent). These should be designed to be a support for learning in the classroom/video-conference. PowerPoint (PPT)/Keynote (KN) slides can use words or imported images, or both.

Presentations can be used:

- to help you structure your talk
- as an aide memoire for what you want to say
- to illustrate a point with an image or quotation.

Tips for creating slides

- PPT/KN slides work best if you **keep them simple**. Do not include too much detail: it is best to use simple bullet points which can be developed in class.
- Bullet points should be short aide memoires, rather than sentences.
- Use the slides to identify or define key words and concepts.
- Slides should be easily visible:
 - use large enough print to reach class members at the back of the room
 - set a high contrast between words and background.

- If using coloured text, make sure it is in a strong colour with good contrast against the background so it can be read easily.
- Photos/graphics should be clear and of good quality and not distorted.
- Avoid 'prettifying' or adding 'whizzy' animations as this can be distracting.

Creating a handout from the presentation

The presentation can be made available to class members as a pdf, so they have a **summary** of what was covered. Tutors who wish to give participants a detailed record of the class content should create a different file (it could be an expanded version of the presentation), as the detailed version is not suitable for an on-screen presentation.

Managing classes and working interactively

Discussion in content-based courses

In content-based courses, discussions require effective time management on the part of the tutor, especially if discussion is extensive.

You may wish to specify that time will be left for discussion towards the end of the session; or to put time limits on discussion. For **content-based courses delivered as lectures** it is important to leave time for questioning specifically until the end of the session, as planned. In circumstances where discussion seems likely to go beyond such limits, tutors need to decide whether to let it continue at the expense of content, or whether to time limit it, or bring it to an end, e.g. 'I'll take one more contribution please - from Michael - then we must move on'.

For these courses the chairs may be organised either in formal rows or, if the group is smaller, in a circle or around tables.

Discussion groups

For discussion groups it is best to establish ground rules for group protocols at the outset, e.g. whether it is necessary to raise a hand prior to being invited to speak, discouraging side conversations and so forth.

The role of the tutor is usually to briefly introduce a topic and then to enable and manage contributions from class members. Alternatively, a member of the group may present a topic to start the discussion (if this is to be normal practice make sure it is specified in the course description). The tutor may need to move discussion on if necessary, i.e. if it is going nowhere or is becoming side-tracked from the main topic.

Discussion groups work best if there is a non-hierarchical arrangement of chairs in a circle or a horseshoe - this is not always possible in Bridge Street. But seating round a table can work effectively, especially if the tutor doesn't locate her/himself at the head of the table.

Some discussion group leaders like to take notes of the discussion, or record points on a whiteboard to help group members pick up on points. This is especially helpful for visual learners.

Tips for managing discussion

In both content-led and discussion-based courses, discussion needs to be managed. Here are some tips:

- Ensure that everyone who wants to contribute gets the chance to do so.
- Tutors need to be aware of individuals in the group who may lack confidence in speaking out in a group of new people - they should be sensitively supported and encouraged as the course proceeds. Equally, tutors should be sensitive to those who may be unwilling to venture an opinion.
- It is important not to allow any one member of a group to dominate - a tactful invitation to another class member may be appropriate. The tutor is in charge!

Delivering presentations

If using a PowerPoint (PPT) or Keynote (KN) presentation in class, remember to develop the points on the slide, rather than just reading out the text on the slide. Each bullet point on a slide should be a trigger or an aide memoire to the development of a point, not the entirety of the point (see Creating Course Materials, p. 13).

- It is best to build the slide content as you speak, so that the class does not read the whole slide and get ahead of you.
- PPT/KN can be used as part of a Zoom presentation (see p. 17 for instructions).
- PowerPoint presentations can be saved onto a memory stick and presented through one of the U3AC laptops. This is not possible with Keynote files, which must be delivered from a Mac laptop.
- If you wish to use a laser pointer to indicate detail on a slide, you can book one in the Office.

Delivering a class as a video-conference (Zoom)

U3AC has several licences for Zoom, so classes can be delivered over the internet as a video-conference.

- You will need a computer with a camera, microphone and speakers (or a headset) to run Zoom classes. Your class members will need the same equipment to take part.
- Materials used in the class can be posted on the U3AC website for members to look at.
- Screen-sharing is possible, so presentations, some videos and CDs, can be listened to. If you are not sure how to share your screen, contact the Office.

There will be Video Conferencing training opportunities for tutors in the summer. Future developments will allow for the use of 'breakout rooms', which are especially useful for group work.

Scheduling the class – hosted by U3AC

Your Zoom session will be set up by the Office (unless you have kindly offered to host the course on your own licence). Tutors and class members will be sent an email containing a link they simply click on to join the meeting. Only members assigned to your class will be sent the invitation link to join the Zoom session, and they should not pass the link on to anyone else. **Members will need to keep the email with the link in it for use each week.**

Although not compulsory, it is probably advisable for the tutor to send a reminder to their class members including the link, a day or so before the session. The General Data Protection Regulation (GDPR) applies to classes held via Zoom (see p. 34): **remember to put the members' email addresses in the BCC field.**

Running the class

Zoom sessions may be shorter than classroom sessions so material may have to be tailored accordingly. It is essential that classes do not run over their allotted time, so that subsequent classes can take place.

Participants (including the tutor) can usually enter the virtual classroom 10 minutes before the class is due to start.

- If the session is hosted on a U3AC Zoom licence, U3AC will take the register. Otherwise **you should take the register in the usual way** (see p. 32) and tell the Office about absences. This will ensure there is no 'bed-blocking' by consistently absent class members.
- If the class is hosted by U3AC, members new to Zoom will be given a brief introduction to the system before the class starts.
- At the end of the class, bring the meeting to a close. If the Zoom session is hosted by U3AC, they will close it down. You must finish promptly to allow the next class to start.

Good practice for Zoom classes – establishing protocols

It is important that all video-conference classes follow the same basic approach and protocols so that, once a member has been familiarised for one Zoom course, they will be able to participate in all Zoom courses, regardless of the tutor or class.

Taking a class on Zoom is different from normal classroom practice. Tutors with an interactive style may find that they have to adopt a more formal style than in a classroom.

Protocols

- Establish with the group how you intend to manage the session: you may accept questions/comments at any point, or after a period of tutor input, or only at the end of the session.
- In larger classes, or where a presentation or lecture is to be given, you may wish to request that participants mute themselves as background noises can be very distracting.
- Participants who wish to speak should indicate this by raising a hand
- Participants can give a 'thumbs up' and 'thumbs down' for agreement and disagreement.

Sharing your screen on Zoom

The instructions below are for computer/laptop users (PC or Mac). iPad users will find the buttons in different places on their screen.

Warning for iPad users: Swiping down on your screen may turn off the camera!

1. Before you start your Zoom session, open the item you wish to share on your desktop (PowerPoint presentation etc.).
2. When you are ready to share your screen, select the 'Share Screen' button in the centre/bottom of the screen.
3. Select the window you want to display from the thumbnail options.
4. If your presentation/video has sound, make sure you check the 'Share computer sound' box on the bottom left of the screen.
5. Click the blue 'Share' button in the bottom right of the screen.
6. Deliver your presentation as you would normally do. Participants will see the slideshow and thumbnails of the presenter and others in the group.
7. When the presentation has been completed, press the red 'Stop Share' button at the top centre of the screen.

Sharing music on Zoom

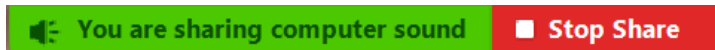
To ensure clear and consistent sound, use a good quality microphone if possible so that your voice can be picked up clearly.

It's best to use headphones when instructing and playing music simultaneously, so that the music that's playing doesn't get picked up by your microphone. When the sound is playing through the meeting on your computer, and also getting relayed through your microphone it can create out of phase music.

If you will be sharing sound from your computer during the session (e.g. play a video or music file), it is best to set this up beforehand.

1. Ensure that the sound on your computer is not muted.
2. In Zoom, select the Share Screen button and select the window you wish to share.
3. Check the 'Share Computer Sound' box in the bottom left-hand corner of the window showing the window thumbnails.

4. Click the **Advanced** tab at the top of the window and select 'Music or Computer Sound Only'.
5. Click the blue Share button.
6. You will see this at the top of the screen to indicate that you are sharing successfully.

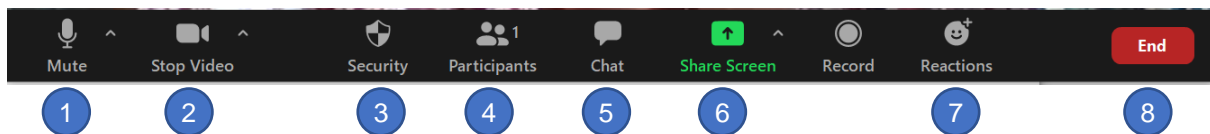


7. You will want to adjust the volume level of your computer so that your voice can be heard over the music.

Finding your way around Zoom

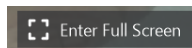
Toolbar

When you move your mouse over the window (or press the ALT key), the Zoom toolbar appears at the bottom of the screen.



1. **Mute/Unmute** Click to mute your audio (helpful in group meetings). The upward arrow (^) to the right opens a pop-up menu with various audio settings and choices, depending on your hardware. When you are muted, a red mute icon appears in the bottom left-hand corner of your picture. To quickly unmute yourself on a PC/Mac, press and hold down the spacebar; releasing the spacebar mutes you again.
2. **Stop Video/Start Video** Click to turn off your video (helpful if your internet connection is weak). The upward arrow (^) opens a pop-up menu with various video settings and choices, depending on your hardware.
3. **Security** (Host only)
4. **Participants** Click to see a list of participants in the meeting at that time.
5. **Chat** Click to open the text panel, where participants can post questions.
6. **Share screen** Click to share your screen so participants can see presentations etc. (see section on Sharing above).
7. **Reactions** These can be used to indicate personal reactions - hands up, thumbs up.
8. **Leave/End** Click to leave the meeting (if you are a guest) or end the meeting (if you are the host).

Display options



Enter Full Screen Click to make the Zoom window use the whole of your screen.



Gallery View/Speaker View In Gallery View, each participant is the same size on the screen and the speaker is outlined in green, while in Speaker View the video of the current speaker fills most of the screen and the video of the other participants is in small thumbnails at the top of the screen



Each participant can choose individually which view they prefer to use.

Rename

When the participant hovers their mouse over their image, a blue 3 dot icon (...) appears. Clicking on this gives a range of options, including 'Name'. Clicking on 'Name' allows participants to change the name that is displayed on the screen under their image.

Orientation and positioning of your screen

It is a good idea to raise your laptop (e.g. place it on some thick books) so that the camera (usually at the top of the screen) is level with your eyes. Otherwise you might find that participants are looking up at you.

Your face should be well lit from the front, otherwise you may look like a silhouette.

Check what is behind you in the background - avoid anything which might give offence to other participants.

Troubleshooting

If you have a weak or intermittent internet connection, here are some things you can try:

- Quit all other programs that might be using bandwidth in the background, e.g. browsers or email.
- If you are using WiFi, ensure you are getting a strong signal by moving close to the router.
- If you are sharing your internet connection with others, ask them to minimise their usage while you are on the call.
- Try turning off your video.
- Try connecting to Zoom via your smartphone or tablet, instead of a computer.
- If you do file- or photo-sharing with some online system, start your computer well before the session so that any synchronization can complete before the session starts.

There is an extensive Help Centre with video tutorials on the Zoom website

<https://support.zoom.us/hc/en-us> and further help at www.context.org/help/zoom-quickguide.

Members with a hearing impairment

About 30% of people over the age of 60 have a measurable hearing loss and this increases to about 75% for those above the age of 74. U3AC therefore has a significant number of members who have some trouble hearing. Here are some useful hints on helping those with hearing loss.

Set the ground rules

Be open about the problems of hearing from the start and invite people to indicate if they cannot hear (each person will have an individual pattern of hearing loss). Repeat this invitation from time to time at subsequent classes and make sure people have heard you ask.

Make sure people are sitting where they can comfortably hear.

It is useful to establish the convention that people make an agreed sign (e.g. raise their hand) whenever they can't hear.

Discussions

If you will be doing most of the talking during the class, repeat questions and comments from the group to be sure that everyone can follow a discussion, unless you have already established that everyone can hear everyone else. (This will depend on the group size and layout of seating.) Explain to the class that this is what you will do.

If people are struggling to hear, try to express your meaning in a different way. Repeating the same words louder will not help and may simply annoy people who can hear.

With discussion groups, it is essential for everyone to be able to hear and see everyone else. Consider limiting the number of participants to no more than 12, and take great care over the seating arrangement.

Provide visual support

Remember that supporting visual material is helpful to those who have difficulty hearing - either key words written on the board or presented on screens (though see comments under lip reading). Combined visual/auditory presentations are particularly valuable to members with both a mild hearing problem and a slight visual one – the one form can aid the other.

Always write down proper names or specific terms and numbers as these are impossible to guess.

Lip reading

People who cannot hear well will (sometimes) be skilled in lip reading, and most people lip read to some extent anyway. Please therefore make sure:

- You face the audience, the room is well lit and the light is on your face. Do not stand with your back to a window where your face will merely be a blank silhouette
- You do not cover your face with your hands, speak whilst looking down, or move about too much.
- If you use a writing board of some kind, write first and then turn round to address the class. If you speak facing the board your words will be lost.
- You do not overuse a screen. Your face will be cast into shadow by a bright picture and people may have to choose between reading your lips or reading the screen. This is a problem for almost everyone, having to choose between listening and looking; however, for those with poor hearing it is particularly useful to be able to read.
- It is important not to speak too fast and to allow time for everyone to read the screen without having to listen at the same time. Avoid putting too much information on each screen.

Pitch

The most common form of hearing loss is presbycusis, otherwise known as age-related hearing loss. Its chief characteristic is loss of the high registers. Some voices will therefore be more difficult to hear than others. It is a good idea to pitch your voice at a low register, if you can.

Hearing loop

An induction loop is installed in Rooms 1 and 5 but it will not work unless it is switched on (check with the Office, if there is a problem). Remind your group of its existence; it is useful only to those who have set their hearing aid to the T- position.

Acknowledgement: We are most grateful to Cambridgeshire Hearing Help (previously CAMTAD) for the original list, modified to meet the needs of U3AC members.

Members with a visual impairment

As we age our eyesight also deteriorates. If a member of your class has poor eyesight, here are some tips that will help. The member will be able to tell you what works best for their condition.

- Make sure the member is seated where they can see both you and, if necessary, the board. This is usually in the middle of the room, towards the front.
- Make sure lighting is suitable, coming from behind or to the side of the member if possible.
- Give clear verbal instructions as the member may not see or may misinterpret gestures and facial expressions.
- Use the member's name when seeking their attention.
- If you are using the whiteboard, read out or describe what you write or draw.
- Ensure printed materials are clear and dark – no pale or fuzzy photocopies.
- Provide contrast on any visual materials used: black and white is best.
- If possible, provide a large print version of your handouts.
- Make sure the text on presentation slides is large and the contrast is good.
- Avoid italic or ornate script. Remember that lower-case letters are easier to read than capital letters because they have ascenders and descenders, making them more visually distinctive.
- If you are distributing materials that have to be read before a class, make sure that there is plenty of time to read them – a member who has to use a magnifying lens to read text may take longer.

Dealing with challenging behaviour

Challenging behaviour is behaviour which disrupts routine teaching to such an extent that it challenges the tutor's resources, particularly their confidence, and interrupts the concentration of learners.

Tutors are highly unlikely to encounter challenging behaviour in a U3AC setting. Most members are there to learn in a social situation and not to make things difficult for the tutors or for other learners. However, from time to time, challenging behaviour does occur and tutors need to be sensitive to cues from group members.

Many tutors find it helpful to establish ground rules about general group behaviours at the start of a course (see the previous notes on managing discussions). If class members are clear what expectations of their behaviour are, that is likely to forestall problems.

Don't forget that tutors are supported by the Courses Committee through Tutor Support. The Committee is available for consultation and help. If you need immediate help during the session, or would like to be referred to Tutor Support, please contact the Office.

Examples of challenging behaviour include:

- Talking – having side discussions.
- Argumentative behaviour – especially in discussion groups.
- Showing superior knowledge, which is disconcerting for the tutor. See 4 below.
- Overenthusiasm and attempting to take over.
- Lack of concentration, falling asleep, age-related conditions.
- Continual lateness.

There are no perfect, standardised methods of dealing with these situations. They vary from group to group and from tutor to tutor. What works for one may not work for all. It goes without saying that even when a class member's behaviour is irritating, courtesy is essential - as tutors we should never replicate unacceptable behaviour. And the judicious use of humour is often an effective way of defusing a difficult situation.

The following tips have been proposed by tutors – they are suggestions that you could try.

Side conversations

To discourage side conversations, as tutor, you can use ground rules e.g. 'If you wish to contribute, put your hand up, or catch my eye'. 'Allow the previous speaker to finish before gesticulating enthusiastically'. These rules work particularly well for discussion groups.

Argumentative behaviour

Try not to be led down a by-road here – deal with the argument as efficiently as possible and move on. If the member is persistent, have a word after the session. 'Is there a problem?'

Superior knowledge

Show interest in what the member is saying. Draw class attention: 'I think we should all listen to..... We all may benefit.' Or postpone the discussion: 'Maybe we can all spend 10 minutes on this next week?'

It may be productive to have a discussion with the member after class. If appropriate, you could ask the class member to offer a short session on their area of expertise to the class in a later session.

Takeover

Again, ground rules established at the beginning may help here. Remind the group about these without singling out the individual.

Refocus the group on the aim of the session. Have a word afterwards?

Lack of concentration, dozing off

Stop what you are saying to refocus and recapture attention. Begin again by speaking out. Re-energise the whole class rather than pointing out one person. Remember that some members may doze off for medical reasons – it does not reflect on the quality of your course!

Lateness

Unfortunately, we can't control the traffic or the buses! If you are really worried about disruption caused by a persistent late arrival, have a word with the member. Show concern that it could be affecting their learning (rather than annoying you and the class).

Using U3AC classroom technology

U3AC provides audiovisual (AV) facilities to support tutors in three different situations:

- U3AC premises
- External venues (limited equipment)
- Timetabled video-conferencing slots.

Office staff will be able to advise tutors on what equipment is available in each location.

If your course requires any specialist equipment, please discuss your requirements with the Office staff and they may well be able to help.

Equipment in U3AC premises

There is a range of AV equipment for tutors to use when delivering their classes. The most obvious use for laptop/projector/screen is to display PowerPoint (Microsoft) or Keynote (Mac) presentations.

Wi-Fi

Wi-Fi is available throughout U3AC premises. Please ask at the Office for the network name and password.

Laptops

There are five **laptops** loaded with Microsoft Office software suite available for tutors to use in their classes, one for each classroom. Each has a wired mouse as well as a touchpad, and is set up to connect to the U3AC Wi-Fi. If you would like to use a **laser pointer** you can book one from the Office.

The most common practice is for tutors to bring their presentations on a USB drive, which is then loaded onto the classroom computer. Tutors can also play CDs through the meeting room sound system from these computers (apart from room 3 where there is no sound system).

Alternatively, tutors can use their own computers, however, there are two important points to be aware of:

- if the computer is connected to the power supply, it must have previously been PAT-tested for electrical safety (see p. 30).
- the tutor needs to ensure that they have the appropriate connectors to link their computer to the HDMI cable or directly into the HDMI socket on the wall.

Apple Mac users please note: Macs have an ever-changing set of connectors, so it is important that you check the connections and bring the necessary connectors. The Office staff have a collection of assorted connectors, so may be able to help, but it is best not to rely on your particular combination being available - bring your own instead.

In the classrooms

In Bridge Street, Rooms 1, 2, 4 and 5 are all equipped in the same way:

- Ceiling-mounted digital projectors
- Whiteboards
- Pull-down screens
- HDMI connections from the projectors to a computer/tablet
- Sound system (accessible through HDMI connection)
- HDMI cable to connect from the wall socket to the computer.

Leads to attach a laptop into the HDMI socket are kept in a container inside the door to the classroom, together with the class register. Note that Apple products (Mac, iPad) may require an additional connecting lead.

There is also some room-specific equipment:

- Room 1: Hi-fi system
- Room 3: Cassette player in Room 3

Room 3 is too small to be able to use the standard AV equipment effectively.

Other equipment, **which must be booked in advance**, includes:

- VGA cables (an alternative to HDMI) - available from the Office
- Laser pointers
- Visualiser (available from the Office)

Support in using AV equipment

The Office staff can provide advice and assistance in the use of projectors. If you are planning to use a laptop and projector for the first time, it is advisable to book an appointment with the Office prior to the start of your course – and before the busy weeks at the beginning of term - to gain some practice.

There may be some additional training sessions for the use of this technology.

External venues

When classes are scheduled at external venues, the equipment available depends on the venue. Some of the kit belongs to U3AC but is kept at the venue, in other cases equipment may be hired at the venue. For example:

- U3AC-owned projectors are kept at Castle Street Methodist Church and Arbury Community Centre.
- There is a U3AC-owned sound system at The Friends' Meeting House on Jesus Lane.

If you want to use equipment in external venues, please remember that there is no on-site support. The equipment will be secured at the location; make sure you know where to find the key and that it is stowed away safely after the session.

Evaluating learning

The Courses Committee regards evaluating teaching and learning as an effective way of assessing how students have reacted to your class and how the class experience might be improved in future.

In the past this was always a paper-based exercise, but from Autumn Term 2020 members will be sent a link to an anonymous SurveyMonkey questionnaire. This is simple to complete and takes about 5 minutes. There is no obligation for members to complete the survey, and tutors may decide whether or not to take any action on the basis of a summary of anonymous responses.

Part 2: Administration

Submitting a course proposal via the website

In February, U3AC sends emails to all current tutors and members who have indicated they might like to offer a course for the next academic year, asking them to submit a course proposal.

Details of courses for the next academic year need to be submitted via the website by **31 March**.

Please refer to the Notes for Tutors / Course Leaders and the list of Preferred Venues when submitting a course proposal. (The links to both these documents will be included in the email.)

Note: If you wish to use a venue which isn't on the Preferred Venue list please contact the Office, so that we can investigate the terms of hire.

To ensure that our premises attains near maximum occupancy and that our use of external venues is constructive and economical, a course can cost no more than £38 per member (current as at March 2020) attending for the academic year. When we start timetabling courses, if we find your course exceeds this amount, we will contact you to discuss potential changes, e.g. meeting for fewer weeks or in a less expensive venue.

See Developing Your Course Proposal in Part 1 (p. 6) for advice.

Procedure

1. Go to www.u3ac.org.uk
2. Click Member Login at the top right of the screen.
3. Enter your username and password.
 - If you have not previously logged in or have forgotten your password you will need to set up a new password by clicking 'Forgotten Password?' and entering your username and email address. Follow the instructions in the email that you will receive.
4. On Your Account page there are two tabs: Membership and Tutoring. Click the **Tutoring** tab.
 - To propose a **new course**, click 'Propose a new course'.
 - To **repeat a course** you have offered before, click 'Edit and re-propose a course from a previous year'. This copies forward the details from the previous year.
5. Complete the six tabs that take you through the submission process. It's straightforward and self-explanatory.
 - On a practical note, it helps in formatting the Programme of Courses and the website if the course title is relatively short (less than a line).
 - Make sure you specify whether the course is weekly/monthly and the days you wish to meet.

The good news is that submission is not a one-way trip: you can navigate back to previous tabs whilst completing the proposal.

6. Once you have submitted the proposal you should receive a confirmation email. If you don't, the proposal has not been submitted successfully and you will need to try again.
7. You can revise and re-submit your course proposal anytime up to 31 March. Simply log on again and select the 'Edit a Previously Submitted Course Proposal' tab.

If you need any help please do not hesitate to contact the Office.

If you wish to propose a course after the closing date for proposals, please discuss this with the Office. Courses that are arranged after the closing date will be advertised to members in the Weekly Bulletin and termly Newsletter.

Notes on submitting a course proposal

Personal details

Tutors' telephone numbers, email addresses and private home address (if this is the course venue) will not be included in the Programme of Courses; they will only be available on the members' area of the website (to which members need to log in) or on request from the Office. If you do **not** wish to have your telephone number or email address available to members please tick the box on the submission form.

Course members

Members apply for courses in their own order of priority. We aim to allocate places so that all members can attend at least their 1st choice of course (if their application is received by 1st August).

Note: Tutors cannot pre-select members for their course.

If it is important that a certain member is given a place on your course, e.g. because they help run it or if your course is a continuation of the previous year's course (but only when a syllabus is followed), their names should be given to the Office by the end of June. The member must be told to make your course their 1st choice on their application form - if they do not do so, they cannot be guaranteed a place.

Maximum number of students

Because of illness, appointments or commitments, it is rare to have 100% attendance each week and, as a result, there are empty places that could be filled by people on the waiting list. We therefore add approximately 20% to the maximum number when allocating places to members, unless you clearly state that you have already made an allowance for absence in the maximum number. This procedure has worked well in previous years by reducing waiting lists and increasing members' satisfaction with their allocated courses.

Class size

This can vary from a small discussion group of about 5-10 people (usually held in a member's home) to a larger class of 20-25 or a class of up to 100, subject to suitable accommodation. Refer to the List of Preferred Venues to see how many people each venue can accommodate.

Frequency of classes

How often and for how many terms your course runs are up to you. It can be weekly, fortnightly or monthly and for 1, 2 or 3 terms. A short course of 5 weeks can be a good introduction to a new subject.

If your course is held on a Monday, then you may add extra sessions to the end of the term to make up for the bank holidays, when courses are not usually held as the U3AC premises are closed. You will need to arrange this with the Office so that accommodation can be booked/reserved.

Language courses

If you are offering a language course please clearly state the level at which you will be working to ensure prospective members know whether it is suitable for them.

Additional costs to members

In the course description please include details of any expected costs associated with your course which members will need to pay, e.g. a donation towards photocopying; art models; equipment, entrance fees etc clearly stating when these need to be paid and to whom.

Equipment

There is a certain amount of equipment available for tutors to use at various venues: digital, slide and overhead projectors, video, DVD, and audio equipment. Please indicate your requirements on the form as there is significant demand to use this equipment.

If you wish to use your own laptop, rather than one provided by U3AC, this needs to be PAT-tested in advance (see p. 30). We arrange to do this in October (date to be confirmed).

Your own application for courses

When you make your annual application for courses, **do not apply for your own course** as this might mean someone on the waiting list doesn't get a place.

After your proposal has been submitted

Timetabling

Although we will try to allocate your preferred day and time, this may not always be. If a change is necessary, we would discuss this with you before booking a room.

Draft entry in the Programme of Courses

In May we send you a draft of your course's entry in the Programme to check the details are correct. Please contact the Office either to confirm that you are happy with the entry, or because you wish to make changes. If your course has more than one tutor or leader, we ask that just one person replies on behalf of everyone.

Please note that although telephone numbers, email addresses and home addresses (if applicable) may be shown on this draft, **they will not be included in the Programme of Courses**. However, we would like you to check the information as it will be published on the website which members have to log in to access (unless you have requested that it is not included). Members without internet access can request this information from the Office.

Provisional class list

In August we send you a provisional list of class members. **Please note that this is not the final list.** Applications are still being received and some members may change courses when they receive their allocation letters. The final list will be sent to you just before your course starts.

Courses are often heavily oversubscribed, if this is the case with yours and you feel you could take extra members from the waiting list or repeat the course, please contact the Office.

Members are sent letters with details of the courses they have been allocated at the end of August. If you have any queries regarding those on your provisional class list please contact the Office as soon as possible.

If a member contacts you to withdraw from your course after the allocation letters have been sent out, please tell them to inform the Office as well.

Low enrolment in courses

The Courses Committee reserves the right to withdraw courses whose enrolments fail to reach 50% of the allocated room's capacity.

In September, if a course which is due to be held in either the U3AC premises or a hired venue has failed to achieve a 50% take-up then its financial viability will be considered. This could result in the course moving to a smaller venue or member's home, or in its cancellation. The outcome will be decided following consultation between the tutor, the Courses Committee and the Office staff.

Familiarising yourself with the venue and equipment

If you wish to familiarise yourself with the venue for your course, try out AV equipment or arrange to run through a PowerPoint presentation, please contact the Office to make arrangements. These sessions need to be booked in advance and must take place well before term starts.

Portable appliance testing (PAT-testing)

It is a legal and insurance requirement that all electrical items (e.g. laptops, tape recorders) plugged into the mains in the U3AC premises are PAT-tested beforehand.

- If your equipment runs off a battery, PAT-testing is not required.
- If you have previously had your equipment PAT-tested it will have a sticker showing the retest / expiry date. There is no need to retest if this date has not passed.

We arrange for the U3AC equipment to be PAT-tested once a year. Please bring in any equipment that you intend using in the U3AC premises in your classes at any point in the next academic year for testing on this day. There may be a short wait if several people arrive at the same time. Please remember to bring the mains lead with you.

If you are unable to come on this date you may make your own arrangements for PAT-testing (at your own cost). Please be aware it is not possible to use any equipment in the premises which has not been tested.

Delivering your class

Classes held in external venues

All external venues must be booked by the Office. If you require additional meeting dates, contact the Office. Note that the cost of hiring external venues is met by U3AC during term time only.

Please inform the Office if you do not require the room or venue on a scheduled class date e.g. due to sickness, a pre-planned visit or because the course is finishing before the scheduled finish date, giving as much notice as possible.

Equipment

Some external venues have equipment we can use. For more information contact the Office.

Remember that in external venues there is **no on-site IT support** if something is not working as it should.

Classes held in Bridge Street

There is always a member of staff in the premises when classes are in progress, who can answer questions and help with the equipment.

To prevent damage to carpets and equipment, **no drinks other than water may be taken into the classrooms**. Please remind your class members about this requirement.

Equipment

Each classroom has:

- An allocated laptop
- (apart from room 3) a ceiling-mounted digital projector and pull-down screen.

There is no need to book these items.

Other equipment, such as a slide projector or visualiser, needs to be pre-booked with the Office before the start of term to ensure it is available when you need it.

On the day of your class, please go to the Reception desk to collect the equipment. The equipment is generally easy to use; if you have any difficulties ask the Office for assistance.

If you are using any equipment, especially a digital projector and laptop, it is a good idea to run through your presentation before the course starts to check that everything works as it should. This can be arranged with the Office.

Class participants

Only those U3AC members listed on your register can attend your course. People who are not U3AC members are not permitted in our classes and are not covered by our insurance.

A week before your course starts you will be sent a list of class members' names and contact details. If your class is held outside Bridge Street, you will receive a register with names and tick-boxes.

To view an up-to-date list of members in your class, log in to the website and look in the Tutoring tab on your account page.

- The Office will always inform you when an additional member joins your class, either by adding their name to the classroom register or, if the class is held externally, by asking you to add their name to the register.

- If a member who is not on your register comes to a class, please inform the Office as they must enrol first.
- If a member withdraws from your course please inform the Office immediately, as the member may not have done so. This ensures our records are always up to date if we need to contact your class members (e.g. a class is cancelled). It also means that we can offer the place to someone on the waiting list.
- Waiting lists for classes are kept in the Office. If a vacancy occurs, the Office will offer the place to the next member on the list. You will be given their name to add to the register.

Class registers

Many courses are oversubscribed and we are keen to ensure members do not stay on waiting lists if there are places available.

We inform members in the Newsletter that if they are unable to attend for the first session they should contact the tutor or the Office with their apologies, and that if we do not hear from them their place will be given to someone else.

You may wish to appoint a class secretary to help you with class administration. If you do so, please give them a copy of the Notes for the Guidance of Class Secretaries (sent with the register).

- **Bridge Street:** Registers are kept in a file on the wall just inside each classroom.
- **External venues:** A week before your course starts you will be sent a register with participants' names. Please send your register to the Office at the end of term.

The class leader (or class secretary) must call the register at the start of the class. Do not pass the register round to let members tick themselves off.

Please complete the register for each member as follows:

- ✓ = Present
- A = Explained absence (e.g. holiday)
- O = Unexplained absence

If you are asked to evacuate the premises in an emergency you must take the register with you so that the Fire Officer can check that all class members are safe.

Please let the Office know if you have any members who would need help in case of fire, particularly with the stairs. (The Office also needs to be informed if a class member is temporarily disabled.)

Course materials

On the website

If you wish to have your course material made available to members on the members' area of the website, please email it to the Office.

Photocopying

- The photocopier can only be used by the Office staff and volunteer receptionists.
- If you require photocopying, please email the master copy to the Office before the class, giving as much notice as possible. Note: it is not always possible to have your photocopying done on a walk-in basis.
- The class budget allows for one photocopy per member per week. If you require more copies than this you will be asked to pay 5p per copy. This should be recovered from the class members.

- **Copyright issues:** U3AC has purchased a photocopying licence which allows us to make copies of up to 5% of a book.
- Copying more than 5% of a book is illegal and such requests will be refused.
- Music scores, maps and charts, newspapers, workbooks, workcharts and assignment sheets are not covered by this licence and we therefore cannot copy these items.

At the end of the class

Please finish your class promptly to allow the class following yours to start on time.

- Leave any external venue tidy and returned to its original layout.
- Close windows.
- Turn off the air conditioning, if it is on.
- Ensure any rubbish is disposed of.
- If sinks have been used ensure they are cleaned and any washing-up done.

Class trips and visits

If you arrange a trip or visit for your class members and they are travelling together as a group, please inform the Office, preferably at least two weeks before the date.

If there is an emergency the Office will be used as a 'control centre'.

- Before departure, give the Office a list of participants names, with the name and contact number of each member's next of kin.
- Make sure you have a mobile phone and the Office telephone numbers (emergency and landline).

U3AC insurance does not cover members on class trips. Members must be informed beforehand **in writing** that it is their responsibility to arrange their own insurance.

Communications

Contact with the U3AC Office

If you need to contact the Office staff urgently please call or text 07542 150965.

If your call is not urgent please call the Office on 01223 321587. If you call this number outside the Office hours of 10 am – 2 pm please leave a message.

To keep mailing costs to a minimum we will, where possible, contact you via email (e.g. to advise you of amendments to your register) so please check your email frequently. If you change your email address please inform the Office.

Communicating with class members

Members' contact information can only be used when you are contacting them about matters pertaining to the U3AC.

If you wish to contact a class member about anything that is not related to U3AC, you must have that member's express permission to use their contact details for this purpose.

Note: When members join U3AC they can state that they do not give permission for their contact details to be shared. If this is the case, 'withheld' will show on the list of members' details. If you wish to contact them you will need to do so via the Office.

Data Protection

The General Data Protection Regulations (GDPR) were introduced in 2018. It regulates how personal data – name, contact information, personal information such as information about a person's health, photos of individuals, can be used and kept.

Please follow these guidelines to ensure U3AC is compliant. The main points are:

1. Members' contact details are provided to you for the sole purpose of communicating U3AC matters to them and cannot be used for any other purpose.
2. These personal details should not at any time, now or in the future, be used for advertising or communicating non-U3AC matters unless you have the explicit agreement of the class member. The personal details should never be passed to a third party.
3. When emailing class members, ensure that class members cannot see each other's email addresses by following this procedure:
 - Open a new email and put your own email address in the 'To' field.
 - Put the email addresses of your group, or the individual email addresses, in the section labelled 'BCC' (Blind Carbon Copy).
 - Compose the heading and contents of the email in the usual way.
 - Send the email; you and all the members should receive it.

If you need help with this, please contact the U3AC Office for advice.

If, by mistake, you distribute the list of email addresses, please inform the Office promptly so that we are aware that a breach has taken place.

4. If you need to share members' contact information within the group **you must obtain the agreement of each member of the group before sharing**. Members must be told to keep these securely within the group and used only for this purpose.

5. At the end of the course you must destroy this information securely and also instruct your course members to do so.
 - Paper with members' details should be shredded.
 - Computer files should be deleted and the bin/trash/junk folder emptied.
 - Email addresses that have been added to an online address book should be deleted.
6. **Information relating to health:** Members on fitness courses or activities who have a pre-existing health condition are asked to mention this, in confidence, to the tutor, leader or organiser. This includes walking and cycling groups. **Information relating to health is classified as 'special personal data' under the GDPR regulations and has to be treated with particular care.** The basis for using this data is that the member has given you explicit consent to receive it for the specific purpose of the course or activity involved. You must hold the information securely and only for as long as it is needed for the purpose and have a process to destroy it securely as soon as it is not needed.

Health and Safety

If a health- or safety-related incident occurs during your class, inform the U3AC Office Manager immediately.

U3AC always has a trained first aider on its premises, and there is a defibrillator in the coffee area.

If someone is injured you must complete an Accident Report Form. These can be obtained from the Office or downloaded from the website.

- **Classes in U3AC premises:** Please read the Fire Action notice displayed in each classroom and make members aware of the details.
- **Classes in external venues:** Please follow any guidelines for security and safety provided by the venue. Know the procedure for alarm and evacuation in the event of fire and make the members aware of it. If there is no venue manager on-site, make sure you have a mobile phone so you can summon help in an emergency.
- **Classes in your own home:** Consider any aspects of access to your home which might cause some members difficulty and make a reasonable attempt to overcome them.
- **Classes in the open air:** Make sure that basic first aid equipment is available and have a mobile phone so you can summon help in an emergency.

Fire safety in U3AC premises

All doors in U3AC premises are fire doors, so they must be kept shut. **They should not be wedged open.** When setting up your room do not obstruct the doorway with equipment or furniture which could delay an evacuation if an emergency occurred.

The fire alarm is tested on a Wednesday morning. The Office staff will inform you if a test is about to happen.

If there is a fire

If you discover a fire, immediately operate one of the two fire alarm call points. These are:

- between the stairs and the lift, outside the door to Reception
- in the kitchen area, to the left of the door to the external spiral staircase.

If these alarms fail, people should shout FIRE!

If the bell sounds and you have not been informed of a test then the premises must be vacated immediately. A staff member and the volunteer receptionist will act as Fire Marshalls, wearing high-visibility jackets. They will check each room in U3AC premises after members have left.

1. Tell your class members to exit immediately, and as quickly as possible.
 - Rooms 2, 3 and 4 should use the external spiral staircase (where possible) via the door in the kitchen area.
 - Rooms 1 and 5 should use the main staircase.
 - If either exit is blocked, everyone should use the staircase that is accessible.
2. Tell members not to use the lift. Any member who is wheelchair-bound will be evacuated by Office staff using the evac chair.
3. You should be the last one to leave your room, taking the Register folder with you so that the Fire Officer can check that all class members are safe.
4. Do not return to the room once you have left.
5. Go to the assembly point at the top of Thompson's Lane, in front of the Royal Mail postbox.
6. Call the register again. When everyone has been accounted for, inform the Fire Marshall.
7. Do not attempt to re-enter the building until told it is safe to do so.