Tutor Support Handbook

Although this Handbook is primarily intended for Tutors and Course leaders (hereafter collectively referred to as Tutors), we hope that all members of U3AC find it provides helpful information on the planning, delivery and administration of our courses.

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Introduction

Welcome to this edition of the Tutor Support Handbook. It is organised chronologically to take you through the whole process from preparing a course proposal, planning and delivering your course and the common issues you may encounter. It contains a combination of information that you will find useful in running your course: procedural guidance on setting up your course; guidance on running classes for adult learners; technical advice about equipment to be used and specifically how to use it; and administrative information you need to be aware of, such as Health and Safety procedures, our copyright position and data protection. You may not find all of it relevant based on your experience. However, there is sure to be something you will find helpful in enabling you to deliver an excellent learning experience to your attendees.

The handbook has been produced by the Courses Committee with the considerable support of staff in the U3AC Office.

Thank you to those members who offer to lead or run a course or activity. 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.

For new tutors a Welcome Information Guide is also available. This can be accessed via the following link https://www.u3ac.org.uk/wp-content/uploads/2024/01/Welcome-Information-Guide-for-New-Tutors.pdf

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 input e.g. Exercise and Tap Dance. Members pay an additional fee for those courses which is paid via the Office at the same time that members send in their course application.

We hope too that all members of U3AC find the handbook provides helpful information about the planning, delivery and administration of our courses.

If you would like to suggest any additions or amendments to the handbook you can do this by emailing the Courses Committee at courses@u3ac.org.uk

Director of Studies (Courses)

The Courses Committee

The Courses Committee is made up of Council and non-Council members of the U3AC. It aims to provide each year a programme of courses, group activities and visits, within existing financial and administrative resources, to meet the wishes and aspirations of the membership in general. It also aims to encourage members to become tutors; to develop the skills and capabilities of tutors and support them when needed.

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The U3AC year

This table shows the steps in delivering a course or activity:

Date	Event
February	Open morning (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.
March	Request sent to tutors to submit course proposals
Mid-April	Closing date for course proposals to be submitted
April	Course timetabling; booking external venues
May	Draft course entry in the Programme sent to tutors for checking
End of May	Programme sent to the printers
End of June	Programme sent to members and prospective members and uploaded to website
1 August	Closing date for members to submit course applications for inclusion in the automatic allocation process
August	Allocation of courses to members takes place
End of August	Provisional class lists sent to tutors
	Allocation letters sent to members
September	New tutors' meeting (optional) 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

Summer Activities

Currently, during the summer a range of social activities is organised, rather than a summer school. This is because the U3AC premises are hired out for part of the summer, but the U3AC staff continue to work in the Office.

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Part 1: Planning a course or activity

Introduction

This section provides guidance to tutors preparing to submit proposals for the next academic year. It covers points you will need to consider.

Your course title and description

Your course title needs to be as short and concise as you can make it.

The description of the course is very important to the participants. You want it to attract people to your course and also manage expectations of what you will cover.

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

1. What the course is about.
2. What the attendees will gain from attending (knowledge, skill, competence).
3. Are there any prerequisites beyond an interest in the subject, such as a certain level of fitness, expertise or piece of equipment.
4. Are the attendees regularly expected to do any work between classes, e.g. prepare texts?

Any trips or visits you are planning to take also need to be included in the description.

The course description in your proposal must be less than 150 words.

Format

The format of your course helps participants understand the type of class they will be attending, e.g lecture style, seminar, discussion, taught course or activity, etc. please see p. 21.

Venue

There are a number of outside venues we can hire for you, and we have six classrooms available in Bridge Street. You will be able to access the list of venues from the website or the Office. All bookings will be done by the Office staff. If you have a preferred venue that is not on the list, please speak to the Office. You can also run your course in your own home or you may not need a venue e.g. for a walking group. You may also run the course on Zoom or as a hybrid (on Zoom and face to face at the same time). U3AC has several Zoom licences, but some tutors may wish to use their own Zoom licence.

You should be aware that Hybrid is more suitable for lecture style courses. The sound for Zoom participants in discussion style courses can be compromised due to multiple people speaking.

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Courses in members' homes

If you are planning on holding a course in your own home, there are a number of specific things to consider: -

Can you accommodate the number of members you require for your course? Is there ample parking?
Do you have any additional travel information that would make it easier for members to find you?
Do you wish to offer refreshments each session and if so, would you like a contribution from the members?
Can you accommodate someone with a disability?
All of this information must be included in your course description.
You should also consider possible hazards in your home and inform members accordingly.

Insurance: where a course is held in a member's home, U3AC's public liability insurance covers only losses directly attributable to the activities outlined in the course description given in the Programme.

Walking groups

If you are planning on running a walking group, it is advisable to consider the following points

- Is the route suitable for your group, distance, terrain etc.
- Have you walked the route recently to check for hazards?
- Where will the group starting point be and is there enough space for the number of cars expected?
- Will you be encouraging car sharing?

Walking groups are offered a basic U3AC first aid kit but you can use your own if you wish.

Number of terms and weeks

There are three main terms; Autumn term runs from October to December, Spring term runs from January to March and Summer term runs from April to June. The first two terms usually consist of 10 weeks (we do not stop for school half terms). The Summer term's number of weeks depends on when Easter falls but is usually 8 or 9 weeks long and less for those on a Monday due to the number of Bank holidays. Some tutors offer an additional Monday session to make up for the Bank Holiday.

Number of participants

The number of participants is completely your choice, and we will attempt to book a room suitable for the number you choose. If you are running a discussion or taught course you may wish to limit the number to around 15/20 but lecture style classes can be any number dependent on the availability of a suitable venue.

Other considerations

When you submit your proposal, you will be asked:

- Which of the existing categories your course fits into? If there is no obvious place, select 'Other'.
- Whether you are willing to have your contact details shown on the website. These details are not included in the Programme and can only be downloaded by members of U3AC.
- Day and time you would prefer for your course.
- The wording for the entry in the Programme.
- Room layout and equipment required.
- If there is an additional tutor or organiser and their details.
- To give a short description of yourself describing your experience of or interest in the course topic.

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Planning your course

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**, **activity-based, skill-based** or **discussion-based,** it helps to have at least a broad idea of 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, enjoyment of badminton, etc.

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 e.g. 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 offer a model format for course planning (although there are two examples (see p. 11), 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, 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.

Number and length of sessions

Before you submit your course proposal, decide how many sessions you will need to deliver your material. 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.

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.

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. You can always finish your class early.

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Planning individual sessions

When you are planning your individual sessions remember your first session should also include the fire safety instructions for the venue you are using and may also wish to include an introduction of yourself and for members to introduce themselves to each other.

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 or a mixture.

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.

And don't forget, you may wish to support your teaching with additional materials.

Learning objectives

What do you want your members 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 members to be able to **do**, e.g., order a meal in German; engage in basic bidding in Bridge; use the Photo app to enhance colour in a photograph; improvement of general fitness.
- It is advisable to plan for a specific period of time, at the end, for questions from class members.
- Smaller groups tend to be less formal, so it is important to plan to allow the class members to have 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 member-centred style of teaching: to divide sessions into chunks with a mixture of tutor input, group activity (in pairs or

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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, member 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.

It is good practice to share these objectives with your class members 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 members 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, engage different learning styles, that stimulate learning.

Teaching strategies

Teaching strategies fall broadly into two approaches:

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

The teaching strategies you adopt will depend on:

- the **size** of your class;
- your **learning objectives;**
- the **learning styles** of your members;

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 **member-centred** teaching strategies.

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

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

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PowerPoint and Keynote presentations

Many tutors like to support their teaching with a presentation, created in either PowerPoint or Keynote (Mac equivalent). PowerPoint or Keynote slides can use words or images, or both.

Presentations can be used:

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

When creating your presentations remember to keep the wording on the screen to a minimum, these should be bullet point reminders or headings for the section you are talking about. Try not to fill the whole screen with text as participants will be reading this and not listening to you. The text should be as large as you can make it for the slide.

Creating course materials

Tutors may wish to back up sessions with supplementary material or handouts. There are various ways of producing them. Remember that some members do not use email or the internet.

- Email the materials to members of the group prior to or after the session, or provide a website link to an article. **Remember to send all emails BCC** (see Data Protection p. 37).
- Ask the Office to upload the files to the U3AC website – members will be able to view these whenever they wish.
- Ask the Office to photocopy your master document. (See Administration p. 19)
- Dropbox is useful, but please remember you may need to provide hard copies for some individuals.

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Examples of two 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: David

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 4	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
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.

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Example 2: Abstract Art

10 x 120-minute sessions, over 1 term

Tutors: Anne, Mary, Garry, Steve

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 (Anne) Demo at start of first session (15 mins max), mark making, working in black and white using charcoal, pen, pencil.

Week 2 (Anne) Develop monochrome options, using collage, cutting and tearing, pens, pencils, charcoal, considering contrast and tonal values.

Week 3 (Mary) 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 (Mary) 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 (Garry) A single artist's style to inspire. Booklets and concertinas.

Week 6/7 (Steve) 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

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Part 2: Administration

Submitting a course proposal via the website

In March, U3AC sends an email 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.

The email will include the precise date in April by which details of courses for the next academic year need to be submitted.

You will need to decide where you would like to hold your course:

- Your own home;
- U3AC;
- External hired premises;
- Zoom;
- U3AC and Zoom simultaneously (known as Hybrid).

Please refer to the Notes for Tutors/Course Leaders, which includes the term dates, 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 economical, a course can cost no more than £54 per member (current as at March 2025) 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.

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. You will need to read and check each section for any changes or missing information.
    - On a practical note, it helps in formatting the Programme and the website if the course title is relatively short (less than a line).

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- 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 the closing date. 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, 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 addresses (if this is the course venue) will not be included in the Programme; 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 but cannot guarantee 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 10% 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. The maximum number of participants for Zoom classes is 500.

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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 an extra session 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 and Music courses

If you are offering either a language or music 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.

Course materials

It would be helpful if tutors proposing a particular book could specify in their proposal which edition they intend to use. This will ensure that accepted participants have sufficient time to obtain the correct working version.

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.

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 possible. If a change is necessary, we would discuss this with you before booking a room.

Draft entry in the Programme

In May we email you a draft of your course's entry in the Programme to check the details are correct. Please reply to this email 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**. 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.

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Hybrid courses

Courses in hybrid format have the same course code, but the Zoom class has a (z) suffix e.g. HIS 01 and HIS 01(z) - members need to apply for one or the other. If members enrol for the classroom option they can also attend via Zoom if they cannot attend in person one week (they will need to ask the Office for the Zoom link to be sent to them). If members enrol for the Zoom option, they cannot attend in person.

Preparing for the start of term

Provisional class list

In August you will be sent a provisional list of class members and a list of members on the waiting list if there is one. **Please note that the provisional list is not the final list.** Applications are still being received and some members may change courses when they receive their allocation letters. The final register will be available 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 ask them to inform the Office as well.

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**.

If you are running a Hybrid course you will need to attend a training session in the U3AC premises before term starts.

Portable appliance testing (PAT-testing)

All electrical items (e.g. laptops, tape recorders) plugged into the mains in the U3AC premises should be PAT-tested. In addition, some hired venues have a condition of hiring that states items used there must be PAT-tested.

- 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 in September, before the academic year starts. Please ask the Office for the date, then bring in any equipment that you intend using in either Bridge Street or a hired venue. 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).

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Scheduling a Zoom course – 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 course will be sent the invitation link to join the Zoom classes, and they should not pass the link on to anyone else. **Members will need to keep the email containing the link for use each week.** Please note if a course continues for more than one term there will be a new Zoom link each term.

Scheduling a Zoom course – hosted on tutor's own licence

For those tutors kindly using their own Zoom licence, you will need to email the Zoom link to members, **using BCC**. Kindly CC the Office in so they have a record of this. You can request a list of members' contact details from the Office.

Low enrolment in courses

The Courses Committee reserves the right to withdraw courses whose enrolments fail to reach 50% of the advertised 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.

The start of term

Course 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.

Approximately two weeks before your course starts registers will be prepared.
If your course is held in the U3AC premises or by Zoom you will receive an email notification that registers are ready along with Health and Safety guidance and Notes for Class Secretary. You can then request a list of members' contact details if you want them. Registers will be kept in the classrooms.

If your course is held elsewhere or by Zoom using your own licence, you will receive a register with names and tick-boxes by post. The accompanying letter will advise you that a list of members' contact details can be requested if you want them.

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.
- 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 courses 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.

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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 and give you some time to speak to/ welcome class members. If you do so, please give them a copy of the Notes for the Guidance of Class Secretaries.

- **Bridge Street:** Registers are kept in a file on the tutor's table in 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.
- **Zoom**: If the course is being hosted on a U3AC Zoom licence, the register will be taken by the Zoom host. If you are kindly hosting the course on your own Zoom licence, you will need to take the register.
- **Hybrid**: You as the tutor will need to complete the register for the participants in the classroom The register for those attending on Zoom will be taken by the Zoom host. It is important that these are separate registers and you should only complete the register for those physically in your room.

The class leader (or class secretary) must call the register before the class starts. 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.)

Courses 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 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.

Courses held in U3AC premises

There is always a member of staff on the premises, 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.

The classrooms will be set up before your class. If you wish to move any of the tables or chairs, please be aware that this is done **at your own risk** and all furniture **must be returned** to its original

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position before the next class starts. This will need to be done in your own class time so that the start of the next class is not delayed.

At the end of each class

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

- Leave any venue, including U3AC classrooms, 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.

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 them 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 course 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 course members.

Copyright

(i) Copyright Licensing Agency (CLA)

U3AC holds a Further Education Licence that permits tutors to photocopy, scan, copy and paste, take photographs of, or make digital copies of copyrighted books, magazines and journals for course use, within the following limits:

- in the case of a book, one complete chapter or 5% of the whole book, whichever is the greater
- in the case of an issue of a serial publication, or a set of conference proceedings, one whole article or 5% of the whole work, whichever is the greater
- in the case of an anthology of short stories, poems or plays, one short story, poem or play not exceeding ten (10) pages in length.

The following works are **not** covered by the licence:

- workbooks, workcards, etc. that are intended for a student to write on and for one-time use only.
- Maps and charts from publications made up entirely of maps and/or charts Information about the copying of Ordnance Survey products can be found on the Ordnance Survey website.

The complete terms and conditions may be found at:
https://assets.cla.co.uk/media/2023/05/education-licence-terms.pdf

The website also includes a Check Permissions tool if you are unsure whether the material you want to copy is covered by the licence.

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(ii) Federation of Recorded Music Societies (FRMS)

U3AC has a comprehensive licensing arrangement via the FRMS with the merged organisations, the Performing Rights Society (PRS) and Phonographic Performance Ltd.

Although much music is in the public domain, this blanket scheme covers tutors for the reproduction and performance of all music (recordings, scores, digital editions, etc.) that is in copyright (composed within the last 70 years) together with modern editions, arrangements, transcriptions, etc. of older music.

For more information, see: https://www.thefrms.co.uk/pps-prs.htm

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.

Additional events for members that are not in the official U3AC programme

Tutors and organisers may arrange informal activities, trips, and holidays for people who are in a class or a programme. However, these do not constitute part of the U3AC programme, and they are organised independently of the U3AC. The U3AC can take no responsibility for the arrangements made or for any issues arising from the activity. It is thus vital you ensure that the appropriate household/travel/legal/ indemnity insurance is in place for the activity. Such arrangements are made between individuals who may be members of a class but the arrangements are not an element of that class nor part of the U3AC programme.

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Part 3: Delivering a course or activity

Introduction

In this section you will find information on how to manage your class and some of the instructions for delivering a successful course using the different technologies we have in Bridge Street.

Code of Behaviour

Principles

All U3AC members, staff and guests are entitled to be treated with dignity and respect. We aim to prioritise the safety of members and support them in making choices and having control about how they participate in courses and activities. We are also committed to encouraging equality, diversity and inclusion amongst our membership and not allowing discrimination to occur.

Meeting your responsibilities

To give positive guidance this Code of Behaviour provides a list (not exhaustive) to help you as a member ensure that U3AC follows the principles in the paragraph above.

Code of Behaviour

Treat everyone with dignity and respect.

Treat everyone equally and equitably.

Remember someone else might misinterpret your actions, no matter how well-intentioned. Ensure your behaviour is always appropriate.

Respect everyone's right to personal privacy.

Observe the rules established for everyone's safety and security.

In all activities avoid dominating discussions or aggressively contradicting those leading the activity.

If you are a tutor or leader of a course or activity, provide an inclusive and encouraging learning environment particularly for the quieter, less confident members.

Use appropriate language – speaking, writing, phoning, emailing or using social media.

Other People's Behaviour

Allow members and staff to talk about any concerns they may have.

Encourage others to challenge any attitudes or behaviours they do not like.

For tutors or leaders there are no perfect, standardised methods of dealing with disruptive behaviour. They vary from group to group and from tutor/leader to tutor/leader. Even when someone's behaviour is irritating, courtesy is essential, but tutors/ leaders should never replicate disruptive behaviour.

'Disruptive behaviour' is defined as departing from what is normally perceived as appropriate behaviour by participants in courses and activities, both during classes and activities themselves and/or outside of them (including written and verbal communications), which prevent the class or activity from properly fulfilling its objectives, and/or makes participants (including the tutor/organiser) feel uncomfortable, frustrated or intimidated.

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Practical Arrangements

It is helpful for tutors/leaders and members to develop a joint understanding about how their sessions together can be made as enjoyable, respectful and productive as possible. You will find detailed guidance in the Tutor Support Handbook: Part 3 'Delivering a course or activity' and Part 4 'Issues you may encounter'.

When problems arise

From time to time, despite every effort, problems do arise. However, in the first instance, try to resolve the situation informally through discussion with those involved/concerned. Recourse to the U3AC Complaints Policy procedure early on might lead to a more protracted process and entrenched positions.

Managing classes and working interactively

Lecture and seminar style courses

Lecture style courses need less management of people than some other formats, but you will still need to lay down some ground rules during your first sessions, remember there may be members absent from your first session so running over the ground rules in the second week can be useful. Inform the class when you are expecting questions to be asked.

Discussion courses

Discussion courses need some careful organisation to make sure everyone gets a chance to discuss the topic. Establish at the beginning what form this will take i.e. raised hand or passing round a 'talking stick'. Putting a time limit on a particular subject can also have its merits.

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 and the tutor may need to move discussion on if necessary.

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 also work effectively.

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 groups

- 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.
- 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!

Taught course or activity

You will still need to lay down some ground rules for this format of course in your first session and running through the overall plan for the term. Let the class know when you will be accepting questions from them, will you be doing this all the way through or would you prefer to wait until the end of a section and then invite questions. Some people may wish for clarity after some instructions.

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Course or activity without teaching

These tend to be self-help groups, where there is no teacher but an organiser and everyone helps to run the class. It is good practise to organise yourself with someone 'in charge' for that week, who suggests what they will be doing and someone to make sure the day-to-day things are covered, like taking the register, this could be a different person each week.

Walking groups

You will need to plan your routes carefully thinking about how members will be getting there and if there is enough parking space, the terrain you will be covering and if there are any short cuts back to the start. If there was a medical emergency during your session, what would you do and would you know where you are? It is helpful to conduct a "recce" before the actual day of the walk.

Delivering presentations

If you are using a PowerPoint or Keynote 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.

- 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.
- Presentations can be used as part of your Zoom class.
- PowerPoint presentations can be saved onto a USB stick and presented through one of the U3AC laptops if you are in the U3AC premises.
- If you are working with Keynote, this must be presented from your own Mac laptop. Alternatively, the file can be converted to PowerPoint for delivery on a U3AC laptop.

Zoom courses

Equipment required

You will need a good internet connection along with a computer or laptop, camera, speaker and a microphone. Most laptops have a built-in camera, microphone and speakers but it is worth checking these are in good working order.

You may also need to download Zoom on to your device.

Delivering a course as a Hybrid

When you are running a Hybrid class, think of the class as a Zoom class with a few extra people in the room with you; this will help you deliver a better quality of class for those on Zoom. If you address those on Zoom first and then those in the room this will help. Remember it is easy to have eye contact with those in the room but not on a screen.

Set out your ground rules carefully so everyone is aware and repeating this in the following few weeks, will help if anyone was missing in the first week.

Sometimes, if someone is very softly spoken and sitting at the furthest point from the microphone they may not always be heard. You may need to repeat any questions from members in the room for those on Zoom before you answer the question.

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Delivering a course on Zoom

You will need to manage the participants in the course carefully, any noise from one device will 'cut off 'someone else from speaking, so setting some good ground rules is a must. Asking participants to remain muted when not actively participating in a conversation is a good way to start. Think about how you want participants to signal they wish to speak; you could use the chat function or a simple hand up.

You can deliver any document or presentation in a screen share with your class.

Managing a Zoom class

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 a few 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 and inform the Office of absences. This will ensure there is no 'bed-blocking' by consistently absent class members.
- At the end of the class, bring the session to a close. If it is hosted by U3AC, they will close it down. You must finish promptly to allow the next class to start on time.

Establishing protocols

It is important that all Zoom courses 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 course.

Taking a course 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 e.g. you may accept questions/comments at any point, or after a period of tutor input, or only at the end of the session.
- **Participants should mute themselves, unless they are being actively being involved in a discussion.** Experience shows that this message needs to be repeated for the first few sessions.
- Participants who wish to speak should indicate this by raising a hand either virtually or in person.
- Participants can give a 'thumbs up' and 'thumbs down' for agreement and disagreement.

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 be a silhouette.

Check what is behind you in the background - avoid anything which might cause offence to other participants or something you may not wish others to see.

Please be dressed in an appropriate manner for your class.

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Recording on Zoom

Recording is not possible if you are using a U3AC Zoom licence. However, some tutors/course leaders may prefer to use their own licence and therefore will be able to record their sessions.

If the recording is your own presentation only, there are no restrictions on how you use this, but if you are recording member involvement in any way (e.g. discussion/ questions) then please use the following guidelines. This applies to hybrid courses as well as Zoom only.

- Make sure all members are made aware beforehand
- Members need to have the option to remain anonymous/invisible
- Access to the recordings needs to be limited to your group members only and should be available to U3AC's representatives too.
- Consider where recordings are stored and for how long. If any member details are (with permission) included these should be deleted at the end of the academic year in line with other personal information under GDPR.

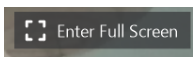
Finding your way around Zoom

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. Please note that this does not work on all devices.
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 the current 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.
7. **Live Transcript** Click this if you are hard of hearing or deaf for a live transcript of the class.
8. **Breakout rooms** to split those on Zoom into smaller groups.
9. **Reactions** These can be used to indicate personal reactions - hands up, thumbs up, etc.
10. **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.

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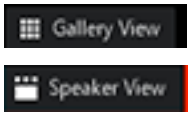

Gallery View/Speaker View In Gallery View, each participant is the same size on the screen and the speaker is outlined in green, while in Speaker View the video of the current speaker fills most of the screen and the video of the other participants is in small thumbnails at the top of the screen.

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

Rename

To change the name under the picture of yourself you will need to click on the participants button, then find your name in the list that you are currently known as. Hover your mouse over the right-hand side of this and you will have the option to rename. Type in your correct name, then you will see a small tick box to 'save for future meetings', click this. If you do not click this box, you will have to go through this process each time you join a Zoom session.

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.

Please note: Anyone in the class can share their screen when U3AC are the hosts.

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 e.g. PowerPoint presentation.
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 sound or optimize for video clips' 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 so that music playing through your computer is not picked up by your microphone, which can cause the music to be out of phase.

When sharing sound from your computer during a session (e.g. playing a video or music file), 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 sound' box in the bottom left-hand corner of the window showing the window thumbnails.

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4. Click the **Advanced** tab at the top of the window and select 'Computer audio' (you can choose between mono or stereo in the drop down arrow).

5. Click the blue Share button.

6. You will see this at the top of the screen to indicate that you are sharing successfully.

The volume level of your computer may need to be adjusted.

Breakout rooms

1. You should be made co-host when you join the meeting if not, please ask the Zoom host to make you co-host.

2. Clicking on the breakout room button will bring up three choices.

    a. Assign automatically - the system will automatically decide which members go into which rooms for you, once you have decided how many rooms you wish to have. You can swap people around before opening the rooms.

    b. Assign manually - you will need to assign members to rooms yourself once you have decided how many rooms. You will also have the option to put a timer on how long the rooms are to remain open.

    c. Let participants choose a room – as the title suggests.

3. Once you have clicked the Create button you will need to open all rooms, members will then be sent a message on their device for them to join the breakout room.

4. You as co-host will be able to drop into each room if you wish to check on how members are getting on.

5. If you have assigned the rooms automatically you will need to click on the 'End rooms for all' button once you have finished, and members will be given a 1 minute countdown to the room closing automatically (they can leave before the minute is up but some may not).

Zoom troubleshooting

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

- Close 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 your computer closer to the router.
- If you are sharing your internet connection with others, ask them to minimise their usage while you are on.
- 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 an online system, start your computer well before the session so that any synchronization can complete before the session starts.
- Do not join on two devices at the same time as this will cause interference.

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

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Using U3AC classroom technology

U3AC provides audio visual (AV) facilities to support tutors in two different situations:

- U3AC premises
- External venues (limited equipment)

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.

U3AC premises

In the classrooms

In Bridge Street, all classrooms are equipped in the same way:-

- Laptop and monitor.
- Ceiling-mounted digital projector.
- Whiteboard.
- Pull-down screen.
- HDMI connection from the projector to a computer/tablet.
- Sound system (accessible through HDMI connection).
- HDMI cable to connect from the wall socket to the computer.
- Camera on a tripod for a Hybrid course.

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

- VGA cable (an alternative to HDMI) .
- Laser pointer.
- Visualiser.

Wi-Fi

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

Laptops

There is a laptop (loaded with Microsoft Office software) in each U3AC classroom for tutors to use in their classes. 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 in advance from the Office.

The most common practice is for tutors to bring their presentations on a USB drive, Tutors can also play CDs on the laptops and the sound will be played via the speakers in the classroom.

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.
- The tutor needs to ensure that they have the appropriate connector to link their computer to the U3AC system.

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

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Support with using AV equipment

The Office staff can provide advice and assistance in the use of the U3AC equipment. 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.

External venues

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

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

For equipment that needs to be hired you must do this in advance of your course starting.

U3AC classroom instructions

The following few pages are the instructions you will find in the register folders in the Bridge Street classrooms.

How to connect for a Hybrid class

The laptop is the main screen.

The monitor is a duplicate of the projector (this is what the members will see in the room and once you have screen-shared on Zoom, what the members at home will see).

Don't forget to take the register.

Starting

1. Turn on the projector (the switch is on the wall) **this needs turning off at the end of your session.**
2. The laptop should be on but may need 'waking up' by wiggling the mouse.
3. Pull down screen if necessary.
4. Insert your USB stick (if you are using one) into the USB hub on the desk.
5. Open the document you wish to use and put it onto the monitor.
6. Open the folder on the home screen named with the colour of the room.
7. Open the document with your course code and title on it.
8. Click on the Zoom link and open the meeting (you will need to hover over the link and press the CTRL button at the same time, instructions on the screen).
9. On Zoom, share the document you wish the class to see.

NB. Make sure the document or PowerPoint you wish the class to see is on the monitor, you can drag the Zoom members onto the laptop for you to see.

You should now be up and running.

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Finishing

1. Leave the Zoom meeting
2. Close all the documents open on the laptop and monitor
3. Eject your memory stick by clicking on the USB icon in the bottom right corner of the screen
4. Please make sure any furniture moved in the classroom is returned to its correct position
5. Turn off the projector.

Additional items and tips

- Changing the camera – in Zoom, click on the down arrow next to stop video button and choose

  HD camera for the camera on the tripod

  HP TrueVision HD camera for the camera built into the laptop

  Change back to the HD camera when finished.

- If you stand to talk to your class and point at the screen the Zoom participants can't see what you are pointing at, use the mouse pointer on the laptop to highlight things and stay seated.
- Remind Zoom participants and those in the classroom to keep the background chat to a minimum.

N.B. If anything is not working correctly, please ask a member of staff to help BEFORE you try and fix it yourself.

How to show a PowerPoint or a document

The Laptop is the main screen.

The Monitor is a duplicate of the projector (this what the members will see in the room and once you have screen shared on Zoom, what the members at home will see).

Don't forget to take the register.

Starting

1. Turn on the projector (the switch is on the wall) **this needs turning off at the end of your session.**
2. The computer should be on but may need waking up by wiggling the mouse.
3. Pull down screen if necessary.
4. Insert your USB stick into the USB hub.
5. Open document you wish to use and put it onto the monitor.

N.B. Make sure the document or PowerPoint you wish the class to see is on the monitor and you can drag the Zoom members onto the laptop for you to see.

You should now be up and running.

Finishing

6. Close all the documents open on the laptop and monitor.
7. Eject your memory stick by clicking on the USB icon in the bottom right corner of the screen.

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8. Please make sure any furniture moved in the classroom is returned to its correct position.
9. Turn off the projector.

N.B. If anything is not working correctly, please ask a member of staff to help BEFORE you try and fix it yourself

Using a Mac in U3AC classrooms

While it is preferable that tutors use the PC laptops provided by U3AC, some may need or prefer to use their own computers for classes. These should be PAT tested in advance if you plan on connecting them to the mains power.

This guide addresses connecting a personal Mac computer to the U3AC classroom setup (in place of the standard PC laptop)

Connecting the Mac laptop

The only option for connecting the Mac to the U3AC setup is an HDMI connector, which conveys both video to the projector/screen and duplicate monitor, and sound to the speakers. This is a standard for TVs and many PCs, however only the MacBook Pro models from mid-2012 to mid-2015 and the new 2021 M1 models currently have a native HDMI video output port.

Other MacBook models will require an adaptor from their display output port which will accept a male HDMI connector. Please supply your own adaptor and test it with your Mac.

MacBook Pro, MacBook and MacBook Air models from 2010 through 2015 had a Mini DisplayPort Output, on left (so did some prior to 2010 but supported video only, not sound). This was superseded by Thunderbolt 1, then 2, on right, until 2017, which supports Mini DisplayPort and the same HDMI adaptor.

Most recent MacBook models (MacBook and Pro since 2016 and MacBook Air since 2018) have a USB-C (left) or Thunderbolt 3 (right) output which use the same USB-C adaptor to HDMI.
iPad Pro models also use this adaptor, although most iPads use a lightning cable output.

Starting

1. Turn on the projector (the switch on the wall) - this need turning off at the end of your session
2. Check that your Mac screen is visible on the projector screen and monitor. You may need to change your ‘Displays ’in ‘System Settings ’and choose if you want to ‘Mirror Displays ’or to extend and use both displays (mandatory for hybrid classes with Zoom). It will help in ‘Arrangement ’if you position the displays so that the external display is on the left of the built-in display and the mouse pointer can move seamlessly from one monitor to the other. You may also need to check the external display resolution setting is correct for the projector (1080p or 1920 x 1080).

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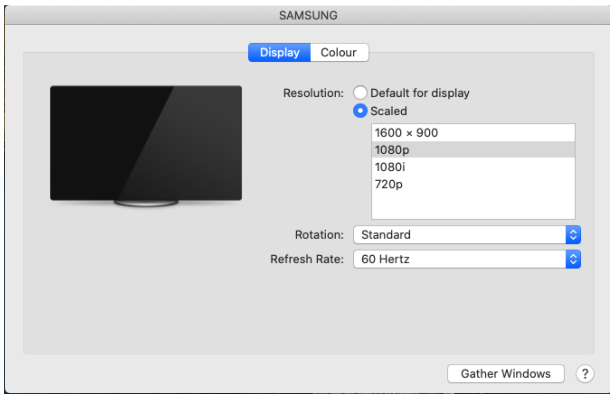

3. If you will be using sound or are running a hybrid class, play a sound through your Mac and confirm that it comes out through the classroom speakers. If not, you may need to check your 'Sound Preferences 'to ensure the correct 'Sound Output'. The sound volume through the class speakers is also controlled via the dial switch on the wall.

4. Don't forget to take the register.

Running a Hybrid class

If you are running a hybrid class, in addition to the dual monitor and sound connection described above, you will also need to connect and check the HD webcam on the tripod, either directly or through the USB hub used in the U3AC classrooms. In either case it requires a standard USB connection, not a USB-C.

Note that some recent Mac laptops do not have a standard USB output and only have USB-C, in which case you will require another adaptor for USB-3 to USB-C in order to connect the webcam.

1. The HD webcam should be 'plug and play '"and work directly without the need to install any drivers. The easiest way to check that it is working correctly may be to open the standard 'Photo Booth 'application and select the external camera. Alternatively, you could start a Zoom session and verify that you can select the HD webcam instead of the default internal camera.

2. You should ensure that you have an up-to-date version of Zoom on the MacBook, open the app and 'Join a Meeting'. Open your Zoom meeting with the details that were sent to you.

3. On Zoom, share the document you wish the class to see, or share the external monitor desktop if you have multiple documents to share; if you have sound or videos make sure you also check the 'Share sound 'or 'Optimize of video clip 'as appropriate.

4. Make sure the document or PowerPoint you wish the class to see is on the monitor. You can drag the Zoom members onto the laptop for you to see.

5. Check that you have the desired camera selected for your online audience – in Zoom, click on the arrow next to 'Stop Video 'button and choose
   - HD camera for the camera on the tripod to see the room audience.
   - MacBook internal webcam to see just you if you are presenting sat behind your computer.

6. Check that you have the appropriate microphone selected for your online audience – in Zoom, click on the arrow next to 'Mute 'button and choose the desired microphone
   - The microphone on the HD camera is high quality and a preferred default for any room discussion
   - The Macs internal microphone might be appropriate if you are presenting directly in front of it
   - Other presenter microphone options if available (e.g. Bluetooth airpod, levalier etc.)

7. Go to the Zoom Settings and Test your Video and Audio before the session. You should now be ready to start.

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Finishing

- After the class, disconnect your Mac and reconnect the U3AC laptop to the monitor and webcam.
- Please make sure any furniture moved in the classroom is returned to its correct position.
- Turn off the projector.

Additional items and tips

- If you stand to talk to your class and point at the screen the members at home won't know what you are pointing at. So use the mouse pointer on the laptop to highlight things and stay seated
- Remind the class that they should stay muted on Zoom and those in the room should remember to keep the background chat to a minimum.

N.B. If anything is not working correctly, please ask a member of staff to help BEFORE you try and fix it yourself

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Part 4: Issues you may encounter

Introduction

During the delivery of your course, you may come across some issues related to the participants. Some of these issues are very common like hearing loss or visual impairment. This section covers some of the issues you may come across in your time teaching at U3AC. If you have any concerns please feel free to speak to a member of the Office staff in confidence.

Hearing loss

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 have difficulty hearing. Repeat this invitation from time to time at subsequent classes and make sure people have heard you ask.

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. 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.

Visual support for hearing loss

Remember that visual material is helpful to those who have difficulty hearing - either key words written on the board or presented on screens combined visual/ auditory presentations are particularly valuable to members with both a mild hearing problem and a slight visual one.

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

Lip reading

People who cannot hear well will usually 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.
- You do not cover your face with your hands, speak whilst looking down, or move about too much.
- When using the whiteboard, write first and then turn round to address the class. If you speak facing the board your words will be lost.
- Make sure you do not overuse the presentation screen. People may have to choose between reading your lips or reading the screen. This is a problem for almost everyone, for those with poor hearing it is particularly useful to be able to read.
- Make sure you do not to speak too fast and allow time for everyone to read the screen without having to listen at the same time.

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 in the higher register will therefore be more difficult to hear than others.

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Hearing loop

An induction loop is installed in all of the U3AC classrooms. Remind your group of its existence; it is useful only to those who have set their hearing aid to the T- position.

Zoom

Those who are hard of hearing or deaf attending on Zoom can access the live transcript button which will allow them to read the words as they are spoken. However, this function can be distracting to the tutor or other members, so it is not always activated.

Visual impairment

If a member of your class has poor eyesight, here are some tips that may 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.
- 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. Handouts can be enlarged at U3AC.
- 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.

Physical difficulties

Members who may have mobility issues or are in a wheelchair may need some additional support with holding doors open. Consider removing a chair so a wheelchair can fit into the room easily. There is a designated chair in each of the Bridge Street classrooms with arms for those who need additional help getting up from a chair. Will a wheelchair fit in with your activity? Can you adapt your session to accommodate them?

Challenging behaviour

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. If having tried these the behaviour continues, please speak to the Office staff.

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.

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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 or delaying the start of your session (rather than annoying you and the class).

Equality, Diversity and Inclusion Policy

U3AC is committed to encouraging equality, diversity and inclusion among its membership, and eliminating discrimination. It will endeavour to provide access to courses, facilities, lecture venues and trips for all members with mobility difficulties or other special needs and to provide support for members with hearing or visual impairments. A copy of the Equality, Diversity and Inclusion policy (members) may be obtained on the U3AC website by clicking on the following link https://www.u3ac.org.uk/about/constitution-policies-accounts/

Safeguarding Policy

The U3AC's Safeguarding Policy's aim is to prioritise the safety of vulnerable adults who are members of U3AC and to support them in making choices and having control about how they participate in courses and activities. A copy of this policy may be obtained on the U3AC website by clicking on the following link https://www.u3ac.org.uk/about/constitution-policies-accounts/

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Part 5: Communications

Contact with the U3AC Office

If you need to contact the Office staff urgently, please call or text 07542 150965 (between approximately 9 am and 5 pm in term time).

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.

Social Media

Any posts loaded by Tutors on their personal social media account(s) relating solely to their U3AC activities should be accessible only to the relevant U3AC members. Tutors should also ensure that any posts on their own or others' accounts relating to U3AC do not suggest, however indirectly, that their work is accredited in some way by U3AC; nor should they misrepresent U3AC or present it in an adverse light. A copy of the U3AC's Social Media Policy may be obtained by clicking on the following link https://www.u3ac.org.uk/wp-content/uploads/2024/01/Social-media-policy.pdf

Feedback on learning

The Courses Committee regards members feedback on the courses they attend as an effective way of assessing how they have reacted to your course. Towards the end of each course participants will be sent a link to an anonymous confidential SurveyMonkey questionnaire. This is simple to complete and takes about 5 minutes. Feedback is collated into a report and sent to each tutor.

If a member withdraws from a course during the term they will be sent a link to the form at the point of withdrawal. Tutors will continue to receive feedback reports at the end of the course, however on request we can send you the interim feedback.

The purposes of the exercise is:

- to help individual tutors assess how well their course has gone, and how they might wish to adapt it in the future.
- to help the Courses Committee develop an overview of how the current provision of courses has been received by U3AC members.
- to help the Courses Committee identify what overall development or training might be undertaken in future to support tutors.

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All tutors are aware of how well their course is going, based on member take up, numbers dropping out and member response in the classroom or Zoom environment. Many tutors may already ask for direct feedback from their class members, and may wish to continue to do so, which is perfectly acceptable.
If a tutor does not wish to receive the feedback report, please let the Office know.

There is of course no obligation for members to complete the survey, nor is there any obligation for tutors either to receive the anonymous responses to the survey or to take any action on the basis of a summary of those responses. Courses Committee will not use the data to 'inspect 'individual courses; rather they will consider the aggregate data obtained for the purposes outlined above.

Data Protection

The General Data Protection Regulations (GDPR) were introduced in 2018. These regulate 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.

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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 GPDR 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

The Health and Safety at Work Act requires U3AC to protect volunteers and members of the public (including U3AC members) from risks to their health and safety in U3AC's premises and in connection with U3AC activities.
A copy of U3AC's Health and Safety Policy may be obtained by clicking on the following link https://www.u3ac.org.uk/wp-content/uploads/2019/10/Health-Safety-Policy.pdf

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

U3AC always has a trained first aider on its premises during opening hours. There is a defibrillator in the reception area.

If someone is injured, you must complete an Accident Report Form. These can be obtained from the Office or downloaded from the website https://www.u3ac.org.uk/about-courses/running-a-course/

- **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 sure the members are 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. Inform the Office if anything happens.
- **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 you have a mobile phone so you can summon help in an emergency.

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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.** Do not obstruct the doorway with furniture which could delay an evacuation.

The fire alarm is usually tested weekly on a Wednesday morning. The Office staff will inform you when a test is about to take place.

If there is a fire

If you discover a fire, immediately operate one of the two fire alarm call points which are located on each floor. These are:

- between the stairs and the lift
- 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.
   - First floor - Green room and Orange room should use the external spiral staircase (where possible). Pink room and Red room should use the main staircase unless it is blocked in which case the external spiral staircase is to be used.
   - Second floor - Everyone should use the main staircase unless it is blocked in which case the external spiral staircase is to be used.
2. Tell members not to use the lift. Any member who is wheelchair-bound will be evacuated by Office staff using the evacuation chair.
3. You should be the last one to leave your room, taking the Register folder with you so that the Fire Marshall 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.

Fire safety in external premises

Please ensure you familiarise yourself with the procedures for evacuation at the external venue you are using, if there is an incident you should contact the emergency services if needed and then you will also need to ring the Office either on the landline number **01223 321587** or the emergency number **07542 150965** and let them know what has happened. You will need to fill in an accident report form.

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