

Teaching Excellence Framework 2023

Provider Submission

SECTION 1 – PROVIDER CONTEXT

Distinctiveness, Educational Mission & Strategic Aims

1. Morley Memorial College, now Morley College London, was founded to provide lifelong educational opportunities for diverse communities in London. Founded in Waterloo in 1889, Morley is one of the UK's oldest and largest specialist providers of adult education with a signature curriculum in arts, culture and social and applied sciences.
2. The driving force behind the founding of the college was the social reformer, suffragette and artist Emma Cons. Determined to improve the prospects of the people of Lambeth, Emma started a series of Penny Lectures at what we now know as the Old Vic Theatre on a wide range of topics beyond people's day-to-day experiences. Examples include "The heart, and how it beats", a lecture given by the science teacher and nature writer William Furneaux (latterly of Goldsmiths' College), and "The telephone, or how to talk to a man a hundred miles away", a demonstration given by William Carpenter on behalf of the Chemical Society of London. In facilitating access to 'extramural' education, Emma Cons believed the college should and could "bridge the chasm which too often separates people."
3. Today, as Morley College London, we sustain Emma Cons' belief in creating connections between our students' ambition, potential and opportunity to succeed. The college is outstanding at breaking down the dispositional and situational barriers that adult learners so regularly face when returning to education. Morley is a place of strong social values and creativity, woven into the DNA of Morley from its founder, with a clear commitment to meeting the needs of students and the diverse communities from which they come. Our students are drawn from our most local boroughs of Lambeth, Southwark and Kensington & Chelsea, but our personalised approach to learning and the student experience attracts students from across London and beyond. We are committed to learning being inclusive, to broadening participation, and to doing all we can to support people to keep learning: we champion lifelong learning.
4. Our advocacy for lifelong learning leads the college to offer the broadest possible range of learning opportunities - from a taster course to encourage engagement through to a masterclass for professional practitioners. Our Higher Education is a vital stage in the lifelong learning journey of our students - to encourage and support their continuing engagement in realising their ambitions and provide the educational gain which for many leads to the better paid, sustainable employment inaccessible without a Higher Education qualification. The Higher Education offer, its objectives, characteristics, and explanation of high quality experience and outstanding outcomes will appear from paragraph 28.
5. In summary, in keeping with our founding principles of social justice, our mission is to inspire individuals and strengthen communities through the transformative impact of lifelong learning. As a dynamic and diverse learning community, Morley College London is committed to realising the positive impact of learning, and educational gain to enable students to achieve their ambitions. We value creativity and are driven by the needs, interests and aspirations of our students, the shared ambitions of our stakeholders and the expertise of our staff.

6. The college is a 'Specialist Designated Institution' (SDI). The 1992 Education Act gave a special designation to a select group of colleges and conservatoires reflecting their distinctive contribution to Adult, Further and Higher Education in the UK. Morley College London's Specialist Designated Status has been in place since this time, reflecting the range, breadth and depth of opportunity for adult learning.
7. On 3 February 2020, Kensington and Chelsea College (KCC) joined Morley College London through merger to become one of the largest Institutes of Adult Learning in England, retaining its SDI status. The merged college operates from three main Centres in North Kensington, Chelsea and Waterloo and a satellite Centre at Stockwell.
8. In 2021-22, there were 11,072 students on 2,232 long, accredited and short, non-accredited courses across all college Centres, accounting for just over 22,000 enrolments. The vast majority of students at the college are adults, with a small cohort of 16–19-year-olds (335) on study programmes at the North Kensington and Chelsea Centres in 2021-22.
9. The North Kensington Centre for Skills is in the Royal Borough of Kensington and Chelsea (RBKC) and inhabits one of the most diverse districts in London, with recently arrived migrant families alongside low-earning Britons. The Centre is located less than a mile from the site of the Grenfell Tower tragedy. It provides provision in four curriculum areas: Arts and Applied Studies; Science, Health, Education and Applied Sciences; Business and ICT; and Essential Skills.
10. The Chelsea Centre for Creative Industries is a specialist Centre focussing on career-orientated outcomes through vocational programmes. The Centre is situated in the southern end of RBKC amidst a creative district. The Centre shares one of its two buildings with the English National Ballet School. The borough is one of the most unequal areas in the UK: Royal Hospital Ward enjoys one of the highest average earnings in the country, but nine bus stops away, the World's End Estate has the third worst income deprivation (36.3%) in London. The Centre is configured around four curriculum areas: Art (Fine Art & Creative Discovery), Design (Fashion & Design), Media (Media Production and Photography) and Essential Skills.
11. The Waterloo Centre for Adult Education is one of the oldest purpose-built adult education centres in the country. The Centre is located on the border between the boroughs of Lambeth and Southwark in London. It serves local students from Lambeth, Southwark and Lewisham - drawn from communities within which there is significant ethnic diversity - and Lambeth and Southwark are ranked within the top ten most deprived boroughs in London, and the top 25 most deprived in England. There are over 100 languages spoken by the student body and the choice of courses at the Waterloo Centre is one of the most extensive in the country, with over 2,500 accredited and short, non-accredited courses for adult students on offer across twenty programme areas within four Schools: Visual Arts; Music and Performing Arts; Humanities and Applied Sciences; and Essential Skills.
12. Community Learning provision is also delivered in partnership with Lambeth Council and with the Royal Borough of Kensington and Chelsea (RBKC) from a wide range of community venues.

The Impact of Merger

13. Morley College London was subject to an Ofsted Monitoring Visit in May 2022, two years after the College merger explained above. The monitoring visit took place to evaluate the progress that governors, leaders and staff have made to establish a shared vision [for the

enlarged college] and to deal with weaknesses in the quality of education that existed at the former Kensington and Chelsea College prior to the merger. Ofsted reported that “*significant progress*” had been made in all three themes explored. (1) “*What progress have leaders, managers and governors made in merging Morley College and Kensington and Chelsea College, and to establish a shared vision and create an effective management structure?*” (2) “*What progress have leaders and managers made in evaluating the quality of provision at the former Kensington and Chelsea College to address the key weaknesses in the quality of education?*” (3) “*What progress have leaders and managers made in providing teachers at the former Kensington and Chelsea College with continuous professional development so that they help students to remember key concepts?*”

14. Ofsted reported the following areas of progress.

- 14.1. “*They [leaders] have also started a refurbishment project at the North Kensington Centre to ensure that students have access to up-to-date facilities.*”
- 14.2. “*Staff state that communication has improved significantly across the college. They enjoy the monthly briefings, frequent centre meetings and the opportunities they have to come together to share ideas and good practice.*”
- 14.3. “*Since the merger, leaders and managers have increased the level of student feedback they collect. They have a large number of student representatives in place, student forums in each centre and a student council. Student representatives frequently attend curriculum review meetings. This ensures that managers have first-hand information about what students like about their courses and what they feel needs to improve.*”
- 14.4. “*Leaders have implemented a more effective staff appraisal process. This links more closely to the particular areas that staff need to focus on to improve their teaching. The resulting action plans identify precisely the support and training needed to make improvements.*”
- 14.5. “*Leaders provide teachers with a good range of training and development opportunities. Teachers take part in very focused training activities to help them improve their teaching.*”
- 14.6. “*Teachers are subject experts and have a rich knowledge of the subjects they teach*”.

15. Published Ofsted data shows that for the 18 months up to August 2022 fewer than 20% of providers were awarded ‘significant progress’ in any theme with no data available on providers awarded ‘significant progress’ for all three.

Partnership Working, Influencing the landscape and Industry Awareness

- 16. The college maintains an outstanding relationship with local government, local business networks and national employer representative bodies, which supports decision making to meet local adult student needs. For example, the College is a member of Business LDN, the lead employer representative body developing the London ‘Local Skills Improvement Plan’ ensuring that programme development is informed by skills needs in London.
- 17. Governance is of a very high quality, with representatives on the board who previously held senior roles in, for example, the Department for Education and HEFCE, as well as those who hold current roles with, for example, the Bank of England, UK Government Investments, Anglia Ruskin University and South Bank Business Improvement District and Employers’ Group. This depth of experience and expertise enhances impact on all aspects of governance including curriculum development, student experience and quality enhancement. The college’s governance is underpinned by an ongoing programme of

governor engagement to support awareness of learning and teaching through learning walks and curriculum meetings together with expert briefings during strategy development days. For example, as part of the college's Summer Strategy Development Session, guests from the Mayor's Office, and Creative UK briefed governors and participated in workshops in emerging learning priorities.

18. The college convenes a Stakeholder Advisory Group for each Centre (North Kensington , Chelsea & Waterloo) as well as a cross-college Stakeholder Advisory Group for Community Learning focused on the local communities directly served by the college (in Lambeth, Southwark and RBKC). Each Group meets termly and maintains a diverse range of stakeholders relevant to the curriculum focus of each Centre in order that the college hears a range of perspectives to inform its response to skills needs and curriculum development.
19. Stakeholder members include representatives of Creative UK (employer representative body for the creative industries), the Head of Culture and Place for Royal Borough of Kensington and Chelsea, industry experts from design, arts and esports fields alongside business groups such as Portobello Business Centre and South Bank Employers' Group as well as community arts organisations such as the Chelsea Theatre.
20. The college also meets regularly during the year for strategic discussions with the Head of Economic Development for RBKC, representatives of the London Mayor's Office and Ravensbourne University to provide invaluable input to the development of relevant and up to date curriculum and providing students with excellent progression opportunities.
21. The college makes an outstanding contribution to the ongoing development of learning opportunities in London and ongoing curriculum development for adult learning. This can be seen, for example, through the Principal/CEO as chair of the HE in FE Practitioner Group of Linking London and being a member of the Skills for Londoners Higher Level Skills Advisory Group reporting to the Mayor of London's Skills for Londoners Board; or the Centre Principal for Chelsea who is the co-founder of a group of European arts educators focussed on 'transition' education (ECCITE), a network of UK leaders in arts education that include HE in FE provision (SWASH) and is a member of the Creative UK Changemaker Network.
22. Senior managers and programme leaders maintain industry links of a very high quality. For example, in arts-based subjects recent partnerships include being with representatives of . This alongside college membership of representative bodies such as Association of Photographers and the UKFT (Fashion & Textiles Representative Body) supports programme development and advocacy of adult learner routes into employment: for example, have contributed to the development of digital skills for a new BA Music programme.

Equality, Diversity and Inclusion

23. The college recognises the importance of its role as a leader for diversity and inclusion and works closely with a number of partners, such as the Black Leadership Group and the National Centre for Diversity to support its mission. The college is the originator and organiser of the national Morley Prize for Unpublished Writers of Colour, which seeks to raise awareness and celebrate the work of unpublished authors from global majority backgrounds. The project is complemented by a series of curricular interventions in creative writing provision and a Morley Radio podcast series that further increases its reach.
24. Alongside careful curriculum development to enhance access - such as flexible learning in higher education - the college also contributes to initiatives locally, regionally and nationally.

For example, working locally with Southwark Works to develop needs assessment tools for digital skills in adults, or working with a local charity in North Kensington (Rugby Portobello Trust) to develop routes for local parents seeking to transition into full time training in Early Years. In 2021-22 the college led a pilot for the Home Office to design an induction programme for recent Afghan evacuees to support access to education, training and work, and the college is currently in partnership with Birkbeck University and Linking London to pilot a model for effective adult transition to higher education.

25. To support career development of emerging artists the Zsuzsi Roboz Scholarship was established 7 years ago and offers an annual bursary for artists of promise each year. The bursary pays for a year of Morley courses, 1:1 tutoring from Morley staff and nominated artists. The Scholars exhibit in September in the Morley Gallery and alumni include the notable painter Oli Epp.
26. The college has a well-established suite of successful Access to HE diploma programmes supporting adults with progression into higher education through learning bridges from unaccredited and short course provision, through Access routes, into Higher Education. Of those that achieved the qualification, 82% progressed onto higher study.

Higher Education at Morley College London

27. This is Morley College London's first TEF provider submission. Higher Education was provided at Morley College from 2017 with provision at the Kensington and Chelsea College predating that by some years. In 2019, before the merger and creation of the current merged college, the OfS granted a TEF Provisional Award recognising that at that time *"[MC] the higher education provider meets rigorous national quality requirements for UK higher education, and is taking part in the TEF but it was not possible to make a full assessment"*.
28. Morley College London is the only specialist adult institute that offers higher education as an integral part of its strategic mission: to provide outstanding learning opportunities and exceptional student experience for learners in London. The college recognises that opportunities for adults to study at higher levels are often limited and there is an important role to play in providing flexible, high quality, specialised higher learning, and educational gain as recognised by the Skills for Londoners Strategy published by the Mayor of London.
29. The college's 2016 application for direct funding to HEFCE clearly explains how Higher Education fits with the college's wider strategic aims, its history and the characteristics of its student body. *"Morley advocates learning for life. We work to empower students to be ambitious in pursuing their interests and aspirations: learning for enjoyment, for achievement, and to satisfy a curiosity of knowing. Our vision is to create and sustain coherent and attractive pathways of higher study that are distinctive to Morley's ethos and subject expertise in arts, culture and applied sciences. We seek to enable and encourage seamless progression to higher education, widening participation for every student who has the potential to succeed, recognising that for many of our students success in advanced and higher learning, and the resultant educational gain provides a vital gateway of opportunity to sustainable, higher paid employment within London's knowledge economy. The college has a distinguished history in delivering high quality education for adults that meets the needs of an inclusive and ambitious learning community where learners and staff have a high degree of interaction and are proud of their personal and professional contributions. The introduction of Higher Education provision is testimony to the fact that the college remains committed to its founding principles by evolving, adapting and developing to meet students' needs; by*

nurturing potential and inspiring ambition; and by enhancing the positive impact of adult education”.

30. The college is highly specialised in what it offers for Higher Education, building on its subject expertise founded across a large range of advanced short courses from opera, bronze casting and jewellery design. Drawing upon the very high-quality diversity of subject expertise, taught and led by recognised industry experts, the higher education provision offered is predominantly situated within the arts and is a celebration of making.
31. The subject fields within our Higher Education provision are:

Tailoring and streetwear	Millinery	Music
Fine Art	Photography	Acting
Illustration, Drawing &	Graphics	Fashion Design
Printmaking	Ceramics	Early Years

32. The subject areas have been intentionally designed and supported to meet highly specialised skills needs for adult learners. For example, the college is the only provider of Higher Education in Millinery, led by a range of professional designers and makers, with a 20-year history of renowned international designers recently celebrated at our alumni show at Morley Gallery in July 2022. Tailoring and Streetwear focuses on the construction skills identified by the UK Fashion and Textiles sector as needed to enter the sector, developing collections underpinned by high quality technical expertise.
33. The Early Years provision is a long-established partnership with Kingston University and has been recently relocated to the North Kensington Centre following a £13m refurbishment that enhances the specialist learning facilities for sciences and healthcare provision at that location.

Our Higher Education Student Community

34. Morley College London's provision is small, circa 100 students each year, with an aspiration to grow and remain an important but modest aspect of the outstanding learning opportunities of the college.
35. The HE students are predominantly mature, reflecting the mission of the college. In 2021-22 only 7% of students were in the age band of 18-20 with 46% of students being 43yrs or older.
36. According to the Index of Multiple Deprivation, from 2018 to 2022 63% of students are in the most deprived half, with the majority in the lowest third.
37. HE students primarily form into two distinct groups, with one group holding professional qualifications and usual having had a professional career in a different field. Often more mature, this group are seeking intellectual development and career change/enrichment through the development of new academic and technical skills.
38. In 2021-22 33% of students already held a Higher Education qualification and consequently there is a significant number of self-funding students (circa 25%), the majority of which are found in the ceramics provision at the Waterloo Centre for Adult Education.
39. The second group of adult learners are looking to upskill their technical expertise in pursuit of career advancement or transition, and typically do not hold higher level qualifications.
40. A significant minority of students who have English as an additional language (20%) are supported through the provision of free 'English for academic purposes' courses to support learning. This is informed by the college's substantial provision in ESOL (2,661 enrolments

in 2021/22) and community learning programmes for students with English as an additional language.

41. A small proportion of students are part-time (5.1% in 2021/22), developed in response to student feedback regarding cost of living and adult student commitments. These groups of students are often taught alongside full-time students to enhance the learning experience. Students are highly positive about their experience as part-time students reflecting that this framework allows them to access a high-quality higher learning that they would otherwise not be able to.
42. For 2021/22 86% of students came from London boroughs, all of which are represented in student community, with 35% from the local or neighbouring boroughs to the Centres.

Partners in Higher Education Provision

43. The college's principal validating partner is Ravensbourne University London, who validate the BA Top Up and the full undergraduate provision in the Arts. Ravensbourne University London and Morley College London share expertise in the creative industries allowing for a high-quality development of provision for adult learners. Strategic alignment through biannual strategic meetings allows the senior leadership of each institution to develop strategic alignment of provision for the benefit of adult learners in London.
44. The college also has a well-established relationship with Kingston University London, on behalf of whom the college delivers an FdA in Early Years and Childcare. The External Examiner (EE) for this award noted in July 2021 that *"The way that the FdA provision leads into the BA Top Up is seamless and students recounted stories of feeling supported at each step of the journey. In turn, the dissertations the final year students produce are testimony to the impact their proposed research will have on children and families"*.
45. The college also partners with Pearson to provide Higher National Qualifications, which supports the Morley's strategic intention to offer flexible learning opportunities so adults can incrementally move towards achievement at Level 6 via clear, well-established progression routes that are supported by year-long learning experiences allowing flexibility for adult learners. Whilst the best design for our learners, a consequence of this is the low eligibility for NSS.

College Resources

46. The college also offers outstanding and unique resources, including an internet-based radio station (Morley Radio) with state-of-the-art studios at each of its three centres. Morley Radio is managed by a specialised radio team, and is available both live online, and for podcasts published on its website and via Spotify, Apple Podcasts and Google Podcasts. Its facilities and expertise are used by a wide range of students from across all curriculum areas, and staff produce resources and contribute to content including, for example, 'ArtCast' led by the HE Fine Art team where students interview professional practitioners (recently Martin Parr, Goldie and Matthew Burrows MBE) to understand their practice and experience. The EE for HNC Art and Design Pathways described this as an example of one of many *"valuable and exciting collaborations with industry and industry practitioners"*. Morley Radio has produced and released 760 podcasts since its inception 3 years ago with 45,000 plays/750,000 minutes of 'on demand' content, with 115 countries reached.

47. The college also has its own public gallery at Waterloo and dedicated exhibition spaces at Chelsea and North Kensington. These are run by a dedicated full-time gallery team supporting a range of exhibitions of external practitioners and student and staff practice.
48. Morley College London also has its own public art collection, recognised internationally and on display throughout the Centres. This allows our students inclusive, direct access to inspirational works of international prominence such as paintings by Bridget Riley, Edward Bawden, John Piper, Maggi Hambling, Frank Connelly and Denzil Forrester, sculptures by Glenn Hellman, and textile works by Tadek Beutlich.
49. The Waterloo Centre library has been an essential part of college life since Morley's foundation at the Old Vic in 1889. The original library was above the stage and for a time a young Virginia Woolf worked there. The catalogue was digitised in the 1990s and computers made available to students in a new learning centre annex. There are now over 30,000 items available to students including books, DVDs, and journals, as well as access to extensive online libraries.
50. The college maintains a creche facility (shortly to be registered as a Nursery) at the North Kensington Centre supporting up to 24 students, and from January 2023 this provision will be at The Waterloo Centre to support up to 16 adult students access education.
51. The college continues to undertake an ambitious capital investment programme: in 2020, the Waterloo Centre completed a £3m refurbishment to enhance access and provide additional study spaces; in 2022 North Kensington completed a £13 million refurbishment of the building; and the Chelsea Centre is about to commence a £3 million refurbishment of the ground floor to enhance the use of technology and interdisciplinary learning for students, together with an expansion of its pre-existing exhibition space.

Academic Staff Profile

52. The college's academic teams are highly experienced with the substantial majority of lecturers having their own professional practice alongside their academic expertise. For example at the Chelsea Centre 90% of staff own their own business or have a current exhibition or research practice alongside their teaching commitments. The EE for the HNC Art and Design reported (in May 2022) that *"students were extremely satisfied with the quality of teaching and learning on the course. Students felt staff had excellent subject knowledge and that assignment briefs were challenging and engaging. Students also stated the processes for assessment were clear and understandable and found summative assessment feedback helpful"*.
53. The teaching staff contributing across the range of provision have developed highly effective skills in the support and development of adult learners, building productive pathways of learning. This was recognised in a recent Ofsted monitoring report where it was observed that *'Teachers are subject experts and have a rich knowledge of the subjects they teach'* and recognised the strong development of skills in all students. The EE for HNC Music (in July 2022) provided similarly supportive commentary: *"The programme team are well qualified to teach at this level, and with good, current, and recent industry experience that adds vocational value to the teaching and assessment."*
54. All staff are qualified to at least one level higher on the FHEQ than that which they teach, and all have current professional practice appropriate to their fields. Staff are industry experts, and current practitioners and programme teams also draw upon a rich range of hourly paid and visiting lecturers to enrich programmes. May 2021's EE report for the HNC

Art and Design recognises these positive characteristics: *“the staff teaching on this programme are well qualified for teaching and delivering Art and Design related content. Staffs CVs are appropriate for pathways and their professional art and design skillsets are integrated effectively into course delivery”*.

55. All permanent teaching staff are appropriately qualified in teaching practice with a qualification such as a Diploma in Education or PGCE. Where this is not the case the college funds teacher training qualifications.
56. The college is committed to funding any HE staff to engage with the HE Fellowship programme supported by the college’s Head of Quality Enhancement (HE). This recent initiative has seen 16 staff sign up to their fellowship in two cohorts and will be supported by mentoring of a college governor who is a Senior Fellow. Our commitment to the Fellowship demonstrates our individual and institutional dedication to high standards and professionalism within our HE teaching and learning practice.

Quality Assurance, Enhancement and CPD

57. All leaders and managers are also subject experts and have experience of Higher Education delivery, underpinned by the leadership of quality through the Deputy Principal.
58. Quality enhancement is led by a Head of Quality Enhancement (HE) and is drawn together through the college-wide Higher Education Subcommittee, which has a membership of academic staff, student services, students and leaders. Programme approval is led by senior leadership from each centre, utilising evidence and industry input as well as Stakeholder Advisory Groups previously mentioned, to deliver fit for purpose learning experiences.
59. The Academic Board has external members from Ravensbourne University and West Dean Arts School and the Curriculum & Quality Committee, who receive the Annual Quality Review on behalf of the Board of Governors, is chaired by a former Director of Education and Participation at HEFCE and deputy chaired by the Head of Creative Industries for Anglia Ruskin University.
60. The college provides high quality continuing professional development through weekly learning and teaching sessions (for all academic staff), day-long Centre-wide events and dedicated higher education CPD sessions to align the continuing professional development of tutors teaching on HE programmes with the UK Professional Standards Framework (UKPSF) to foster ongoing reflection on professional development in Higher Education.
61. The EE for the HNC Art and Design (May 2021) described the staff development and its impact: *“Staff were able to access staff development opportunities that were internally and externally available. These were actively applied to influence teaching and course planning. Internal staff development examples for this academic year included extensive Microsoft Teams training. This was provided to prepare staff, and students, for a blended learning model. This included training on more advanced usage of Teams and was delivered alongside training on general HE processes and policies”* and in May 2022 the EE added *“on many occasions CPD activities have directly affected course management and delivery”*.
62. The college’s Learning, Teaching and Assessment (LTA) Policy establishes practical measures, which are undertaken to assure and enhance the professional practice of Lecturers including the performance management of Lecturers through Lesson Observations, Curriculum Walks and Learning Walks. This is comprehensive in the college irrespective of level or subject. All academic staff, including those who teach and lead Higher Education provision, participate in learning walks and formal observations as part of the

assurance of learning and teaching. The impact of these processes was recognised by the EE for the HNC Art and Design who explained that “[Art and Design] pathways evidence summative assessment feedback that is clear, developmental and targeted to assessment criteria. All student handbooks provide clear and robust information on the purpose and processes of student assessment. Written Formative Feedback comments are detailed and useful to students on how to progress their projects. There is a clear and well-planned assessment plan for all pathways that has been adhered to throughout the academic year so far. Overall, students across pathways also felt that they had a clear idea on how they were performing before receiving their summative assessment grade for a unit”. The EE for HNC Music in July 2022 reported that “Some exemplary assessment practices have been witnessed by the EE this year.”

63. This is underscored by annual professional development plans, which all established staff engage with (in addition to annual appraisals), that establish the teaching enhancement objectives for that individual. These are monitored termly by academic managers.
64. The college’s ‘creative learning and teaching group’ - along with Centre-based curriculum working groups and the Research and Scholarship Policy - foster academic curiosity in the enhancement of learning and teaching through communities of practice. The college’s Research and Scholarship Policy has been informed through senior level engagement with the Enhancing Scholarship in College Higher Education HEFCE funded project.
65. Dedicated continuing professional development budgets support the ongoing development of technical and professional expertise. An example is the investment in onsite training for all HE Fashion staff at Waterloo to support the introduction of the professional digital pattern cutting system Gerber. The positive impact on learning could be seen for example in a BA (Hons) Fashion student who had a severe vision impairment which made it difficult for her to apply traditional pattern cutting methodologies. Working with the HE Fashion team at Waterloo, they were able to use this system to produce and grade patterns for her Graduate Collection. These were included in their ‘Pop-Up Shop’ project and has led to retail engagement including interest from Selfridge’s department store.
66. During the pandemic the requirement to move to online delivery resulted in the swift creation of CPD that aimed to provide, in the first phase, basic training to use MS Teams, Google Classroom, Sites and Meet, and Moodle. Nearly 700 lecturer attendances, including HE staff, were recorded in training sessions that contributed considerably to the successful move to online delivery.
67. During the pandemic Lecturers used online platforms such as Microsoft Teams, Google Classroom and Google Meet and made excellent and innovative use of online tools to enable group working and improve the learning experience online. In the most successful online programmes, the online platform was also used to record sessions, publish ‘hand-outs’ and assignment briefs, and to enable students to upload their work and receive feedback in a timely fashion. Recorded sessions enabled adult students to access the materials and taught classes in their own time, particularly during lockdown when many adults had caring responsibilities.
68. The extensive CPD and EdTech support programme for teachers was enhanced with online resources such as the college’s own Tutor Space digital platform, providing resources aimed at developing digital skills and supporting synchronous and asynchronous online delivery of course content. The Higher Education academic community innovated in online delivery models, for example in Millinery utilising the use of macro cameras and material packs to

deliver live practical demonstrations online. These innovations positively contributed to the effective implementation of the curriculum, good support for students and high levels of student satisfaction seen in surveys and student fora. Evidence from lesson observations showed that the student experience in (virtual and face-to-face) lessons was of a very high quality in most cases with many students speaking positively about their online learning experiences. This was recognised in a recent HE Student Forum where Microsoft Teams was recognised as a *'helpful and effective form of communication and sharing'* and online delivery as 'excellent' and the example of being able to rewatch online Photoshop demonstrations to review techniques as *'very useful'*.

Information, Advice, Guidance and Student Support

69. Student experience advisors are on hand in all centres to provide early in person advice and guidance for pre-application enquiries. The admissions team provide in person support on the application process and funding at open days to support adult learners who typically have more complex queries.
70. Higher Education applicants can apply via UCAS or direct to the college with in-person advice and support provided to complete course applications and tuition fee loan applications, often a challenging stage for returning adult learners.
71. All applicants, internal and external, have a face-to-face in-depth interview to fully evaluate suitability for the course and establish support needs. This detailed interview process ensures the college is fully supporting 'non-traditional' adult students on their journey into Higher Education. For example, this process supported a Higher Education Photography student to better choose between part-time and full-time options as reflected in student forum feedback: *'I'm enrolled on the HND part time course which is an absolute joy. It was difficult to study two units together on the full-time course. On the part-time, there is more time to reflect and be creative with your work'* (Student Forum 12/10/22).
72. Pastoral support questions at interview allow for early intervention and support for adult students with additional learning support needs, mental health or wellbeing matters often not supported in their previous experiences of formal education. Early intervention ensures support is in place from the outset of the programme with 31 requests for early support from the Mental Health and Wellbeing Team or Additional Learning Support team in 2022. The EE for HNC Art and Design explained in May 2021 that *"The college has an established pastoral system in place, which includes support for writing, counselling, and mental health support. HE students are fully able to access these systems when required"*.
73. Prior to enrolment, students are invited to take part in online wellbeing workshops to help them prepare for study and improve resilience. Topics covered include Maintaining Wellbeing, Confidence, and Goal Setting and Problem Solving. A Discovery Day is also provided, which involves a Q&A session with Student Services.
74. Each centre has a dedicated Student Progress Advisor and a Careers Advisor who provides support for next steps into employment or further postgraduate study. The Careers Service is Matrix-accredited, and the college is part of the London Careers Hub.
75. The Additional Learning Support (ALS) Team offers Needs Assessments (NA) to all students. The NA allows for discussion with the student about any adjustments they need and forms the basis of conversation with lecturers on L&T adjustments. In 2021-22 the ALS Team supported 11 Higher Education students with a Needs Assessment.

76. Higher Education students with a disability are eligible for six weeks of bridging support (one-to-one support from an ALS Tutor) whilst their Disabled Student Allowance comes through. If a student thinks they may have specific learning difficulty Morley will pay for the diagnostic assessment via the ALS Team, which helps reduce the financial barrier to getting a SpLD assessment and supports a DSA application.
77. Completion and continuation rates for HE students who declare disability where available are above benchmark. Full-time continuation 88.3%, benchmark 83%. Full-time completion 88%, benchmark 86.7%. Part-time completion 86.2%, benchmark 76.3%. Flexible learning and teaching is used to support individual students, for example in HE Student Forum (May 2022) a student noted *'with my disability, the option to be able to attend online is very helpful. On days that I am not able to attend onsite, I can still stay connected and participate online'*.
78. Higher Education students can access the college's Mental Health and Wellbeing Service with a full-time coordinator and Centre-based mental health and wellbeing officers to support Centre-based and individual interventions. This is also supported by a college counselling service. Each term the Wellbeing Team offers 15 hours of creative wellbeing sessions at each centre open to all students and covering activities such as "letter to my future self", wellbeing pong, mindful drawing and board games. So far this year there have been 132 attendees. The team also offers in-class workshops on a variety of themes related to mental health and wellbeing. So far this year 11 workshops have been run with 146 attendees.
79. The college is outstanding in its sensitivity to students with caring responsibilities and has been awarded the Carers Federation Quality Standard in Carer Support accreditation for Young Adult Carers aged 16 – 25 years with one HE student in this category for 2021/22.

Overview of Morley College London's TEF Indicators

80. The NSS-led TEF satisfaction indicators for full time students are "materially above benchmark" for two of the five student experience themes – teaching (+4.7pp) and learning resources (+2.6pp) and for the other three themes "broadly in line" - assessment and feedback (-1.0pp), academic support (+2.3pp), student voice (+2.3pp). The volume of TEF indicators for student experience is relatively limited (full-time numerator 140 and no results for part-time provision). As explained in section 44 above, most students are not eligible for the NSS. Whilst this is evidence of a very high-quality student experience, it is acknowledged that this is from a relatively small sample of students. Section 2 will provide additional evidence from students, employers, external examiners, partners, and others to confirm the very high quality of experience of Morley's full- and part-time students.
81. TEF indicators for student outcomes overall provide a very positive picture of the high quality of outcomes for Morley's students. Full-time student continuation indicators are "broadly in line with benchmark" (-2.3pp), and part-time students "materially [and very significantly] above benchmark" (+13.6pp), demonstrating overall a high-quality continuation of study. Completion of study indicators for Morley's students, both full- and part-time, are better and outstanding. For both full- and part-time students the completion indicators are "materially above benchmark" (full time +3.6pp, part time +4.7pp) demonstrating an outstanding quality of completion outcomes. The Graduate Outcome Survey (GOS)-led TEF indicators for Morley's students progressing their career provide only a relatively limited volume of evidence. Part-time progression data is too low to measure. For full-time students the progression rate is "broadly in line with benchmark" (-1.2pp), signalling high quality

outcomes but from a relatively small student sample (indicator 90). Section 3 will provide additional detail and evidence from students, employers, external examiners, partners, and others of these outstanding outcomes and practices.

82. Sections 2, for student experience, and 3, for student outcomes, will also explore in detail the statistical reliability of the above summary indicators (drawing upon TEF Guidance for assessors), trends over time and performance in the College's key subject areas. An exploration of the indicators for the different groups of students will demonstrate Morley's effectiveness in providing a high quality of experience and outcomes for all students.

SECTION 2 – STUDENT EXPERIENCE

Morley College London's TEF indicators for Student Experience

83. The NSS-led TEF satisfaction indicators for full time students (from a very healthy response rate of 79.6%) are "materially above benchmark" for two of the five student experience themes – teaching (+4.7pp) and learning resources (+2.6pp) and for the other three themes "broadly in line" - assessment and feedback (-1.0pp), academic support (+2.3pp), student voice (+2.3pp). Whilst this is evidence of a very high-quality student experience, it is acknowledged that the volume of TEF indicators for student experience is relatively limited (full time numerator 140 and no results for part time provision). As explained in section 45 above, most students are not eligible for the NSS and later, in section 86, the results of internal student surveys for 2021/22 and 2020/21 will be presented to provide additional evidence of the very high quality of student experience.

	Denominator (no.)	Indicator (%)	Benchmark (%)	Difference (+/-) pp
Teaching	140	91.8	87.1	+4.7
Assessment & feedback	140	80.0	81.0	-1.0
Academic Support	140	85.6	83.3	+2.3
Learning Resources	140	77.9	75.3	+2.6
Student Voice	140	80.9	78.6	+2.3

Table 1 – MCL's TEF Student Experience Indicators Summary

84. Table 2 below demonstrates that in four of the five student experience themes there has been an increasing level of satisfaction over recent years, and for the latest year of available data four of the five themes are "materially above benchmark". This is partly attributable to the positive impact of the merger in February 2020, including the benefits of management change as reported by Ofsted (and mentioned in section 1), increased resources available to students across what were two previously separate colleges and the sharing of experience and good practice by staff across the enlarged institution. The latest 2022 NSS also evidences a particular level of confidence in educational challenge with a 21 percentage point higher than benchmark for the response to the question, 'My course has challenged me to achieve my best work' and 100% of students said that "My course has challenged me to achieve my best work", 95.65% felt they "have had the right opportunities to work with other students as part of my course" which were 21 and 20 percentage points above benchmark respectively. The effective workings of the Student Voice at Morley College London, which includes Higher Education student elected representatives who participate in termly Programme Board meeting, was recognised in the NSS 2022 by the positive

response to the question - "I have had the right opportunities to provide feedback on my course" - that at 91% was 10 percentage points above the national benchmark.

	Year 1 +/- benchmark (pp)	Year 2 +/- benchmark (pp)	Year 3 +/- benchmark (pp)	Year 4 +/- benchmark (pp)
Teaching	+3.1	+1.7	+5.9	DPH
Assessment & feedback	-2.3	-5.9	-1.7	DPH
Academic Support	+1.3	-2.4	+3.4	DPH
Learning Resources	-11.7	+12.3	+3.3	+7.8
Student Voice	-3.4	+2.5	+3.8	+8.6

Table 2 – MCL's TEF Student Experience Indicators Time Series (Years 1-4)

85. Table 3 below demonstrates an appreciation of the very high-quality experience (almost all being "materially above" benchmark) in five student experience themes (where data is available) for the college's two longest operating and major subject areas in which most students study (Creative Arts and Design and Education and Teaching).

	Creative Arts and Design +/- benchmark (pp)	Education and Teaching +/- benchmark (pp)
Teaching	DPH	+9.0
Assessment & feedback	+2.7	+5.5
Academic Support	+1.3	+9.0
Learning Resources	+6.8	+2.4
Student Voice	+4.4	+7.1

Table 3 – MC's TEF Student Experience Indicators – Major Subject Areas

Morley College London's Internal Student Satisfaction Survey

86. Morley's internal survey provides those HE students not eligible for the NSS the opportunity to express their opinion of their experience. There are three surveys over the academic year, one at the latter stages of each term (tables 4-6 below show the results of the first – Autumn, Spring and Summer term survey – for academic years 2020/21 and 2021/22). The survey, which is taken online, requires a student response from a 4 point scale – strongly agree, agree, disagree, strongly disagree – and the % agree figures in the tables below for each term's survey represent the percentage of those who strongly agreed and agreed with the question's statement. Whilst the questions asked of the students do not match those of the NSS there is an exploration of the quality of teaching, assessment and feedback, academic support, learning resources and student voice experienced. The survey responses also provide valuable insight into how students felt at different points in their course (for example, on average 96% expressed the opinion that they "*felt ready to progress*"). The number of respondents was similar to that of the 2021 and 2022 NSS (part of the results of which were withheld due to data restrictions) and supplies a larger volume of student opinion providing

an additional and valuable insight into the students' consideration of the very high quality of experience at Morley College London. The results demonstrate the recognition by students of outstanding features of their experience, including the expert knowledge of their tutors – an average of 89% of students responding agreed with the statement – “*Tutors demonstrate expert knowledge of the course they are teaching*”. This is also recognised by many others including external examiners in other parts of this submission. Other results also demonstrate the students' appreciation of the high quality of experience and outstanding features, including for example, an agreement by on average 91% of the student sample across the two years that “*teaching on my course was excellent*”, by 90% on average that “*tutors present information clearly and promote discussion*”, by 91% on average where students reflected on target setting and review. This level of satisfaction when compared to comparable NSS/TEF benchmarks lies between the “broadly in line” and “materially above” position, with most falling into the latter classification. This is additional evidence of a very high quality of student experience.

Term 1/Autumn HE Student Survey (2020/21 – 16 respondents & 2021/22 – 42 respondents) NA = this question was not asked in this survey	2020/21 % Agree	2021/22 % Agree
Teaching on my course is excellent	100	83
Tutors demonstrate expert knowledge of the course they are teaching	NA	86
Tutors present information clearly and promote discussion	NA	90
Tutors check my understanding and recognise my learning	NA	90
I feel safe whilst engaging with the college	100	93
The induction prepared me for the demands of the course	86	79
I feel motivated to attend all classes	88	90
My review with my tutor helps me recognise my progress and what I need to do	88	90
I feel part of the class community	94	88
I feel supported by my tutor, and they understand my individual needs	87	88

Table 4 – Results of Morley's Term 1/Autumn (2020/21 & 2021/22) internal HE Survey

Term 2/Spring HE Student Survey (2020/21 – 21 respondents & - 2021/22 - 31 respondents) NA = this question was not asked in this survey	2020/21 % Agree	2021/22 % Agree
Teaching on my course is excellent	95	93
Tutors demonstrate expert knowledge of the course they are teaching	NA	100
Tutors present information clearly and promote discussion	NA	97
Tutors check my understanding and recognise my learning	NA	87
I feel safe whilst engaging with the college	95	97
I would take my next course at Morley	86	97
The targets set for me in term 1 have been reviewed	90	90

I am as motivated to continue my studies as I was at the start of term 1	90	93
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Table 5 – Results of Morley’s Term 2/Spring (2020/21 & 2021/22) internal HE Survey

Term 3/Summer HE Student Survey (2020/21 – 20 respondents & 2021/22 - 37 respondents) NA = this question was not asked in this survey	2020/21 % Agree	2021/22 % Agree
Teaching on my course is excellent	95	81
Tutors demonstrate expert knowledge of the course they are teaching	NA	81
Tutors present information clearly and promote discussion	NA	84
Tutors check my understanding and recognise my learning	NA	86
I feel safe whilst engaging with the college	100	92
I would take my next course at Morley	90	89
I feel ready to progress	95	97
I feel confident to succeed in my studies	85	94
The targets set with my tutor support me in achieving my qualification	95	92

Table 6 – Results of Morley’s Term 3/Summer (2020/21 & 2021/22) internal HE Survey

The Learning Experience

87. The college provides outstanding enrichment of the learning experience with all Morley Higher Education students offered a free short course each term from across the college provision. There is a substantial variety from languages, arts and sciences which this year total 1,753 possible courses to choose from. At the 29 April 2022 validation event, when BA (Hons) Fine Art (Top-Up) and BA (Hons) Photography (Top-Up) were approved for delivery, Ravensbourne University’s Academic Board commended “*The opportunity for all students to attend short courses/modules to fill in gaps in learning when transitioning from a Level 5 HND to Level 6 degree*” and “*the commitment from staff in supporting students with their lifelong learning journey*”.
88. Learning is underpinned by year long qualifications which support the college’s adult learners to incrementally progress with flexibility should learning be disrupted.
89. The college offers a substantial number of face-to-face delivery hours, with students on higher national qualifications receiving a minimum of 480 hours per year of face-to-face, onsite, delivered hours with a specialist tutor.
90. Group sizes are maintained at an intentionally modest size with the college KPI target for HE being 12. This small group size ensures very high-quality support for adult learners. To ensure the diversity of views and learning experience, groups are regularly brought together for lectures or demonstrations to broaden viewpoints.
91. Morley College London also curates multi-level learning opportunities drawing together a range of levels and students for events and workshops that support a breadth of academic experience.
92. Penny Lectures, a public lecture series that has run at Morley College since 1882 is free to all students and connected to their academic studies. For example Jenny Matthews, a renowned war photographer, undertook 1-2-1 tutorials with HE Photography students preceding her Penny Lecture in March 2022 for International Women’s Day.

Specialist Studios, Workshops and Facilities

93. The college offers an outstanding range of facilities for students in practice-based subjects and places a very high emphasis on the learning environment and studio-based practice reflecting its specialisation in the arts. During the pandemic the first students to return to the Centres were Higher Education students and their access was prioritised through this period. The EE for HNC Music in July 2022 explained that “a great deal of good practice was witnessed, and it is evident that this year the students’ learning has not been adversely affected by the COVID-19 pandemic with classes returning to face-to-face.”
94. The college also provided additional support, issuing a £500 goodwill payment to all Higher Education students in the creative sector to support studio access and facilities needs when all students were required to work from home. The EE for HNC Art and Design Pathways in May 2021 after meeting students explained that “*overall students felt the college have been very supportive and adept at dealing with the Pandemic related issues and restrictions that have occurred this year*”.
95. The School of Visual Arts at the Waterloo Centre provides students with access to an extensive range of specialist studios, all equipped to a very high standard. This includes a stand-alone sculpture studio (Pelham Hall) offering everything from bronze casting and welding to wood and stone carving and clay. The Print and Textiles studios offers silk screen for both paper and fabric including using natural dyes; courses in laser-cutting for print, wood carving, book-binding, etching and lithography. Jewellery studios offer professional work-benches with a dedicated space for each student – and access to enamelling, casting, and all equipment to support all core techniques. Fashion students benefit from industry standard Gerber software and Clo3D supported by industrial machines and construction studios. Ceramics students have a professional range of equipment for all practical techniques and digital resources such as 3D printer and scanner.
96. The Music Performance and Production area boasts an industry-standard Pro Tools-based recording studio, featuring a fully analogue 24-channel SSL AWS mixing desk, a range of outboard preamps and hardware processing, Hearback system and 5.1 surround monitoring. There are direct connections to three live rooms and a recital hall, allowing anything from solo vocals or rock bands to ensemble performances to be recorded. A Focusrite Rednet system extends this reach to the main concert hall and also allows concerts to be broadcast live on Morley Radio. Production teaching takes place in our two Mac labs, with a range of production software installed and Launchpad MIDI controllers available, while performance takes advantage of two dedicated band rooms.
97. There is an excellent range of dance and drama spaces, including three mirrored dance studios with semi-sprung floors and audio equipment. The college also boasts two drama studios, one with a dance floor and the other with a wooden floor - both have pianos and are suitable for movement, dance, acting, opera, vocal classes and live performance. Our state-of-the-art Johnny Harris Theatre Studio has recently been refurbished with an LED lighting rig and surround sound. Lighting and sound can be easily and safely accessed by students and staff via control panels on the walls. (The naming of the studio honours former Morley drama student [Johnny Harris](#). Credits include leading roles in television and film, most recently Without Sin (ITV), Great Expectations (BBC), A House in Jerusalem (KeyFilm) and Jawbone (EMU Films)).

98. Chelsea provides two large fashion design studios, one large fashion construction studio, a millinery studio and recent significant investment in industrial sewing machines and 3D modelling. There are screen-print and intaglio print studios, large studios with substantial light and dedicated space for each individual art student. There is an analogue darkroom and a dedicated photographic lighting studio alongside recent substantial investments in state-of-the-art digital studios to support 3D modelling and digital design.
99. As part of the £13m renovations for the North Kensington Centre for Skills, Early Years learners have access to very high-quality specialist facilities, which include a simulation Early Years learning space and reading room. This is supported by the existing crèche facility (with an application underway to move to Nursery status to support parents and carers with childcare facilities when undertaking an offsite professional placement as part of their studies). The onsite space enables practical exploration of theory in the Centre during the learning process, which then supports practice in employment, as all students on this programme are in employment in the sector.
100. The college provides technical support of a very high quality through a range of technical experts who work alongside academic staff to ensure students can make full use of these facilities. This is reflected in EE reports, for example for Fashion in 2021 *"It is apparent students also receive strong technical support including knowledge of creative pattern-cutting, garment production and digital skills"*
101. At all centres the technical staff have very high levels of industry expertise, in fields such as graphics, tailoring & pattern cutting, radio production, ceramics and printmaking, providing skilled support through a high level of 1:1 sessions, group workshops, and catch-up sessions for example Gerber workshops; workshops on kiln packing, slip casting, digital design skills; problem-solving and technical support sessions at key stages in assignments.

Student Experience

102. Student voice is embodied in the college's quality enhancement framework and is gathered through termly programme management committees, where at a course level student representatives, senior managers and academic staff meet to review and enhance the programme. At a centre level there are termly student fora for Higher Education where the Centre Principal meets with the representative body. There is a college student council (an independent body chaired by an elected student representative) as well as elected student governors for the college Board of Governors. Section 84 refers to the termly student surveys that also support student voice. The impact of this is felt as the EE reports: *'Student feedback on their programme of study was sought at course level and also through digital Morley College London survey requests for feedback. Student opinions have also been sought through college surveys. Pathway specific opinions were sourced through student forums. The content of this is recorded and actions discussed within staff meetings. This evidenced feedback is consistent to those found in the virtual meeting with students'*. (EE Report, HNC Art & Design Pathways May 2022)
103. In acknowledgment of the low numbers of students eligible for the NSS survey, student representatives across the college's Higher Education provision attended a specific TEF Student Forum to gather feedback in January 2023. The Forum included our Student Representative for the TEF. The students were given background information regarding the TEF and asked a series of open questions.

In response to, how has the teaching on your course helped you to be successful? All students highlighted the positive attributes of their tutors, highlighted as skilful, outstanding, patient, attentive, encouraging of feedback and pushing boundaries. Most tutors teaching creative subjects are practicing in their specialisms, this level of subject knowledge and skill was evident in the feedback, in addition to this the time tutors allocate to supporting learners was evident. *"The teachers are outstanding. They have increased my confidence and abilities. I have achieved more than I thought I could."*

Students described how they are supported to achieve, with a flexible and responsive delivery and curriculum, this included excellent online delivery used for communication, reiteration and sharing, and consideration for those with childcare commitments. Students enjoyed having a small cohort of peers with tutor and technical support available. When asked how assessment and feedback has helped them to be successful, the majority of students said that feedback was used to promote success and clarity. Tutors were described as checking in with individuals daily and helping to remove barriers. One student stipulated they would like more regular feedback in line with the others attending the Forum.

When asked about resources students highlighted that the spaces were widely resourced and that this improves through the terms. Fine art students enjoyed having their own specific studio space to work in and Photography students mentioned the "superb" externals who deliver talks and workshops to their group. In relation to how the college has supported them to continue their studies, the wellbeing team were mentioned regarding personal support given to one learner when they considered leaving due to personal reasons. A photography student mentioned they were delighted at having the new BA top up, mentioning they "have a visible forward route". In relation to this a HNC learner mentioned they were having a break prior to completing their HND and appreciated the flexibility. One mature student mentioned how he valued being able to complete his course part time over 5 years to achieve HNC, HND and BA (Hons), another mentioned this mode of study was vital for them to be able to do the course.

When asked about their next steps students felt sessions about 'calling themselves artists', being able to place themselves in the world of contemporary arts, and specific scenarios in assignments have been valuable "I would have never thought I would be able to do this but after this brief and the teaching, I have the confidence to submit my work to a gallery." Specific professional practice modules were also mentioned in terms of career planning and focusing on the future.

Students at the TEF Forum felt their opinions and voices had been heard and responded to, as well as the formal student representation processes, they mentioned they did not feel there were any barriers to giving feedback about their course as an ongoing process. The group was asked to rate their experience, drawing on their understanding of Ofsted and the explanation of TEF, the majority of students rated their study experience at Morley College London as Outstanding, with the exception of one learner who rated Morley as Very High Quality.

Table 7; TEF Student Forum January 2023

104. A register of attendance is taken at the start of each learning session and is monitored by tutors via the college's MIS systems to identify the need for intervention to support students, and identify causes, where attendance has dipped and/or is unsatisfactory. Overall,

attendance rates of HE Students are very good demonstrating students' appreciation of the opportunity and of their learning experience. In the current academic year, 2022/23, attendance is at 92.2% at the end of the Autumn term, and for the two full academic years since merger the attendance rates have been – 2021/22 – 87.8% and 2020/21 – 90.5%.

105. There is a significant minority of students who have English as an additional language (20%). The college has launched its Spelling, Punctuation and Grammar code and the inclusion of English for Academic Purposes courses will also assist adults returning to education after a long break.
106. The EE reports for the second largest area of the college's provision, Education and Teaching, provides a similarly positive and consistent account of the high quality of student experience, outstanding outcomes and the college's high level of support to students during the COVID-19 pandemic. The extracts from the EE Reports for FdA Early Years for July 2022 and 2021 include the EE's own reflections on the outstanding level of support offered to students during the Covid pandemic, the high-quality student experience opportunities offered and feedback from students met who were *"were overwhelmingly positive about their experiences, they feel well supported by the teaching team and wider services"*. The EE and students also recognise the effectiveness of the college and university partnership, and its benefit for students as highlighted earlier in section 44.

"Good practice - Opportunities for students to reflect upon practice, their role and their provision Opportunities for students to explore leadership which is essential for graduate practitioners, opportunities for students to engage and critically explore current and credible sources such as journal articles, opportunities for students to develop key skills such as criticality and presenting ideas orally and formally, I met with student's who were overwhelmingly positive about their experiences, they feel well supported by the teaching team and wider services. They can clearly see the link between university learning and their practice. Feedback is supportive and developmental across all cohorts, marks given are fair and consistent". EE FdA Early Years July 2022

"It is remarkable to see how well the Kingston community and broader partnership has been a source of resilience and strength for students throughout their course. Some of the stories recounted by the students were deeply inspiring and affirmed the high quality pastoral, professional and academic programme provided at Kingston".

EE FdA Early Years July 2021

Table 8; External Examiner Commentary EE FdA Early Years July 2022 and 2021

SECTION 3 STUDENT OUTCOMES

TEF Indicators for Student Outcomes

107. The final paragraphs of section 1 highlighted the evidence provided by TEF indicators of the high quality of student outcomes achieved by Morley's full- and part-time students. Table 9 below provides more detail of the success of students in continuing their study. The full-time student continuation rate is "broadly in line with benchmark" (-2.3pp) whilst part-time student continuation rates are "materially [and significantly] above benchmark" (+13.6pp). The continuation rate for full-time students is reduced by the College's short-lived (and now withdrawn) introduction of Higher National offerings in Business to a younger cohort of students, less in keeping with the college's traditional and proven offering to more mature

students. The cohort comprised students progressing from a partner school who were studying in London but originated from Europe. Brexit, and then the Covid pandemic led most of these students to return to their home country. Despite substantial efforts by the college to engage and support students to complete their study a full-time continuation rate of only 14.3% (-63.0pp below benchmark) resulted. The continuation rate for this small Business cohort is in stark contrast to the continuation rates of the larger and longstanding full-time courses in Creative Arts and Education and Teaching on which most Morley College London students have studied (+4.7pp and +5.8pp above benchmark) and which are more accurately reflective of the college's success in supporting students in their first year of study. When combined, on a weighted average basis, the overall student continuation rate for full and part time students is "broadly in line with benchmark" (+0.2pp). The distribution of continuation rates for part time students, at "materially above benchmark" of 99.8% would suggest compelling evidence of outstanding outcomes for that group.

Continuation	Denominator (no.)	Indicator %	Benchmark %	Variation +/- pp
Full time	710	80.3	82.6	-2.3
Part time	110	88.7	75.1	+13.6
Total	820	81.4	81.6	-0.2

Table 9 – MCL's TEF Student Outcomes – Continuation - Indicators Summary

108. Table 10 below provides detail of the outstanding success of full and part time students in completing their study. The full-time student completion rate is "materially above benchmark" (+3.6pp), and part-time student completion rates exceed benchmark by an even greater margin and are also "materially [and significantly] above benchmark" (+4.7pp). The college's now withdrawn introduction of Higher National offerings in Business to a younger cohort of students, mentioned in 108 above, has had some impact upon overall completion rates. Although not exactly calculable due to data restrictions, the completion rates of the college's two major subjects – Education and Training, at 8.8pp above benchmark for full time students – and Creative Arts and Design at 5.7pp above benchmark for full-time students, better reflects Morley's outstanding success in supporting full-time students to complete their studies over the period of this TEF assessment. For full-time students the distribution of ["materially above benchmark"] completion rates at 82.4% would suggest probable evidence of outstanding outcomes, and for part-time students the distribution of ["materially above benchmark"] completion rates are higher, at 87.9%, suggesting again a probable, and just short of strong, statistical evidence of outstanding outcomes.

Completion	Denominator (no.)	Indicator %	Benchmark %	Variation pp
Full time	550	89.0	85.4	+3.6
Part time	510	89.2	84.5	+4.7

Table 10 – MCL's TEF Student Outcomes – Completion - Indicators Summary

109. Table 11 below provides detail of the high-quality progression to employment or future study of full-time students completing their study. The volume of data for part-time students is low and not publishable. The full-time student progression rate is "broadly in line with benchmark" (-1.2pp). Other college-collected data and evidence appears in later subsections.

Progression	Denominator (no.)	Indicator %	Benchmark %	Variation (+/-) pp
Full time	90	66.1	67.3	-1.2pp

Table 11 – MCL's TEF Student Outcomes – Progression - Indicators Summary

110. Acknowledging the relatively low volume of graduate outcome responses, Morley College London has undertaken a survey using Microsoft forms supported by telephone interviews of alumni from the 2018/19 academic year up to and including the most recent academic year (2021/22) enquiring as to their employment situation in the w/c 5 December 2022. The responses indicated that 91% of alumni were engaged with positive employment activity. It is recognised that the timescales are not consistent with that of the Graduate Outcomes Survey, however the results provide a positive view of Morley's student progression over the four years of the TEF.
111. All students undertaking creative industries programmes are supported to exhibit/perform their work leading to an outstanding range of exhibitions in the college's own public gallery spaces and external high-profile events. For example, ceramicists partake in New Designers leading to students recently securing mentoring with a renowned ceramicist (Mitch Pilkington), two students shortlisted for the Conran Design Award, participation in subsequent shows and events including London Design Festival (Mint Gallery), '100 percent Design' and 'One Year On'.
112. EE reports (see table 12 below) and related end of year exhibitions evidence good quality outcomes and educational gain in line with sector expectations, including the gaining by students of *"highly relevant technical skills in garment production, pattern-cutting and in industry relevant software"* as well as gaining *"a holistic view of fashion design, how it relates to the retail environment and market awareness"* providing them with the all-round skills and abilities for their future careers. Some exceptional evidence is the [2022] 20th anniversary exhibition for Millinery, which evidences a diverse range of national and international designers working at a high level in the industry.

"Students are gaining highly relevant technical skills in garment production, pattern-cutting and in industry relevant software (Gerber).
Students are evidently furthering their knowledge of fashion design and its relation to fashion history and theory through the extended essay.
Students gain a holistic view of fashion design, how it relates to the retail environment and market awareness.
The Concept and Creation unit enables students to undertake in-depth, individual research into a wide range of topics in relation to fashion, identify a relevant market level for their collection, and very importantly, are encouraged to explore and experiment through sampling. The portfolio element requires students to be objective about their work, editing and summarising the research and design development process.
The Graduate Collection module hones students' knowledge and skills in the design development process, furthering both technical and creative skills"
EE BA Fashion Top Up 2022

Table 12; External Examiner Commentary BA Fashion Top Up 2022

113. Typical practice on the creative art and design courses is the use of project-based assessments, which are very effective at skills development, and are sequenced to enhance the incremental development of those skills. These are commonly contextualised in the form

of live briefs, exhibitions, and other types of delivery that develop and evidence a range of relevant professional competencies and transferable skills (educational gain) in preparation for future study and work, for example in Fine Art dedicated studio spaces support professional independent practice. This is supported by student forum feedback and EE commentary (above). Students are enabled to undertake work placements effectively with the knowledge and skills they have acquired early in the programme, for example the Fashion provision at Waterloo were able to offer industry placements to a few students because of high standards of student work and commitment. At an institutional level this is supported by the Employability and Wider Outcomes steering group and a single framework for transferable skills is being established to consistency across the provision.

114. The college's stakeholder advisory groups support the development of curriculum at each centre in line with the curriculum strategy, providing learning and qualification outcomes that support student progression to careers and/or further study. Each programme has industry networks, which are utilised to support project input and visiting lecturer opportunities for example Millinery have partnerships with Royal Ascot, Fennicks, Longines, British Hat Guild and the Worshipful Company of Feltmakers. All academic staff are also practicing artists and designers. BA
115. The EE commentary observes the high quality of student experience, and support of the college towards students' outcomes and progression has been rich in detail and consistent in its nature over the four year period of this TEF submission. Earlier subsections above have included extracts from several reports. Table 13 below contains the commentary of the EE/EQA HNC Art & Design Pathways in May 2022, whose report covers the largest cohort of HE students in the college, and highlights the "*valuable and exciting collaboration with industry and industry practitioners*", student participation in exhibitions and shows.

"All pathways contain a variety of valuable and exciting collaborations with industry and industry practitioners. For this academic year, this includes Artist in Residence contributing to HN Art Practices unit 52. HN Art Practice have embedded studio visits for unit 32. Art practice have also contributed Art Casts talks to Morley Radio. Fenwick Bond Street and Longines have collaborated with HNC Millinery pathway as have a list of professional practitioners for London Hat week. HNC Tailoring and Streetwear undertook visits to the V&A and other key related cultural institutions. HN Photography have joined as members of the AoP (Association of Photographers). HNC/D Fashion students have created fashion designs that have been part of a catwalk collection for Richard Quinn at London Fashion Week. HN 3d and Product design have built external partnerships with New Designers Art Fair and New Ashgate Gallery. Industry partners and practitioners have given meaningful and curriculum embedded talks, lectures and workshops across all HN Art and Design pathways.

EE HNC Art & Design Pathways May 2022

Table 13; External Examiner Commentary HNC Art & Design Pathways May 2022

116. Internal progression is good from HND into BA provision (Music & Fashion), within Summer 2022, 10/11 (91%) students progressing from [HND] Fashion and 6/6 (100%) students from [HND] Music progressing. Overall, of the 43 HE students completing study in Summer 2022, where progression intentions are known, all except has a positive outcome – 98% - (i.e. further study either at the college or at another institution: (22 students), or work (18

students), or retiring (1 student).

Alumni Case Studies

117. The particular examples below demonstrate the educational gain developed by students and the resulting progression opportunities.

119. Student B studied in the evening short courses before being attracted to HE Study. He was attracted by the part time options and flexibility of study along with the facilities and elements such as CAD and business practice in the programme along with the industry professionals who were lecturing on the programme. He was driven by a desire to take his passion that he discovered while working into a career and is currently on a postgraduate programme at the Royal College of Art in Ceramics and Glass.

120.

122. In summary Morley College London's outstanding commitment to adult learners is well expressed in a student representative who is quoted in our recent TEF Student Forum as saying *"My experience overall at Morley and in adult learning has been so positive that I think it is something that should be encouraged for all! If you need a new direction and a change, go out there and learn something new. It is so exciting. You never know what you can achieve!"*

REFERENCES

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- MCL's Strategic Plan 2021/24 – [Strategic Plan 2021 - 2025 - Morley College](#) - last accessed 1 December 2022
- MCL's HE Admissions Policy – [Policies and Reports - Morley College](#) last accessed 16 January 2023
- MCL's Learning Teaching and Assessment Policy - [Policies and Reports - Morley College](#) – last accessed 16 January 2023
- MCL's Internal HE Student Surveys – last accessed 11 January 2023 – Student satisfaction data is managed via a contract with QDP – Summaries held within MCL Quality Improvement folders and TEF Project Folder
- Minutes - TEF Student Forum - Friday 13 January 2023 - MCL TEF Project Folder
- External Examiner Reports – various – last accessed 11 January 2023 – MCL TEF Project Folder
- Student numbers, group sizes, teaching hours, attendance – last accessed 16 January 2023 – MCL MiS data - enrolment and achievement data sourced from the college ILR returns which are facilitated through the college's MIS system, UNIT-e. All summaries are included in the MCL's TEF Project Folder.
- MCL's Application to HEFCE for Direct HE Funding – 27 October 2016 – MCL's Principal's archive/ TEF Project Folder