



Teaching Excellence Framework (TEF) 2023

Summary TEF 2023 panel statement

Morley College Limited

Summary of outcomes

Overall: Gold

Typically, the experience students have at Morley College Limited and the outcomes it leads to are outstanding.

Student experience: Gold

The student academic experience is typically outstanding.

Outstanding quality features include:

- use of scholarship, professional practice in relevant disciplines, and engagement with employers and external professional networks, contributing to an outstanding academic experience
- support for staff professional development and excellent academic practice that is embedded across the provider
- a supportive learning environment in which students have access to a wide, readily available range of outstanding quality academic support tailored to their needs
- physical and virtual learning resources which are tailored and used to support outstanding teaching and learning.

There are also very high quality features:

- teaching, feedback and assessment practices that are effective in supporting students' learning, progression, and attainment
- course content and delivery that effectively encourage students to engage in their learning and stretch them to develop their knowledge and skills.
- effective engagement with students, leading to improvements in their experiences and outcomes.

Student outcomes: Silver

Student outcomes are typically very high quality.

Very high quality features include:

- rates of successful progression for the provider's students and courses
- the provider's articulation of the educational gains it intends its students to achieve, including why these are relevant to its students
- the support the provider gives students to achieve those gains.

There are also outstanding quality features:

- the support the provider gives students in order to succeed in and progress beyond their studies
- rates of continuation and completion for the provider's students and courses.

About the assessment

The Teaching Excellence Framework (TEF) is a national scheme run by the Office for Students (OfS) that aims to encourage universities and colleges (providers) to improve and deliver excellent teaching, learning and student outcomes.

The TEF does this by assessing and rating providers for excellence above the high quality baseline that we expect from all providers. It covers undergraduate courses.

Throughout this document, we use the terms 'outstanding' and 'very high quality', which are defined in terms of the TEF 2023 assessment as follows:

- 'outstanding': the quality of the student experience or outcomes are among the very best in the sector, for the mix of students and courses taught by a provider
- 'very high quality': the quality of the student experience or outcomes are materially above the relevant high quality minimum requirements, for the mix of students and courses taught by a provider.

The assessment was carried out in 2022-23 by the TEF Panel, a panel of academics and students who are experts in learning and teaching. This document sets out a summary of the panel's findings and judgements.

The panel reviewed the following evidence:

- numerical indicators produced by the OfS, using national datasets
- a submission made by the provider, setting out its own evidence.

The panel applied its expert judgement to:

- identify particular features of the student experience and student outcomes that are excellent (above the high quality baseline requirements)
- decide a rating for the 'student experience' and for 'student outcomes'
- decide an overall rating for the provider.

Throughout the assessment the panel took account of the context of the provider and judged how well it delivers teaching, learning and student outcomes for its mix of students and courses.

In making its decisions the panel took account of the OfS general duties and the public sector equalities duty.

Summary of panel assessment

Information about this provider

Morley College Limited ('the provider') states its mission of 'providing lifelong learning opportunities for diverse communities in London'. It operates from four London sites and, while it has been offering higher education since 2017, this is a small part of its overall provision.

In 2020-21, the provider had 150 full-time undergraduates and 100 part-time undergraduates. In 2021-22 there were an additional 11,072 students enrolled on a total of 2,232 non-higher education courses. Creative arts and design is the largest higher education subject area at the provider. The second largest areas are education for full-time study and allied health for part-time.

Higher education students are predominantly mature (46 per cent aged 43 or over in 2021-22) and a third already hold a higher education qualification. In 2020-21, 77.1 per cent of full-time and 84.6 per cent of part-time higher education students were female. The majority of students are from London, many from the most deprived areas.

The assessment considered information about the provider's undergraduate courses and students on those courses.

Full details about the provider's student demographics used in the TEF 2023 assessment are available at www.officeforstudents.org.uk/data-and-analysis/data-used-in-tef-2023/.

More information about this provider can be found on the OfS Register at www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/.

Student experience: Gold

Throughout this section, we refer to indicators. These indicators are based on students' responses to the National Student Survey. The indicators are 'benchmarked' to show how well the provider performs for its particular mix of students and courses.

The panel found the student experience is typically outstanding for the provider's mix of students and courses. Across the student experience aspect, the panel found:

- four outstanding quality features
- three very high quality features
- that these outstanding and very high quality features apply across the provider's groups of students, including those from underrepresented groups, as well as the large proportion of students affected by deprivation.

The panel applied the criteria and considered that the rating with the best fit is 'Gold'. This is because most features are outstanding quality for all groups of students and courses.

The panel's assessment of the student experience features is set out below.

Teaching, assessment, and feedback

The panel considered this to be a very high quality feature.

The indicators provide:

- compelling initial evidence of at least very high quality 'teaching on my course' for full-time students
- initial evidence of very high quality 'assessment and feedback' for full-time students.

There was no indicator evidence available for part-time students.

The provider submission gives further evidence of its approach to learning, teaching, and assessment including:

- a substantial quantity of face-to-face teaching, delivered on-site by specialist tutors to small groups, supplemented by lectures, one-to-one tutorials and other learning opportunities such as workshops, exhibitions and high-profile external events, such as the London Design Festival
- strong evidence that the provider employs flexible learning and teaching approaches which support individual students, including students with disabilities
- effective assessment practices embedded into provision, which help to develop professional competencies and transferrable skills.

The provider submission included evidence regarding the effectiveness of these practices across all of the provider's students and its courses.

The panel concluded that the submissions and indicators show that the provider has embedded very high quality teaching, feedback and assessment practices that are effective in supporting its students' learning, progression, and attainment.

Course content and delivery; student engagement in learning and stretch

The panel considered this to be a very high quality feature.

The provider's submission gives evidence of its approach to encouraging students to actively engage in their learning, including:

- the importance of diversity and inclusion at the provider, which is supported by evidence including external partnerships, and organising a prize for unpublished writers of colour
- offering students an internet-based radio station, which has produced 760 podcasts and 750,000 minutes of on demand content
- an external examiner's report noting that art and design content is integrated effectively into course delivery by well qualified teachers with professional skill sets
- offering higher education students an additional free short course each term, with 1,753 options across the languages, arts and sciences
- a minimum of 480 hours of face-to-face learning with a specialist tutor being available each year, and higher education group sizes being no larger than 12.

The submission included excerpts from external examiner reports as well as presenting alumni case studies.

Overall, taking all of the available evidence holistically, the panel concluded that the evidence demonstrates that course content and delivery effectively encourage the provider's students to engage in their learning and stretch students to develop their knowledge and skills.

Research, innovation, scholarship, professional practice and employer engagement

The panel considered this to be an outstanding quality feature.

In its submission, the provider gave evidence that:

- it maintains a wide range of external links with industry, business networks, local government and employer groups, including international fashion brands, the UK Fashion and Textile Association, and a major record label
- teaching is delivered by professionals and industry experts, and informed by the skills which students would need to enter that sector
- students are given opportunities to engage with professional practice, such as by interviewing leading industry figures
- its own dedicated gallery and exhibition space, which is supported by a full-time gallery team, is used to supported exhibitions by external practitioners as well as students and

staff, and that students also have opportunities to exhibit their work and perform to audiences through external events, including high-profile events.

Considering the evidence, the panel concluded that the provider uses scholarship, professional practice in relevant disciplines, and engagement with employers and external professional networks, to contribute to an outstanding academic experience for its students.

Staff professional development and academic practice

The panel considered this to be an outstanding quality feature.

Evidence in the provider submission of how staff professional development and academic practice is supported includes:

- all staff are qualified to at least one qualification level higher than the one at which they teach, and all permanent teaching staff have either a recognised qualification in teaching practice, or are being funded to obtain one. All higher education staff are provided funding to engage with the higher education fellowship programme, and are provided mentoring by a senior fellow from the provider's governing body
- annual professional development plans and appraisals for staff, with the professional development plans being monitored termly, and a range of regular sessions and funding made available to support continued professional development
- measures such as lesson observations, curriculum walks and learning walks, as well as a robust quality assurance and enhancement framework which includes an academic board with external members.

The panel considered that the provider submission included a range of initiatives which provide staff with training and development opportunities and are the basis for excellent academic practice. Overall, the panel concluded that there is outstanding support for staff professional development and excellent academic practice is embedded across the provider.

Learning environment and academic support

The panel considered this to be an outstanding quality feature.

The panel interpreted the indicators for 'academic support' as providing initial evidence of at least a very high quality feature for full-time students. There was no indicator evidence available for part-time students.

In its submission, the provider describes a learning environment that is responsive to a diverse student body including adult learners and a significant proportion of students for whom English is an additional language. This is tailored to the individual characteristics of each course, with measures such as:

- working with Birkbeck University and the Linking London partnership to pilot a model for adult transition to higher education
- providing a course on the use of English language for academic purposes, and launching a spelling, punctuation and grammar code

- supporting potential students prior to and during application, including on tuition fee loan applications. Applicants also have face-to-face interviews to establish their suitability for the course as well as any support needs, with students with a disability given one-to-one support
- creche facilities and a tailored approach to students with caring responsibilities
- a mental health and wellbeing service with a full-time co-ordinator, supported by a counselling service.

The panel considered that the indicators provided initial evidence of very high quality academic support for full-time students, and that the provider submission adds compelling evidence of a large number of outstanding practices.

Considering the range of evidence, the panel concluded that the provider ensures a supportive learning environment, with students having access to a wide and readily available range of outstanding quality academic support tailored to their needs.

Learning resources

The panel considered this to be an outstanding quality feature.

The 'learning resources' indicator provided compelling initial evidence of at least a very high quality feature for most full-time students.

The provider submission supplements the initial evidence from indicators, such as:

- a public gallery at one site, and dedicated exhibition spaces at other sites, run by a dedicated full-time gallery team
- access to a library of more than 30,000 items, including books, DVDs, and journals, access to extensive online libraries, and access to the provider's public art collection
- access to resources including specialist studios, workshops, and industry-standard specialist technical equipment, tailored to the provider's portfolio of studio-based practice subjects.
- digital and virtual tools to support a range of creative subjects, including fashion design studios, a fashion construction studio, and a millinery studio
- recent significant investment in a range of learning facilities.

Weighing up all the evidence, including the indicators and the compelling evidence of the quality and wide range of the provider's learning resources as described in its submission, the panel concluded that the provider's physical and virtual learning resources are tailored and used effectively to support outstanding teaching and learning.

Student engagement in improvement

The panel considered this to be a very high quality feature.

The 'student voice' indicator provides initial evidence of a very high quality feature for most groups of full-time students. The indicator was not available for part-time students.

In addition, the provider submission detailed:

- evidence that the student voice is embedded through termly programme meetings, student council meetings, and elected student governors on the provider's board
- evidence that student feedback is embodied in the provider's quality enhancement framework, and is sought at course level and through digital surveys.

Together, this evidence led the panel to conclude that the provider effectively engages with its students, leading to improvement to the experiences and outcomes of its students.

Student outcomes: Silver

Throughout this section, we refer to indicators. The indicators for continuation, completion and progression rates are based on national data about higher education students. The indicators are 'benchmarked' to show how well the provider performs for its particular mix of students and courses.

The panel found that student outcomes are typically very high quality for the provider's mix of students and courses. Across the student outcomes aspect, the panel found:

- three very high quality features
- two outstanding quality features
- one feature for which there is insufficient evidence of very high quality or outstanding quality
- that the outstanding and very high quality features apply across the provider's groups of students, including those from underrepresented groups.

The panel applied the criteria and considered that the rating with the best fit is 'Silver'. This is because most features are at least very high quality for all groups of students and courses. The panel did not consider 'Gold' to be the best fit because the evidence demonstrates that some rather than most of the student outcome features are of outstanding quality.

The panel's assessment of the student outcomes features is set out below.

Approaches to supporting student success

The panel considered this an outstanding quality feature.

Some examples of the evidence from the submission include:

- a careers service, with dedicated student progress advisers and career advisers at each campus, supporting next steps into employment or further postgraduate study

- partnerships with external organisations such as private sector companies supporting flexible learning opportunities and routes for progression
- industry networks for each course, with the provider using stakeholder advisory groups to support curriculum development, including arts-based subject partnerships
- an established scholarship, which offers emerging artists of promise an annual bursary, one-to-one tutoring, and an exhibition in the provider's public gallery
- physical learning resources which are designed and set up to reflect professional environments and to prepare students for future study and work.

The panel noted parts of this evidence to be particularly compelling because of its relevance to the providers' mix of students and courses. It also found that the provider's approaches are tailored to provide relevant connections between students, learning resources, subjects, and industries. The panel therefore concluded that the provider deploys and tailors approaches that are highly effective in ensuring its students are able to succeed in and progress beyond their studies.

Continuation and completion rates

The panel considered this to be an outstanding quality feature.

Looking at the indicators for 'continuation' and 'completion', the panel concluded there was initial evidence of at least a very high quality feature, and possibly an outstanding feature, for both full-time and part-time students, although not for all groups of students.

The panel placed some additional weight on the indicators for creative arts and design. This subject area represents a high proportion of students and the indicators in this area provided evidence of outstanding continuation and completion rates.

In addition, the provider submission suggests that:

- completion and continuation rates for students who declare a disability are above benchmark, which the provider submission contextualises in its flexible learning and teaching provision to support individual students
- student feedback includes positive views about routes for continuation, and opportunities for mature and part-time students to study flexibly to enable them to continue with their studies.

The panel considered that the indicators, supplemented by the provider submission, provide overall evidence of outstanding rates of continuation and completion for the provider's students and courses.

Progression rates

The panel considered this to be a very high quality feature.

For this feature, the evidence in the indicators did not provide certainty.

The provider submission describes how it has addressed a low level of graduate outcomes survey responses by conducting telephone interviews of alumni from the 2018-19 academic year up to 2021-22, which indicated that 91 per cent of alumni were engaged with positive employment activity. The provider submission did not include further evidence to verify this statement but the panel did place some weight on the provider's active engagement with alumni to identify progression outcomes following the low volume of graduate outcomes survey responses.

Considering this evidence, and the limited evidence from the indicators, the panel concluded that there are very high rates of successful progression for all of the provider's students and courses.

Intended educational gains

The panel considered this to be a very high quality feature.

This is based on evidence in the provider submission that:

- the provider wants to break down the barriers that it says adult learners 'so regularly face when returning to education'
- the provider's approach to educational gain is embedded in its higher education mission 'to inspire individuals and strengthen communities through the transformative impact of lifelong learning', saying that it supports students to find better paid and sustainable employment that would be inaccessible without higher education.

The panel considered that the provider articulates the educational gains it intends its students to achieve, and why these are relevant to its students, and therefore concluded that this is a very high quality feature.

Approaches to supporting educational gains

The panel considered this to be a very high quality feature.

Evidence in the provider submission includes:

- extracts from external examiner reports confirming that end of year exhibitions provide evidence of good quality outcomes and educational gain in line with sector expectations, directly related to relevant industries and future careers
- that the provider employs project-based assessments as an effective means to support skills development on its creative arts and design courses
- evidence that the provider uses live briefs, exhibitions and preparation for professional practice to contextualise skills development and project-based assessments and to support the development of relevant professional competencies and transferable skills.

The panel considered the evidence in the provider submission to be compelling because it is directly relevant to all of the provider's students and courses. This demonstrates that the provider has a clear understanding of its students, and tailors its approaches to them and their courses. The panel therefore concluded that the provider's approaches to supporting educational gains for its students were effective.

Evaluation and demonstration of educational gains

The panel considered there to be insufficient evidence for this to be a very high quality or outstanding feature.

The panel considered that the provider submission included limited evidence of how gains made by its students are evaluated.

Considering the evidence in the round the panel concluded that there is insufficient evidence to demonstrate a very high quality feature.

Overall: Gold

The panel rated the student experience aspect 'Gold' and the student outcomes aspect 'Silver'.

In determining the overall rating, the panel considered and weighed up all of the evidence across all features.

Although it considered the student outcomes aspect to be 'Silver', the panel placed more weight on the student outcomes features that it found to be of outstanding quality as it considered the evidence in the provider submission to be compelling.

As a result, the panel considered that the overall rating should be 'Gold'.