MORLEY COLLEGE LONDON

Student Engagement Policy

POLICY OWNER:	Vice Principal (Student Engagement)
FINAL APPROVAL BY:	Governing Body
Policy Category:	Student
Approved by Policy Committee:	January 2020
Approved by Governing Body:	30 March 2020
Review Date:	31 July 2024

Equality Analysis Screening

Equality analysis is a way of considering the effects on different groups protected from discrimination by the equality act. Consider if there are any risks within this policy that will adversely affect a particular group or a variety of groups. Are there any changes that need to be made to the policy its self or additional actions that need to be made to mitigate the risks? The protected characteristics are:

- Race
- Sex
- Disability
- Age
- Sexual Orientation
- Gender reassignment
- Religion and Belief
- Maternity and Pregnancy
- Marriage and Civil Partnership

Risks identified:

Implementation to the Policy will not adversely affect different 'protected' groups, conversely it will promote engagement and inclusivity.

Evidence used (data, consultation):

Review by Policy Committee based in turn on the previous reviews by various internal committees at both Morley College London and the former Kensington and Chelsea College of the precedent policies, of which this Policy is a consolidation and updating.

Does this policy need a further action before it can be approved?
(changes made to policy or further equality analysis needed)

No

1. Introduction and Purpose

1.1 Morley College London has a long-held tradition of engaging the students in its academic development and business operations. The College recognises that its mission "*to empower individuals and strengthening communities through the transformative impact of learning"* can only be achieved through a commitment to the continued close involvement of its student body.

1.2 This commitment is reflected not only in its mission, as set out in its Strategic Plan, but also in the Plan's strategic goals: two of the goals, to *Create outstanding learning opportunities* and to *Deliver an outstanding student experience* are reliant upon a continuous process of student engagement.

1.3 Student engagement is a means towards the end of ensuring the College demonstrates a vibrant sense of place and belonging, with a strong sense of institutional purpose and support for students across all its Centres. Effective student engagement is central to ensuring high student satisfaction levels, retention and achievement rates and to creating a rewarding and meaningful student experience. In addition to listening and consulting with students, student engagement is a process whereby staff and students work together to develop effective learning and teaching approaches that encourage students to become proactively engaged, independent learners.

1.4 This Policy aims to build on the extensive dialogue between students and staff that is in place and to communicate the significance the College places on all forms of student engagement, the value that engagement brings to the College, and how that is practically realised in its structures, processes and operations.

1.5 In so doing, the policy also aims to demonstrate that our approach to student engagement meets the expectations of our regulatory bodies (such as Ofsted and the OfS) and provides assurance that systematic mechanisms are in place to enable all students, including those with a formal representational role, to share their views.

2. Policy Statement

2.1 The College recognises that Student Engagement is both central to the College's institutional culture and a means of enhancing the personal and collective well-being of students by recognising their role not just as students but as members of a community.

2.2 The principles of this Policy are therefore to:

- provide an inclusive environment for student engagement
- ensure that environment anticipates the needs of students, enabling all students to have equal access to educational opportunities
- foster a culture of partnership between the College and its students.

2.3 Through its student engagement mechanisms the College aims to:

- improve the motivation of students to engage in learning and to learn independently
- facilitate the participation of students in its quality enhancement and quality assurance processes to improve their educational experience

2.4 Morley College London will consequently seek to promote, encourage and capture the "student voice" from across the range of its diverse student body and make effective use of that voice in enhancing the quality and scope of its curriculum offer and the student experience generally. In doing so it will, as far as is practicable, take account of the principles of the Learner Voice Framework developed by the National Union of

Students.

2.5 Morley College London is committed to transparency and throughout all stages of its engagement with students will provide a clear illustration of how the engagement activity has impacted on the College's academic, business operations and developmental work.

3. Morley College London in Context

3.1 Morley College London is an Institute for Adult Learning (IAL) that enjoys a distinguished history in British adult education dating back to the early 1880s. Today Morley College is a company limited by guarantee and a registered charity. Following merger on 3 February 2020 with the former Kensington and Chelsea College, Morley College London (the name under which Morley trades) operates on three main sites in North Kensington, Chelsea and Waterloo. It also provides courses at two satellite sites in Lambeth (the Stockwell Centre) and Southwark (the Lewington Centre) and delivers learning under contracts it holds with the boroughs of Lambeth and Kensington and Chelsea from a range of community settings. It subcontracts some of its provision for 16-18 year olds to independent training providers who operate on college premises and a small proportion of its adult provision to providers who deliver courses away from the College.

3.2 The Governing Body acts as the board of directors and its members are trustees of the charity. Morley receives much of its income from public funds, through the Greater London Authority, the Education and Skills Funding Agency, alongside fees from students. The College holds a contract with Lambeth Borough Council for the provision of Community Learning and delivers courses to over 1800 people from some of the most disadvantaged local communities. It also runs courses at the Stockwell Centre in Lambeth and at the Lewington Centre on the borders of Southwark and Lewisham.

3.3 Morley is composed of a diverse student community. The College welcomes over 17,000 students each year (of which just under 500 are aged 16-18); over half of the students are drawn from black and minority ethnic (BAME) communities following a wide range of full- time and part-time, accredited and non-accredited courses in the arts, culture and applied sciences. Around 75% of students are women and 13% of students declare a disability and/or a learning difficulty. More than 60% of students lie in the 24-55 years old range while 13% of students being over 65 years old. More than 132 languages are spoken in the local areas the College serves and over 138 languages are spoken by the student body.

3.4 Morley has a significant footprint in London, drawing students from all 34 London boroughs, with 94% of its students resident in Greater London.

3.5 The personal, social, economic and cultural interests of the diverse student body are reflected amongst the programme of nearly 3,000 courses offered at the College during the year.

3.6 As a fundamental feature of the adult learning experience, Morley has a long tradition of encouraging and listening to the student voice. The mechanisms for consulting student opinion include:

- Student Representatives on Programme Management Committees and Student Experience Fora
- Student Council
- Student Representation on the Governing Body
- Student Membership of College committees

- Student and alumni surveys
- Individual Feedback (forms / emails/ social media)
- Curriculum Walks
- Governor engagement activities and visits
- Course Evaluations
- College communications (print; e-mail; social media)
- The Friends of Morley
- Volunteering opportunities

3.7 In light of this context the College, through the aims and objectives below, seeks to encompass the multiplicity of its students and provide effective mechanisms of engagement for all.

4. Objectives

4.1 Student Engagement activities at Morley will:

- Engage students through partnership working to support enhancements, innovation and transformation, driving improvements to the experience of students
- Foster active student participation in the Quality Enhancement Framework (QEF), including using individual and collective feedback from students. (See Appendix A)
- Support the Quality Enhancement Framework through the representation of students drawn from the Student body onto college committees (see Appendix C), and the Chair of the Student Council and an elected student representative being student governors on the Governing Body.
- Implement transparent mechanisms, agreed with students, for the nomination and election of student representatives. (See Appendix B)
- Monitor, review and enhance through mechanisms such as Senior Leadership Team performance review the effectiveness of policies and processes for engaging students within the Quality Enhancement Framework. (See Appendix A).

5. Scope of Policy

5.1 This Policy applies to all the College's students and staff.

5.2 From the Governing Body downwards, there exists an opportunity for active student involvement at all levels of the College's work. The access to information provided by this involvement is extensive and common to students, staff and senior managers, as is the commitment to evidence based discussion and decision making.

6. Implementation

6.1 Morley has adopted a college-level "You said-We did" approach to listening and responding to all students in order to capture key issues and common themes arising from the feedback mechanisms mentioned above (see Appendix D). These include any issues of high risk pertaining to a specific student or groups of students (e.g. student safety, welfare, achievement) that require immediate intervention and action by the Deputy Principal, as institutional lead for the student experience including

Safeguarding and the Prevent Duty.

6.2 This whole-college approach is led by the Deputy Principal, as institutional lead for the student experience and chair of the Student Experience Steering Group, managed by the Quality and Standards Team, and facilitated by the Student Services Team.

6.3 To ensure "You said-We did" is an effective mechanism that serves students' interests, Morley maintains a termly process of:

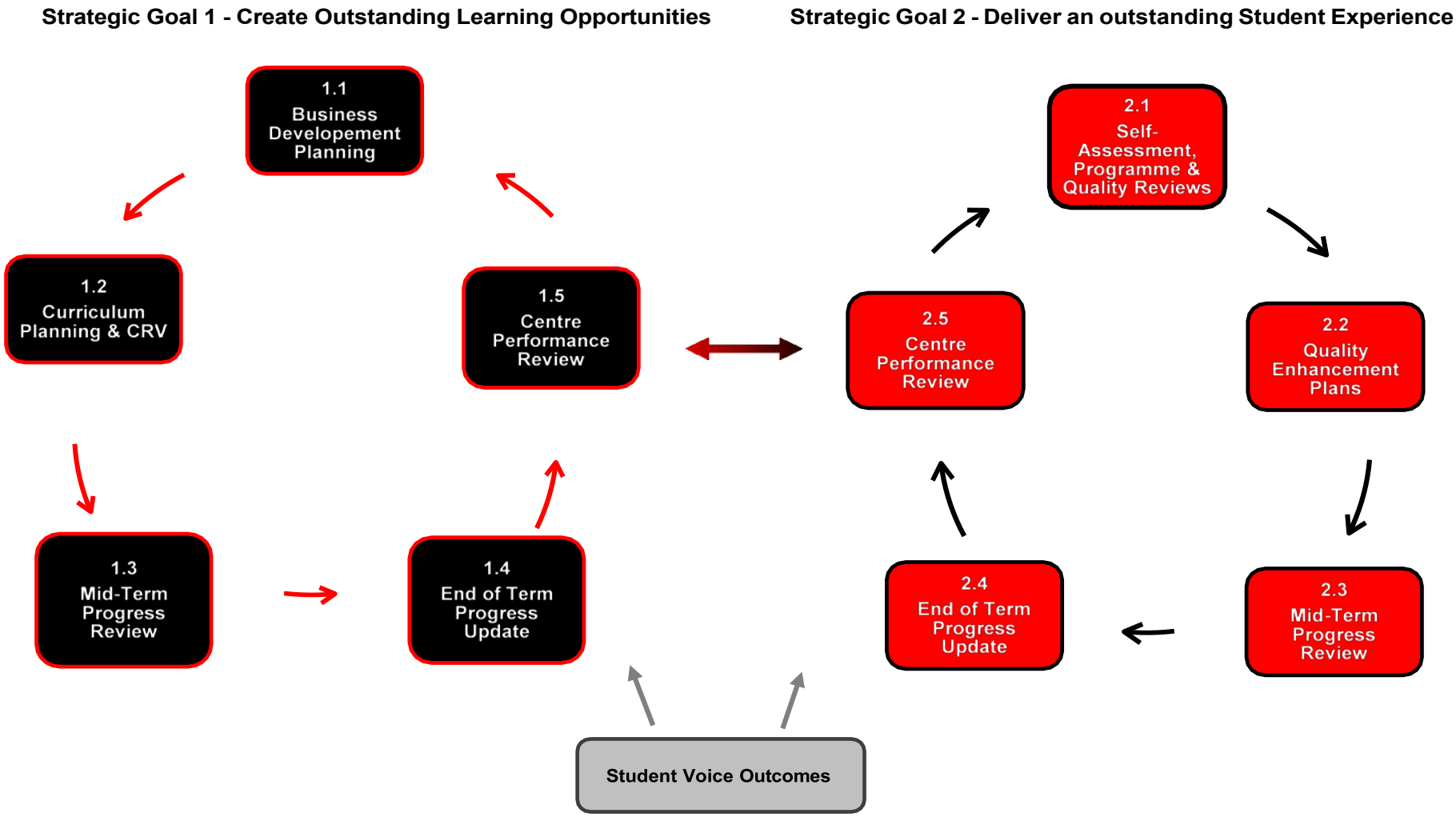
- 'listening' to student evaluation and feedback available from the various types of engagement mentioned above
- analysing it to discern common themes or issues of high risk (i.e. student safety, welfare, achievement)
- agreeing recommended actions within Student Experience Steering Group to be acted upon by the Senior Leadership Team, and
- communicating with the college community (staff and students) on the actions taken, with a communications plan implemented by the Marketing and Communications Team.

7. Review and Monitoring Of Policy

7.1 The Policy Committee will monitor and review the policy and procedures every 4 years or earlier if required.

APPENDIX A: capturing the student voice through the College Quality Enhancement Framework

The Quality Enhancement Framework (QEF) sets out the processes, review mechanisms, reporting and monitoring arrangements in use at Morley that are followed through to ensure an active and robust approach to quality enhancement. The co-ordinated approach of the QEF is designed to ensure continuous development towards Morley College London achieving its ambition to be 'outstanding'.



APPENDIX B: student representation structure

Programme Management Committees (PMC)

Each cohort (Advanced Learning, Higher Education and, substantial Level 2 programmes) elects two programme/class representatives who will join the termly Programme Management Committee meetings chaired by the course/programme leader and attended by the teaching team. Where the programme includes 16-19 year-old students and as well as adults, there should be one representative from each age group. The Committees meet three times a year to coincide with the three points of reflection required for annual programme quality review. This ensures that student representation is integral to programme management. The first part of the meeting with an unreserved agenda allows student-staff liaison, considering matters relating to student feedback on the learning experience; programme organisation and planning; programme review and evaluation, including engagement with the External Examiner. After unreserved items the remaining part of the agenda is reserved to the teaching team to discuss student progress on an individual basis.

Common themes emerging from Programme Management Committees or feedback beyond the scope of a single Programme Management Committee is considered by the 16-19 provision Sub-Committee, 19+ vocational provision Sub-Committee or Access & HE Sub-Committee as relevant. The evaluation and actions arising from Programme Management Committees feed into Individual Programme Reviews (IPR) as part of the College Quality Enhanced Framework.

Student Experience Fora (previously Class Rep Fora)

Student experience fora are another source of student feedback that is thematic across provision type (Advanced Learning, Higher Education, unaccredited and short L2 courses, Essential Skills courses). Student elected class representatives (Centre based) meet termly with College managers to consider the wider student experience. Separate meetings in each Centre include:

- Class Representatives for Long Accredited Courses (L1-L3) – meeting co-chaired by a student-elected student and the Centre Principal
- Class Representatives for Higher Education – meeting co-chaired by a student-elected student and the Centre Principal
- Class Representatives for short courses (e.g. one term)[1] – meeting co-chaired by a student-elected student and the Centre Principal
- Class Representatives for Essential Skills courses[2] – meeting co-chaired by a student-elected student and the Centre Principal

This feedback is also considered within the relevant sub-committee of the Academic Board and by the Student Journey Steering Group.

Student Council

Council members are directly elected by students from the entire student body across the three Centres and appointed for a one-year term. The Student Council is chaired by

[1] This will include the majority of students at the College and replaces the Class Reps Forum in place up until the academic year 2019-20

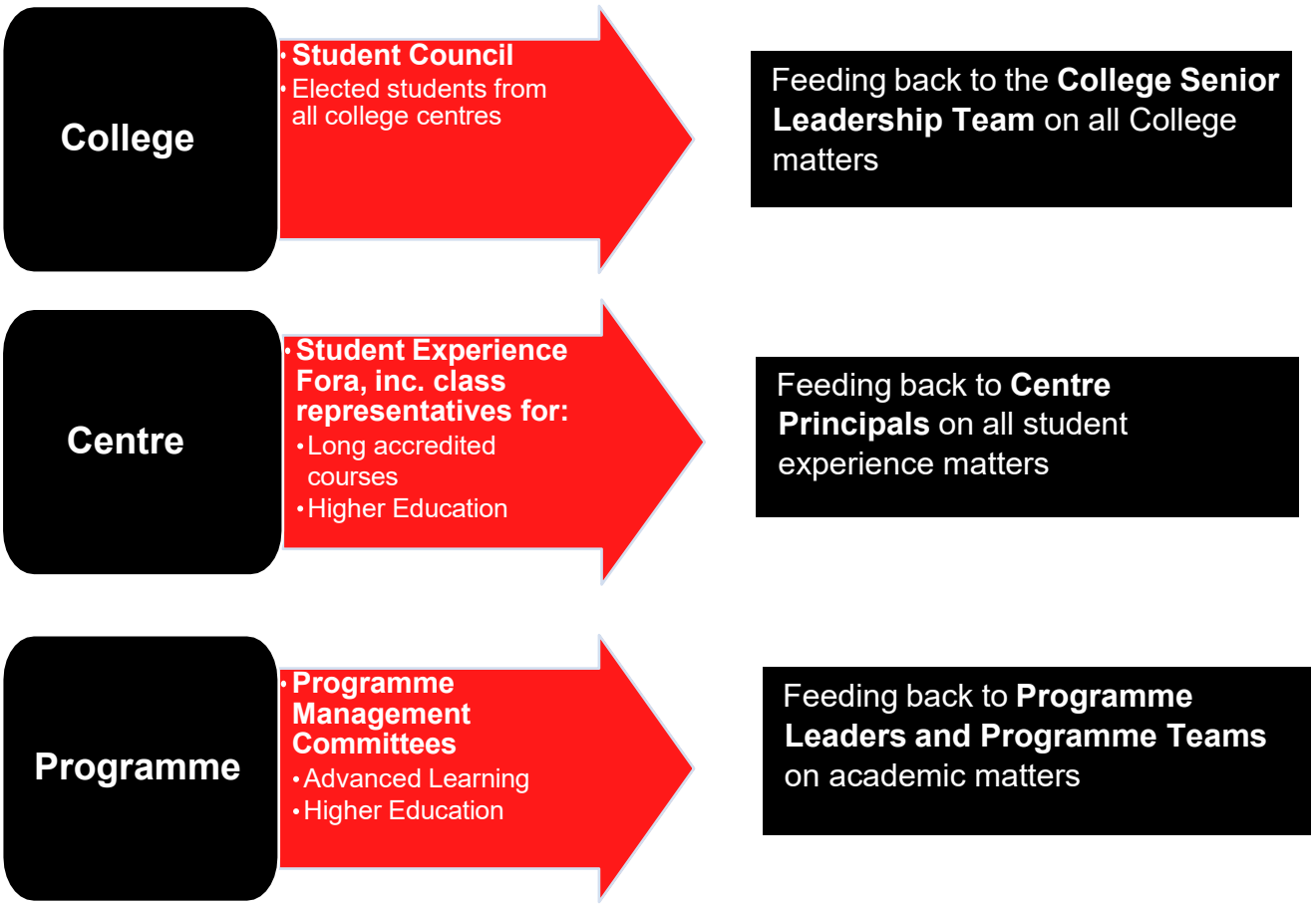
[2] As above

a student, usually a student governor and includes an administrative officer responsible for any societies, associations and clubs within the College, communication between the Council and the College Management and for providing students with the principle point of contact between the Student Union and the College. The administrative officer can be a student elected by students or a member of the College administrative team and will be appointed for a two-year term of office.

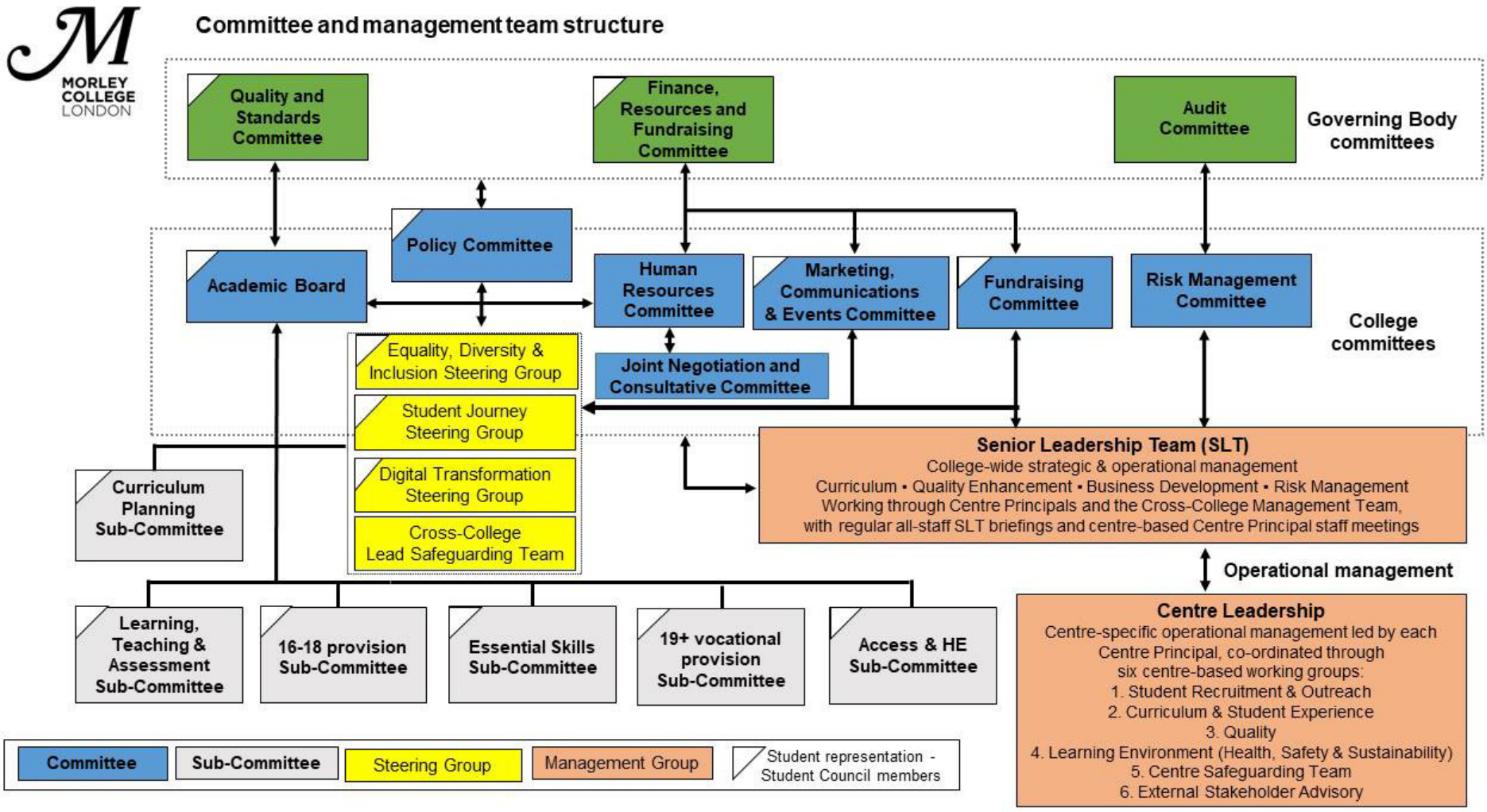
Meetings will take place once a term in each College Centre in turn. The agenda will include such topics as: Student Voice; policies; college self- assessment reports, clubs coordination; issues arising from minutes of all students' committees; Morley Magazine publication; affiliation to NUS; an annual student conference; etc.

The annual student conference, organised by the Student Council, will be an opportunity to bring students from all college Centres together to engage in a variety of activities both with fellow students and college staff.

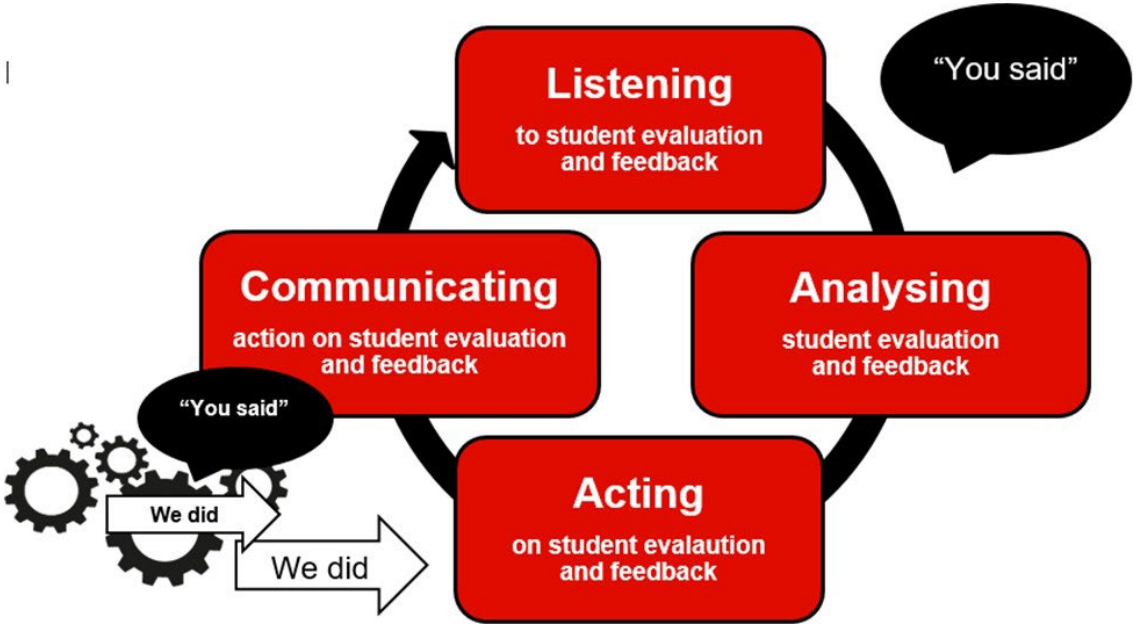
Chart: student representation and feedback to College



APPENDIX C: capturing the student voice through the College committee structure



APPENDIX D: *You Said We Did*, acting on student feedback

The Student Journey Steering Group will ensure a termly communication of actions taken by the College in response to student evaluation and feedback, referencing directly the recommendations acted upon through the Senior Leadership Team. The *You said: We did* Communications Plan will be enacted on a termly basis by the Director of Marketing and Communications, communicating the impact for students via:

- Key Information for Students noticeboards at all College centres including satellite sites
- Morley Matters staff newsletter (in order that staff can in turn share the update with students)
- Morley Magazine (for students)
- Moodle (student VLE)
- Start-of-term student emails and termly student progression emails.
- Morley Radio podcast