

Morley College Limited trading as Morley College London

Access and participation plan (APP) 2025-26 to 2028-29

Introduction and strategic aim

Welcome to Morley College London's (subsequently referred to as Morley) Access and Participation Plan (APP). This is the first APP published by Morley, having previously operated under an Access and Participation Statement since its entry to the OfS Register of HE Providers in 2017. This plan sets out how Morley will support wider participation in higher education (HE), assisting students from underrepresented groups into higher education, help them to be successful and achieve their potential during their studies at the College, and progress to rewarding career routes.

The publication of this APP follows the College being assessed as "Gold" overall (Student Experience "Gold" and Student Outcomes "Silver") at the Teaching Excellence Framework (TEF) in 2023 and as the College embarks on a planned expansion and diversification of its higher education offer as part of its Curriculum Strategy 2021-25 "Upskill, Reskill, Enjoy".

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.

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), "The telephone, or how to talk to a man a hundred miles away", and 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."

Today, at Morley, Emma Cons' belief in creating connections between students' ambition, potential and opportunity to succeed are maintained, encouraged, and supported. 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 its DNA from its founder, with a clear commitment to meeting the needs of students and the diverse communities from which they come.

Morley 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's Specialist Designated Status has been in place since this time, reflecting the range, breadth, and depth of opportunity for adult learning.

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.

In academic year 2023-24, to date, there are 10,043 students on 2,261 long, accredited, and short, non-accredited courses across all college Centres, accounting for 24,801 enrolments. Most students at the college are adults, with a small cohort of 16–19-year-olds (416) on study programmes at the North Kensington and Chelsea Centres.

Morley's students are drawn from its most local boroughs of Lambeth, Southwark, and Kensington and Chelsea, and the personalised approach to learning and the student experience attracts students from across London and beyond. Morley is committed to learning, inclusivity, broadening and encouraging participation, and to doing all possible to support people to keep learning: "we [Morley] champion lifelong learning".

The College's advocacy for lifelong learning leads to an offer of the broadest possible range of learning opportunities - from a taster course to encourage engagement, through to a masterclass for professional practitioners.

In keeping with Morley's founding principles of social justice, the College's mission is to inspire individuals and strengthen communities through the transformative impact of lifelong learning. As a dynamic and diverse learning community, Morley is committed to realising the positive impact of learning, and educational gain to enable students to achieve their ambitions. The College values creativity and is driven by the needs, interests and aspirations of its students, the shared ambitions of its stakeholders and the expertise of its staff.

Morley 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 experiences 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. Higher education at Morley is a vital stage in the lifelong learning journey of our students - encouraging and supporting their continuing engagement in realising their ambitions and providing the educational gain, personal development, knowledge, and skill acquisition which for many leads to the better paid, sustainable employment inaccessible without a HE qualification.

Morley's HE provision has been small, circa 100 students in each of the recent years, has been highly specialised in what it offers, building on its subject expertise founded across a large range of advanced short courses from music, printmaking, millinery, photography to pattern cutting. 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. The range of courses has included Higher National Certificates and Diplomas, and Top Up Degrees. A Foundation Degree in Early Years, which is a long standing franchise offer with Kingston University, is subject to the university's own APP and students benefit from its range of services including financial and study support. The characteristics of the students studying at Morley for the four years between 2018/19 and 2021/22 appear below (source; TEF Size and Shape Dashboard 2023).

| Gender | % | Ethnicity (unknown 6.6) | |
|-------------------|----------|---|------|
| Male | 23.5 | Asian | 5.3 |
| Female | 76.5 | Black | 19.8 |
| Age | | Mixed | 6.5 |
| Under 21 | 23.3 | Other | 4.1 |
| 21-30 years | 26.0 | White | 57.8 |
| 31 years + | 50.7 | Deprivation quintile (unknown 1.4) | |
| Disability | | Quintiles 1/2 (most deprived) | 49.6 |
| Reported - yes | 16.4 | Quintiles 3/5 (least deprived) | 49.0 |
| Reported – no | 83.6 | | |

During the timeframe of this APP, Morley has the ambition and the strategy to develop and diversify its HE curriculum offer, grow student numbers, attract, and support students from underrepresented groups and further widen and deepen its impact on the lives of Londoners. The College's Strategic Plan 2021-25 explains that as part of its "demand led, responsive, diversified and progressive curriculum" it will offer "progression pathways from introductory to higher levels of study: students developing interests and passions via short courses progressing to either recognised qualifications (up to degree level) or further skilled practitioner training".

From September 2024, the BA (Hons) Creative Practice will be launched for recruitment (first delivery September 2025), with initially three pathway titles. The ambition and intention are to increase these in subsequent years. The degree builds on and extends the College's existing provision in the arts and the creative disciplines. Opportunities for adults to study at a higher level are often limited. The College has an important role to play in providing flexible, high quality, specialised higher learning, and educational gain, contributing to the Skills for Londoners Strategy published by the Mayor of London. The BA (Hons) Creative Practice has been designed for students who are interested in the fast-changing world of creative practice and wish to study in a distinctive studio-based culture with a normally low staff student ratio. It will provide graduates with current and forward-looking creative skills, critical insights into the concepts in creative research and an understanding of the professional world in which these are applied. Graduates of the course will have the practical and conceptual skills to work flexibly in a wide range of roles. The programme is designed to equip graduates for the rapidly changing workplace where practical creative skills and knowledge are highly valued.

From September 2024 Morley will also introduce a range of Higher Technical Qualifications (HTQs) and additional L4/L5 qualifications in several vocational areas including accounting, business, leadership,

management, and healthcare. These new courses will provide a practical, skills-based path to a rewarding career in the business and healthcare sectors. Successful DfE Skills Injection Fund Bids have provided the capital and resource funding for the development and introduction of these qualifications, which are a direct response to employers' skills needs and gaps identified in the London Business 1000 Survey, conducted as part of the "Meeting Central London's Skills Needs" – A Report for the London Local Skills Improvement Plan. A further successful bid to the DfE Modular Acceleration Programme is supporting the College's planned launch, also in September 2024, of the pilot delivery of 4 fully funded modules drawn from the HTQ in Leadership and Management. These short, flexible, and modular courses form part of the pilot project in advance of the availability of the Lifelong Learning Entitlement in 2026 and will provide opportunities to further develop an existing career and step into a new one.

Risks to equality of opportunity

Appendix A of the APP entitled "Analysis of Performance" (pages 31-36) provides the full investigation of all the College's access, continuation, completion, attainment, and progression data which has led to the identification of the specific targets explained below to address risks to equality of opportunity.

The investigation has been informed by reference to the following data sources.

- The OfS APP Data Dashboard
- The OfS TEF 2023 Data Dashboard
- The OfS TEF 2022 and 2023 Shape and Size Data Dashboard
- The College's TEF 2023 Written Submission
- The TEF 2023 Panel Statement
- And the College's own student data records sourced from college ILR returns, facilitated through the college's MiS system, UNIT-e.

The "Analysis of Performance" section explains in fuller detail the challenges associated with small volumes of data, the much changed curriculum offer at Morley over past years and the changed context of the College since merger in 2020. Whilst the OfS APP Data Dashboard has been a helpful source of data with respect to Access, and the identification of risks to equality of opportunity for some student groups entering HE, it has been less helpful in examining potential risks at the other stages of the student life cycle journey (continuation, completion, attainment, and progression). OfS TEF 2023 indicators provide another and more up to date picture and have been augmented by reference to the College's internal HE student data.

The most significant risks to equality of opportunity appear below and relate to access and continuation for the named student subgroups. The later paragraphs explain the absence of any identifiable gaps in the completion, and attainment life cycle stages, and the absence of data for progression, which from other sources has been recognised as having very high rates of successful progression for all students and groups.

PTP1 - the proportion of students studying the majority full time HE provision at Morley from ethnic minority, non-white groups, at 37.5% (most recent 2 year aggregate – source; OfS APP data dashboard) is slightly above (+ 4.2 percentage points) the sector average (33.3%) but given its central London location and the presence of a very diverse community within the boroughs it serves (at Morley's Waterloo centre there are over 100 languages spoken by the student body), there is a risk that as the College launches its plans for expansion of HE provision such groups,

due to an absence of past family experience and role models, insufficient prior knowledge, limited access to good information and guidance in a language that is accessible, and a perception of the inaccessibility of higher education, may not recognise the relevance of these new opportunities to themselves.

PTP2 – the proportion of the Morley's HE students studying the majority full time provision drawn from the most economically deprived IMD quintiles (1 and 2) at 42.4% (most recent 2 year aggregate – source; OfS APP data dashboard), is significantly above (+ 11.9 percentage points) the 30.5% of students from two least deprived quintiles (4 and 5) but given its central London location and situation within Lambeth and Southwark which are ranked within the top ten most deprived boroughs in London, and the Royal Borough of Kensington and Chelsea one of the most diverse districts in London, and a borough that is one of the most unequal in the UK, there is a risk that as the College launches its plans for expansion of HE provision, such groups, due to an absence of economic capacity worsened by the recent cost of living crisis, aversion to debt, lack of family experience of HE and role models, insufficient prior knowledge, limited access to good information and guidance, and their perception of higher education, may not recognise the relevance of these new opportunities to themselves.

PTS1 – Full time male students are significantly less successful than female students during their first year of study and continue at a much lower rate (a gap of 17.6 percentage points - TEF 2023 data). Interestingly wider college student data [of non HE students] reported in the College Self-Assessment Report 2022-23 an “achievement gap” between male and female students which is not localised to a curriculum area, or level”. College “leaders and managers will prioritise this group for additional scrutiny and tracking this year to close this gap”.

| Continuation Rate (%) | % of full time female students who continue | % of full time male students who continue | Gap (percentage points) |
|-----------------------------------|---|---|-------------------------|
| Source; TEF 2023 4 year aggregate | 84.0 | 66.4 | 17.6 |

Whilst the volume of student data means that we cannot be certain, it is very likely that there are also intersections of disadvantage between male students who identify as black, and those from neighbourhoods with the most economic deprivation (IMD Quintiles 1 and 2). See below PTS2 and PTS3.

PTS2 –Full time black students are significantly less successful than white students during their first year of study and continue at a much lower rate (a gap of 19.2 percentage points – OfS APP data dashboard – 2 year aggregate data). Evidence suggests that this is influenced by prior educational experience and attainment, less readily available academic, personal, mental health support, and access to learning resources away from college than that present for other groups.

| Continuation Rate (%) | % of full time white students who continue | % of full time black students who continue | Gap (percentage points) |
|---|--|--|-------------------------|
| Source; OfS APP data dashboard 2 year aggregate | 69.2 | 50.0 | 19.2 |

PTS3 – Full time students from neighbourhoods with the most economic deprivation (IMD Quintiles 1) are significantly less successful during their first year of study than those from the more affluent neighbourhoods (IMD Quintiles 4 – quintile 5 data not available) and continue at a much lower rate (a gap of 9.6 percentage points – OfS APP data dashboard – 2 year aggregate data). Evidence suggests that this is influenced by prior educational experience and attainment, less readily available academic, personal, and mental health support, away from college than that present for other groups. Additionally, this group suffer more than others from cost pressures, particularly in the most recent cost of living crisis years, and limited access to learning resources away from college.

| Continuation Rate (%) | % of full time students from IMDQ4 who continue | % of full time students from IMDQ1 who continue | Gap (percentage points) |
|---|---|---|-------------------------|
| Source; OfS APP data dashboard 2 year aggregate | 69.6 | 79.2 | 9.6 |

Student data (see appendix A) does NOT identify any gaps of equality of opportunity for completion or attainment for any specific group of students.

The absence of any targets for progression is a product of a dataset that is too small, due in part to the limited numbers of students progressing, and the extended period of the relatively recently introduced Graduate Outcomes Survey (GOS). This is a situation replicated across many colleges and smaller providers. The College's TEF 2023 outcome, and Panel Statement, concluded that there are “very high rates of successful progression for all of the provider’s students and courses.”

The following sections – “Objectives - Access and participation objectives aimed at specific student groups - and Intervention Strategies and Objectives” – provide detail about planned objectives and interventions. The table below provides a link between the risks identified above, the relevant objectives and interventions.

| Stage of student journey | Student Group | Objective (reference) | Intervention (number) |
|--------------------------|------------------------|-----------------------|-----------------------|
| Access | Ethnic minority groups | PTP1 | 1 |

| | | | |
|--------------|---|------|---|
| Access | IMD Quintile 1 and 2 (most deprived groups) | PTP2 | 1 |
| Continuation | Identifying as Male | PTP3 | 2 |
| Continuation | Identifying as Black | PTP4 | 2 |
| Continuation | IMD Quintile 1 (most deprived group) | PTP5 | 2 |

Objectives

Strategic Access and Participation Objectives

In line with its founding principles, and its special designation under the 1992 Education Act, Morley's HE student population is made up of a significant majority of mature learners (+21 years of age) – 76.7% full time students and 59.1% of part time (TEF 2023 data). This proportion of mature learners is significantly more than the sector average and has remained as such in the face of the dramatic decline in mature student numbers in the sector over the past 15 years. Whilst the College will not set a strategic objective to maintain a nominated percentage of mature learners within its HE student population, its underlying principles and activities will ensure that Morley is a place of learning where mature learners are welcomed, valued, and supported to succeed and progress.

Morley's HE student population comprises a significant majority of female students – 76.5% full time students and 74% part time (TEF 2023 data) - which is explained by the characteristics of some of its largest and longest offered provision (including Foundation Degree Early Years and Creative Subjects) and the statistical impact of a relatively small overall student population. The College will not set itself a strategic objective to achieve a more gender balanced population but anticipates that the developments outlined earlier, including the extension of HE provision into new subject areas and new qualifications, will contribute to a more even gender balance over time.

The Introduction and Strategic Aim Section (pages 1-4) of this APP has explained how Morley's HE offer currently provides students with diverse and flexible pathways, including HNC/Ds, Foundation and Top Up degrees. Plans also outlined in the Introduction and Strategy Section for future development and expansion in the form of new HTQs, and modular offerings will further diversify the offer and provide students with additional flexible pathways to successful careers.

The Whole Provider Approach Section (pages 25-26) explains Morley's strategy to support students with a range of needs, including the improvement of their mental health, how this is implemented, has been embedded within this APP, and will be further developed to meet the needs of a larger HE student population.

Whilst Morley's Adult Education focus, and currently modest HE provision and size of student population, restricts its opportunity to support schools to raise pre-16 attainment, it will continue to work with its partner secondary schools to raise awareness, understanding and available pathways for students, aged 15 and 16, and with its own internal younger 16-18 student population, who do

not have equal opportunity, nor support or experience, to develop the knowledge and skills required to access and succeed in higher education.

Morley will extend its existing partnership working strategies to support its widening participation objectives, including with educational partners such as Ravensbourne University, London, and Kingston University, partner schools such as Chelsea Academy, local government partners including Lambeth Council and the Royal Borough of Kensington and Chelsea with whom Community Learning is delivered, and third sector organisations such as the North Kensington (Rugby Portobello Trust) with whom routes are being developed for local parents seeking to transition into full time training in Early Years.

Access and participation objectives aimed at specific student groups

The following objectives are relevant to the full time student population. In the past Morley had a more significant part time provision, which has now reduced. Currently, and in its strategic planning, the College will have a significantly majority full time student population (approximately 80%).

PTP1 – As Morley's full time student population increases over the period of this plan, in line with its strategic intent, the proportion of students from ethnic minority non white groups will be maintained at 37.5% (APP data dashboard), which is slightly above (+4.2 percentage points) the sector average (33.3%). This ambition reflects the College's desire to grow the opportunity for local communities within which there is significant ethnic diversity. At Morley's Waterloo centre there are over 100 languages spoken by the student body.

The maintenance of this proportion of students from non-white ethnic minorities, alongside an increase in the total number of students, will represent an absolute increase in student numbers drawn from the substantial diverse London community. Assuming Morley achieves its expansion plans, the maintenance of this proportion of students from ethnic minority non white groups, would represent a student population from these groups, by the expiration of this APP, of approximately 150, a fourfold rise in the number of students from these groups studying at Morley compared to the start of the APP cycle.

PTP2 – As Morley's full time student population increases over the period of this plan, in line with its strategic intent, the proportion of students from the most economically deprived IMD quintiles (1 and 2) will be maintained at 42.4% (APP data dashboard – 2 year aggregate), significantly above (+ 11.9 percentage points) the proportion of students studying at the college (30.5%) drawn from the least economically deprived population (quintiles 4 and 5). This is an ambition reflective of the College's Central London location, its situation within Lambeth and Southwark which are ranked within the top ten most deprived boroughs in London, and the Royal Borough of Kensington and Chelsea one of the most diverse districts in London, and a borough that is one of the most unequal in the UK, with recently arrived migrant families living alongside low-earning Britons, only a stone's throw from the Royal Hospital Ward which enjoys one of the highest average earnings in the country.

The maintenance of this proportion of students from poorer districts alongside an increase in the total number of students will represent an absolute increase in student numbers drawn from the most deprived groups of the London Boroughs in which the College is situated. Assuming Morley achieves its expansion plans, the maintenance of this proportion of students from the most

economically deprived IMD quintiles, would represent a student population from these backgrounds, by the expiration of this APP, of approximately 170, more than a fourfold rise in the number of students from these backgrounds studying at Morley compared to the start of the APP cycle.

Statistical evidence suggests that challenges are experienced in their first year of study, and continuation is impacted, for the following target student groups. These restrict some from being successful in their one year course, or progressing to the second year, where the course is of a longer duration.

PTS1 – Morley will reduce the continuation gap between full time male and female students (which stands at 17.6 percentage points -TEF 2023 data) by 11 percentage points, by the end of the period covered by this plan (monitoring will take place using TEF 2027 data and in interim years by the compilation of matching internal data). This will reduce the gap to a much smaller 6.6 percentage points, and the continuation rates for male students would then match the TEF 2023 benchmark. The eradication of this continuation gap will be achieved during the period of the College's second APP. This objective to enhance the success of male students is shared across Morley and its wider student population studying at different levels and over different durations of study.

Whilst the volume of student data means that we cannot be certain, it is very likely that there are intersections of disadvantage between male students who identify as black, and those from neighbourhoods with the most economic deprivation (IMD Quintiles 1 and 2) and therefore the objectives below will also impact positively upon PTS1 above.

PTS2 – Morley will halve the continuation gap between full time students identifying as black and white, which OfS APP data dashboard data (2 year aggregate data) showed as 19.2 percentage points, by the end of the period covered by this plan.

PTS3 – Morley will eradicate the continuation gap between full time students from neighbourhoods with the most economic deprivation (IMD Quintile 1) and from the more affluent neighbourhoods (IMD Quintile 4 – quintile 5 data not available), which OfS APP data dashboard (2 year aggregate) showed as 9.6 percentage points (Q1-4 only) by the end of the period of this plan.

The above “Risks to Equality of Opportunity” section explained that no risks had been identified to any specific student groups in respect of progression. This is partly due to a limited amount of data from the GOS. The 2023 TEF panel considered, based upon college produced evidence that progression was a “very high quality feature” and that “there are very high rates of successful progression for all of the provider’s students and courses.” However, Morley accepts that whilst not setting a specific target there will be a need to further develop the excellent course based, and centrally delivered student services support for progression, to acknowledge the increase in the planned number of students, the wider range of courses, and the different career pathways requiring support from an extended course offer.

Intervention strategies and expected outcomes

Intervention strategy 1: “Go Higher at Morley” – Participation/ Access - PTP1 and PTP2

Objectives and targets

This intervention strategy will contribute towards Morley’s ambition to maintain its proportion of full time students (its major student population) from ethnic minority non white groups at 37.5% (PTP1), and the proportion of students from the most economically deprived IMD quintiles (1 and 2) at 42.4% (PTP2), which as its full time student population increases over the period of this plan, in line with its strategic intent, will create an increase in the actual number of students from these two groups studying at the College.

Risks to equality of opportunity

This ambition reflects Morley’s ambition to grow the opportunity for local communities within which there is significant ethnic diversity, poverty, and inequality of opportunity in a part of London where the gap between social groups is one of the largest in the UK (PTP1 and 2).

Whilst some of the activities are a continuance of existing Morley practice, are appreciated by students and elicit positive feedback (also from the TEF 2023 Panel), this being the College’s first APP most are new activities in this context.

This intervention strategy will be promoted and delivered in the pre-study stage, during enquiry, application, interview, and enrolment to support, encourage and reassure applicants from underrepresented groups with less experience, knowledge, and confidence of study at higher levels and to directly impact access for students from underrepresented groups. Additionally, some of these activities will continue, and be offered, during students’ subsequent study periods, and will directly impact upon their chances of continuation of study. This is recognised in the table below, in the column entitled “cross intervention strategy”, which refers to Intervention strategy 2: “Continue, Aspire and Succeed at Morley”.

Related objectives and targets

Additionally, some of these activities will continue, and be offered, during students’ subsequent study periods, will directly impact upon their chances of continuation of study and will impact upon objectives PTS1/2/3. This is recognised in the table below, in the column entitled “cross intervention strategy”, which refers to intervention strategy 2: “Continue, Aspire and Succeed at Morley”.

Related risks to equality of opportunity

These activities and the risks they are addressing relate also to risks to continuation for three groups of students identified earlier – male students, students identifying as black, and those from neighbourhoods with the most economic deprivation (PTS1/2/3). This is recognised in the intervention table below (page 10), in the column entitled “cross intervention strategy”, which refers to intervention strategy 2: “Continue, Aspire and Succeed at Morley”.

Table on page 11 below - Intervention strategy 1: “Go Higher at Morley”

Access/Participation – PTA1/2 - provides a title for each activity included within the intervention strategy, a description, required inputs and outputs, and the identification of any link with Intervention Strategy 1 “Continue, Aspire and Succeed at Morley” – success/continuation - PTS1/2/3

| Activity | Description | Inputs | Outcomes | Cross intervention strategy? |
|---|---|--|--|------------------------------|
| Embedding Internal Progression Opportunities | Increased and active, college wide and course embedded promotion of internal progression opportunities within the College to newly offered courses emphasising the opportunity of HE for ALL at Morley College (including new HTQs) | Staff training, promotional materials, progression events, internal application process development | Increased awareness amongst all staff and students of HE opportunities at Morley and greater understanding of, and confidence in application processes. Increased internal progression from these underrepresented groups including to new HTQs. | |
| Pathways Map | New - Creation and promotion of a “Pathways Map” from entry level to level 6 (including non-accredited courses) and beyond, including identification of different academic and vocational awards, of different durations, and with different entry points | Cross curriculum collaboration (staff time), staff training, promotional materials, progression events, internal application process development | Increased awareness amongst all staff and students of pathways to HE and opportunities at Morley, including new HTQs. Increased internal progression from these underrepresented groups and greater recognition of external progression opportunities. | |

| | | | | |
|---------------------------------|--|--|--|---|
| Educational Partnerships | <p>Continued - Partnership working with educational partners including schools, adult learning centres and other private, public, and other third sector organisations to promote the opportunity of HE for ALL at Morley College (and HE opportunities more broadly)</p> | <p>Marketing and academic staff time and cost of promotional and activity supporting materials</p> | <p>Increased recognition, knowledge and understanding of school pupils, and the community, of HE opportunities, the support available and how to access them. Increased student recruitment from these underrepresented groups</p> | |
| Community Outreach | <p>New- Community Outreach via local authority partners such as Lambeth Council and the Royal Borough of Kensington and Chelsea</p> | <p>Marketing and academic staff time and cost of promotional and activity supporting materials</p> | <p>Increased recognition, knowledge and understanding within the community of HE opportunities for ALL, the support available and how to access them. Increased student recruitment from these underrepresented groups</p> | |
| Financial Support | <p>New - Financial Support offer to mitigate the financial challenges of study and aversion to debt amongst some groups. Financial support, in the form of an increasing range of targeted Bursaries, Hardship Funds, and other targeted support for travel, study and life events to assist students with life and unexpected expense</p> | <p>Financial Support – see “Provision of Information” section and Investment Spreadsheet and staff time to process applications and payments</p> | <p>Full utilisation of available financial support to help applicants overcome the perceived and real obstacles to HE study. Increased enrolments from those with economic disadvantage.</p> | <p>Intervention 2; “Continue, Aspire and Succeed at Morley”.</p> |

| | | | | |
|---|--|--|--|---|
| Information, Guidance and Advice | <p>Continuing - Information, guidance, and application support to bridge gaps of knowledge and confidence and overcome actual and perceived barriers to lifelong learning (including, training of academic and guidance staff to fully understand and be able to advise students of the new HE opportunities for ALL, and additional increased capacity to manage planned larger volumes of application)</p> | <p>Staff training cost, and time and additional admissions staff capacity, and supporting/promotional materials</p> | <p>More staff available with better knowledge, understanding and confidence to support HE applicants with perceived and real support needs. Increased enrolments and conversion of applications, from those with economic disadvantage and cultural/language/knowledge barriers.</p> | <p>Intervention 2; "Continue, Aspire and Succeed at Morley".</p> |
| 1-2-1 Engagement with Applicants | <p>Continuance - of 1-2-1 engagement with applicants to fully support their ambitions, understand their academic and pastoral needs and prepare them for the transition ahead</p> | <p>Additional admissions support (staff), and academic staff (time) to support an increased volume of applications and provide this level of continued service</p> | <p>Availability of interaction between staff and applicants to support them with perceived and real support needs and increase confidence in coming academic demands. Increased enrolments and conversion of applications from these underrepresented groups.</p> | <p>Intervention 2; "Continue, Aspire and Succeed at Morley".</p> |

| | | | | |
|------------------|--|--|---|---|
| Bridging Courses | New - Bridging/entry courses in summer before entry, and/or in first term of study, to fully equip learners for transition | Additional academic staff/time to develop and deliver workshops and administrative time to coordinate | Increased conversion of applicants with new entrants joining courses with improved confidence, knowledge, and skills to succeed and improve continuation. | Intervention 2; "Continue, Aspire and Succeed at Morley |
| Evaluation | New -- an evaluation function to monitor effectiveness of intervention strategy and activities | Staff time and training, the creation of a new APP Evaluation Sub Committee (see Evaluation of Plan) and the potential involvement of an external specialist body – Evaluation/Research spending shown as separate expenditure / investment on FIT | Effective evaluation of impact (see paragraph below and "Evaluation Section" for detail) | Intervention 2; "Continue, Aspire and Succeed at Morley |

Total 4 year APP cycle cost of activities and evaluation for Intervention Strategy 1 -" Go Higher at Morley" - £41,000 PLUS Access Expenditure £137,000 and Financial Support £284,000 (also relevant to Intervention Strategy 2)

Summary of evidence base and rationale

To maintain its proportion of students from ethnic minority non white groups at 37.5%, and the proportion of students from the most economically deprived IMD quintiles (1 and 2) at 42.4%, is based upon.

1. The principles of successful practice applied across Morley in its recruitment to all its courses.
2. Feedback from higher education students about their experiences in exploring, applying, and enrolling to courses and from students studying on the college's adult and young person's courses (including Access to HE and L3 full time vocational courses) about their experiences, and challenges faced in decision making and applying to HE.
3. The recognition from feedback from students during consultation for this APP, and in exploring the College's EORR, that adult learners have specific advice, guidance and support needs resulting from a gap since prior study, a more cautious attitude to student debt than younger learners, and a heightened awareness of the other financial challenges faced in their own, and their families lives.
4. An understanding of Morley's catchment area (and of London more broadly), the economic, social, and educational backgrounds of potential students and the identification of underrepresented groups that could be reached via the college's existing community learning offer, and future developments.
5. The recognition that a significant number of potential HE students will have English as a second, or subsequent language, and that their prior learning experiences may have been in other than UK educational systems.

Evaluation

The Evaluation Section of this Plan (pages 26-28) identifies that Morley is at the very beginning of its APP journey. With this being its first published APP, many of the above intervention activities aimed at improving access for targeted groups, are new, and others are extensions and developments of current practice with a planned increased student population. Evaluation will necessarily be of a type 1 narrative nature with exploration and scrutiny of engagement of applicants/enrollers, and staff, with the intervention activities both at qualitative and quantitative level. With an initially small applicant and enrolling pool, significant amounts of the qualitative investigation can be undertaken by individual interview, student focus group, and more widely by survey. With much activity new, quantitative evaluation will initially have limited opportunity for comparative/trend analysis compared with past experiences, although comparison against target will be available.

Evaluation of activity at the outset of this first ever Morley APP will focus on evaluating by quantitative and qualitative method at intervention activity level, trying to establish, for example, the volume of student/applicant engagement with an activity and by engagement with student/applicant the quality of the engagement and the impact on them. As the APP cycle progresses, and more overarching data becomes available as to the impact of the interventions on the broad strategy, then evaluation at that higher level will commence.

Whilst promotion, application and recruitment to the wider college offer to adult and younger students at L3 and below is different this does provide, in the early absence of comparators, the opportunity for some – type 2 - empirical evaluation of access activity.

Intervention strategy 2: Continue, Aspire and Succeed at Morley” – success/continuation - PTS1/2/3

Objectives and targets

This intervention strategy will contribute towards the reduction in the continuation gap between full time male and female students, between full time students identifying as black and white and full time students from neighbourhoods with the most economic deprivation (IMD Quintiles 1) and from the more affluent neighbourhoods (IMD Quintiles 4). (PTS1/2/3)

Whilst this intervention strategy will be delivered as the students are in study, and will directly impact upon their continuation of study, the presence of these activities and their availability during study will be promoted in the pre-study stage, during application, interview, and enrolment to support, encourage and reassure applicants from underrepresented groups with less experience, knowledge, and confidence of study at higher levels. This is recognised in the table below, in the column entitled “cross intervention strategy”, which refers to Intervention strategy 1: “Go Higher at Morley”.

Risks to equality of opportunity

This intervention will address the risks to equality of opportunity for three groups of full time students in continuing their study (either the completion of their one year course of study or progressing from the first year to the second year of a course of longer duration).

1. Full time students identifying as male who currently, according to TEF 2023 data, are significantly less likely to continue with their studies than students identifying as female (17.6% less male students have continued their study than female over the 4 year TEF period). PTS1.
2. Full time students identifying as black who currently, according to OfS APP data dashboard data, are significantly less likely to continue their studies than white students (19.2% less black students have continued their study than white students over the most recent 2 year period). PTS2.
3. Full time students from neighbourhoods with the most economic deprivation (IMD Quintiles 1 and 2) are significantly less likely to continue their studies than students from the more affluent neighbourhoods (IMD Quintiles 4 and 5), (9.6% less students from neighbourhoods with the most economic deprivation (IMD Quintiles 1 and 2) continued their study than those from the least deprived quintiles (4 and 5) over the most recent 2 year period - OfS APP data dashboard data). PTS3.

Whilst the volume of student data means that we cannot be certain, it is very likely that there are intersections of disadvantage between male students who identify as black, and those from neighbourhoods with the most economic deprivation (IMD Quintiles 1 and 2) and therefore the intervention outlined below will also impact positively upon that dimension of inequality of opportunity.

Whilst some of the activities are a continuance of existing Morley practice, are appreciated by students and elicit positive feedback (also from the TEF 2023 Panel), this being the College's first APP many are new activities in this context.

Related objectives and targets

Whilst this intervention strategy will be delivered as the students are in study, and will directly impact upon their continuation of study, the presence of these activities and their availability during study will be promoted in the pre-study stage, during application, interview, and enrolment to support, encourage and reassure applicants from underrepresented groups with less experience, knowledge, and confidence of study at higher levels. This is recognised in the table below, in the column entitled "cross intervention strategy", which refers to Intervention strategy 1: "Go Higher at Morley". PTP1/2.

Related risks to equality of opportunity

These activities and the risks they are addressing relate also to risks of access to study for two groups of students identified earlier – students from non-white ethnic minority groups, and those from neighbourhoods with the most economic deprivation (PTP1/2). This is recognised in the intervention table below, in the column entitled "cross intervention strategy", which refers to intervention strategy 1: "Go Higher at Morley"

Table on page 19 below - Intervention strategy 2: “Continue, Aspire and Succeed at Morley” – success/continuation - PTS1/2/3 – provides a title for each activity included within the intervention strategy, a description, required inputs and outputs, and the identification of any link with Intervention Strategy 1 “Go Higher at Morley” – Access/Participation PTA1/2

| Activity | Description | Inputs | Outcomes | Cross intervention strategy? |
|------------------------------|---|---|--|--|
| 1-2-1 Engagement | Continuance of 1-2-1 engagement with applicants despite planned increased volume to fully support their ambitions, understand [early] their academic and pastoral needs and prepare them for the transition ahead (including exploration of additional support needs) | Additional admissions support (staff), and academic staff (time) to support an increased volume of applications and provide this level of continued service | Better prepared new entrants with increased chance to succeed and continue. Improved continuation rates for the targeted groups. | Intervention strategy 1: "Go Higher at Morley" |
| Small Group and High Contact | Continuance - of the College's policy for a small group and high contact delivery model [in the context of the Sector and as described in TEF 2023 Provider Statement] | Additional academic staff/time to maintain staff/student ratio and high level of support. Additional accommodation. | Additional academic staff/time to maintain staff/student ratio and high level of support. Additional accommodation. | Intervention strategy 1: "Go Higher at Morley" |
| Academic Support Workshops | New - additional support workshops to develop necessary academic study skills, including English for Academic Purposes for those with English as an additional language | Additional academic staff/time to develop and deliver workshops and administrative time to coordinate | Development of required English writing and language skills amongst students to support successful and confident engagement and improved continuation rates for the targeted groups. | Intervention strategy 1: "Go Higher at Morley" |

| | | | | |
|-------------------------------|--|--|---|--|
| Bridging Courses | New bridging/entry courses in summer before entry, and/or in first term of study, to fully equip learners for transition | Additional academic staff/time to develop and deliver workshops and administrative time to coordinate | Development of required English writing and language skills amongst students to support successful and confidence engagement and improved continuation rates for the targeted groups | Intervention strategy 1: "Go Higher at Morley" |
| Tutorial and Pastoral Support | Continuing - tutorial and pastoral support to help manage the transition into higher study, including monitoring of attendance, the use of progress reviews, and E-Tracker tool and exploration of the acquisition and utilisation of relevant software to draw upon student characteristics and behaviours to identify early those students "at risk" | Additional academic staff/time to maintain high level of support and record Exploration, development, and implementation of a range of relevant software – staff time and ICT resource | High levels of support, strong engagement with students, outstanding student experience leading to earlier identification of risk leading to personalised interventions, reduce drop out improve continuation rates for the targeted groups. | Intervention strategy 1: "Go Higher at Morley" |
| Student Progress Adviser | Availability of Student Progress Adviser for HE students at all centres (additional role) – offering advocacy, connection, signposting, and support with identification of additional support needs | 1 x Additional HE Student Progress Adviser | Source of personal support, strong engagement with students, providing the opportunity for personalised interventions, and recognition of support needs to reduce drop out and contribute to improved continuation rates for the targeted groups. | Intervention strategy 1: "Go Higher at Morley" |

| | | | | |
|--------------------------------|---|---|--|--|
| Financial Support | New financial support, in the form of an increasing range of targeted Bursaries, Hardship Funds, and other targeted support for travel, study and life events to assist students with life and unexpected expense | Financial Support – see “Provision of Information” section and staff time to process applications and payments and Investment Spreadsheet | Full utilisation of available financial support to help students overcome financial obstacles to HE study, avoid interruption of study leading to improved continuation rates for the targeted groups. | Intervention strategy 1: “Go Higher at Morley |
| Buddying and Networking | New – Facilitation of buddying, networking amongst groups, between levels and cross college and subjects to provide support, assist with transfer of skills and reinforce belonging | Academic and support staff time to organise and implement | Peer support and networking enhancing belonging, developing an HE community and assisting with overcoming difficulties and enhanced continuation rates for the targeted groups. | Intervention strategy 1: “Go Higher at Morley |
| Industry mentors | To support the introduction of new HTQs an extension of industry and workplace mentors, and events to support aspiration and ambition | Academic and support staff time to organise and implement | Mentor support enhancing belonging, assisting with overcoming of difficulties, developing aspiration and ambition and enhanced continuation rates for the targeted groups. | Intervention strategy 1: “Go Higher at Morley |

| | | | | |
|-------------------|---|---|--|---|
| Evaluation | New – an evaluation function to monitor effectiveness of intervention strategies and activities | Staff time and training, the creation of a new APP Evaluation Sub Committee (see Evaluation of Plan) and the potential involvement of an external specialist body Evaluation/Research spending shown as separate expenditure / investment on FIT | Effective evaluation of impact (see paragraph below and “Evaluation Section” for detail) | Intervention strategy 1: “Go Higher at Morley |
|-------------------|---|---|--|---|

Total 4 year APP cycle cost of activities and evaluation for Intervention Strategy 2 -"Continue, Aspire and Succeed at Morley" - £181,000 PLUS Financial Support £284,000 (also relevant to Intervention Strategy 1)

Summary of evidence base and rationale

The rationale for planned activities for this intervention aimed at Morley's ambition to reduce the continuation gap between full time male and female students, between full time Black and White students and full time students from neighbourhoods with the most economic deprivation (IMD Quintiles 1 and 2) and from the more affluent neighbourhoods (IMD Quintiles 4 and 5) is based upon the following.

1. The principles of successful practice and support applied across Morley in its provision of education and learning to all its students.
2. Feedback from higher education students about their study experiences and what "works and doesn't".
3. The recognition from feedback from students during consultation, and in exploring the College's EORR, that adult learners and those from underrepresented groups have specific support needs and learning preferences resulting from a gap since prior study, past learning experiences, the ease/difficulty of accessing learning and other resources outside colleges, and financial challenges faced in their own, and their families lives, worsened by the recent cost of living crisis.
4. The recognition that a significant number of HE students have English as a second, or subsequent language, and that their prior learning experiences may have been in other than UK educational systems.

Evaluation

The Evaluation Section of this APP (pages 26-28) identifies that Morley is at the very beginning of its APP journey. With this being its first published APP, many of the above intervention activities aimed at improved continuation for targeted groups, are new, and others are extensions and developments of current practice with a planned increased student population. Evaluation will necessarily be of a type 1 narrative nature with exploration and scrutiny of engagement of students with the intervention activities both at qualitative and quantitative level. With an initially small cohort significant amount of the qualitative investigation can be undertaken by individual interview, student focus group, and more widely by survey. With much activity new, quantitative evaluation will initially have limited opportunity for comparative/trend analysis compared with past experiences, although comparison against target will be available.

The qualitative aspects of the OfS "Financial Support Toolkit" will be utilised as part of the means of evaluating the impact of financial support.

Evaluation of activity at the outset of this first ever Morley APP will focus on evaluating by quantitative and qualitative method at intervention activity level, trying to establish, for example, the volume of student engagement with an activity, and by engagement with student the quality of the engagement and the impact on them and their performance. As the APP cycle progresses, and more overarching data becomes available as to the impact of the interventions on the broad strategy, then evaluation at that higher level will commence.

Whilst the wider college offer to adult and younger students at L3, and below, is different this does provide, in the early absence of comparators, the opportunity for some type 2 empirical evaluation of activity.

Whole provider approach

The earlier “Introduction and Strategic Aim” section (pages 1-4) of this APP explained the history and ethos of Morley. The “About us” section of the College’s website contains an explanation of “Modern Day Morley”. “Today, we are proud to serve communities both north and south of the river, and to extend our offering to young people aged 16 to18 as well as adults of all ages. As a dynamic and diverse learning community, Morley College London is committed to realising the positive impact of learning to support 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. In keeping with our founding principles of inclusion and social justice, Morley advocates lifelong learning as a vital contributor to personal and economic wellbeing. By enabling access to educational and cultural opportunities, Morley College London is a force for public good within the communities that we serve”.

Morley’s 2021/25 Strategic Plan explains that “threaded through [its] Strategic Goals are four cross-cutting themes that this plan seeks to progress as part of the culture of Morley”. One of those themes is “equality, diversity and inclusion” and commits to “taking a proactive stance in challenging inequality and discrimination and building on the inherent strength through diversity amongst our staff, student, and stakeholder communities. Includes working towards ‘Investors in Diversity’ status awarded by the National Centre for Diversity (and encapsulated by the acronym FREDIE: Fairness, Respect, Equality, Diversity, Inclusion and Engagement) and working in partnership with the FE Black Leadership Group to advance the diversity of staff in college leadership”.

Morley’s Equality, Diversity and Inclusion Statement explains “Our belief in the infinite possibilities of all commits us to challenge discrimination of all kinds, implicit, explicit, and systemic. Morley College London will challenge under-representation at all levels throughout the College and will provide focused developmental opportunities to support the progression of knowledge, skills, and experience. This is the heart of inclusion, encouragement, and support for all of those who work with us in any given capacity. Notwithstanding the challenges of representation, all people should have the opportunity to thrive and achieve their full potential within a Morley environment characterised by equality of respect and opportunity. We commit to support all people including and yet not limited to protected characteristics. We commit to a zero-tolerance approach to bullying, discrimination, and harassment. The FREDIE principles of Fairness, Respect, Equality, Diversity, Inclusion and Engagement underpin our values.”

In March 2023 Ofsted recognised the application of these principles in practice - “learners across all centres study in a calm and well-ordered environment, where they build positive relationships with their teachers and other learners.” The Report further explained that learners “enjoy learning in a socially diverse environment and take pride in promoting diversity and inclusion across the college. For example, learners attend additional lectures to learn about women’s rights and women’s noteworthy achievements in celebration of International Women’s Day. Staff organise visits for learners to museums, such as the Queer Britain Museum. Learners share what they have learned by, for example, arranging LGBTQ+ themed exhibitions in the college.”

The Summary TEF 2023 Panel Statement considered “Learning environment and academic support” to be an “outstanding quality feature” and explained that “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 many outstanding practices. Considering the range of evidence [TEF indicators and the Provider Submission], 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”.

This creation of this APP has been driven by a working group that comprises staff and student representation from across the College, and its functions, ensuring that the principles of diversity and inclusion espoused in its mission, values, plans, and policies are applied to the planning, implementation, and ultimately, evaluation of the strategies and interventions of this APP. This process has been mindful to ensure that the whole student lifecycle has been considered from enquiry/application through to progression.

The APP Working Group was led by Vice Principal (Innovation, Quality & Performance), and this role, which from July 2024 be retitled and restructured as Vice Principal Higher Education, will lead the oversight of its operation and impact, and its evaluation. The positioning of this role recognises that access and participation interventions, whilst delivered by different functions across the college, such as Student Services, and by academic teams across the three Morley sites, is a cross college activity irrespective of the point of the student journey or where and how they study, or by whom, or where the intervention it is delivered.

The section of this APP entitled “Evaluation of this Plan” (pages 25-27) explains how a range of committees, at different levels, involving staff and students from different parts of the college and functions, will be involved in monitoring, and evaluating impact and will report to Governors.

Student consultation

Morley’s engagement with students to inform, drive and improve student experience, performance and outcomes is strong, effective, and timely. The TEF 2023 panel considered “student engagement in improvement to be a very high quality feature”, explaining that “the ‘student voice’ indicator provides initial evidence of a very high quality feature for most groups of full-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 [College’s] board” and “evidence that student feedback is embodied in the provider’s quality enhancement framework, and sought at course level and via digital surveys.”

These same features and functions of the student engagement process have been used to gain input to the planning of the College's APP activity and obtain feedback upon those plans. The Chair of the Student Council (an independent body chaired by an elected student representative) has been an active member of the APP Working Group, feeding in, student input, and out, plans for consideration and feedback. The Student Council received a presentation about the concept of the APP, the College's own plans and provided clear feedback and recommendations. Course based student representative panels have been consulted, and due to the currently small student cohort, interviews were undertaken with individual students to gain their opinion and feedback.

With this being the first APP published by the College and the first time that tuition fees are planned to be set above the basic fee level, student consultation, and feedback, has centred around two main themes.

- Cost, the ability to pay [increased tuition fees], alongside the demands of the recent cost of living crisis, and the potential impact that could have on future access for students.
- The maintenance of the current outstanding quality of student experience given the planned expansion in student numbers and range of provision.

The APP Working Group, and Morley Management, have been very receptive to these views and concerns. In addition to providing direct explanations to students, the future publication of the APP and the provision of clear and accessible information (see "Provision of Information" section (pages 27-29), the development of the APP has responded to student contributions by;

- reducing the originally planned tuition fee (for 2025) to significantly below the maximum permitted,
- introducing a financial support package available to students at all levels of their study,
- committing, as outlined in Intervention Strategies 1 and 2, to training for a range of staff to ensure sensitivity towards adult learners' concerns about student debt, and associated life costs, and for those staff being available to offer strong and easily accessible advice and guidance to applicants, and continuing students, to help the gain access to the widest range of financial and other support,
- recognising within Intervention Strategies 1 and 2, and at application, interview, enrolment, induction, teaching and progression stages of the student journey that the quality of student experience reported, and recognised by the TEF Gold award, particularly in terms of the interview process, group sizes, volume of teaching hours, access to staff and resources be maintained despite the plan for increased student numbers.

As the APP cycle progresses the monitoring and evaluation of impact will be made available to students at course level, via programme management meetings, at college level via the Student Council, and will be published on the student accessible VLE.

Evaluation of the plan

This is the first APP written and published by Morley and as such there is an absence of experience within the college of the specific demands of the evaluation activity required to monitor its impact. However, there is broad experience of self-assessment and evaluation of its majority

adult and 16-18 year old student population, including the analysis of the performance of different student groups, identification of gaps of performance and impact of change.

The College has also been effective in the oversight of its HE provision and HE student performance, including the application of its university and awarding body partners' quality requirements and the ongoing evaluation of the college's compliance with the OfS Conditions of Registration, and the QAA Quality Code. Staff have benefited from Theory of Change training during the past two academic years.

An example of Morley's effective evaluation of performance was the decision to make a voluntary application to the TEF 2023. Student numbers were well below the minimum requirement for application, but the College's quality processes, and its assessment of the quality of student experiences and outcomes identified features of high and outstanding quality and the potential for a successful outcome. The TEF Panel, in its Statement of Outcomes, recognised and explained how the content of the College's Provider Submission had contributed to the award of Gold for Student Experience, including the assessment of four outstanding and three high quality features of student experience, and to the award of Silver for Student Outcomes including the assessment of three outstanding and three high quality features of student outcomes. In several cases the TEF Panel described the evidence that the College chose to present as "compelling".

Using the OfS Evaluation Self-Assessment Tool, with the aim of understanding the scale of development of the evaluation skills required for effective monitoring of APP performance, and informing the approach to be taken, the College scored as follows; strategic context (11/24), programme design (14/18), evaluation design (4/9), evaluation implementation (9/20) and learning from evaluation (9/22). This indicates that the College has overall "emerging" evaluation practice (and below minimum evaluation implementation) which is understandable at this point, in advance of the publication of its first APP. The exercise has provided the College with a clear understanding of the internal processes and practices to be developed, the skills and knowledge required of those staff involved and the type of external assistance that will be helpful.

Each of the interventions outlined earlier in this APP contain an activity designed to uplift the College's ability to effectively evaluate impact and develop that capacity over time.

With this being the Morley's first APP, and by definition all planned interventions being new, evaluation activity will be limited initially to OfS type 1 – narrative evaluation – examining how the theory of change adopted has been applied, individual interventions delivered and engaged with, and the extent to which planned inputs and outputs have been achieved. During the latter stages of this APP cycle the College has the ambition to explore OfS type 2 evidence – empirical data – although it recognises that comparisons over time and between groups will require careful consideration. OfS type 3 – evaluation of causality – will be beyond the scope of this APP and will be for the future.

Morley also recognises that the volumes of past student data are relatively small, and that whilst planned growth will see increases in student numbers, the volume of data will remain, in a sector context, small. Qualitative research and evidence gathered directly from students (individually and via groups) will be of significant value and importance whilst quantitative data remains of a relatively small scale.

Morley will look to benefit from its memberships of Linking London, Association of Colleges and AdvanceHE to develop aspects of comparative evaluation of its performance and benefit from external input.

Morley has recognised that TASO Evaluation Guidance, and the OfS's "Using Standards of Evidence" publication will be vital to the staff development required. Qualitative aspects of the OfS "Financial Support Toolkit" will be utilised for the evaluation of the impact of financial support.

The College is exploring the utility of the UCAS's Higher Education Tracker Service (HEAT), although recognising that relatively modest application numbers and a significantly adult student population may make this less relevant. The College is also engaged in discussion about memberships of other specialist organisations that could support and assist the College with this developing strand of evaluation work and provide opportunities for an external view. The planned APP investment allows for internal expenditure and likely sourcing of external specialist support.

The APP Working Group, which has been the driving force behind the creation of this plan, which is led by the Vice Principal for HE Quality and Innovation (the role retitled as Vice Principal Higher Education from July 2024), includes within its membership the Head of HE Quality, curriculum staff, support/functional staff from Student Services, Admissions, Management Information Services, Finance and the Chair of the Student Council, and will evolve into an APP Evaluation Group (meeting termly) and will report to the termly HE Sub Committee, which in turn reports to the College's Academic Board. The Curriculum Sub Committee of the Governing Body receives termly reports from the Academic Board and will act on behalf of the Full Corporation.

Morley is mindful of the need for publication of the outcomes of its evaluation activity and in due course will place this on an appropriate part of its website, and for students within an accessible part of the virtual learning environment.

Provision of information to students

Morley will publish clear and accessible information on its website for existing and prospective students on the fees that it intends to charge and the financial support available. Relevant web pages will be referenced in a range of communications and printed media as the most up to date source of information and advice due to the lead in time needed to create other communications.

The website at the time of writing this APP includes an undergraduate landing page, tailored to the HE audience, currently entitled the "Higher Education Hub". This contains links to important information for applicants and students including pages entitled "about higher education", "funding your studies", "how to apply". Tuition fees appear on each course page along with a link entitled "Student Finance" providing access to information about the availability and arrangements for Student Loans. Increased tuition fees, above the basic maximum fee and approved under this APP, will only be applied in 2025/26 to students entering a new course. Those progressing and continuing the study of a course started in earlier academic years will be charged the tuition fee applicable at time of entry, which will have been at, or below, the basic maximum tuition fee level.

For courses offered under a franchise agreement explanation is included on the course website page guiding applicants to the franchisor's website for information about finance/ financial support.

The College provides timely and accurate information to relevant organisations and agencies e.g. UCAS, the Student Loans Company. Course information is available in good time for applicants.

Morley's "HE Admissions Policy" published within the "Higher Education Policies" section of the "Policies and Reports" domain of the College website explains in sections 8.8, 8.11, and 8.16";

"[8.8] Information and advice about programmes and entry requirements will be provided on the College's website, with further information available from the Central Admissions team. [8.11] All full-time applications for HE provision will be made through UCAS. Part-time courses need to apply direct through the College. Student Services can provide guidance on how applicants can access UCAS. [8.16] All prospective students who declare a learning difficulty or disability will be advised of the support available to them via Student Services, including the process for applying for Disabled Students' Allowances."

The College recognises that with its ambitions for a significant growth of student numbers, the level of activity, and range and number of staff communicating with applicants will increase. To ensure that suitable information, guidance, and support is offered, Intervention Strategy 1, "Go Higher at Morley" includes a commitment to the training of Information and Guidance Staff to fully understand and be able to advise students of the new HE opportunities and support available. This Intervention Strategy also recognises that with most of the College's future applicants likely to be mature there will be a particular commitment to providing "information, guidance, and application support to bridge gaps of knowledge and confidence" and "to overcome actual and perceived barriers to lifelong learning". Intervention Strategy 1 also commits to the "continuance of 1-2-1 engagement with applicants to fully support their ambitions, understand [early] their academic and pastoral needs and prepare them for the transition ahead".

The amounts and eligibility criteria for the bursary referenced in this plan, and which are listed below, are applicable for all new incoming entrants from 2025/26 of this four-year plan. They are, by design, broad in criteria and eligibility. As the available financial resources increase over the period of the plan the intention is to offer an expanded and more targeted range of bursaries and financial support in years 2-4 of the APP cycle. This financial support offer is the minimum that eligible students are entitled to receive for each year of their studies with us. Any changes will be included in the plan following an OfS approved variation. Those additions and changes and the most up to date information will always be made available on the website and via the student VLE.

- The Morley HE Bursary – at least 46 bursaries of £500 for full time students, and at least 12 of £250 for part time students will be available for any HE student meeting the following criteria (representing 42% coverage of students): Home fee status; a tuition fee of £7,995/£7,200; a household income of £25,000 or less assessed by the relevant funding body. Bursary's will be made on annual basis for each year of study with us (depending on any financial household changes). Payments will be paid in three instalments, within the first 5 weeks of each term. The number of available bursaries to grow with population over period of APP.
- HE Hardship/Inclusion Funding – up to £500 for full time students, and £250 for part time students, facing a short-term financial problem who meet the following criteria: Home fee status; has taken out the full funding available through Student Finance England (or Wales); a household income of £30,000 or less as assessed by the relevant funding body.

Applicants will be provided with information about the college financial support they are entitled to (including eligibility criteria) upon application, at offer and at the point of enrolment and induction.

This APP, once approved, will be published on the college website for the duration of the study period of students affected by the plan (alongside an accessible summary). Currently Morley's Access and Widening Participation Statement (which will be replaced by this APP, once approved by the OfS), appears within the "Higher Education Policies" section of the "Policies and Reports" domain of the College website.

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

Morley is a very small HE provider. In the analysis of the key risks to the equality of opportunity the College is mindful that its data contains limitations, complexities and uncertainties which are common when analysing small datasets.

The investigation has been informed by reference to the following data sources.

- The OfS APP Data Dashboard
- The OfS TEF 2023 Data Dashboard
- The OfS TEF Shape and Size Data Dashboard (2023 and 2022)
- The College's TEF 2023 Written Submission
- The TEF 2023 Panel Statement
- And the College's own student data records sourced from college ILR returns, facilitated through the college's MiS system, UNIT-e.

The OfS APP data dashboard provides a reasonable volume of data about student groups in the Access stage of the student lifecycle, although this is less complete in the most recent years. The volume of data about student groups in the later stages of the student lifecycle – continuation, completion, attainment, and progression - is much smaller and for some stages is absent. Where the APP data dashboard has been used 4 and 2 year aggregate values have been considered a more reliable indicator of the risk to equality of opportunity due both to data volumes and quite significant changes in curriculum offer over recent years and during merger.

Morley collects and reports its HE student data via its ILR. Internal data college for the years 2019/2023 has also been used to identify risks to the equality of opportunity.

The analysis also draws significantly upon 2023 TEF indicators, comparison to benchmarks, the TEF Data Dashboard and the TEF 2022 and 2023 Shape and Size of Provision Dashboard (including the updated 2023 version) and the contents of the summary of the 2023 TEF panel assessment of the College. This provides a helpful and more up to date picture of the College, particularly since the date of the recent merger.

Due to the small student numbers, it has not always been possible or appropriate to explore intersections of student characteristics or disaggregate into smaller groups.

Morley has a very different HE offer (particularly in terms of qualification type and level) to the sector overall. Where appropriate use has been made of the “all undergraduate” and “other undergraduate” level of view when comparing to the sector.

Whilst the College recognises that its core course offer to adults and 16-18 year old students is different in terms of level, duration, accreditation and outcomes, and the student experience is also different, reference has been made to wider college student data and performance, where it is significant and synergistic with the analysis of HE student performance (eg. the performance of male students).

Morley has applied the principles of the OfS' sector wide Equality of Opportunity Risk Register (EORR) to its own context, offer and student characteristics.

The number of risks to equality of opportunity identified are less than is likely at larger providers due partly to the absence of volumes of data that provide the opportunity for reliable judgements, and this being the Morley's first APP and absence of historic APP objectives. Where it has been considered that this may have led to a failure to identify a risk to the equality of opportunity other evidence, significantly student and staff consultation, has been used along with other college

based data, such as uptake of student services. Morley's Gold Rating at TEF 2023 does also indicate a recent history of successful outcomes and experiences for most students and most groups.

The range of courses has also reduced, along with the volume of the College's internal ILR data. Where utilised the source of this data has been separately identified.

Access

Whilst students from the **most deprived communities** are not currently underrepresented at Morley, indeed outnumber those from the least deprived quintiles, as it embarks upon its strategic expansion the College wishes that the proportion of students from these groups is maintained (see objective PTP2 in the Objectives Section – page 5), representing a future rise in absolute student numbers from IMD quintiles 1 and 2.

The 4 and 2 year aggregate data for full time students (82% of the student population and the majority target population for the future) shows 17.7% and 17.8% respectively of the population being drawn from the most deprived IMD quintile (1), and 27.9% and 24.6% from the next most deprived IMD quintile (2), a total student % of IMD quintiles 1 and 2 for those two aggregate periods of 45.6% (4 year) and 42.4% (2 year) respectively. By comparison, the 2 year aggregate of students drawn from the least deprived quintile,5, stood at 12.7%, and from the next least deprived quintile,4, 17.8%, representing a total student % of 30.5% and the 4 year aggregate of students drawn from the least deprived quintile,5, stood at 12.5%, and from the next least deprived quintile,4, 18.8%, representing a total of 31.3% of the student population.

In the most recent year available within the APP data dashboard (2021/22) full time students from the most deprived IMD quintile 1 represented 14.1% of the full time student population, and from the next most deprived quintile, 2, 26.6% of the full time student population – totalling 40.7% of the total full time student population representing a larger population of students from economically deprived areas (for that same year 17.2% of full time students were drawn from the least deprived quintile,5, and 17.2% , and from the next least deprived quintile,4, 15.6%, representing a total of 32.8%).

The TEF Size and Shape of Provision Dashboard 2023 version shows a slightly larger proportion of students from the most deprived IMD quintiles 1 and 2, at 49.6% for full time students (49.0% 2022 version) and 53.2% (48.4% 2022 version) for part time students.

Whilst students from **non-white ethnic minorities** are not currently underrepresented at Morley, as it embarks upon its strategic expansion the College wishes that the proportion of students from these groups is maintained (see objective PTP1 in the Objective Section – page 4), representing a future rise in absolute student numbers from non-white ethnic minority groups. The 4 and 2 year aggregate data for full time students (82% of the student population and the majority target population for the future) shows 37.6% and 37.5% respectively of the population being drawn from non-white ethnic groups (slightly above sector averages - +5.8 percentage points and + 4.2).

The TEF 2023 Size and Shape of Provision Dashboard shows a similar proportion of students from non-white ethnic minority groups, at 35.6% (37.3% 2022 version) for full time students and 39.8% (48.4% 2023 version) for part time students. TEF 2023 Sector averages indicate a non-white ethnic minority population of 26.4% of full time students and 12.6% of part time students.

Mature students are the significant majority population at Morley and is consistent with its aims and mission. The 4 and 2 year aggregate data for full time students (82% of the student population and the majority target population for the future) shows 64.3% and 68.3% of the population being mature (21 years and over) which is more than double the sector average. The TEF 2023 Size and Shape of Provision Dashboard shows a slightly larger proportion of full time mature students (aged above 21 years), at 76.7 % and a lower proportion of 59.1% for part time students (TEF 2022 data showed 91.7% of full time students to be over the age of 21, and 40.7% of part time students).

Morley provides a welcoming and secure place to study for mature students, a group that has, across the sector, declined in numbers in recent years. The planned expansion of student numbers and the additional offer of HTQs may lead to some increase in the number and proportion of younger learners. The College does NOT feel it necessary or appropriate to set itself any specific access objectives for the age profile of students.

Female students are the significant majority HE population at Morley. The TEF 2023 Size and Shape of Provision Dashboard shows that female students represent 76.5% of the full time student population and 74% of the part times (TEF 2022 Size and Shape data showed female students representing 77.1% of the full time student population and 84.6% of part time student).

This is partly explained by the composition and history of curriculum offer. One of the longest running and largest recruiting courses has been the Foundation Degree in Early Years which attracts a majority female cohort, reflective of the industry. Morley's other major curriculum offer has been in the creative industries, a subject area which attracts a majority female student population across the sector. The planned expansion of student numbers and the additional offer of HTQs in new subjects may lead to a closer gender balance in the student population.

This majority female HE student population is NOT different from the overall college gender profile with the 2022/23 Self-Assessment Report explaining that "the substantial majority of students at the college are female. Whilst there is a slow growth over three years of male students (circa +1.2%) this remains a minority of students representing 24.4% of students in 2022/23."

Morley does NOT feel it necessary, or appropriate, to set itself any specific access objectives towards a closer gender balance of students.

Data appearing below (for full time students only) suggests that students from the TUNDRA quintiles with lowest participation (quintiles 1 and 2) are underrepresented.

The 4 and 2 year aggregate data for full time students show only 11.3% and 7.7% respectively of the population being drawn from these **lowest TUNDRA participation quintiles** compared with 48.8% and 47.3% from the quintile with most participation (5), representing a gap of 37.5 and 39.6 percentage points respectively over the 4 and 2 year aggregates. The College TUNDRA quintile 1 percentage population is also below the sector averages (12.0% - 4 year and 12.2% - 2 year). Data for part time students is small and unavailable and no conclusions can be drawn.

However, this is relevant only to learners aged under 21. At Morley this is a small and minority population and considering its adult education status is not planned, and unlikely, to change significantly. Morley will NOT set itself an objective in respect of this target group.

Considering the historic relatively small student population, the small volume of student data, and the characteristics of Morley as an Adult Education College the analysis of the Access stage of the student lifecycle has not considered eligibility for free school meals, nor the ABCS quintiles (wishing to focus on individual characteristics). For the same reasons these characteristics will also not be considered at the other stages of the student lifecycle.

Disabled student representation is above the sector average.

Continuation

The TEF 2023 outcome of SILVER for outcomes would suggest that there is little or no evidence of significant underperformance of different student groups in respect of continuation or completion. Indeed, the TEF 2023 Panel Statement explained that "student outcomes are typically very high quality" and "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 considered that the indicators, supplemented by the provider written submission, offers overall evidence of

outstanding rates of continuation and completion for the provider's students and courses." The paragraphs below identify where some underperformance and gaps between different student groups appear.

Students from the **most deprived communities** are less successful in continuing their studies. The 4 and 2 year aggregate data for full time students from the most deprived IMD quintile (1) show only 72.0% and 69.6% (respectively) of the population continuing their study, whilst 83.5% and 79.2% of the population for the same time periods from the least deprived second least IMD quintile (4) are successful in continuing (data is not available for quintile 5). This represents a continuation gap for those same time periods of 11.5 and 9.6 percentage points between quintiles 1 and 4 (the most and least deprived IMD quintiles). Comparative data for part time students is not available in the APP data dashboard.

The TEF 2023 (4 year aggregate) continuation data also suggests a lower continuation rates for students from the most deprived communities. The continuation rate for full time students from the most deprived IMD quintiles 1 and 2 was 74.6% (also 4.2 percentage points below benchmark) and for those from the least deprived IMD quintiles 3/5 was 85.8%, a gap of 11.2 percentage points. The corresponding gap between the continuation performance of part time students was much lower at only 2.3 percentage points. Please see PTS3 in the Objectives section (page 5).

Students identifying as black are less successful in continuing their studies. The 4 and 2 year aggregate data for full time black students show only 59.6% and 50.0% (respectively) of the population continuing their study, whilst 80.2% and 69.2% of the population for the same time periods identifying as white are successful in continuing. This represents a continuation gap for those same time periods of 20.6 and 11.2 percentage points between full time students identifying as black and white. There is some evidence of a continuation gap also between part time students identifying as black and white students. Comparative data for part time students is not available in the APP data dashboard.

The TEF 2023 (4 year aggregate) continuation data also suggests a lower continuation rates for students identifying as black. The continuation rate for full time black students was 69.4% (also 3.2 percentage points below benchmark) and for those students identifying as white was 81.5%, a gap of 12.1 percentage points. The corresponding continuation gap for part time students is smaller at 6.0 percentage points. Please see PTS2 in the Objectives section (page 5).

Male students are less successful in continuing their studies than females. The TEF 2023 (4 year aggregate) continuation data indicates a lower continuation rate for male students. The continuation rate for full time male students was 66.4% (also 11 percentage points below benchmark) and for female students was 84%, a gap of 17.6 percentage points. The corresponding continuation gap between female and male part time students is not available.

Interestingly, Morley's 2022/23 Self-Assessment Report identifies a wider "achievement" gap for male students studying on other than HE courses. The report identifies that "19-20 year old males do not achieve as well as the college average. 88.5% of all 19+ learners achieved in 2022/23, however 78.3% of 19-20 year old males achieved. When isolating students on programmes up to L2 this gap increases with only 58.7% of 19-20 males achieving (46 students). This gap has narrowed for this year but there a three-year trend of circa 10% for a significant group (318 learners in 2022/23). There is a similar performance gap for 21-24 years, though not as pronounced, but evident for three years and currently a gap of 8.1% for 853 learners. This is despite both groups improving their average attendance to 80.8% (+4.9%) and 81.9% (+2.5%). College "leaders and managers will prioritise this group for additional scrutiny and tracking this year to close this gap". Whilst this is data from other than HE students in the college, the evidence of male students being less successful than female students is synergistic with HE data, and there is a commitment that leaders and managers will prioritise attention to the closure of such a gap. Please see PTS1 in the Objectives section (page 5).

Students with declared disabilities continue their studies at a higher rate (4 year aggregate +11.2 percentage points, 2 year aggregate + 12.7 percentage points) than those who have not declared a disability. The TEF Panel Statement recognised 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”.

Mature students (above the age of 21) appear to be less successful in continuing their study than younger students (under the age of 21). The OfS APP data dashboard provides 4 and 2 year aggregate data that indicates that only 69.7% and 61% (respectively) of mature learners continue whilst 90.2% and 83.3% (respectively) of young learners continue their studies. An indication of an inequality gap of 21.5 percentage points (4 year data) and 22.3 percentage points (2 year data). TEF 2023 data would appear to confirm such a gap with 92.2% of under 21 year olds recorded as continuing their study but only 68.7% of 21-30 year olds, and 75.3% of 31 + year olds continuing.

However, the most recent aggregates are based on small student populations and the time series version of the APP data dashboard indicates very volatile swings from year to year with only 54% of mature students starting in 2019/20 continuing, 64.8% starting in 2016/17 whilst those starting in 2018/18 continued at the rate of 84.4% and 2015/16 starters at 91.2%. The most recent internal college data indicates mature learners continuing at a significantly higher rate than younger learners and a smaller younger student population.

Due to the apparent volatility of this continuation data comparing young and mature learners, and its impact upon aggregates, and the most recent comparisons, Morley, at this time, will NOT set itself an objective in respect of this student group for this stage of the student lifecycle.

Completion

There is some evidence that students from the **most deprived communities** are less successful in completing their studies, but the evidence is not conclusive.

The 4 and 2 year aggregate data for full time students from the most deprived IMD quintile (1) show only 76.9% and 79.5% (respectively) of the population completing their study, whilst 91.4% and 86.4% of the population for the same time periods from the second least deprived IMD quintile (4) are successful in completing (data is not available for IMD quintile 5). This represents a completion gap for those same time periods of 14.5 and 6.9 percentage points between quintiles 1 and 4 (the most and least deprived IMD quintiles). Comparative 4 year aggregate data for part time students shows a smaller corresponding gap of 3.6 percentage points.

The TEF 2023 (4 year aggregate) completion data also suggests a lower completion rate for students from most deprived communities. However, the gap is much smaller. The completion rate for full time students from the most deprived IMD quintiles 1 and 2 was 87.0% and for those from the least deprived IMD quintiles 3/5 was 91.2 %, a gap of 4.2 percentage points. Significantly, the completion rate for students from IMD quintiles 1 and 2 was 4.7 percentage points, and materially ABOVE, benchmark. The corresponding completion gap for part time students is smaller at 2.0 percentage points with the performance exceeding benchmark by 3.9 percentage points.

At this point the Morley will NOT set itself a specific target for this group of full time students from the most deprived IMD quintiles at this completion stage of their journey as the data is inconclusive as to the validity of the gap. Students from this group at this completion stage in their journey will benefit broadly from the interventions aimed at continuation, many of which will also be in place during later years of study.

Students identifying as black are less successful in completing their studies, but the evidence is not conclusive. The 4 and 2 year aggregate data for full time black students show only 63.3% and 55.3% (respectively) of the population completing their study, whilst 88.9% and 85.7% of the population for the same time periods identifying as white are successful in completing. This represents a continuation gap for those same time periods of 25.6 and 29.4 percentage points

between full time students identifying as black and white. The completion gap between part time students identifying as black and white students was much smaller at 6.4 percentage points for the 4 year period.

The TEF 2023 (4 year aggregate) completion data suggests a lower completion rate for students identifying as black compared to those identifying as white although the gap is very small at only 0.5 percentage points. The completion rate for full time students identifying as black was 88.9% and for those students identifying as white was 89.5 %. The completion rate for students identifying as black was 10 percentage points, and materially ABOVE, benchmark. The corresponding continuation gap for part time students is small at 1.9 percentage points with the performance exceeding benchmark by 1.8 percentage points.

At this point the Morley will NOT set itself a specific target for this group (students identifying as black) at this completion stage of their journey as the data is inconclusive as to the validity of the gap. Students identifying as black, and at this completion stage in their journey, will benefit broadly from the interventions aimed at continuation, many of which will also be in place during later years of study.

Attainment

Due to the very small historic student population and the very limited number of qualifications studied that in the past and currently lead to the award of first or upper second class degrees there is no data available in the APP data dashboard for attainment.

As the number of students attaining relevant awards increase towards the end of this APP cycle evaluation of outcomes and comparisons to the sector will be made.

Progression

Due to the very small historic student population and the relatively recent introduction of the Graduate Outcomes Survey (and its inherent time lag) there is no data available in the APP data dashboard for progression.

The TEF 2023 (4 year aggregate) progression data is based on a small sample of students (denominator 40) and suggests a lower progression rate for students from most deprived communities. The progression rate for full time students from the most deprived IMD quintiles 1 and 2 was 58.8% (4.5 percentage points below benchmark) and for those from the least deprived IMD quintiles 3/5 was 73.3 %, a gap of 14.5 percentage points. Progression data is not available for part time students.

TEF 2023 progression data is not available for other student groupings including ethnicity, and sex.

The TEF 2023 Panel Statement explained its view. “The panel considered this [progression] to be a very high quality feature. For this feature, the evidence in the indicators did not provide certainty [as explained above]. 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 the provider’s students and courses”.

At this point in time, and in view of the presence of positive internal data showing a very high level of progression across all cohorts, the absence of other data to the contrary, and the findings of the TEF Panel, Morley will NOT set any specific objectives in respect of this stage of the student life cycle. Annual monitoring of internal and external data (including a growing set of GO data) will

identify any future need for such an objective. Several of the interventions being introduced to support improved continuation for certain groups of students are likely to have positive impacts upon students' progression prospects. However, Morley does recognise the need for additional central support to students progressing as student numbers increase in the future and the range of course offered also widens. The Objectives Section (page 5) explains this.

Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

Intervention Strategy 1 – “Go Higher at Morley” – Participation/Access – PTA1/2

Morley recognises that despite its significance to the College, and to the provision of higher learning opportunities (particularly to its adult learners), its past and current HE student population is small. Morley also recognises that its range of past activities to engage with its internal adult learning population, and its community learning audience, to promote its HE offer, and opportunities, have been limited and less successful than hoped. The rationale outlined below aims to address this and better engage with underrepresented groups studying at other levels within Morley, within its community learning audience, and externally within the catchment area where there are a significant number of neighbourhoods suffering from deprivation, and exclusion arising from other causes such as language barriers, cultural and understanding differences and an absence of knowledge of, and confidence in progression to higher levels of education.

The rationale for planned activities for this Intervention Strategy (1 – see pages 9-15) aimed at the Morley’s ambition to maintain its proportion of full time students (its major student population) from ethnic minority non white groups at 37.5% (PTP1), and the proportion of students from the most economically deprived IMD quintiles (1 and 2) at 42.4% (PTP2), which as its full time student population increases over the period of this plan, in line with its strategic intent, will create an increase in the actual number of students from these two groups studying at the College, is based upon the following;

1. The principles of successful practice and support applied across Morley in its provision of education and learning to all its students.
2. Feedback from higher education students about their enquiry and application experiences and their subsequent induction and study experiences and what “worked and didn’t”.
3. The recognition from feedback from students during consultation, and in exploring the College’s EORR, that adult learners and those from underrepresented groups have specific support needs and learning preferences resulting from a gap since prior study, past learning experiences, the ease/difficulty of accessing learning and other resources outside colleges, and financial challenges faced in their own, and their families lives, worsened by the recent cost of living crisis.
4. An understanding of Morley’s catchment area (and of London more broadly), the economic, social, and educational backgrounds of potential students and the identification of underrepresented groups that could be reached via the Morley’s existing community learning offer and future developments. The recognition that a significant number of HE students with have English as a second, or subsequent language, and that their prior learning experiences may have been in other than UK educational systems.

This intervention strategy has also been influenced by feedback from students during consultation about the APP.

With this being the first APP published by Morley and the first time that tuition fees are planned to be set above the basic fee level, student consultation, and feedback, had centred around two main themes.

- Cost, the ability to pay [increased tuition fees], alongside the demands of the recent cost of living crisis, and the potential impact that could have on future access for students.

- The maintenance of the current outstanding quality of student experience given the planned expansion in student numbers and range of provision.

The development of the APP, and this intervention strategy has responded to student contributions by;

- reducing the originally planned tuition fee (for 2025) to significantly below the maximum permitted;
- introducing a financial support package available to students at all levels of their study;
- committing, as outlined in Intervention Strategies 1 and 2 (pages xx), to training for a range of staff to ensure sensitivity towards adult learners' concerns about student debt, and associated life costs, and for those staff being available to offer strong and easily accessible advice and guidance to applicants, and continuing students, to help the gain access to the widest range of financial and other support;
- recognising within this intervention strategy, and at application, interview, enrolment, induction, teaching and progression stages of the student journey that the quality of student experience reported, and recognised by the TEF Gold award, particularly in terms of the interview process, group sizes, volume of teaching hours, access to staff and resources be maintained despite the plan for increased student numbers.

Intervention Strategy 2 – Continue, Aspire and Succeed at Morley – PTS1/2/3

The rationale for planned activities for Intervention Strategy 2 (see pages 15-22) aimed at the Morley's ambition to reduce the continuation gap between full time male and female students, between full time Black and White students and full time students from neighbourhoods with the most economic deprivation (IMD Quintiles 1 and 2) and from the more affluent neighbourhoods (IMD Quintiles 4 and 5) is based specifically upon the following 4 principles and also more broadly on ensuring a more successful application [than in the past] to the above named groups of the successful strategies explained in the TEF 2023 Provider Written Submission and recognised by the TEF Panel Statement (which includes the outstanding features of "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", high quality features of "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").

1. The principles of successful practice and support applied across Morley in its provision of education and learning to all its students.
2. Feedback from higher education students about their induction and study experiences and what "works and doesn't".
3. The recognition from feedback from students during consultation, and in exploring the College's EORR, that adult learners and those from underrepresented groups have specific support needs and learning preferences resulting from a gap since prior study, past learning experiences, the ease/difficulty of accessing learning and other resources outside colleges, and financial challenges faced in their own, and their families lives, worsened by the recent cost of living crisis.

4. The recognition that a significant number of HE students have English as a second, or subsequent language, and that their prior learning experiences may have been in other than UK educational systems.

Annex C: Targets, investment, and fees

Fees, investments and targets

2025-26 to 2028-29

Provider name: Morley College Limited

Provider UKPRN: 10004432

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using CPIH

Table 3b - Full-time course fee levels for 2025-26 entrants

| Full-time course type: | Additional information: | Sub-contractual UKPRN: | Course fee: |
|--|------------------------------------|------------------------|-------------|
| First degree | Legacy courses - pre APP | N/A | 6165 |
| First degree | New offer-students 2025/26 onwards | N/A | 7995 |
| Foundation degree | * | N/A | * |
| Foundation year/Year 0 | * | N/A | * |
| HNC/HND | Legacy courses - pre APP | N/A | 6165 |
| HNC/HND | New offer-students 2025/26 onwards | N/A | 7200 |
| CertHE/DipHE | * | N/A | * |
| Postgraduate ITT | * | N/A | * |
| Accelerated degree | * | N/A | * |
| Sandwich year | * | N/A | * |
| Turing Scheme and overseas study years | * | N/A | * |
| Other | HTQ | N/A | 7200 |

Table 3b - Sub-contractual full-time course fee levels for 2025-26

| Sub-contractual full-time course type: | Sub-contractual provider name and additional information: | Sub-contractual UKPRN: | Course fee: |
|--|---|------------------------|-------------|
| First degree | * | * | * |
| Foundation degree | * | * | * |
| Foundation year/Year 0 | * | * | * |
| HNC/HND | * | * | * |
| CertHE/DipHE | * | * | * |
| Postgraduate ITT | * | * | * |
| Accelerated degree | * | * | * |
| Sandwich year | * | * | * |
| Turing Scheme and overseas study years | * | * | * |
| Other | * | * | * |

Table 4b - Part-time course fee levels for 2025-26 entrants

| Part-time course type: | Additional information: | Sub-contractual UKPRN: | Course fee: |
|--|----------------------------|------------------------|-------------|
| First degree | Legacy Courses - pre APP | N/A | 3235 |
| First degree | New Offer -2025/26 onwards | N/A | 4195 |
| Foundation degree | * | N/A | * |
| Foundation year/Year 0 | * | N/A | * |
| HNC/HND | Legacy Courses - pre APP | N/A | 3235 |
| HNC/HND | New Offer -2025/26 onwards | N/A | 3780 |
| CertHE/DipHE | * | N/A | * |
| Postgraduate ITT | * | N/A | * |
| Accelerated degree | * | N/A | * |
| Sandwich year | * | N/A | * |
| Turing Scheme and overseas study years | * | N/A | * |
| Other | New Offer -2025/26 onwards | N/A | 3780 |

Table 4b - Sub-contractual part-time course fee levels for 2025-26

| Sub-contractual part-time course type: | Sub-contractual provider name and additional information: | Sub-contractual UKPRN: | Course fee: |
|--|---|------------------------|-------------|
| First degree | * | * | * |
| Foundation degree | * | * | * |
| Foundation year/Year 0 | * | * | * |
| HNC/HND | * | * | * |
| CertHE/DipHE | * | * | * |
| Postgraduate ITT | * | * | * |
| Accelerated degree | * | * | * |
| Sandwich year | * | * | * |
| Turing Scheme and overseas study years | * | * | * |
| Other | * | * | * |

Fees, investments and targets

2025-26 to 2028-29

Provider name: Morley College Limited

Provider UKPRN: 10004432

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

“Total access investment funded from HFI” refers to income from charging fees above the basic fee limit.

“Total access investment from other funding (as specified)” refers to other funding, including OfS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

| Access and participation plan investment summary (£) | Breakdown | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--|-----------|---------|---------|---------|---------|
| Access activity investment (£) | NA | £25,000 | £32,000 | £39,000 | £41,000 |
| Financial support (£) | NA | £31,000 | £70,000 | £87,000 | £96,000 |
| Research and evaluation (£) | NA | £17,000 | £19,000 | £20,000 | £21,000 |

Table 6d - Investment estimates

| Investment estimate (to the nearest £1,000) | Breakdown | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|---|--|----------------|----------------|----------------|----------------|
| Access activity investment | Pre-16 access activities (£) | £0 | £0 | £0 | £0 |
| Access activity investment | Post-16 access activities (£) | £8,000 | £10,000 | £12,000 | £13,000 |
| Access activity investment | Other access activities (£) | £17,000 | £22,000 | £27,000 | £28,000 |
| Access activity investment | Total access investment (£) | £25,000 | £32,000 | £39,000 | £41,000 |
| Access activity investment | <i>Total access investment (as % of HFI)</i> | 17.1% | 9.3% | 8.7% | 8.1% |
| Access activity investment | <i>Total access investment funded from HFI (£)</i> | £17,000 | £20,000 | £22,000 | £21,000 |
| Access activity investment | <i>Total access investment from other funding (as specified) (£)</i> | £8,000 | £12,000 | £17,000 | £20,000 |
| Financial support investment | Bursaries and scholarships (£) | £25,000 | £57,000 | £71,000 | £78,000 |
| Financial support investment | Fee waivers (£) | £0 | £0 | £0 | £0 |
| Financial support investment | Hardship funds (£) | £6,000 | £13,000 | £16,000 | £18,000 |
| Financial support investment | <i>Total financial support investment (£)</i> | £31,000 | £70,000 | £87,000 | £96,000 |
| Financial support investment | <i>Total financial support investment (as % of HFI)</i> | 21.2% | 20.4% | 19.5% | 19.0% |
| Research and evaluation investment | Research and evaluation investment (£) | £17,000 | £19,000 | £20,000 | £21,000 |
| Research and evaluation investment | <i>Research and evaluation investment (as % of HFI)</i> | 11.6% | 5.5% | 4.5% | 4.2% |

Fees, investments and targets

2025-26 to 2028-29

Provider name: Morley College Limited

Provider UKPRN: 10004432

Targets

Table 5b: Access and/or raising attainment targets

Table 5d: Success targets

Table 5e: Progression targets