



MORLEY COLLEGE LONDON

Student Engagement Policy

POLICY OWNER: QUALITY

**Approved by Policy Committee: April 2016
NEXT REVIEW: 2020**

Equality Analysis Screening

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

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

Risks identified:

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

Evidence used (data, consultation):

The content of this Policy

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

No

Student Engagement Policy

1. INTRODUCTION AND PURPOSE

- 1.1 This document is an expression of Morley College London's long-held commitment to the inclusion of students in its academic activity, business operations and developmental work.
- 1.2 This commitment is reflected within the mission and the goals of the College's Strategic Plan 2016 – 2020. Two of the goals, namely, *Create outstanding learning opportunities* and *Deliver an outstanding student experience* are reliant upon the continuous process of student engagement. The College wishes to communicate the value it places upon all forms of student engagement and how that is reflected by its progress and direction.

2. POLICY STATEMENT

- 2.1 Student engagement is seen as a means towards the end of a vibrant sense of place and belonging, with a strong sense of institutional purpose and support for students in the wider community. Engagement therefore develops autonomy and reciprocity, allowing both students and staff to demonstrate their competencies across different domains of life as well as devising strategies to enable students to engage directly with the institution.
- 2.2 Student engagement is recognised as central to student satisfaction levels, retention and success rates and, ultimately, to create a rewarding and meaningful student experience.
- 2.3 In this sense the policy takes into account the dual purpose of student engagement as both central to the institutional culture and something which can enhance the personal and collective well-being of students, recognising their role not just as students but as members of a family, community and society.
- 2.4 The ethos, therefore, of the student engagement policy is one of an experience characterised by an on-going process of empowerment and enhancement through the individual and collective student voice.
- 2.5 Throughout all stages of student engagement Morley is committed to transparency and providing a clear illustration of how the engagement activity has impacted on the college's academic, business operations and developmental work.

3. MORLEY COLLEGE IN CONTEXT

- 3.1 Morley College is a Specialist Designated Institute (SDI) adult education college located in central London. It enjoys a distinguished history in British adult education dating back to the early 1880s. Today Morley College is a company limited by guarantee and a registered charity.
- 3.2 The Governing Body acts as the board of directors and its members are trustees of the charity. It receives much of its income from public funds, through the Skills Funding Agency, alongside fees from students. The College holds a contract with Lambeth Borough Council

for the provision of Community Learning and delivers courses to over 1800 people from some of the most disadvantaged local communities. It also runs courses at the Lewington Centre on the borders of Southwark and Lewisham.

- 3.4 During 2014-15 13,353 students made 30,074 enrolments of whom 53.8% were black and minority ethnic students (BAME). Some 73.2% of students were women and 14.1% of students declared a disability and/or a learning difficulty. The largest age band was 24-55 years old representing 67.4% of all students with 13.9% of students being over 65 years old. More than 132 languages are spoken in the area and over 120 languages are spoken by the student body.
- 3.5 The College is located on the border between Lambeth and Southwark with 44% of students in 2014-15 from these two boroughs: 2,772 from Lambeth and 2,631 from Southwark. In addition, the College also currently attracts 6.5% of students (792) from Lewisham and is increasingly focused on meeting the learning needs of its three local boroughs (Lambeth, Southwark and Lewisham).
- 3.6 Morley has a significant footprint in London, drawing students from all 34 London boroughs, with 93.5% of its students (11,429) resident in London. In 2014-15 the highest percentage of students drawn from boroughs other than Lambeth, Southwark and Lewisham was the 4.7% of students (572) who are resident in the Borough of Wandsworth.
- 3.7 The personal, social, economic and cultural interests of the diverse student body are reflected amongst the program of over 2,500 courses offered at the College during the year.
- 3.8 In light of this context the College, through the aims and objectives below, seeks to encompass the multiplicity of its students and provide effective mechanisms of engagement for all.

4. OBJECTIVES

- 4.1 Student Engagement activities aim to:
 - Systematically inform enhancement and raise the quality of both academic and service areas
 - Promote initiatives which encourage all students to engage with the wider College environment
 - Provide opportunities which act as a voice for all students in the College
 - Engage students from traditionally less well represented areas of the student body into representative activities
 - Assist the College in reacting to the students voice quickly and effectively
 - Facilitate transparency and clear communication
- 4.2 Student engagement at Morley therefore entails active engagement, to be measured systematically and evaluated at appropriate points throughout the year to ensure that the policy remains effective.

5. SCOPE OF POLICY

- 5.1 This Policy applies to all the College's students and staff.
- 5.2 From the governing body downwards, there exists an opportunity for active student involvement at every level of the committee structure. The access to information

provided by this involvement is extensive and common to students, staff and senior managers, as is the commitment to evidence based discussion and decision making.

6. ENGAGEMENT ACTIVITIES

6.1 Below are the main activities which take place within the College to enhance and measure student engagement:

- Class Representatives Association
- Student Council
- Student Membership within the committee structure (Appendix B)
- Annual Student Survey
- Targeted Surveys
- Feedback forms / email address
- Curriculum Walks
- Course Evaluation
- Alumni work

Please see Appendix A for further information.

7. REVIEW AND MONITORING OF POLICY

7.1 The Policy Committee will review and monitor the policy and procedures as required. The policy is due for renewal in 2020.

Appendix A: Student Engagement Activities

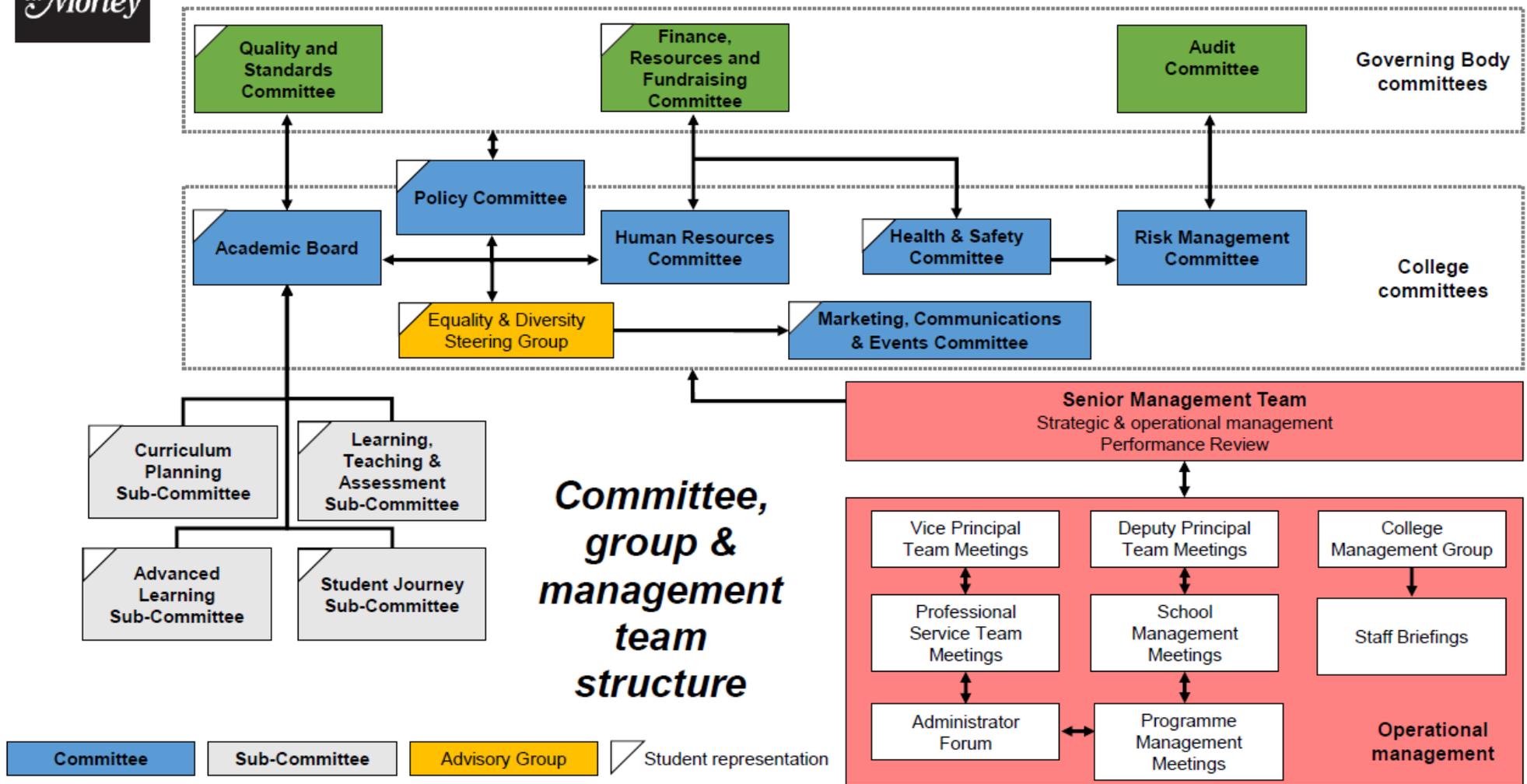
HOW WE ENGAGE	WHAT FEEDBACK WE COLLECT	WHO IS RESPONSIBLE	HOW WE RESPOND
Annual Student Survey (annually)	Student satisfaction regarding the overall Morley experience	Quality Manager Information is processed by QDP (external company) and then fed back to Quality, SMT, HoSs/PSMs and Programme Managers	Student feedback informs College and departmental SARs, QEPs and, where relevant, strategic developments Outcomes reported annually via digital signage ("You said, we did"), uploaded on Moodle and posted on Student Engagement noticeboards
Course Evaluation E-surveys at the end of each course (termly)	Student satisfaction concerned with Learning, Teaching and Assessment (and if they feels safe at the College) and expected destinations	Quality Manager Information is processed by QDP (external company) and then fed back to Quality, HoS, Tutors and Programme Managers	Student feedback informs departmental SARs, QEPs and, where relevant, curriculum planning Outcomes of course evaluation summary paper discussed at the Academic Board which includes student representatives Main course evaluation headlines are reported via digital signage ("You said, we did"), and on Moodle
Student Feedback (throughout the year)	Collected via <i>feedback forms</i> available at reception or via dedicated email Students are encouraged to provide any general feedback—both positive and negative	Quality Manager	Outcomes fed back to department (via HoSs / PSMs) to address complaints and/or implement localised improvement actions. Outcomes inform annual report to the GB Q&S Outcomes reported annually via digital signage ("You said, we did"), uploaded on Moodle and posted on Student Engagement noticeboards.
Curriculum Walks (monthly)	Student feedback whilst engaged in learning activities	Principal Deputy Principal Outcomes fed back to HoSs/PSMs	Feedback informs localised improvement actions
Class Representatives Association	Students raise issues of interest or concern, in order to have them resolved within the	SMT Other managers attending when	Issues are fed back to relevant departments for resolution.

(termly)	college	relevant topics are on the agenda	Minutes uploaded on Moodle with clear actions for SMT to follow up and outcomes circulated to CRA members via minutes
Student Council - elected students (termly)	Principal or Deputy Principal provide College updates to SC members as part of the agenda. The SC reviews and advises the SMT on matters of concerns to students and elect a student governor.	SC meeting attended by a member of the SMT	Issues raised by SC members discussed at SMT meetings or referred to relevant committees (e.g. Policy Committee) Minutes uploaded on Moodle with clear actions for SMT to follow up and outcomes fed back by SMT at SC meetings
Student Membership within Committee Structure	Student perspectives and feedback on issues related to that particular committee. Where appropriate this feedback relates to curriculum development.	Chair of Committee	Minutes are taken and reported on at Academic Board for further consideration and action. All minutes are uploaded to EMMA.
Student governors	Two student governors are elected to advise the Governing Body	Governing Body	Feedback contributes to Board decisions
Targeted student surveys (as required)	Specific aspect of the student experience, e.g. how they engage with technology to support their learning	Quality Manager or other members of the College Management Group depending on area being investigated	Dependent upon survey, but usually outcomes inform SARs, QEPs or result in localised improvement actions Outcomes reported annually via digital signage ("You said, we did"), uploaded on Moodle and posted on Student Engagement noticeboards
Disability Forum (termly)	General student perspective including consultation on student journey and discussions around extra support that can be provided to students e.g. relaxation therapies Meetings are minuted and form actions	ALS team	Actions feed into ALS SAR and are reported to cross-college committees such as the Student Journey Sub – Committee and the Equality and Diversity Committee Minutes of meeting and actions agreed presented to the Student Journey Sub-Committee which includes student representatives Outcomes reported annually via digital signage ("You said, we did"), uploaded on Moodle and posted on Student Engagement noticeboards
Social Media	Monitoring feedback	Marketing and	Comments, complaints,

feedback (throughout the year)	from users coming via social media	Communications, reporting through the Marketing, Communications and Events Committee	questions responded to as appropriate. Outcomes feeding into: <ul style="list-style-type: none"> • Social media strategy • Planning • Marketing campaign planning • Marketing SAR/QEP Outcomes reported annually via digital signage (“You said, we did”) and uploaded on Moodle
Community Learning: pre-course student conversations (as required)	Informal meeting with students to find out about their needs, interests and aspirations.	Head of CLE Programme Co-Ordinator Lambeth Council	“Translated” into taster courses (for students to explore their interests) or ‘longer’ courses (of 3+ more sessions)
Community Learning: student focus group (as Required)	This session asks students to discuss: <ul style="list-style-type: none"> • Satisfaction with practical arrangements • Additional support needs • Awareness of progression support available • Awareness of Safeguarding and Prevent agendas 	Head of CLE Programme Co-Ordinator	Activity informs L&M section of the SAR to identify areas for enhancement Outcomes published on “You Said, We Did” flyer, circulated to students
ESOL & EFL student meeting (termly)	An informal opportunity for ESOL / EFL students to share their feedback on their learning experience (LTA and suggested enrichment activities).	ESOL Programme Manager	Outcomes reported by the Chair to the Quality Manager and Student Services Manager to then inform actions for Student Journey Sub – Committee which includes student representatives Outcomes reported annually via digital signage (“You said, we did”), uploaded on Moodle and posted on Student Engagement noticeboards
Health Department Student tutorials	End of year tutorials give student opportunities to feedback on their learning experience and suggest progression routes	Health Programme Manager	Information fed directly to Programme Manager leads curriculum planning for the following academic year.

HOW WE ENGAGE	WHAT FEEDBACK WE COLLECT	WHO IS RESPONSIBLE	HOW WE RESPOND
Health Department enrichment opportunities for current students and Alumni	Regular meetings with local volunteer organisers	Health Programme Manager	Partnerships set up by Programme Manager in the local community allows opportunity for students to work in a realistic environment on a voluntary basis in order for current students to complete their case study requirements and for Alumni to enhance their practice and gain confidence in their practice. Records are kept within the department and feed into SAR and QEP where appropriate.

Implementing the Strategic Plan to achieve our 3 Strategic Goals



Appendix B – Committee Structure with Student Representation