



***By 2025 Morley College will be a leading provider of lifelong learning providing a wide range of exciting learning opportunities for those aged 16 and above living in the Capital and beyond.***

The 2021-2025 Curriculum Strategy has been developed in accordance with the College's Strategic Plan 2021-25 to support the implementation of its strategic objectives, particularly in relation to its *strategic goal 1: create outstanding learning opportunities*.

The Department of Education has led the call on employers and educators to evaluate the services they offer in meeting local, regional and national priorities. This included the undertaking of a *Meeting Local Needs Review (2023)* and Morley College was one of a small number of providers nationally who were 'early adopters', contributing in the process to the initiative's roll out. Following on from the review the college is also working to ensure that the curriculum offered has taken into account the Local London Skills Improvement Plan by updating and broadening the curriculum to take into account skills and employment shortages across the capital.

The review highlights several areas for improvement and opportunities for curriculum development. It suggests expanding Essential Skills programmes, unaccredited short courses, and Community Learning to address unmet needs and enhance labour market inclusion. The report also recommends focusing on the college's strengths, such as Arts and Creative Industries, Social and Applied Sciences, and building partnerships with employers, sector bodies, civic partners, providers, and the community. The review aligns with strategic goals, particularly in providing outstanding learning opportunities and advancing equality, diversity, and inclusion.

The Local London Skills Improvement plan highlights the challenges arising from recruitment difficulties and hard-to-fill vacancies. A substantial 66% of central London businesses are grappling with the challenge of filling vacancies, and 75% of establishments report a lack of skills, qualifications, or work experience among job applicants.

Skills gaps are evident, primarily in technical skills, cross-cutting transferable skills, and basic digital skills. The evolving skill requirements emphasise the need for advanced digital skills, sector-specific digital skills, and the cultivation of soft skills such as problem-solving and communication. The priority sectors highlighted are in line with those that the college has identified within the *Meeting Local Needs Review* in health and social care and digital skills as.5 (t)-6.6 (i)2e(

significant factors that will shape the future of the College provision:

- Operating from three main Centres in North Kensington, Chelsea and Waterloo, as well as online, the College will need to grow to meet the learning needs of an increasing number of students across London and beyond and to be a force for public good within the communities that we serve, including both adults and 16-18 year old students.
- An unprecedented state of instability in the external environment caused by the continuing impact of the Covid-19 pandemic - both socially and economically - and the end of the Brexit process impacting on the ongoing UK's relationship with the EU.
- The accelerated development of digital technologies, their impact on learning and the

Morley College London Curriculum Strategy 2016-2020 was developed within a context of ever decreasing public funding where the College needed to adapt and develop new learning opportunities to enable a diversification of income from student fees, from empl

- Higher Education:
- Accredited learning (entry level to level 2):
- Short courses (unaccredited learning all levels):
- Community Learning:

At the end of the third full-year post merger and post-pandemic in 2022-23 enrolments totalled 22,716 compared with 12,337 in 2020-21. Three years following the merger the college has demonstrated significant growth and stability with almost 100% more enrolments. The next phase looking towards 2025-

skill gaps, in particular the

	<ul style="list-style-type: none"> <li>Enjoy: fostering mental and physical well-being through short courses in a wide range of subjects that meet individual interests and personal development aspirations.</li> </ul>	
To develop a comprehensive Essential Skills offer in English, Maths, Digital and ESOL in each College Centre to meet the needs of local adult students with low level of language, literacy, numeracy and digital skills and encourage them to return to and progress in education.	Accredited learning (entry level to level 2) to grow by 20% by 2025 to approximately per year.	SG1, Obj1a
To continue working closely with Lambeth Council and RBKC to further develop a portfolio of community and family learning opportunities to meet local needs, to take education out into our local communities and provide progression opportunities for residents.	Community and family learning provision to grow incrementally to fully utilise the funding available from Lambeth Council and RBKC year on year, aiming to have approximately across the two boroughs by 2025.	SG1, Obj1a

Clearly signposted pathways across all three Centres including: cwallfurtwc15urtwe(c15ur)4.9s5-6.nl.5 (w)We4fl and

To develop flexible progression opportunities from introductory to higher levels of study where students may develop interests and passions via a wide and growing range of short courses and then have the opportunity to progress to either recognised qualifications (up to degree level) or further skilled

practitioner training and masterclasses with the College or at other institutions.

- Creative Discovery, Fine Arts, Media, Creative Technology programmes for adults at Chelsea, including short, introductory courses to stimulate interest and progression into higher levels of study. These will include innovative, industry-relevant, advanced and higher-level diplomas leading to employment opportunities in the Creative Industries sector.

8.8 Clear, relevant and exciting progression routes, will enable more students to attain the higher-level skills that employers need (ref: Skills for Jobs white paper, paragraphs 73-75) and in line with employment growth and skills demand in London (ref: London Skills Report, March 2021, pp.12-14).

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- Fashion, Visual and Digital Arts, Music and Performance, Health

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We will consolidate and further develop our online learning opportunities by drawing together the various assets of the recently created Morley digital 'ecosystem', This will provide students and employers with a range of remote learning and training experiences for those who prefer to/can only engage with the college entirely online or favour the flexibility of a mixed delivery model.

will see the consolidation and professionalisation of the existing

- The quality of *destinations* relevant to each programme of study.

Curriculum planning and course design will be informed by:

- Regular engagement with students through the *student representation* structure
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- Objective 3a: Realise the full diversity of our income
- Objective 3b: Maximise each income stream

<p>To ensure that through rigorous review and validation processes the curriculum offer is financially sustainable and delivered efficiently.</p>	<p>We will align our curriculum planning process and schedule to our business and budget planning and through systematic review of the curriculum performance, staff utilisation and resource investment, ensure that the College curriculum is coherent, sustainable, and deliverable in a cost-effective manner.</p> <p>To achieve:</p> <ul style="list-style-type: none"> <li>• Staff utilisation: 95%</li> <li>• Curriculum delivery: 95%</li> <li>• Contribution: 50%</li> </ul> <p>Whilst acknowledging that the viability of courses is also dependent on factors not always within the College's control, such as student behaviours influenced by external events, which will ultimately impact on recruitment and attendance.</p>	<p>SG3, Obj.3a &amp; 3b</p>

	<p>programmes.</p> <p>B. Offering, as an extension to our centre-based provision, a range of opportunities for students to engage with learning and personal development entirely online.</p> <p>C. Exploring the viability of targeted approaches to international recruitment for 'flagship' programmes through online delivery.</p>
	<p>Curriculum development and delivery will be supported and informed by the College's approach to environmental sustainability through:</p> <ul style="list-style-type: none"> <li>• Creating an awareness and encouraging the use of environmentally friendly resources to deliver the curriculum</li> <li>• Embedding sustainable development in the curriculum content whenever appropriate</li> <li>• Developing new courses for those who have an interest in environmental sustainability (e.g. recycling, public policy, environmental science etc.)</li> <li>• Identify the generic skills relating to sustainable development that can be developed or reinforced, especially within study programmes for young people</li> </ul>
	<p>The Curriculum Strategy intrinsically supports employability and wider learning outcomes by enabling the creation of a curriculum offer that encourages prospective and existing students to:</p> <ul style="list-style-type: none"> <li>• Gain or develop employability and transferable skills</li> <li>• Develop knowledge, skills and attitude that enable them to thrive in their personal and professional lives</li> <li>• Develop mental and physical well-being through learning</li> </ul>



	<p>realignment of curriculum offer that enables the introduction of:</p> <ul style="list-style-type: none"> <li>• Whole centre learning model</li> <li>• New, industry-relevant, advanced and higher-level diplomas</li> <li>• Short, introductory courses in areas such as creative arts, design and media</li> <li>• Unique study programmes for 16-18 year old students.</li> <li>• A BA 'Top Up' year supporting the whole centre</li> <li>• An enhanced creative technologies curriculum.</li> </ul>
	<p>The Waterloo Centre will continue to offer an adult education focussed curriculum portfolio that is attractive to those who wish to study for personal development and well-being, academic progression or career advancement. Its distinctive curriculum offer in Arts, Culture and Social and Applied Sciences will include:</p> <ul style="list-style-type: none"> <li>• A wide range of unaccredited provision</li> <li>• Accredited progression routes from entry level to higher education.</li> </ul> <p>As a centre for lifelong learning for over 130 years, the Waterloo centre will also continue to develop its three distinct types of progression networks:</p> <ul style="list-style-type: none"> <li>• Community progression, enabling residents from communities of location and communities of practice to cross the threshold into the Waterloo centre</li> <li>• Centre progression, with a curriculum designed to facilitate progress for students from course to course within the Waterloo centre and across Morley College London</li> <li>• Onwards progression, enabling students to access opportunities in employment and further training beyond the Waterloo centre</li> </ul>

The objectives of the Curriculum Strategy will be achieved through the College's well-established Curriculum Planning, Review and Validation cycle led by the Vice Principal (Curriculum Impact) and supported by the Chief Planning and Data Officer (CPDO).

Every year, curriculum managers at each College Centre, led by the respective Centre Principal, review the performance of the current year's programme against their curriculum plan, its targets and metrics and relevant KPIs, and by using performance reports, market intelligence, emerging

market trends, central and local government priorities, as well as student feedback, build the curriculum for the following year in line with the objectives of the Curriculum Strategy.

The planning cycle typically begins 18 months ahead of the start of course delivery for long, accredited courses to provide sufficient lead-in time for marketing and recruitment campaigns. Planning of short unaccredited courses and Essential Skills programmes begins 10 months ahead their start date. The diagram below provides an illustration of the planning schedule for the 2022-23 curriculum. e33

Our Curriculum Strategy outlines many of the controls for *Risk 8. Failure to achieve student recruitment* targets identified within our Risk Register:

- The approach to planning reflects a size of curriculum which the College can deliver, in line with student demand.
- The curriculum offer is informed by the student voice and is designed to meet the changing learning needs and methods of delivery.
- Detailed curriculum planning ensures targets are ambitious but achievable and deliverable within the scope of resources available.
- Performance reporting through the College's committee structure from course level to SLT.
- Long-term Curriculum Strategy planning allows for an earlier publication of the accredited curriculum offer.
- Curriculum Review and Validation (CRV) Process is embedded in the annual curriculum planning cycle.