

**CAPITAL CITY COLLEGE
GROUP
(THE WKCIC GROUP)**

**TEACHING EXCELLENCE
FRAMEWORK (TEF)
SUBMISSION**

24th January 2023

1. Provider context

This submission is based on our undergraduate provision but does not include undergraduate apprenticeships. Reference will be made to micro-credentials which we started delivering in the 2021/22 academic year in response to the post-Covid recovery agenda. The students contributed to this submission which can be found on page 21.

Capital City College Group (CCCG or The WKCIC Group) was formed in 2016, following the merger of City and Islington College and Westminster Kingsway College. In November 2017, the College of Enfield, Haringey and North East London joined the group. The Group is one of the largest providers of further education in the country. The provision is split across 9 main campuses stretching from Victoria in central London to Enfield in north east London as well as Alexandra College and Kennet West Centre from which we support learners with multiple and profound learning difficulties and disabilities.

Our values underpin our vision of *transforming lives through exceptional education and training* and our mission to *inspire London's students and businesses with outstanding further and higher education and training which ensures their social and economic success*.

We are working to achieve this through equipping students with the skills to be successful in the future workforce. We aim to provide learners with a high-quality education which enables them to develop the relevant set of skills, knowledge and behaviours leading to sustained positive destinations and improved life chances.

We recognise that London is a truly international city where our learners compete on the world stage for employment and progression. As London's largest further education college, CCCG also holds the largest Adult Education contract with the Greater London Authority (GLA) and therefore has a significant impact on the lives of Londoners, their employers and communities, particularly, within the 5 boroughs that CCCG sites are located: Islington, Camden, Westminster, Haringey and Enfield.

CCCG delivered post-16 education to over 35,500 learners in 2021/22 with a turnover greater than £119 million and it remains one of the largest providers of further education in England. Programmes and courses are offered in all 15 subject sector areas. The courses range from Entry level to level 6 with a strong focus on applied education, vocational specialisms and A Levels at London's largest 6th form at Angel in Islington. In 2021/22 there were 21,600 learners on adult learning programmes, 8,876 were on education programmes for young people and nearly 1,900 were on apprenticeships. There were 509 learners on higher education (HE) programmes at the College accessing courses across a range of specialist subjects ranging from Teacher Education, Hospitality, Beauty Therapy, Health Sciences, Creative Arts, Business and Accounting through to Construction.

The College has a Curriculum Strategy (2020 – 2025) that sets out the 12 key strategic drivers. Higher Education is the strategic driver no. 3. The growth in HE is dependent on the need for specialisms driven by employer demands or licence to practice requirements which stimulate demand. Our current areas of specialism include Hospitality, Counselling, Accounting, Leadership and Management, Ophthalmology, Performing Arts, Rail Engineering, Teacher Education, Health and Social Care and Electrical Engineering. The Strategic Driver no. 3 highlights CCCG's commitment to higher education and aspirations to work with partners in the Mayor's Academies, Skills Development Fund and other sectors to further develop higher level learning courses, including in specialist areas to meet the needs of employers in new and emerging technologies.

Over the past years, and more recently, in 2021/22, in line with our strategy, we continued to grow and expand our relationships with universities with an aim to widen our delivery of foundation year programmes. In 2021/22 CCCG held partnerships with Pearson, five Universities (Middlesex University, Canterbury Christ Church University, City University London, Hertfordshire University, Staffordshire University) and multiple awarding organisations for non-prescribed (non-recognised, not OfS funded) provision mainly. CCCG is well placed to provide adults with access to HE and direct progression from level 3 programmes.

In addition, partnerships with universities allow CCCG to meet the specialist local needs of very specific sectors with both prescribed validated qualifications and very small skills training and micro-credentials, for example Introduction to big data, data analytics and Film and TV. The College is also working with London South Bank University on a European Social Fund (ESF) project to deliver

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prescribed units of Level 4 qualifications. These are areas such as Health and Social Care, Media and Construction. We are also beginning to develop a range of non-prescribed higher level micro-credential courses using GLA Adult Education Budget (AEB) for London residents.

CCCG has strong and effective partnerships with a wide range of employers, employer representative groups, civic agencies, schools, universities and community groups. There are seven sectorial employer advisory groups; Hospitality and Culinary Arts, Rail and Engineering, Digital and Technology, Healthcare and associated Sciences, Business and Finance, Creative Arts Industry and special educational needs and disabilities (SEND).

Following the Covid-19 pandemic, economic recovery is a Government priority and so a significant focus has been placed on delivering skills to ensure a trained workforce by linking education and training to the local skills needs via the Local Skills Improvement Plan (LSIP) and priority sectors identified by the GLA. This has led to the establishment of 4 London Mayoral Academies aimed at getting Londoners into good work. The Academies are in the key Greater London Authority (GLA) priority areas: Digital, Creative, Hospitality and Green Technologies sector. The College also has 4 other skills academies to support employers with the skills they require – Accounting, National Training Academy for Rail London, Enfield Construction and the London Welding Academy. We also have specialist partnership in coding with 01Founders and entrepreneurship with Visionnaires.

CCCG has taken the strategic decision to be involved in the Greater London Recovery plan with particular focus on the following themes: A New Deal for Young People, Helping Londoners into Good Work, Mental Health and Well-Being and Digital Access to All.

The current higher education environment is highly competitive and not necessarily conducive to college based HE delivery. However, we are agile and respond to the needs of the employers and the local and national priorities. This enables us to deliver higher education courses in specialist areas for which we have the right expertise and resources. We have moved into delivering micro-credential qualifications to give students the opportunity to access qualifications that will get them to employment and enable them to build credits to achieve their full higher education qualifications. We are beginning to develop a range of non-prescribed higher level micro credential courses using Greater London Authority's Adult Education Budget for London residents.

Characteristics of our higher education provision

CCCG provides opportunities for various groups of learners on the higher education offer. The full time, part time and day release delivery options open opportunities for learners who may otherwise not be able to commit to higher education. Our HE provision caters for students who want to access HE provision without the extra expenditure associated with obtaining a traditional higher-level qualification at a university.

Most of our learners live or work within a 45-minute commute to the campus from which they access their provision. However, some of our higher education learners come from further afield to access specialist qualifications such as Diploma in Ophthalmic Dispensing, Culinary Health and Nutrition, Culinary Arts and Hospitality Management. The HE provision at CCCG is specifically career-focused with small classes and personal tutoring to support learning and progression. The small group sizes also enable teachers to provide the support required to cope on a higher education programme. A good proportion of the higher education students are in employment and so are able to bring their work and life experiences into the learning environment.

With a relatively small HE provision, in the 2021/22 academic year, CCCG had just over 500 learners enrolled on a variety of higher-level programmes in different sector areas ranging from Teacher Education, Hospitality, Beauty Therapy, Health Sciences, Creative Arts, Business and Accounting through to Counselling. HE student cohorts are predominantly mature, representing diverse ethnic groups and consistently drawn from highly deprived areas.

Mode of Study: About 18% of our all undergraduate students study part-time (PT) and 82% study full-time (FT) (as per 4-year size and shape data, PT=460, FT=2170). Majority of our students come from the local community to their campus of study. This is in line with our aspirations of removing barriers to accessing higher education to our communities and serving and providing opportunities for local community. The OfS size and shape data shows that 78.7% of our full-time (compared to

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22.7% all OfS registered providers average) and 86.2% part-time (compared to 15.5% all OfS registered providers average) students are coming from local areas. ([OfS data](#)).

Age: The 4-year aggregate OfS size and shape data shows that 65.3% of our full-time undergraduate students are above 21 years old: with 36.3% being above 31 years old. For part-time undergraduates – it is 94.6% above 21, with 66.1% being above 31 years old. In both modes, we are above sector average: OfS registered providers 4-year aggregate FT above 21 years old (including 21 to 30 and those above 31 years old) = 21.8%, PT for the same group is 87%.

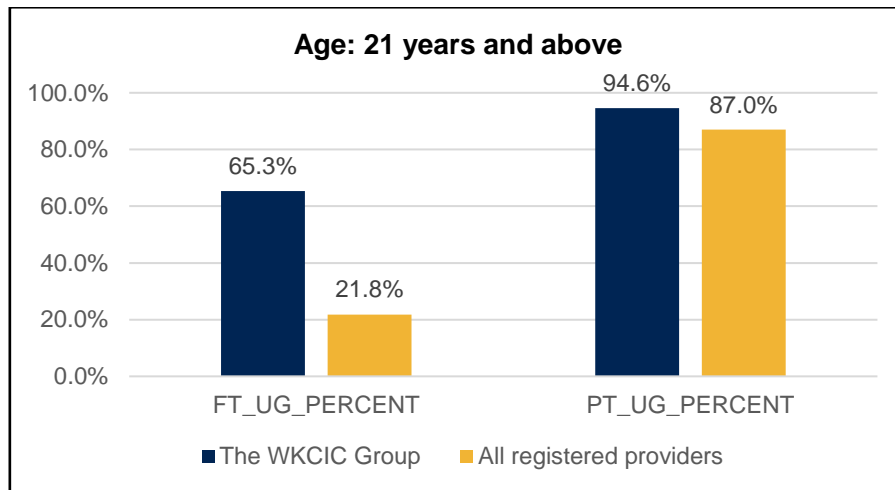


Chart 1: Age: 21 years and above

Ethnicity: The College has a diverse ethnic student body with White students forming 35.9% and 'Other than White' 57% for full time undergraduate students. The proportion of White population is lower in comparison to all OfS registered providers for whom White students make up 56.7%. The two charts below show student population on higher education courses by different ethnic groups at the College and at all OfS registered providers, for both full-time and part-time modes.

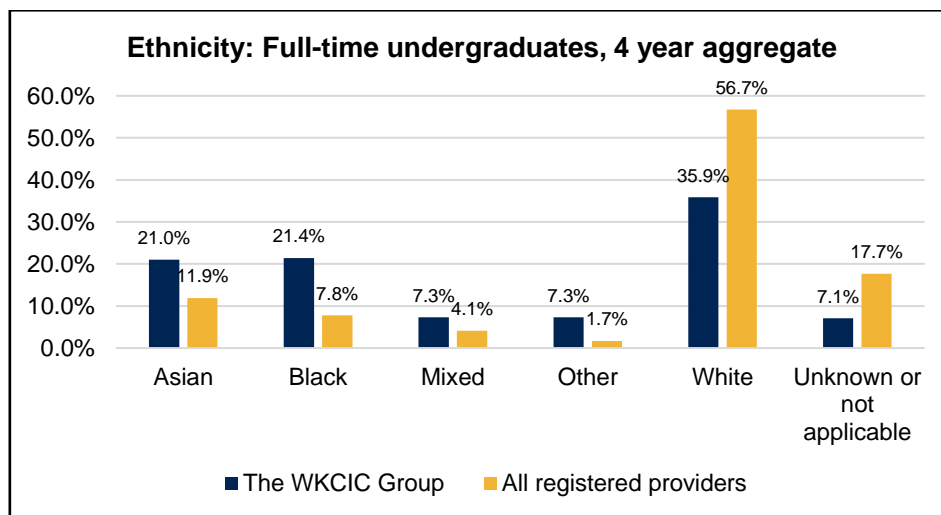


Chart 2: Ethnicity, full-time undergraduates, 4-year aggregate

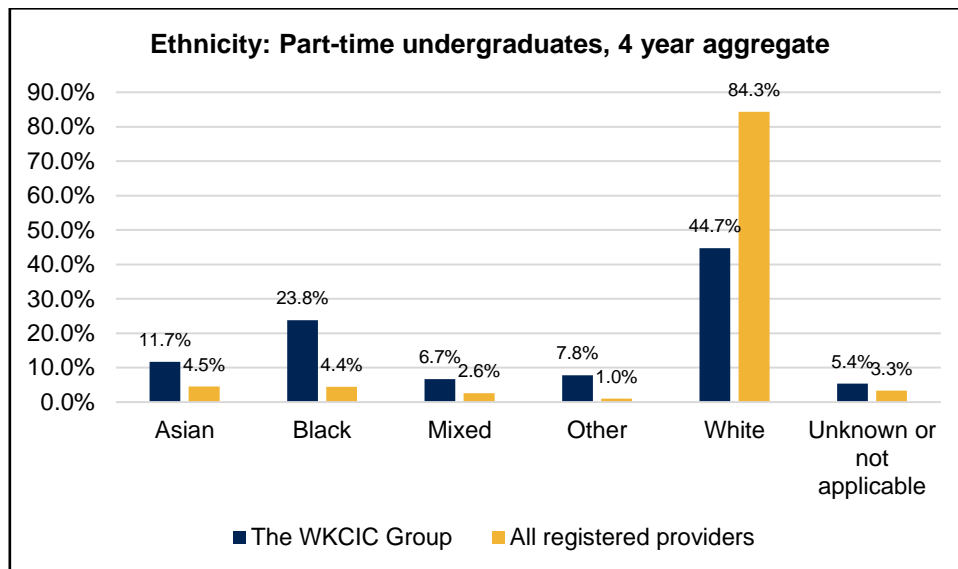


Chart 3: Ethnicity, part-time undergraduates, 4-year aggregate

The charts above indicate that the College provides higher education opportunities to the ethnic groups a lot more than the other OfS registered providers do and also broadly in line with the Greater London ethnic demographics. As will be shown under the section on student continuation and completion, we do not only provide the learners with the opportunity to access higher education, but we also have very good continuation and completion rates.

Deprivation quintile (IMD): The majority of CCCG learners are consistently drawn from highly deprived areas, 56.3% full time learners and 68.9% part time learners fall in IMD quintiles 1 and 2 as per aggregate 4-year data. This is above OfS registered providers overall proportion, where quintiles 1 and 2 makes up 31.3% for full time and 33% for part time students as per aggregate data.

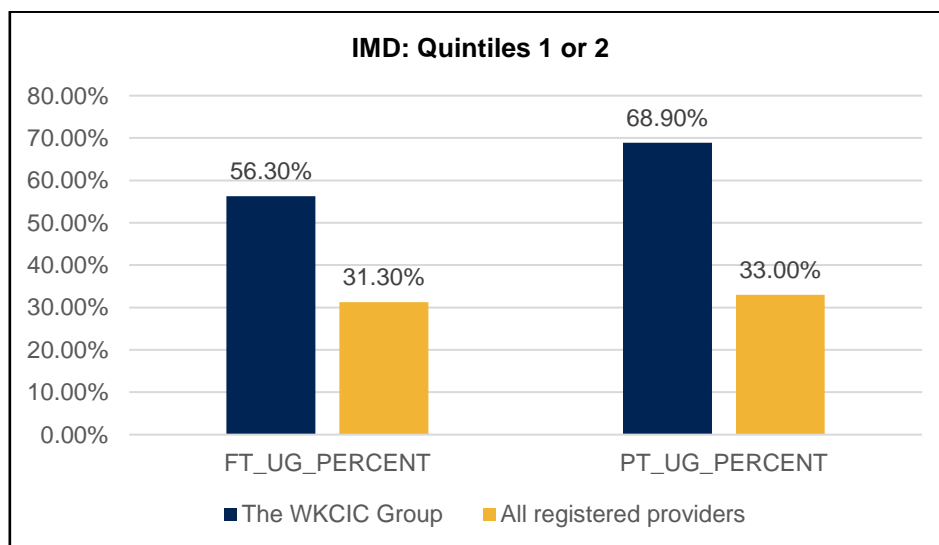


Chart 4: Deprivation (IMD) quintiles 1 or 2

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Free School Meals (FSM): 38.3% of our FT UG and 65% PT UG learners were eligible for free school meals, based on OfS 4-year aggregate data, which is more than twice as high as nationally for FT UG (=18%) and nearly four times higher compared nationally for PT UG OfS registered providers (=16.1%). Equality of access and outcomes in higher education in England Research briefing ([published June 2021](#), House of Commons Library), suggested that entry to higher education was much lower among those who were eligible for free school meals.

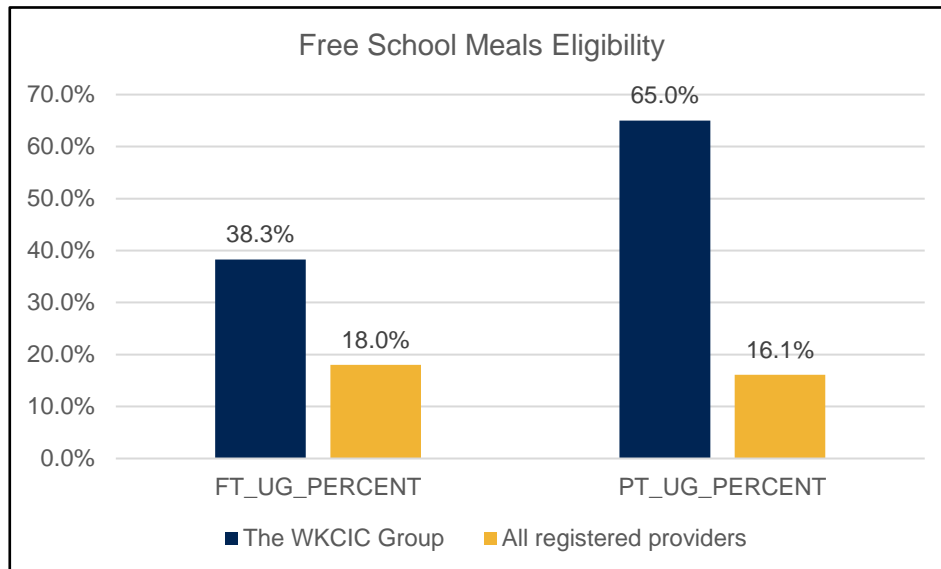


Chart 5: Free School Meals Eligibility

2. Student experience

Curriculum Intent for higher education programmes: The College engages employers when the curriculum intent for each curriculum area is being considered. This enables the curriculum to be designed to meet the needs of the sectors, employers and to support economic growth.

We have strong relationships with local and international industry, strong links with employers and sector experts who help to design and shape the curriculum offer and businesses who support our students to meet and, in many cases, exceed expectations. We also have strong links with awarding organisations.

With economic recovery following the pandemic a priority, the Government is placing a significant focus on delivering skills to ensure a trained workforce, so linking education and training to the local industrial strategy is at the forefront of College plans. The College has seven sectorial employer advisory groups; Hospitality and Culinary Arts, Construction & Engineering, Digital and Technology, Healthcare and associated Sciences, Business and Finance, Creative Arts Industry and SEND.

The College operates four Mayoral Academies aimed at getting Londoners into good work with a focus on the Digital, Creative Industries, Hospitality and Green Technologies. There are also Employer Academies in Rail Engineering, Welding, Construction and Accounting and specialist partnerships in Coding ([01 Founders](#)) and entrepreneurship ([Visionnaires](#)).

In 2019-20 we launched a ground breaking new degree course in Culinary Health and Nutrition which merged the principles of human nutrition and clinical biology, culinary arts and lifestyle medicine. This was developed with support from experts in academia, employers and industry professionals within the hospitality and culinary arts sector.

In response to the Greater London Recovery programme following the Covid-19 pandemic, we are developing a range of higher education level micro-credentials for learners to be trained in particular specialist skills that will get them quickly into work. The College is also working with London South Bank University on an ESF funded project to deliver prescribed units of Level 4 qualifications. These areas are Health and Social Care, Media and Construction. We are also beginning to develop a range of non-prescribed higher level micro credential courses using GLA AEB for London residents.

Teaching, Learning & Assessment: Teaching, Learning and Assessment at CCCG is excellent on the majority of courses. Personalised teaching, learning & assessment strategies are incorporated into HE delivery to enable differentiated, or personalised, strategies to deliver high quality courses, actively engage students to achieve higher educational outcomes.

All higher education teachers are qualified in their subject area specialisms and 95% of them are qualified as teachers. This influences student engagement, motivation, and achievement. The teachers use their specialist qualifications and industry expertise to provide the students with clear and comprehensive explanations in lessons and seminars.

The course content is sequenced to start with easier to understand concepts and, by using the principles of scaffolding, progress to more difficult concepts. The planning also takes into consideration guest speakers from industry, visits and trips, assessments and exams and work placements. Modules delivered in year are incremental in their difficulty with rigorous assessments supporting students' academic growth, developing relevant knowledge and skills to their fullest potential so they can succeed and progress.

Courses are designed and delivered in a way that foundation concepts are taught and delivered before moving onto more complex topics, or theory modules are taught prior to the practical tasks to support development of relevant skills. In subjects such as counselling e.g., supervision is incorporated into feedback process, which supports students in preparing for practice. Another example could be drawn from education and training subject, also employing a similar approach in teaching and learning which is underpinned by reflections on practical teaching. Content and delivery strategies encourage students' active engagement and commitment to their learning.

Managers and teachers work closely with industry to shape and design the curriculum and, in some instances, to deliver on the curriculum. This is particularly seen in the Hospitality & Culinary Arts and the Ophthalmic Dispensing curriculum. Teachers carefully plan, teach and sequence their curriculum

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content, ensuring that learners build knowledge and skills over time. Learners obtain the skills, knowledge and behaviour that enable them to progress to employment.

External examiner reports provide evidence of the impactful teaching and students gaining excellent skills and knowledge e.g., EE report, May 2021, FdA Counselling course: *"From reading the students' written work, it is apparent that the students are benefitting from the teaching and they are learning theory and skills, have gained excellent knowledge of the theories, and have a very good knowledge foundation..."*, *"...I particularly liked the structure of one of the assignments in which the students critically analysed their practice and linked it to theories."*

Teachers use effective assessment methods to identify gaps in the skills and knowledge of the students and skilfully close those gaps by providing suitable feedback. The feedback is useful and helpful resulting in improvements in the standard of students' work. Learners produce work which shows their skills in research and professional conduct.

External reports (such as an external examiner report covering six higher education programmes at CCCG, June 2022) commend the innovative assessment strategies to assess vocational modules as well as having a good and appropriate mix of academic and vocational subject matter with assessment matching the need to focus on industry and practitioner needs.

External examiners in their reports and at the final assessment boards, also echo the high quality of teaching, learning and assessments. For example, an external examiner for HNC Performing Arts, in July 2021, reports that *"The programme teams have continued to improve assessment processes. The approach to assessment instruments provides clarity and good overall guidance to support students and staff in providing and supporting reliable and robust assessment processes."*

During the Covid-19 pandemic, higher education provision moved online and provided the staff and students with the necessary skills to continue learning online. There was close collaboration with various awarding organisations to amend delivery and assessments to suit the provision such as amendments to the HND Health Practice programme or adjustments to assessment methods for a suite of hospitality subject courses, to ensure the learners achieved their qualification and gained relevant skills.

CCCG has a robust approach to the planning, quality assurance, monitoring, good practice sharing and development of its teaching and assessment practices. There is a strong focus on the quality of teaching and on our learners' academic experience. The Teaching, Learning and Assessment Development Policy enables curriculum managers and Teaching Improvement Managers to visit classrooms three times a year and provide feedback to teachers about their teaching practices. There is also an opportunity for teachers to participate in self-directed professional development by engaging with a coach (expert practitioner) who supports them with a pedagogical technique of their choice for a year with the aim to improving their practice as teachers.

As well as the feedback that teachers receive following the classroom visits, the College runs straw polls and 2 yearly student surveys to get feedback from all students. Some programmes also run focus groups and end of module surveys to obtain feedback from students.

Over the last four years, the response to the key questions on teaching and learning and on assessment shows very high student satisfaction rates. The Teaching and Learning category in the learner survey consists of multiple questions and statements such as the teaching on my course is good, course providing opportunities to explore ideas and concepts in depths, application of knowledge, whether teacher regularly checks progress and understanding or sets challenging work that supports learning, developing ideas and working independently. It also includes questions around whether students feel they are developing skills they need for next steps, such as getting a job and whether they are learning the latest industry techniques. Timely and specific feedback supports students' learning and attainment as well as further progression. Hence, the Assessment category in the student survey is made up of questions around feedback, whether the markings are fair and timely, and whether the feedback makes it clear to students how to improve.

The tables below show very good satisfaction rates for teaching and learning and assessment from the internal student surveys for the past four years, for our undergraduate higher education provision. The figures indicate that 9 out of 10 students are satisfied with teaching and learning and assessment.

	Teaching & Learning	Assessment	Number of respondents
Autumn 2019	95%	94%	289
Spring 2020	95%	96%	102
Autumn 2020	95%	93%	335
Autumn 2021	95%	95%	214
Spring 2022	92%	91%	237
Autumn 2022	95%	94%	325

Table 1: Internal student survey, HE results, 2019-2022

The overall achievement rates (attainment rates) are broadly high (please refer to the student outcomes section). This indicates that the high quality teaching and learning is having a positive impact on the learners as shown by the achievement, continuation, and completion rates.

Student feedback from the internal learner surveys shows consistently high satisfaction rates for the key aspects of teaching and learning. Table 2 shows the satisfaction rates for some of the key statements for teaching and learning.

Teaching and learning	Strongly Agree + Agree					
	Autumn 2019	Spring 2020	Autumn 2020	Autumn 2021	Spring 2022	Autumn 2022
Number of Respondents	289	102	335	214	237	325
My teacher sets me challenging work that helps me to learn	96%	96%	96%	96%	98%	94%
My course has provided me with opportunities to explore ideas or concepts in depth	97%	98%	95%	93%	91%	94%
My course has provided me with opportunities to apply what I have learnt	93%	93%	94%	92%	90%	96%

Table 2: Internal student survey, HE results for Teaching and Learning, 2019-2022

A challenging work provides stretch and rigour in learning, and deep dives into ideas and concepts as well as practical application of knowledge and skills – all are embedded into our teaching practices that support students' academic journey and prepare them for future employment. HE programmes are designed and delivered in line with quality standards set by OfS conditions of registration and in line with the framework for higher education qualifications with the added scrutiny of internal moderation and External Examiners. The Rhizomatic teaching and learning strategy allows students to think about learning on different academic plateaus to effectively respond to evolving industry practice, and academic and industry information. The higher education department at Victoria campus uses this strategy to enable fluidity in understanding and provides a seamless transition from topic to topic while embedding the 'Socratic' teaching and learning method to stimulate critical thinking. Lecturers ensure that students' learning experience is not goal-directed nor hierarchical but encompasses continually evolving redefinition of the individual tasks. Students are therefore able to approach tasks in multiple ways from multiple angles as they continually redefine and rationalise new requirements. This has positively impacted students as it allows flexible and asynchronous collaboration among students and staff members, thereby enabling team-working and a shared understanding of global expertise. On engineering programmes, for example, an experimental practice is included as part of the course to reflect the importance of laboratory work in the field of engineering.

The embedded teaching and learning strategy encourages students to take responsibility and ownership of their own learning. This promotes not only rigour and stretch but also a deeper learning experience. Additionally, personalised teaching, learning and assessment strategies (PTLAS) are incorporated into HE delivery to enable differentiated and personalised strategies to deliver high quality courses, and to actively engage students to achieve higher educational outcomes. Inquiry/problem Based Learning and PTLAS CPD sessions strengthen and embed transferability skills and knowledge to enable rigour, stretch and challenge in classroom sessions.

The College is collaborating closely with awarding organisations and universities, which ensures compliance and further enrichment of the quality and standards of our HE provision and its programmes through the assessment regulations, annual monitoring processes as well as through assessment/exam boards. Engagement with external examiners supports rigour of the College's higher education programmes and provides confirmation that they are comparable with those delivered at other higher education institutions.

Following internal procedures such as course approval, annual review (Self-Assessment Report, SAR), regular HE Committee meetings (half termly), feedback from students, external examining as well as engagement with industry professionals and/or employers, the Group ensures the courses remain up-to-date, provide educational challenge, are effectively delivered and support students in developing relevant skills.

The subject matter of the courses represents current thinking and practices, due to the robust and enhanced employer and industry involvement. Teachers have a wide range of industry experience to enrich taught programmes, they are also proactively engaged with employers and industry contacts, thereby enhancing the quality of students' educational experience and their preparation for the future.

As well as vital skills, behaviours and knowledge that we provide our students with, our partnerships with employers offer our students career-changing opportunities, including work experience and industry projects, guest lectures by renowned professionals, participation in industry events, competitions and field trips, and international networking.

The employers give our higher education students an opportunity to engage in work experience and placement, provide them with developmental feedback and support during assessments. This can be seen in our counselling and teacher training qualifications where work placements and work experience are an integral part of the training process. The feedback from employers following work placements indicates that majority of the employers are very satisfied with the knowledge, skills and behaviours of our HE students.

Higher education programmes such as Diploma in Education and Training, require students to complete a minimum of 100 hours of teaching practice, while students on a counselling course require 100 hours of counselling sessions as part of the qualification. Teachers skilfully plan their delivery to ensure that such work experience takes place when the students have received adequate theory and can put the theory into practice in a professional work environment.

The higher education provision at Victoria Campus invites a broad range of employers to participate in evaluating a professional practice module. This provides the students with an opportunity to network with managers from across the world, especially with the use of MS Teams and Zoom. The students who have participated in this event have found it very useful and the employers have been very impressed with the quality of the students they worked with during the event.

An external examiner report, covering eight higher education programmes (June 2022), also confirms and notes, that some modules are doing *"a very good job at engaging with external employers and preparing students for seeking new and/or progressing in their careers."*

CCCG is firmly committed to the continuous professional development and wellbeing of all staff. It recognises the importance and value of staff learning and development, as the means to fulfilling its mission and achieving its strategic objectives.

CCCG recognises the continuous development of excellent pedagogy as an important means to learners achieving success, including progression to further higher education levels of study, gaining employment or gaining promotion in employment. We also encourage our learners to engage in entrepreneurial activities. This enables us to achieve our vision of transforming lives through exceptional education and training.

The Teaching, Learning and Assessment Development Policy and Learning and Organisational Policy enable all staff to engage in professional development and academic practice.

The Teaching, Learning and Assessment Development Policy has two key aspects. The quality assurance aspect ensures that all teachers are visited in a classroom setting during the academic year and feedback is provided about their pedagogic practice. The feedback enables them to

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enhance their professional practice further. The quality improvement aspect of the policy enables teachers to take greater ownership of their career development as reflective practitioners. As part of this process, a teacher works with an expert practitioner who facilitates and coaches the teacher to improve on their chosen aspect of self-development. This gives staff the opportunity to experiment, innovate and further develop their pedagogical expertise, which has a direct impact on our students, their academic experience and professional future. This is collectively realised through the embedding of the Group values and focusing on continuous improvement and working collaboratively.

The College's Learning and Organisational Development Policy provides all staff with an opportunity to complete 5 days per year of relevant development and training within a professional setting. The setting is dependent on the teacher, and it may be about gaining skills with an employer within the sector, working with awarding organisations to enhance professional practice or shadowing, etc. This is aimed at occupational competence, expertise and currency as it applies to both academic and vocational pursuits.

There are also five professional development days per year across the College to provide training and development. The training is provided by a combination of internal and external speakers and experts drawn from a wide range of sectors. Curriculum managers and the Heads of Teaching and Learning, supported by the Teaching Improvement Managers, ensure that the training addresses the needs of the various curriculum teams.

There is a range of activities that include awarding organisation training sessions, conferences, seminars, action learning set projects, visits to other educational organisations, employers, research institutes, work shadowing, work placements, joint projects, formal study, coaching and mentoring which support transformational change, innovation and continuous improvement for the benefit of our students. Staff are also encouraged and supported to maintain their own CPD records for membership of professional bodies, as appropriate, and to seek to enhance their professional status through continuous professional development.

The Group works hard to ensure all its learning activities are engaging and effective. Evaluation and reviews of the continuous professional development activities take place regularly to capture feedback and this information is used to plan for future staff development.

All staff also engage in annual professional development reviews during which the targets for professional development are identified and are reviewed on an on-going basis. This enables the managers to provide a relevant training support for the staff based on a training needs analysis.

Interest Free Loans are available for professional qualification training and all teachers are eligible for the Education Trust Foundation (ETF) membership via our corporate membership contract. The College provides health and wellbeing support through our Employee Assistance Programme (Lifeworks). It gives staff access to professionally trained consultants and counsellors, to help and support mental, physical, financial and social wellbeing.

The College provides a supportive learning environment for all students and staff. There are good quality classroom facilities and specialist laboratories and workshop facilities in line with industry standards for all higher education programmes on offer.

Students have access to library/learning resource centres, online resources, canteens, and study areas. On some campuses, higher education students have dedicated study areas. Each campus has a student support services office from which students can access support including homework and assignment support sessions, workshops on referencing, research skills, online safety, plagiarism, and other study skills.

There is an additional support available for learners who may have a learning difficulty, disability or require extra help with accessing the curriculum. Inclusive learning teams are available to support students to explore individual needs and to provide correct and relevant support.

Higher education students have access to their teachers and tutors for pastoral support. The teachers are on hand to provide learners with the relevant skills required for research, academic writing and examination practice where exams are part of assessments. We also invite industry and sector experts as guest speakers to enhance the student experience.

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External reports also provide evidence of high quality learning environment and academic support available to students. For example, the external examiner for the HNC Performing Arts course, June 2021 notes that *"The programme team are well qualified to teach at this level, and with good, current, and recent industry experience that add vocational value to the teaching and assessment. Assessment and IV feedback is detailed, supportive and developmental and is applied and provided to students with consistency by all assessors."* Another example: an external examiner reporting on six higher education programmes delivered at Victoria site, July 2022, [the module] *"....contains a creative and challenging range of assessment methods that stretched as well as supporting student development."*

The College has good physical and virtual learning resources to support the delivery of high quality teaching and learning. All classrooms, workshops and laboratories are equipped to high standards. The College uses Moodle, MS Teams and Google Classroom as the main virtual learning environments (VLE). Edmodo (and associated apps) are used to disseminate information which enables collaboration and file sharing.

Each higher education curriculum area determines which VLE works best for them. There are online and safeguarding protocols in place for the use of VLEs. About 6% of income in each School is used for capital investments to continuously improve the quality of teaching and learning resources.

One of our priorities in the Strategy is for our learners to build the knowledge, skills and behaviours to develop successfully their careers and lives. We aim to achieve that by employing industry experts who teach with energy and passion for their sector and motivate students to be the best that they can be.

The learning is effectively supported by appropriate and relevant resources. Classrooms are equipped with PCs, Interactive Whiteboards, printers, scanners and students have full access to these during and outside the classes. The learning is effectively supported by usage of existing and emerging digital technologies to engage in e-learning activities. Higher education students are also equipped with the appropriate digital skills to engage with the relevant emerging technological skills e.g., Counselling profession has seen an increase in demand for digital technologies to support counselling practice.

On some campuses such as at Victoria and Tottenham Centre, there are dedicated HE Zones which provide open spaces for an enhanced learning experience, inter-cohort interaction and networking. Students can also use learning pods for individual studying or for private consultations, 1-2-1 motivational tutoring and coaching sessions.

Specific courses, such as in hospitality and nutrition subjects, benefit from highly equipped culinary laboratories, industry standard kitchens, and customer serving restaurants where students apply their knowledge, skills and behaviours within a work setting.

Teaching facilities across our state-of-the-art centres make excellent use of the industry-standard equipment to enable our students to be at the cutting edge of learning. We invest heavily in our specialist spaces to give students an immersive real to life practical experience. The diversity and variety of facilities and equipment available across our 7 sites where the HE provision is delivered, include computer rooms and Mac suites, engineering workshops, including electronics, performing arts studios, printing rooms, libraries, e-sports gaming environment, 150-160 seat theatres and others. All sites have high speed internet, specialist software is provided where relevant e.g., e-sports, games design, computing subjects.

Student Engagement

The College engages with the higher education students using the Learner Engagement Policy. Our values as an organisation put our learners in the driving seat. We work in collaboration with all our learners to meet their individual and collective needs and to ensure that their learning experience is continuously improving. Learner engagement covers a wide variety of practices that seek to enable, equip, and motivate learners to voice their views and shape their learning. The College is responsive to the changing profile and needs of its learners and national developments and takes into account the Ofsted Inspection Framework and the Office for Students.

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The learner representative structures affecting our higher education students require that each class has a class (or course) representative. Higher education students can participate in the Governors Learner Council and the Higher Education Learner Council. Students are also invited to participate in the HE Committee and the Board of Governors meetings.

The College undertakes focus groups and student surveys on a range of issues with a big focus on teaching and learning, assessment, student support services, safeguarding and overall satisfaction. This is achieved through a post induction survey, the autumn and spring surveys, an exit survey and straw polls. We also promote the National Students Survey (NSS) commissioned by the Office for Students.

Qualitative methods of collecting feedback (both formal and informal) are used across the Group ranging from the formal student representation methods at each college that include HE Forums, HE Student Council meetings, Programme Boards and reporting to the College HE Committees. These operate in addition to informal tutorial and 1-2-1s with staff. External examiners also meet with students during their visits.

The outcomes of student surveys are shared with the management teams at all levels of the organisation, the Board of Governors, and the students. The findings are used to further improve the experience of our students using the Quality Improvement Plans (QIPs). The College Vice Principals or other delegated senior managers have the responsibility of ensuring that learner engagement and learner voice are effectively captured, and recommendations are acted upon. A 'You Said, We Did' campaign is run following the key surveys so the students can see how their feedback is used.

The College has a Complaints Policy in place. This is used by students to complain about issues affecting their student experience. The Complaints Policy has 3 stages (informal, formal and complaint review) before a student can contact the Office for Independent Adjudicators (OIAHE). In the time under review, the OIAHE have received only one complaint from our higher education students and the outcome indicated that the complaint was not justified.

We appreciate that student satisfaction expressed in NSS data does not meet our expectations and ambitions for student experience (see chart below). It is important to note and recognise, that the aggregate NSS denominator is 190 which is less than 9% of TEF 4 year aggregate full time students (2170). This number does not include part time undergraduate learners and if adding them into the full count (460), the NSS denominator would account to only 7% of the undergraduate provision at CCCG.

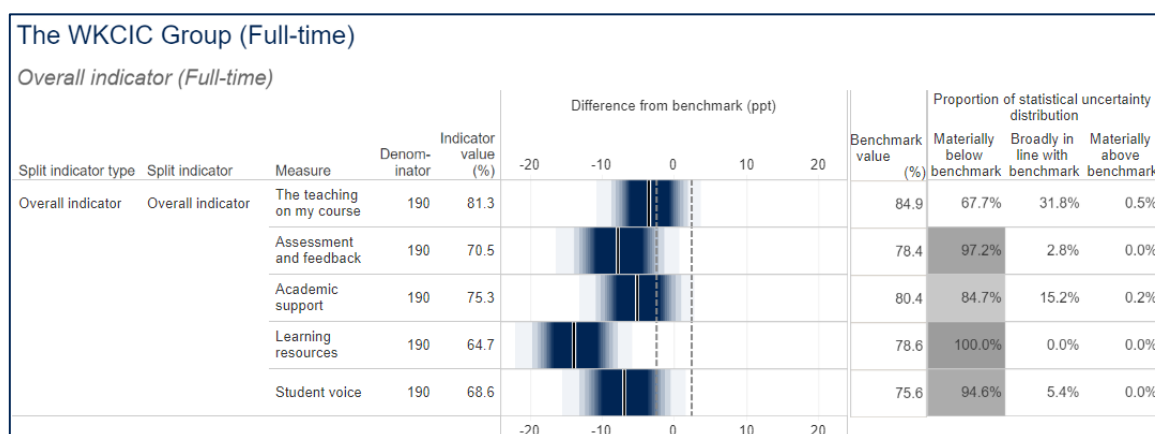


Chart 6: Student experience, based on NSS results, TEF data

The overall response rate to the NSS survey (69.9%) further brings down the number of respondents. For reference, there were only 35 students that were eligible to participate in the most recent NSS 2022, which is only 6.8% of total undergraduate population (509 students as per CCCG internal records) in 2021/22. Furthermore, there are only 34 learners that will be approached by Ipsos Mori to respond to NSS in 2023.

In NSS 2019, Year 1 split indicator [TEF dashboard], the denominator is 90, representing eligible CCCG students to take part in the survey, which made 12% of our full-time and part-time higher education provision in 2018-19 ([TEF size and shape data](#), full-time and part-time all undergraduate student count = 720). The response rate for NSS 2019 was 74.2%. For NSS 2020, (Year 2) the

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denominator indicates 40, which represented 7% of our undergraduate population (40 out of 570). In NSS 2021, (Year 3 split indicator) the denominator was 30, which represented less than 6% of CCCG higher education learners (30 out of 520).

Nevertheless, we take the NSS results seriously and have a robust approach in place to enhance and improve student experience based on the outcomes thereof. For example, the analysis of NSS 2022 results identified issues that were addressed through detailed action plans.

Following the publication of survey results, detailed analyses are presented at HE Committees, HE Strategy Board as well as at the Group Senior Management Team meetings, which are then followed up throughout the year.

Due to the nature of our higher education provision and the limited eligibility to participate in NSS, the College places a lot of emphasis on the internal student surveys. This enables us to tackle issues that are presented to the College by a wider group of higher education students. The student satisfaction rates for teaching and learning and for assessment show very high levels of student satisfaction (see the section of teaching, learning and assessment). The internal surveys and NSS are used effectively to improve the student experience at the College.

The internal survey results continuously evidence that a great majority of HE students agree/strongly agree with the statements that their views are listened and responded to. See Table 3 below.

Aspect	Autumn 2019	Spring 2020	Autumn 2021	Autumn 2021	Spring 2022	Autumn 2022
Number of Respondents	289	102	335	214	237	325
Views of students are listened to	91%	96%	92%	91%	87%	92%
Views of students are responded to	90%	91%	91%	87%	84%	90%

Table 3: Internal student survey, Student voice, HE results, 2019-2022

3. Student Outcomes

Student support to succeed and progress

The College supports its students well to succeed and progress beyond their studies. This is achieved through the information, advice and guidance provided at the application and interview stages, the induction upon enrolment, the allocation of pastoral and student service support, high quality teaching and learning, additional support provision where required, examination and research and academic writing support, careers support and the provision of references to potential employers.

As stated earlier, the primary aim of CCCG is to transform lives through exceptional education and training. The College supports all its students to realise their ambitions as learners within a diverse and fully inclusive educational community. In addition to providing a high standard of education and training, the College ensures that these standards remain high and continuously improve to achieve excellence. This is done by continually monitoring and measuring its impact within the Performance & Quality Framework.

Self-assessments are conducted every year. The key strengths, areas for improvements, areas for development/collaboration and areas of risk are identified. Due to the robustness of the self-assessment process, the key improvement priorities for the next year are identified and actions put in place using the Quality Improvement Plan (QIP). This is used to drive improvement towards excellence, to share and extend good practice and to focus support and interventions. There are termly reviews of the curriculum QIPs to monitor the progress being made and to provide further support or intervention where improvements are not being made.

The key performance indicators monitored during the year include attendance, retention, quality of teaching and learning, student feedback, student achievement and student progression. The achievement rates of learners for each qualification are monitored and the attainment by age, gender, ethnicity, levels of deprivation, disability and learning difficulty including trends over the last three years are closely scrutinised.

A wide range of support is available for HE students throughout their study lifecycle – starting from application process, guiding through course options and progression opportunities and advise on finances.

Support Services teams are available at each site across CCCG. The College has been awarded the national Matrix Quality Standard for effective delivery of information, advice and guidance services. Students that declare any difficulty or disability at their application or enrolment stages are further supported. Support Services teams identify different needs and aim to provide support that is most appropriate to the individual, including BSL and communication support, note takers, specialist software, accommodative environment, English language support, especially for students for whom English is not the first language, etc.

Courses are designed to help students develop study skills and academic knowledge needed for their programmes and related profession. Some employers contribute to the design of the programmes and are involved in their delivery and assessments.

A variety of teaching and assessment methods are incorporated and used in delivery of HE programmes at CCCG. These include lectures, workshops, seminars, tutorials, 1:1 sessions, academic writing workshops, observations of professional practice, etc. Students are encouraged and supported to undertake research and evaluate specific professional issues within a sector with support from tutors, subject specialists and other staff relevant to their programme.

A considerable tutorial and pastoral support is made available, which raises students' awareness of the learning process and fosters their intellectual development and engenders students' well-established sense of competence as learners. This is particularly important, considering our student body (as presented in the first section of this submission), who often require extra support to succeed in their studies.

Tutorial sessions are designed to identify knowledge gaps, and act as the starting point for further work with individual tutors to address these. Tutors also provide mentoring support as needed, triggered either by the tutor's perception of need or a student request.

We recognise the importance of our students' mental health and that it has an impact on their educational experience. The College provides support for learners who are experience stressed triggered by returning to education, long study hours, financial situation, or other circumstances that might make them vulnerable to anxiety and depression. The welfare teams have qualified and experienced counsellors who offer confidential support to learners.

The College also provides careers advice workshops to students. This includes interview techniques, simulated interviews, job assessment panels and feedback from experienced managers from the sector. Student destination surveys are used to collate and evaluate the data to understand internal progression rates as well as destination upon completion of studies. This is in addition to the Graduate Outcome Survey. Capturing progression and destination data enables CCCG to consider the effectiveness of each programme in supporting secure and sustained learning and/or employment. It also gives the College an indication of the impact it has on the learners' success and for filling the industry identified skills gaps.

The overall continuation and completion rates are very good. TEF data shows overall continuation and completion rates for FT are very high - broadly in line (statistical uncertainty 99.1% and 90.3%) with the benchmark. PT outcomes show outstanding quality with both measures being substantially above benchmark (statistical uncertainty: 99.8% and 100%).

Split indicator type	Split indicator	Measure	Denominator	Indicator value (%)	-5	0	5	Benchmark value (%)	Materially below benchmark	Broadly in line with benchmark	Materially above benchmark
Overall indicator	Overall indicator	Continuation	1,740	85.4				84.6	0.0%	99.1%	0.9%
		Completion	2,520	82.2				80.5	0.0%	90.3%	9.7%

Chart 7: Continuation and completion rates, TEF aggregate data, full-time undergraduates

Split indicator type	Split indicator	Measure	Denominator	Indicator value (%)	-15	-10	-5	0	5	10	15	Benchmark value (%)	Materially below benchmark	Broadly in line with benchmark	Materially above benchmark
Overall indicator	Overall indicator	Continuation	450	80.0								71.6	0.0%	0.2%	99.8%
		Completion	1,020	85.6								78.2	0.0%	0.0%	100.0%

Chart 8: Continuation and completion rates, TEF aggregate data, part-time undergraduates

Our Corporate Strategy priority 1a is *for our learners to be engaged, motivated and experience consistently high-quality education*. We are working very hard to ensure that all learners can thrive, regardless of where they come from. One of the ways we aspire to achieve that is by removing the barriers to accessing education for all, including building appropriate provision for the local community, supporting those with low prior attainment or who have had a previous poor experience of education. Evidence of success for this can be seen from very high and remarkable student outcomes, particularly for those, who normally would be seen as having lower chances of succeeding. We pride ourselves on creating opportunities, removing barriers, and providing support to succeed.

ABCS quintile 1 (Q1) shows the groups of students who have the lowest chance of continuing and completing the studies.

The TEF dashboard indicates that for completion measure, more than half of FT students at CCCG fall into Q1 (denominator=1190). Nevertheless, the outstanding student outcomes for completion are evidenced with 85.1% being materially above benchmark. No data is available for PT ABSC Q1, however, the Q2 or Q3 split indicator shows outstanding completion outcomes – 99.8% above benchmark.

The continuation **ABCS** Q1 for FT all shows very positive results, with 66.5% above benchmark. PT for the same quintile and measure shows outstanding outcomes - almost all (96%) above benchmark.

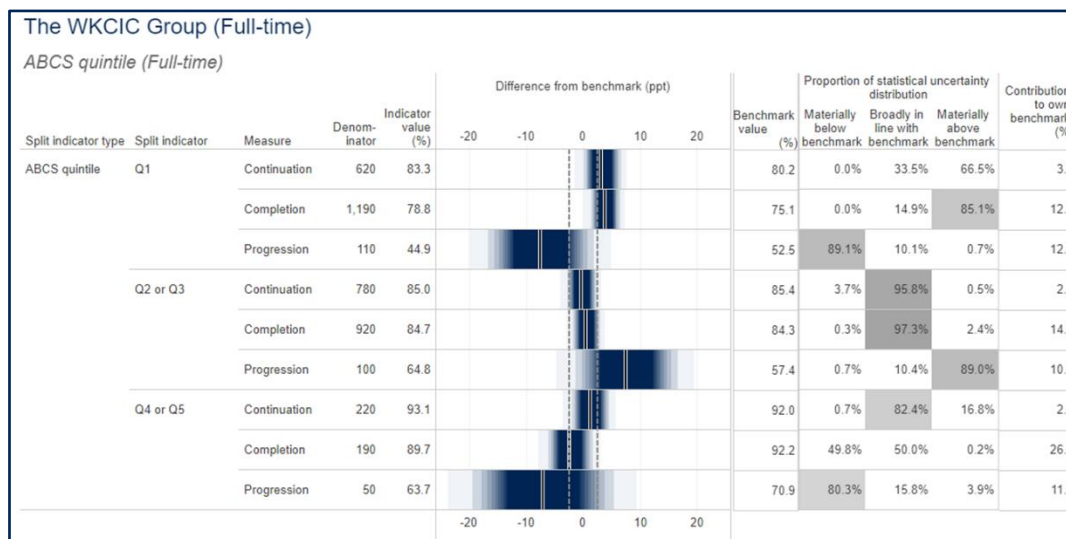


Chart 9: ABCS quintiles, TEF data, full-time undergraduate

Deprivation Index (IMD) also provides a good insight of how CCCG opens up higher education and provides opportunities to people who may have not even considered it as an option. Majority of our learners (56.3% FT and 68.9% PT, as per 4 year aggregate data) fall into IMD quintile 1 or 2. Continuation rates for those quintiles (IMD Q1 and Q2) are in line with benchmark for FT (85.3%) and outstandingly above benchmark for PT mode (99.8% above). Completion rates evidence even more positive picture: FT 29.8% and PT 100% above benchmark.

Mature students are another group that is often overlooked. As OfS has indicated in their [report](#), “For mature students, university or college can be a second chance to learn, an avenue to a new career, and an opportunity to earn more money.”

At CCCG we provide mature students with opportunities to access higher education. 65.3% of our full time and 94.6% of our part time students are mature (21 years or older). The remarkable completion and completion outcomes indicate that students not only use an opportunity to access higher education at CCCG but they also thrive in it.

The continuation rates for FT students (age 21 to 30) are 24.9% above threshold (74.7% in line) and 68.3% above threshold for those aged 31 or over, while the continuation rates for PT students are 95.5% and 99.5% above benchmark for 21-30 and 31 years or over respectively.

The continuation rates for different ethnic groups of students show that the non-White groups are performing positively when compared to their White counterparts. White full-time students: observed indicator 86.3% with 31.6% above benchmark; part-time students indicator 80.1%, with outstanding 97.6% above benchmark. Black full-time students: observed indicator 80.6%, with 59.1% above benchmark, part time indicator all 77.7%, with very high 72.1% materially above the benchmark.

Asian full-time students: observed indicator 90.6%, with 81.9% being in line with the set benchmark, part-time indicator value 86.7%, with 96% above benchmark.

The completion rates are also extraordinarily positive for students at CCCG. The completion rates are 80% above benchmark for FT students and 97.4% above benchmark for PT students.

The completion rates for Black and Asian students are significantly above the benchmarks. Black full-time students: observed indicator 78.9%, with outstanding 92.8% above benchmark (see chart 10), part time indicator all 85%, with significant 90.4% materially above the benchmark.

Asian full-time students: observed indicator 86.5%, with 75.3% being in line with the set benchmark, part-time indicator value 90.6%, with outstanding 99.8% above benchmark.

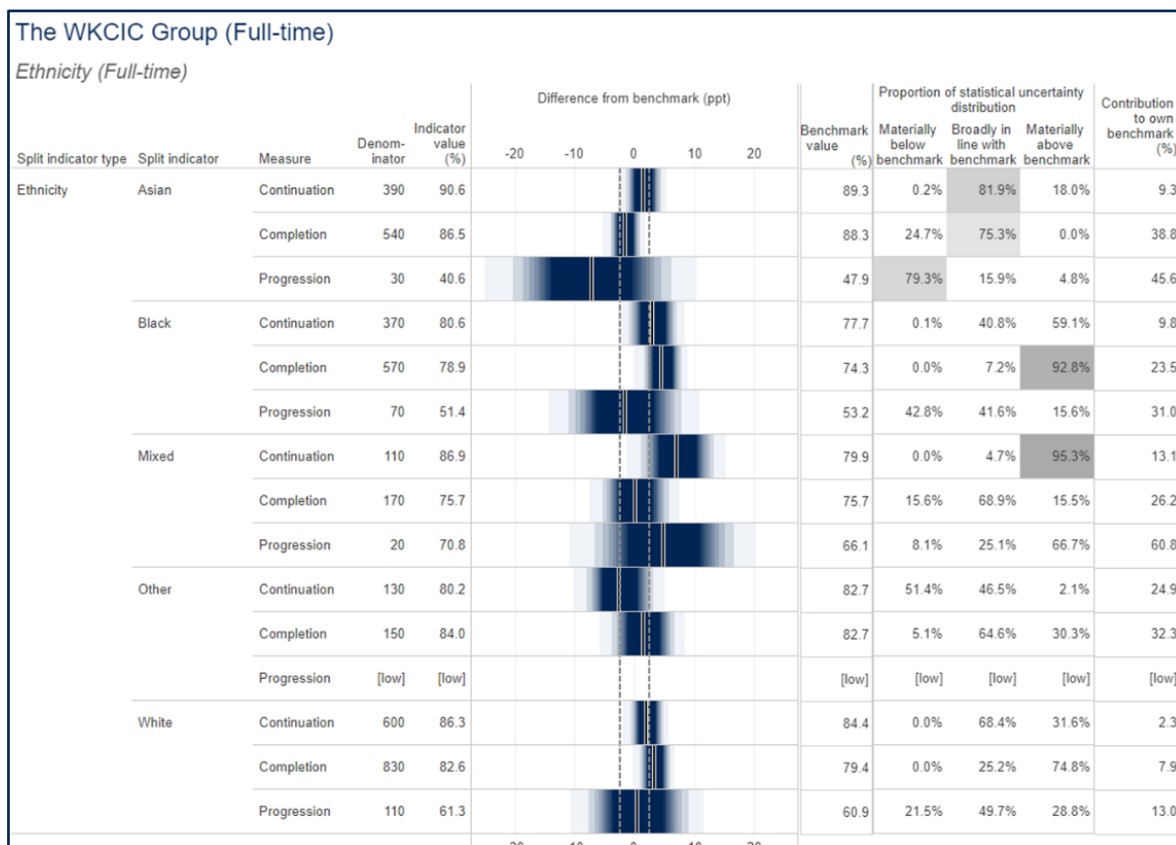


Chart 10: Continuation and completion rates by ethnicity, TEF data, full-time undergraduate

The achievement rate (as per below table) for four years data overall is 83% for our undergraduate provision (full-time and part-time combined, excluding apprenticeships and franchised provision) and retention for the same provision for the same period is at very high overall rate of 92%.

Hybrid End	Retention Overall %	Achievement Overall %
18/19	89.5	79.4
19/20	92.7	81.7
20/21	94.3	89.5
21/22	92.3	84.1
	91.9	82.9

Table 4: HE achievement and retention, internal CCCG data, ProAchieve 2019-2022

CCCG delivers a number of non-prescribed higher education vocational courses. Due to the national setup by the awarding bodies, the attainment data for these courses is available nationwide, which allows a direct comparability of CCCG learners' achievement and retention with the national average. That includes Level 4 and 5 certificates and diplomas in Education and Training, Beauty Therapy, Microblading, Professional Accounting, Therapeutic Counselling as well as HR Management, and Teaching English to Speakers of Other Languages. We have access to the two-year national data, including 2020/21 and 2021/22 and that covers 138 learners studying on the above-mentioned programmes at CCCG. The data indicates high achievement and retention rates which are above national average, as indicated in Table 5.

Hybrid End	Leavers Overall	Achievement Overall %	Nat Ach Overall %	Ach % - Nat %	Ret Overall %	Nat Ret Overall %	Ret % - Nat %
20/21	66	90.9	86.7	4.2	93.9	92.9	1.0
21/22	72	91.7	86.7	5.0	98.6	92.9	5.7
	138	91.3	86.7	4.6	96.4	92.9	3.5

Table 5: HE achievement and retention, ProAchieve 2020-2022

For example, one of the programmes delivered at CCCG is the Diploma in Education and Training (DET) programme where students work towards level 6 in their second year. To achieve this they must demonstrate, among others, width, and depth of their engagement with current literature in the field as well as their ability to carry out primary and secondary research. The module content is reviewed yearly to reflect current trends in education, teacher development and CPD, and to ensure that the assessment strategy is valid, reliable, and sufficient. This also provides opportunity for personalised assessment, which stretches and challenges the learners by enabling them to target an aspect of teaching which has been identified through observations as an area to work on (during their practical placement/traineeship as part of the programme). For instance, in the DET Module 4, for the last two years, learners have been requested to carry out action research into an area of their teaching practice which requires improvement and present their findings to their peers in the form of a seminar. All students are expected to work on, and are assessed on, maintaining a professional development journal (known as Progress Log) which they update on a regular basis with a record of their progress towards addressing both types of targets.

Student progression and destination

The overall indicator for progression shows our learners performing predominantly in line with the benchmark (59.6% broadly in line). The TEF data for progression indicator is limited and only covers small number of learners (FT denominator = 260, response rate = 47%, which counts 122 graduates for the overall measure).

Majority of graduates for TEF progression metrics fall in the 'other undergraduate' indicator (denominator = 210) and are broadly in line with the benchmark.

Another biggest impact, larger split indicator group on TEF dashboard is mature students (denominator = 130) who are also recorded 54.7% broadly in line with the benchmark. IMD Q1 and Q2 (denominator = 160), 53.5% in line with the benchmark.

We recognise that looking at the split by subject area, some fall below the benchmark e.g. business and management or natural and built environment. It is important to highlight that it covers a very small number of graduates and response rates in the split categories. For example, the largest denominator on TEF data in terms of subject split is business and management with the denominator = 70. The response rate was 47.7% for this group at Graduate Outcome Survey. Hence, the progression indicator of 40.2% only represents 33 graduate progressions.

At CCCG we capture all our students' destination (progression) to have a better understanding of an impact our education has on their future. In 20/21 there were 266 known destinations of which 95.49% are recorded as positive destinations (as defined by the Education and Skills Funding Agency). 62.78% of our learners were in paid employment of whom 90.91% were in an employment related to their studies. 32.71% learners continued with education on related studies.

In 2021/22 there were 335 known destinations of which 97.61% are recorded as positive. Majority of our HE completers (71.64%) chose to continue with the education with 92.31% going on related studies. 25.97% were in paid employment, of whom 90.91% were engaged in employment related to their studies.

Higher education student destinations

Destinations	2020-21	2021-22
Positive outcome	95.49%	97.61%
Education	32.71%	71.64%
In Paid Employment	62.78%	25.97%
Not in Paid Employment	1.50%	0.60%
Voluntary work	1.50%	1.19%
Gap Year	1.13%	0.60%
Other	0.38%	-
In related studies	100%	92.31%
In related employment	90.91%	90.91%

Table 6: HE destination, internal CCCG data, 2020-2022

Educational Gains

As a college, we serve higher education students who broadly fall into two main categories: those seeking higher education qualifications in specialist areas such as culinary arts and are able to travel from outside our boroughs and those accessing higher education opportunities offered by the College based on proximity to the College, due to economic reasons and also due to the support the College offers them to gain higher qualifications.

The College is extensively integrated into its local communities across the 5 London boroughs that it serves, as a corner stone anchor institution, with a long history of meeting local community needs. There is a recognition of the high levels of social deprivation within some of the local communities we serve and that as a result cost is the most significant barrier to education for adults.

We provide students with the opportunity to access higher education without the additional costs they would incur by going to traditional higher education institutions. The students are able to develop wider social skills, knowledge, skills and behaviours as well as cultural capital that enables them to progress into work upon completion of their studies. The College offers the students the opportunity to pursue a higher education qualification which would not be the case if they had to access higher education through a university outside London. The level of support available to the students to gradually integrate them into college helps them settle better. This is especially so for the students above 31 years of age who may have been out of education for a long period of time and are using the College as an opportunity to access higher education.

CCCG is the only college in London to adopt the policy of offering all adults free education up to level 2. Due to our influence on the Greater London Authority, this free education delivery has been extended to higher levels via the GLA and Free Courses For Jobs policy. This has a significant impact on the community the College serves, of which over 80% have annual incomes below the London Living Wage and whose home postcodes normally lie within a 2.5-mile radius of the College centre they attend. A significant offer of short, free and easy to access courses has been developed to upskill adults. This has given the College the opportunity to deliver short higher education micro-credential courses aimed at providing learners with the knowledge, skills and behaviours required to gain a job or to pursue a career change. Some of the skills gained include digital skills, teamwork, communications, emotional intelligence, report writing, meeting deadlines, negotiation and resilience. The behaviours they acquire during studies include timekeeping, courtesy, respect, taking responsibility, empathy and ambition. They also develop social and cultural capital to enable them to succeed in work.

The College helps its learners to achieve the educational gains by ensuring that some of the assignments and projects support the learners in developing skills that prepare them to be work ready. One of the examples could be drawn from the students on level 4 beauty therapy courses where they take on supervisory roles during their training in the salons and pick up the work ready skills and attitudes.

As part of the tutorial and academic support provision, tutors and support staff provide students with assistance on academic writing, referencing, research, studying and essay writing. This has led to continuous improvements in the quality of work submitted for assessments throughout the academic year and resulted in high achievement rates.

TEF student contribution

HE students were given an opportunity, with support from the College, to provide an independent submission. However, after due consideration, they decided to contribute to the provider submission. Find below the student submission.

Capital City College Group is made up of three colleges – City and Islington College, Westminster Kingsway College and the College of Haringey, Enfield and North East London. Students' opinions were gathered through a series of focus groups involving Student Representatives from courses delivered by each of the three colleges. Subject areas covered included Initial Teacher Training, Engineering, Hospitality and Culinary and Beauty Therapy. The students involved were from a diverse range of cultures and ethnicities and presented the opinions of their peers.

Generally, students feel they are well represented with an active voice in the shaping of the student experience. The Student Survey does offer an opportunity to be heard but in some curriculum areas, there is not enough of a response to students' concerns as the progress made in resolving issues raised were not adequately communicated.

All students have been made aware of the Prevent and Safeguarding policy at the College, and they are aware of who to contact if they have concerns about their wellbeing or the wellbeing of their peers. Overall, the colleges are safe places, physically and emotionally. The students feel supported outside of their studies and that their voice is relevant to the management of the colleges. The enrichment activities specifically tailored with HE students in mind would be much appreciated.

Students report that they are having a good experience of teaching overall. The teachers are approachable, supportive, patient and have made it a welcoming learning environment. The teachers use various approaches to teaching styles which are influenced by their individual personalities. The delivery of content and support is of a high standard and meets the expectations of the industry. Students are happy with their choice of college and course of study. The quality of feedback on their assessments is good, thorough, and relevant to supporting improvements. The feedback is constructive, and it helps them understand what progress they are making. A few students raised concerns about awareness of mitigating circumstances when examinations or assessment deadlines are missed.

All students are aware of the support services offered by the College for both their personal and academic well-being. Some students report that their campus library lacks sufficient resources while others feel that their campus library is well resourced.

Generally, students are happy and comfortable at Capital City College Group. They are confident in the staff and the institution. They would like more information about application of regulations and to see changes taking place faster, but they do believe they are heard, and that changes do get made eventually. Overall, students are having a positive experience of Capital City College Group, and feel well prepared for life beyond higher education, in their chosen professions or with continuing education.

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