



Teaching Excellence Framework Submission 2023 for Chichester College Group

1. Provider Context

1.1 Introduction. We are very proud of our outstanding Higher Education (HE) provision at Chichester College Group (CCG) that successfully transitions students into securing specialist employment and/or further study. Not only do we provide an exceptional, inclusive and individualised student experience within industry standard facilities, all courses are delivered by dual professional lecturers, supported by highly specialised academic and pastoral support teams. Our lecturers deliver content that meets the skills, knowledge and behaviours valued by industry and through continuous sector specific professional development, embed new industry innovations, techniques and practices within their delivery - ensuring students are equipped with the skills needed for today and the future. Our HE courses are designed in collaboration with university partners, employers and external industry experts with a clear focus on meeting the skills needs that lead to employment at a national level as well as meeting the needs of the Local Skills Improvement Plan (LSIP). Alignment with the Skills for Jobs: Lifelong Learning for Opportunity and Growth White Paper is demonstrated through our flexible curriculum where our course design enables students to access provision through alternative modes of study such as part-time, hybrid and modular delivery. Our graduates therefore positively impact on the productivity of the local and regional economy as evidenced through our relationship with employers, student voice and the TEF progression indicators which demonstrate very high quality.

Our students produce outstanding work, which is recognised nationally through competitions and public exhibitions. Our approach to developing their commercial awareness has resulted in them being shortlisted, winning prizes, endorsements and being commended in recent years. Most recent examples include: Drapers Magazine featuring a Fashion student in the Upcoming Designers section; a Fashion student winning the Shein competition - showing winning collection on Paris catwalks; Musical Theatre and Dance students being featured by the BBC; the Portrait of Britain Award featured a Photography student's work of an elaborate Bridgerton style wedding which was included in the exhibition and book; a Music student won the Music Business Worldwide/Abbey Road Studios prize for Artist & Repertoire 2022 for work on the Sony Music team; Fine Art students were awarded the Anthony Amies Prize for Painting and the Anthony Amies Prize for Drawing and were also selected for the Phoenix Platform Graduate Award. In their first year of entering the Motorsport Team won the Motorsports Championship 2022 which is embedded in the British Racing & Sports Car Club Nankang City Car Challenge Cup and our students studying Chartered Institute of Marketing qualifications have consistently achieved the highest grades internationally.

The quality of work produced by our students is outstanding and is frequently recognised and commended by External Examiner (EE) feedback. For example:

CCG ...is an excellent platform for nurturing talent. The students get quick, well-informed feedback, more 'face-to-face' contact and as a group they have developed quicker to a higher standard than a lot of larger institutions and Universities they compete against. (EE Report – BA Photography,2021)

Whilst looking at the work and discussing the aspirations for the department I consider the course an exemplar of practice and I continue to be impressed by the proactive approach to the course curriculum and its relevance to industry. (EE report – BA Prop Making & Special Effects, 2022)

Feedback from students was evidence of an effectively functioning community of learners and staff. This can be triangulated with the excellent record of student retention and attainment relative to the current Covid-19 circumstances which some institutions I am aware of have particularly struggled with. (EE Report – FdA Early Years, 2021)

1.2 Context. CCG was formed on 1st August 2017, following the merger of Chichester and Brinsbury Colleges with Central Sussex College, now Crawley College. The group expanded further merging with Worthing College in 2019 and re-opening Haywards Heath College in 2020. On 1st August 2022, Greater Brighton Metropolitan College merged with CCG and the Group now consists of seven colleges across ten sites within West Sussex and Brighton: Brighton Met College, Brinsbury College (land-based provision), Chichester College, Crawley College, Haywards Heath College, Northbrook College and Worthing College. CCG is now the largest Further Education (FE) provider in Sussex and the fifth largest nationally. We are an integral and vital part of our community in delivering on skills priorities at L4+ that supports economic sustainability and growth. We achieve this through our extensive employer partnerships and multiple university collaborations, as well as through proactively engaging with local and national bodies in the Education and Skills Sector, examples include FE Sussex, The Collab Group of Colleges, Sussex Learning Network (SLN), Coast to Capital Local Enterprise Partnership and Sussex Chamber of Commerce. This productive and diverse network ensures we deliver on the skills priorities required now but are also forward looking to skills required for the future.

Our rich HE curriculum is not only diverse but also specialises within a number of sectors with bespoke and state of the art facilities that meet industry expectations. Northbrook College is reputationally recognised as a centre of excellence for Creative Industries and through our specialist provision and facilities, that include a fully operational theatre and state of the art music studios, we attract students nationally as well as locally. Our STEM, Construction and Digital provision delivered at Chichester College, Crawley College and Northbrook College is also highly regarded by industry as we attract students from national employers such as British Airways, Ricardo and Rolls Royce. Brinsbury College specialises in land-based provision and co-teaches with Surrey University, delivering non-traditional companion animal and exotics practical skills to circa 200 Surrey University students annually. Worthing College has specialist sports facilities that supports our highly successful Foundation Degree (FD) in Sport, Health and Exercise Science.

The HE offer encompasses a range of both prescribed provision (currently 730 students) and L4+ non prescribed professional courses (currently 328 students). Prescribed HE makes up 69% of our student body, of which 60% sits within the Creative Industries provision at Northbrook College, making this our largest HE Curriculum area. Our professional courses account for 31% of our overall HE provision. These professional courses develop the skills, knowledge and behaviours in leadership and management (ILM), Human Resource Management and Learning & Development (CIPD), Accounting, (AAT and ACCA) Marketing (CIM) and Project Management. (APM).

1.3 Mission and strategic aims. Our Mission is ‘Changing Lives through Learning’. We do this by delivering an outstanding quality of education; inspiring young people; building confidence and preparing them for life; training people for new or improved careers; providing opportunities to respond to the skills needs of our local communities and employers and positively welcoming all.

1.4 Core Values

- Learning is our number one focus
- Excellence in all that we do
- Trust, respect and integrity

Provider name: Chichester College Group
UKPRN: 10007817

- Opportunities for all
- Celebrating our vibrant inclusive community

With our smaller class sizes (circa 15) and commitment to inclusion, we deliver individualised wraparound academic and pastoral support that enables students to take ownership of their learning experience. Students take an active part in shaping their curriculum through well embedded student voice practices (see 2.4) and this contributes to ensuring our offer is up to date, relevant, reflective and diverse. Our HE strategy fully aligns with CCG strategic aims to nurture a culture of co-creation that further strengthens the relationship between our FE and HE staff, students and external stakeholders thus forming a strong and forward looking HE community.

1.5 Ambitions for the future. We have ambitious and deliverable plans to expand our offer to further meet the needs of our communities and national priorities. We played an instrumental role in bidding, winning and supporting the Sussex LSIP Trailblazer. We continue to play an active role in our LSIP at all levels. Outputs from the LSIP are used to shape our curriculum offer ensuring it is future proofed and meets the needs of employers.

Through our strategic partnership agreement with the University of Brighton and validating partnerships with the University of Chichester, University of Brighton, University of Portsmouth and University of the Arts London (UAL) as well as through our extensive collaborative practices with employers and industry experts, we are supporting the vision of the Sussex Chamber of Commerce “for all stakeholders in Sussex to work collectively to realise the potential of the businesses and residents in the area”. (Sussex Trailblazer LSIP, 2022).

The University of Chichester is proud to have worked with CCG for over 15 years, primarily focusing on the College teaching and assessing programmes of study leading to an academic award of the University. Our policies and processes confirm that CCG has embedded outstanding teaching and assessment practices; that curricula and teaching inspire and challenge students; engage employers; and offer a highly supportive learning environment – making a higher education available to those who would not or could not attend a university. CCG ensure that their students are able to both succeed and progress, in achieving their future ambitions and aspirations. (University of Chichester, 2023)

We value highly our Strategic Partnership Agreement with CCG. This is an important vehicle for the University and CCG to work together to strengthen the regional skills ecosystem to meet the needs of learners and employers. Our collaborative work includes enhancing progression pathways, credit transfer, and joint developments in the changing policy and qualifications landscape. (University of Brighton, 2023)

UAL are validating partner with Greater Brighton Met, now Chichester College Group, for the creative BA courses delivered from the West Durrington site known as Northbrook College. We started to validate degrees from September 2020 delivery and validate seventeen awards. The relationship with Northbrook management and the wider senior management team is productive, and we are pleased to have a relationship with a college with a long reputation for delivering art, design and performance courses. Northbrook teaching staff have been pro-active in the partnership with UAL, embracing the opportunity to re-write courses and develop new provision. (UAL, 2023)

We have collaborated with both Sussex Partnership NHS Foundation Trust (SPFT) and University of Brighton, in the development of educational pathways. These pathways deliver on students undertaking their Level 4 Healthcare Practice at CCG which leads to a direct route into employment with the NHS, and a training programme at L5 with the university. Further collaboration is in place with SPFT and University of Chichester that will deliver an integrated Health and Social Care curriculum to support pathways in Healthcare Practice and Nursing and Social Work. Part of this work includes a Health and Care Academy established by SPFT and CCG, delivering Insight Work Placements for Access to Nursing students. This route will

Provider name: Chichester College Group
UKPRN: 10007817

encourage entrants from non-traditional HE backgrounds who may not have considered mental health as a career pathway, and an exploration of routes into the NHS through college courses. As lead partner for the Sussex and Surrey Institute of Technology (IoT), we have partnered with the University of Brighton, University of Sussex and North East Surrey College to co-create and co-deliver STEM L4+ Digital, Technical Construction and Advanced Engineering Manufacturing provision. The IoT's core industry partners: Southern Water, Gatwick Airport, NatWest, Wates (construction), Roche (engineering) and MNAI Technology are advising on the curriculum as well as committing to delivering master classes, site visits and setting assignment briefs. Each of our students will receive high quality 1:1 mentoring and support from our employer partners. They will also gain higher technical training that incorporates technological advancements within their sector as a result of employer contributions to the development of the provision. For example, industry advancements within AI will inform programming languages content within our Digital offer. We are very proud that the new state of the art purpose-built IoT facility for our CCG offer will be located at Crawley College and will be completed by 2024.

Significant gaps in skills and knowledge in green technologies and sustainability have been highlighted at a national level as well as via the LSIP. To address this for our region, CCG successfully led a group of Sussex-based colleges to jointly bid for a grant via the Strategic Development Fund. This fund was aimed at developing the capacity for collaboration between educational providers, local employers and representative bodies, with the goal of better meeting local skills priorities. Through this grant we have been able to upskill staff, procure a range of cutting-edge technology and equipment, co-create new provision with employers and deliver new courses that meets this local need. CCG is now delivering retrofit within Construction, Electric Technologies within Engineering and Electric / Hybrid Motor Vehicle. New courses in alternative energies have also been co-created with employers, addressing further skills gaps within the region.

To continue to ensure students are accessing resources and facilities that are at the forefront of industry, we have secured significant funding via the Office for Students (OfS) to design and build a purpose-built HE Teaching and Learning Centre at Chichester College. The HE Centre will feature level 4 and 5 modules, Higher Nationals (HNs) and Higher Technical Qualifications (HTQs) in Computing, Engineering, Construction and the Built Environment. This will create progression ladders direct from T-Levels (level 3) to degree levels (levels 6 and 7) which are available through our IoT and through our university partners. The HE Centre will be ideally placed to provide teaching, learning and assessment (TLA) to help address sector skills gaps and support employers to push forward their NetZero agenda. The inclusion of an immersive and stimulating multi-functional learning environment will facilitate joint teaching of different cohorts of students, enhanced opportunities for employers to engage in TLA and the further development of synchronous learning across CCG. Furthermore, the HE Centre will enhance cross specialism collaboration between staff and student cohorts leading to a broader understanding of the industries they will be working in. Developments in green energy sources, including, solar, wind and photovoltaic systems, and the on-going developments in new technology has brought together both Construction and Engineering in new specialisms such as Environmental Engineering. This combines engineering and commissioning with construction design and maintenance that require cross-industry collaboration. Investment in this area will support our students in gaining knowledge and skills in systems design and installation using the latest industry standard technology and equipment.

CCG continues to focus on the development of our students' digital skills and knowledge through our innovative Cyber Security Laboratory. We have created a bespoke isolated testing environment (network sandbox) at Chichester College which ensures the delivery of HTQs in Computing are tailored towards the Cyber Security components of the provision. Students therefore have access to industry standard technologies and a clear understanding of industry challenges. Collaboration with industry specialists such as LMS Group Chichester, has been vital to ensure the selection of units fully meet the needs of industry and this provision is already proving very successful with our students and employers.

Provider name: Chichester College Group
UKPRN: 10007817

LMS Group are always looking for young, new talent, and Chichester College obviously has the courses, resources, and educators to enable and facilitate our new, young minds into the working world. (CEO LMS Group Chichester, 2022)

1.6 Overview of the provision. We have a long tradition of providing high quality and successful HE which meets the needs of progressing students from L3 as well as adult students seeking to upskill / reskill or validate their experience through HE or L4+ professional qualifications. Our expertise in these areas has enabled us to successfully support the development of the LSIP and as Lead Partner in the Sussex and Surrey IoT, to expand our curriculum by developing new courses required to meet the changing needs of industry.

Through our dynamic collaboration with local university partners and using market research effectively, we have also created new innovative technical qualifications with a strong emphasis on sustainability. Examples of these are Foundation Degrees in: Future Innovations Technology, Sustainable Food Production, and Furniture Production for Industry. These have all been developed in consultation with employer partners such as, Rolls Royce, Sussex Growers, Fargro and Ercol, ensuring that the courses are relevant and meet the needs of industry.

We offer a wide range of level 4 & 5 Pearson Higher National technical qualifications that align with the skills needs of the local community. Our Higher National (HN) qualifications include Business, Engineering (Mechanical, Electrical, Manufacturing, Aeronautical), Construction, Creative Media, Hospitality, Travel & Tourism and Animal Management. These are delivered at the following colleges: Crawley; Chichester; Brinsbury and Brighton Met. Crawley College and Chichester College also deliver the HTQ accredited Higher National Diploma in Computing. As an agile and flexible HE provider we also have a focus on providing modularised credit bearing units that enable students to engage with part-time study whilst in employment and build a portfolio of achievement that can lead to a full L4+ qualification. In collaboration with Pearson and employers, we have already implemented a new HN Flex suite within Business and Engineering and we continue to develop this offer within Construction, Creative Media and Hospitality as these sectors show a high demand for upskilling whilst in employment.

FDs include: Motor Sports (Northbrook College), Dance Teaching in the Private Sector, Business (Chichester College) Early Years (Crawley College) and Sport, Health and Exercise Science (Worthing College). To ensure that our FD students have clear progression routes into higher level study and can continue their education with us, we have worked with our partner universities to validate the following Top-up degrees: Early Childhood Studies, Business, (Chichester University) Motorsports (Brighton University) and Creative Media Technologies (Portsmouth University). For our FD Sports and Dance students we have a progression agreement with the University of Chichester so that students have the option to progress straight on to the third year of the University's relevant degrees.

Northbrook College has a long and successful history of delivering creative degrees and attracting students from across the UK and internationally. The current provision was developed in collaboration with students and industry specialists and validated by UAL. This provision includes 17 degrees which are full time with part time options across three main disciplines of Music (Production, Performance and Business), Art & Design (Fashion, Fine Art, Graphic Design, Illustration, Photography and Textile Design) and Theatre Studies (Acting, Dance, Musical Theatre, Costume Design, Hair & Make Up for Theatre & Media, Set & Production Design, Prop Making & Special Effects and Stage Management).

The modes of delivery across all our HE provision encompasses not only full and part-time, including evenings, but also hybrid provision to widen access for those in employment and with other responsibilities. Hybrid learning models grew from the adjustments made to delivery as a result of the pandemic, during which CCG maintained full delivery through remote means for all students. Following the success of this approach, we undertook a review of our online TLA delivery practices and resources and implemented those which staff and students found most effective in supporting their learning post pandemic. This resulted in maintaining and further developing the

Provider name: Chichester College Group
UKPRN: 10007817

successful elements and building this into regular TLA planning and practice. For example, within AAT and CIPD at least 20% is delivered remotely, furthermore software packages utilised during this period have been maintained to complement face to face learning,

The college adapted the lessons really well to online delivery due to the Lockdown. They still kept the interaction aspects of the face-to-face lessons online, via breakout rooms, polls and surveys, engaging with the class. (CIPD Student Survey feedback, 2021)

We benefit from long established relationships with professional associations who accredit our wide range of professional courses from levels 4-7 including CIPD, CIM, ILM, AAT and ACCA. This ensures adults looking to upskill or reskill can access provision to meet their needs. Following student feedback, we created a bespoke AAT Teaching and Learning Hub which provides students with a realistic workplace environment and a professional identity whilst at college as well as having their own shared HE space. Students report that this space has enriched their learning experience and has encouraged them to collaborate more with each other.

We have a small number of Higher Apprenticeships which are not included within this submission.

1.7 HE Student Body Characteristics. We take enormous pride that one of our core values embraces our commitment to inclusivity and we have more students from underrepresented groups proportionally than some larger institutions including our partner universities. As a result of our widening participation (WP) strategies and approaches we have been highly effective in recruiting and delivering excellent outcomes for underrepresented groups which is in line with those of their peers.

Approximately 30% of our students come from deprivation quintile (IMD) 1 & 2 which are the most deprived areas in the country and 42% of our students have a declared disability. Culturally diverse students (referred to as BAME in the TEF Indicators) account for over 11% of the total HE community and this has remained stable over the last four years. This demonstrates we successfully attract a higher proportion of culturally diverse students when compared with the local demographic which is at 4%. At 44% we attract proportionately more students from POLAR 4 Quintiles 1 and 2 areas than the national average of 28% (OfS Data). There has also been a steady increase in students enrolling with a declared disability from 34% to 42% (national average from OfS is at 17%). We attract a considerable proportion of mature students who make up 56% of our HE cohort and this is higher than the national average for providers which stands at 33%. There are slightly more male students at 54% than female students at 46% These statistics demonstrate our success in creating a vibrant and diverse HE community, in line with the focus of our Access and Participation Plan, our WP agenda and further informs the strategic direction of our HE offer.

I knew this was the University for me when I attended an open day and met students I could associate with. I felt welcomed and was confident based on the experiences of others, that I too would feel included on my course. (BA Acting student, 2023)

We celebrate the diverse nature of our student body which clearly reflects our inclusivity and our ability to support and adapt TLA for the mix of students that study on our HE programmes. Students studying with us have significantly different starting points with 54% having completed a Level 3 qualification as their highest prior learning achievement. 6% have no formal qualifications and 19% have achieved a Level 2 qualification, whilst 21% have a Level 4 qualification and continue their education at a higher level. However, despite their lower starting points a significant proportion of our students achieve high grades as a result of high quality, differentiated TLA. In 2022, 52% of students graduated with a first-class undergraduate degree (2021 national figure is 36%) and 35% achieved a distinction in their HN/FD. One third of our HE students have progressed from our Level 3 courses and 99% of our Top-Up degree students have progressed from our Level 5 courses

Provider name: Chichester College Group
UKPRN: 10007817

Our students' geographical profile varies between sites, Brinsbury, Chichester and Crawley Colleges attract students who live locally with an average travel of 11 miles, over a third of students at these Colleges are funded by their employer. Northbrook College, with a specialism in Creative Arts, recruits students from a wider geographical area with 29% traveling 21 miles or over and 7% traveling over 100 miles.

1.8 Widening Participation. Our local geographical area covers the long Sussex coastal strip with a significant rural population to the north. 12% of this population are from low participation neighbourhoods. The 2021 Census data indicates that 9% of residents have a higher education qualification below degree level (8% nationally) and 32% have a degree or equivalent (34% nationally) The area has an aging population with residents aged 16 to 34 years making up 18% of the population and 24% aged 35 to 54. Regarding diversity, the Local Labour Market Information (LMI) data shows the population is overwhelmingly white at 96%. Recognising this diversity, through its geographical reach, CCG tailors its provision to meet the specific needs of all our local communities and employers. This is reflected by the mix of courses across our colleges that match the priority areas for the future success of the economy.

Transforming the lives of underrepresented groups of people is a key driver for CCG and our dedicated WP team lead on the development of innovative and ambitious initiatives to achieve this goal. The UniConnect Programme and our partnership with SLN, who provide funding for bespoke WP projects contribute to the outstanding success of our WP agenda. These highly effective projects contribute towards ensuring students succeed at university-level and progress into employment or further studies as demonstrated through the TEF indicators for progression. As a result of our successful approaches the recruitment of students from underrepresented groups has remained consistently high over the last four years at 63%. Our work to improve outcomes for underrepresented groups and reduce the gap between them and their counterparts has been extremely successful and impactful. This includes a 17pp increase in outcomes for our culturally diverse students over the last four years from 66% to 83% as a result of 20pp increase in retention (number of students enrolled at the end of the course) from 68% to 88%. Outcomes for students with declared disabilities at 80.1% are broadly in line with their counterparts and there is no material gap in continuation and completion for these students. Students from POLAR quintiles 1 & 2 outperform their counterparts from quintiles 3 to 5, by 7pp for completion outcomes and there is no significant gap between deprivation quintile 1 & 2 and 3 to 5 for continuation or completion. Since the inception of the UniConnect programme we have delivered a variety of outreach activities including Taster Days; Holiday and Evening Programmes; Saturday Arts Clubs; and our well-established 'battle of the bands' style music programme called S'koolFest where local young people receive training to perform at Worthing Pavilion Theatre. These outreach activities are for both our students and people in our local community, delivered in partnership with community organisations and industry professionals and they give people a HE experience which raises aspirations to study at a higher level.

'I've really enjoyed having an outlet to produce something creative with the support of somebody who actually works in the industry. It's really made me think about studying my subject at a higher level.' (Participant on Creative Connections Holiday Programme, 2021)

1.9 HE Governance. HE provision is governed through the deliberative structures which consist of: Course Boards - chaired by Deputy Heads of Learning and the HE Management Group and Access & Participation Committee, both chaired by CCG HE Quality Manager. These committees report into the HE Board which has the dual responsibility of ensuring high quality TLA, supporting the growth and development of provision to meet the needs of employers and students. The HE Board is chaired by the Principal with strategic responsibility for HE, reporting into the Executive Board and Governing Body who have the ultimate oversight of HE provision, growth plans, quality and compliance. Each of these Committees and the Board include representatives from the student body and meet termly.

1.10 Student Input into the TEF Submission. CCG's Sabbatical Student President (SSP) - who has been elected by the student body to facilitate student voice and the Student Union (SU) - led

Provider name: Chichester College Group
UKPRN: 10007817

on the Student Submission. The SSP regularly engages with our HE students across all colleges and forms part of the deliberative structures, attending Higher Education Board and Course Board meetings. Furthermore, they hold the position of Student Governor. To support the production of the student submission, our SSP was allocated a staff member independent of CCG's TEF submission. Their background is also in student voice structures and has a working knowledge of TEF having supported previous TEF submissions and working with the OfS. Additionally, the SSP accepted the invitation to participate in TEF working group and has received regular 1:1s with the Principal, who has strategic oversight for HE across CCG, and the HE Quality Manager. The SSP has had the opportunity to ask questions and request resources. This resource included helping to facilitate several student focus groups and promote an internal student survey. Throughout this process CCG has worked to ensure the SSP has full independence and autonomy in the content of the student submission.

2. Student Experience

2.1 Teaching and Learning. We deliver an outstanding student experience which challenges and inspires students to exceed their perceived potential. Through our effective planning we implement a curriculum that is cohesively and sequentially structured so that students develop the knowledge, skills and behaviors required for their professional practice and prepares them for future changes in industry.

Our coherent and robust approach to the link between theory and practice underpins learning, broadening it out so students gain a holistic understanding of their specialist disciplines. Students benefit from individualised learning and a structured tutorial process that is both supportive and nurturing. We are proactive and successful in encouraging students to develop ownership of their studies and to constructively influence their learning experience. The link between theory and practice also enables students to gain an understanding of the culture and history of their subject. This is facilitated by our wide range of employer-led projects that are highly valued by students, evidenced by their positive feedback on this approach.

In the first year, we build our own props. In our second year the college introduces us to a client to work on a real-world brief. By year three we will be expected to source our own client and negotiate the scope of our live brief. This works well as we develop our technical and soft skills, in the safe classroom environment and once we have built our confidence, work with clients and experience life in the industry we will enter after completing college. (BA Props & Special Effects student, 2022)

The diversity of the CCG offer means that this approach is applied to industry sectors that range from Animal Management to Fine Art. This intrinsic link between theory and practice is embedded in all courses allowing for the development of contextual understanding to be built incrementally from level 4, with a growing emphasis on advanced contextual and critical thinking across Level 5 and Level 6. The individual learning journey of each student is crucial to their development and each student has an individualised learning plan that is student led and influences the direction of TLA for their programme of study.

The importance of self-efficacy and self-management skills came through strongly in student feedback which demonstrates an understanding of the ways in which they are being trained to work independently and to 'own' their learning:

Studying the course was life changing – it showed me what I was capable of and challenged me to push myself, it showed me that I had the talent to succeed in this career (BA Creative Media Practice Student, 2020).

EE Reports also highlight the value of this approach in developing our students:

Provider name: Chichester College Group
UKPRN: 10007817

Excellent integration of practice, theory and industry experience. The modules and projects are expressly designed to equip students with the appropriate knowledge, skills and attributes needed to succeed in the professional world (FdA Dance, 2022)

The variety of teaching methods and quality of content appears to be an ongoing strength of the programme. The balance of theoretical and applied skills developed in students should prepare students well for either further study or employment. (FdSc Sport, 2021)

The importance of collaborative working is a key component within our HE provision which mirrors industry practices. This allows students to develop and flourish in individually-realised areas of practice whilst developing professional skills in collaborative and cross-college working practices. This cross-collaboration engages students in diverse approaches, allows for cross pollination of ideas and team working experience. For example, our Animal Management students work with a specialist Geneticist and Veterinary Nurses who inform teaching and learning. Other facilities include our Animal Centre which includes small animals and exotics that provides opportunities for students to work with and handle a wide range of animal species alongside our highly specialist teachers and technicians. In 2023 our students across Art, Design, Media and Theatre worked on a live brief for West Sussex County Council to produce posters to promote the first Worthing Festival. The work was judged by a panel of Councillors, who were highly complementary about the quality and diversity of the work presented. The winning posters will be used across Sussex in posters and social media to promote the events. Students will be involved with the design team producing the promotional material and will gain valuable experience of how their creative outputs can be commissioned and utilised across industries. One of the councillors commented

We were privileged to view your submissions that might potentially be used in our promotion of Worthing Festival 2023. We were blown away by the variety and extremely high standard of work. (2023)

Cross-curricular collaboration is also demonstrated within Creative Industries where our industry standard Northbrook Theatre hosts a variety of full-scale productions every year. These productions have matinees open to students and staff with tickets sold for public performances in the evenings. All roles in the production, planning, creation, and performance of the shows are undertaken by students from across the College. This includes Stage Management, Performing Arts, Music and Prop Design students as well as Make-Up and Hair for Theatre and Media, all working together to produce successful productions. The impact of this can be seen in the very low attrition rates (97% students retained on the course in 2022) and high attainment (94% in 2022 and an average of 88% over the four-year period included in TEF) and excellent high grades (93% for 2022). Performing Arts included in this example accounts for 29% of our prescribed HE students.

Excellent integration of practice, theory and industry experience. The modules and projects are expressly designed to equip students with the appropriate knowledge, skills and attributes needed to succeed in the professional world (EE Report - FD Dance 2022)

National Student Survey (NSS) feedback on questions relating to "Teaching On My Course" has been continually in line with benchmark, this high quality and consistency is also corroborated by our internal surveys. The 2022 internal survey (which mirrored the NSS questions) completed by 65% of those students not eligible to participate in the NSS showed above benchmark responses at 86% for this category of questions. In focus groups, students tell us they have a highly effective and productive working relationship with staff and feel there is a lot of individual support especially when working on live projects. They all say they felt very comfortable going to their lecturer for help and guidance. Creative Industries focus groups for 2022 showed that an overwhelming 95% of students said that their teaching and learning experience was either good or excellent.

A good course team; Staff are great. Brilliant; The support I am given; encouraged to find my own style and to experiment and push this; The tutors really know us and push us further. (Graphics focus group, 2022)

Provider name: Chichester College Group
UKPRN: 10007817

All students in these focus groups were particularly complementary about the project briefs that they receive from their lecturers.

Wide variety of skills developed through diverse projects; All the projects - . Encouraging, positive and she has really built my confidence; Projects are good - live projects and group projects; ; Projects are great – diversity; Really enjoy working with students from different areas and the live briefs; (BA Graphic Design focus groups, 2022)

Our EEs also note that courses have strong industry links and effectively challenge students.

On the visits I have made, whilst looking at the work and discussing the aspirations for the department I consider the Prop Making and Special Effects course an exemplar practice and I continue to be impressed by the pro-active approach to the course curriculum and its relevance to industry. (EE Report - Props and Special Effects, 2022)

I have to commend the Programme Leader for all of the effort which she has put into making sure that the delivery of this course has continued to stretch and challenge the students in their standard of work. (EE Report - FD Dance, 2022)

2.2 Assessment and Feedback. Outstanding assessment and feedback practices and processes ensure students have clarity on expectations and an awareness of the assessment strategy. They provide opportunities for students to reflect, ignite their ambition to improve and to achieve to the best of their ability, contributing to their chosen field as well as their own academic skills. Robust and informed feedback enables students to progressively develop their academic skills and educational gains over time and support undergraduate studies and progression to postgraduate level.

Student focus groups highlight that 90% of students felt the feedback they received helped them to improve:

Written feedback after project works is timely and the students mentioned that they appreciated the scrutiny staff put on their work, they enjoyed and valued peer feedback opportunities and that staff set ambitious targets to improve the quality of their work. (BA Graphic Design, 2022)

Students appreciate 1-2-1. They welcomed the reassurance that they are on track and that this helpful especially when adapting to the change of study at HE level. (BA Communication and Design, 2021)

Feedback is helpful and the students felt that they had progressed during the year. They felt there was the right amount of challenge, at times it is stressful but normally around deadlines and that is part of the process. (BA Photography, 2021)

Whatever level you are at, the lecturers give appropriate feedback and constructive criticism to help improve the work. They also provide feedback on how to achieve the higher levels and make the most out of the learning time (HN Art & Design, 2020)

The main strength is feedback and annotations provided to students. Students who are studying FD course at the college might struggle to grasp academic writing skills. However, it was clear that tutors are very supportive to students and providing detailed annotations, including grammatical errors and sentence structure issues. (EE Report - FdA Early Years, 2021)

Formative assessment feedback occurs in a range of ways during delivery, including question and answer sessions, discussions, critiques and peer sharing of work in progress. Self-evaluation and peer review provides students with a means for understanding and applying grading criteria. More powerfully the students' self-evaluations can be referenced in both the formative and the summative feedback from the lecturer. This empowers students to develop the confidence and

Provider name: Chichester College Group
UKPRN: 10007817

skills to self-assess their own learning needs, to reflect on progress, understand grading and develop deep learning. This approach also supports personal development in confidence levels and a student-led, critical approach to their academic studies.

Summative assessments reflect the expectations of industry and are wide ranging. Some unit outcomes offer flexibility in submission methods and allow students to engage in alternative approaches. Summative assessments can be adjusted to individual needs reflecting our inclusive practice, Universal Design for Learning (UDL) and other progressive approaches. For example: client 'pitches' act as a structured opportunity for professional feedback from employers that contribute towards the summative assessment. Students undertaking these presentations are required to dress for their professional 'pitch', and to present in a setting mirroring the professional working environment. The preparation session for this assessment looks at developing client handling skills, presentation and negotiation skills and are in line with the educational gains we expect our students to achieve. Student feedback shows that:

The course prepared me for working within the industry, learning how to engage with clients and how to present myself as a professional. (BA Photography, 2022)

At our land-based Brinsbury College, we partner with Surrey University to facilitate and deliver large animal handling (cattle and sheep) for all 1st, 2nd and 3rd year veterinary students. The 1st year students are introduced and assessed on our livestock by a mixture of our lecturers and Surrey University Lecturers. For the formal practical exam assessment for the 2nd and 3rd years, students are also assessed on our sheep and cattle anatomy and physiology by Surrey University lecturers and/or our network of practicing Vets.

EEs consistently highlight robust and well organised approaches towards assessment and feedback and that students are given comprehensive feedback to achieve. Assessment requirements are clear to students and there is clarity as to what the aims and objectives of modules are and how the assessment materials demonstrate the outcomes. EEs regularly comment that the levelness and quality of written feedback to the students is excellent, being detailed, clear and supportive in nature, with excellent use of feedback to feedforward and support future assignments.

The assessment process is detailed and clear. The process adheres to regulations and processes and has clearly been subject to rigorous and fair scrutiny. Assessment criteria and student achievement is mapped against the learning outcomes for each module enabling clear and accessible written feedback. The assessment requirements allow students to demonstrate success, individuality and personal approaches whilst maintaining a framework of assessment which enables them to position themselves clearly within said framework. (EE Report - BA Textiles, 2022)

Having reviewed the student submissions and grade sheets made available for each programme, I believe the assessment standards to be fair, robust, and consistent. The assessment instructions are very concise and clear...It is great to see the students receive detailed feedback and encouragement. (EE Report – BA Music, 2022)

Variety of assessments offers learners opportunities to develop a range of skills which are transferrable to most employment contexts within the sector. (EE Report - Early Years, 2021)

The centre has effective links with a range of major employers in the aviation sector, including multinational organisations. This ensures that students are generally very able and are able to respond effectively to the challenges placed on them through the academic work they complete. (EE Report - Aero Engineering, 2022)

I am highly complementary of the assessment methods employed across the BA Music Production, BA Music Business, and BA Music Performance programmes. They are very robust and contextual assessments that will provide the students with as real world an

Provider name: Chichester College Group
UKPRN: 10007817

experience as possible. All assessments reviewed were in line with the level of the award and very comfortably cover each of the learning outcomes at a modular and programme level. (EE Report – BA Music, 2022)

Student voice has shown that students are not always clear on the nature of the NSS questions relating to Assessment and Feedback. As a result, internal surveys and focus groups elicit a much more positive response to assessment and feedback when compared to the NSS results. In addition, the number of students eligible to take part in the NSS is significantly lower than universities and proportionally this is not representative of the wider CCG student body. Whilst the TEF indicator shows that overall, the NSS results place CCG slightly below benchmark for assessment and feedback, it is worth noting that there had been significant improvement from year 1 to year 3 for this indicator overall. This followed a campaign of improvement in both quality of feedback and managing student expectations in that feedback goes beyond assessment critique and is an integral part of teaching and learning. The increase to 1.6pp above benchmark in the year 3 indicator and increased confidence in assessment and feedback in internal surveys and focus groups demonstrates the success of this campaign.

Two aspects need to be taken into consideration for year 4 indicators, firstly due to a change in validation partner and delivery mode there was a significant drop in students (from 190 to 70) eligible to take part in the NSS survey. Secondly, whilst the Universities 'No Detriment' policies were rapidly implemented and assessments were quickly adapted in year due to covid restrictions on practical courses, this meant changes to planned assessments at short notice was unavoidable. However, teaching teams found innovative methods to replace onsite assessments, for example, the Music students showcasing new technologies across virtual meetings with their peers, and rehearsals during Covid lockdowns for theatre shows used interactive gamification to move Lego figures as cast members to rehearse upcoming shows. One of our university partners moved to a pass/fail model as part of their 'No Detriment' policy and students found the lack of grade frustrating, this policy affected 27% of our cohort. Furthermore, the complexity of the universities Covid policies and grading regulations were difficult for students to understand despite the best efforts of our lecturers and clear communications from CCG. These university 'No Detriment' policies were implemented for approximately 75% of our Prescribed HE cohort. The NSS findings are also in complete contrast to the student responses to our internal surveys (2022) which exceeds the TEF benchmark by 8.3pp demonstrating that 86% of students judge that assessment and feedback at CCG is outstanding.

When covid restrictions meant we could not come onto site, our lecturers went above and beyond, experimented with initiative technologies and specialist software that allowed our learning and group assessments to continue. (BA Musical Theatre student, 2021)

In addition to internal and external surveys, we have an equal emphasis on collecting more qualitative data through student focus groups, Course Boards (that are attended by the student body) and informally through course teaching teams. This provides us with the opportunity to have direct on-going dialogue with the students which allows a deeper understanding of student experience and enables us to respond more proactively and timely. Small class sizes (circa 15) also promote the development of a constructive and consultative lecturer-student partnership as well as effectively promoting and responding to student voice at an individual level. Culturally, the individual lecturer-student partnership enables multiple opportunities for discussions relating to their assessments. This has a positive impact on assessment practices and assessment outcomes.

2.3 Academic Support. As an inclusive provider, we recognise and celebrate the diversity of our student community and have a range of strategies and processes in place to meet the individual needs of students, both academically and pastorally. We have a significant, specialised and highly qualified Additional Learning Support (ALS) Team, who, through their extensive experience and qualifications support the specific learning needs of HE students. These students may experience barriers accessing and engaging with their courses and we therefore support them to develop independence and confidence, able to move on to further study or enter the professional workplace

Provider name: Chichester College Group
UKPRN: 10007817

at graduate level. The range of support offered to all HE students includes, in class support; mentoring; out of class 1:1 study skills, drop-in support; assistive technology; social skills support; advice and guidance to lecturers for inclusive practice and UDL. This enables lecturers and support staff to develop a fluid support package designed to provide a unique and targeted learning experience that allows our students to make significant gains in their learning and benefit from high academic achievement.

HE Facilitators who support students in receipt of Disabled Student Allowance (DSA), are well-qualified and undertake continuous multi-level training in supporting neurodiversity, medical difficulties and mental health challenges. Students are supported with their application for DSA and each student in receipt of DSA has an individual support plan tailored to their specific needs. Where students have, in the past, had an Education Health and Care Plan (EHCP) this is used to inform the support plan to maintain continuity for the student. Lecturers and Facilitators access the plan and contribute to the continual updating as individual needs change and students become more confident and independent. Lecturers use the support plans to build a profile outlining the tailored TLA strategies they will be using to differentiate their approach that meets individual need. This support is clearly valued by the students receiving support who tell us that:

"I am dyslexic, I have support in place. I'm confident I will pass the course and it will improve my . I have a lot to thank for and I hope my relationship with the college continues. I love what I do and feel that my life experiences can only benefit ."

"I just wanted to say a massive thank you for all your support and kindness you have shown me this year. It means so much, as without your help I don't think I could have seen this year through. You play an invaluable role."

Students appear to get excellent support for dyslexia and other learning issues. Pastoral care also is highly effective and supportive at the College. (EE Report – FdA Early Years, 2022)

The number of students in receipt of DSA can fluctuate year on year but on average it is around 20% of the HE population. The positive impact of this support is seen in the achievement of students in receipt of DSA which has been at 99.5% for the last three years.

In terms of Continuous Professional Development (CDP), the ALS Team has created a Teaching Excellence in Inclusion Programme that develops outstanding practice in supporting an inclusive approach to TLA. This CPD programme is delivered by Level 7 qualified specialists focusing on specific areas underpinned by the implementation of the UDL and the Graduated Approach. Topics covered include Trauma Informed Practice, Transactional Analysis, An Introduction to Neurodiversity, Autistic Spectrum Conditions, ADHD, Speech, Language and Communication Needs and English for Speakers of Other Languages (ESOL) as well as Makaton and Multimodal Communication. Staff create an action research study around one of the areas of specialism they have studied, reflect on the sessions and with the support of their in-house mentor to review the impact upon their practice.

HE students are given individualised wrap-around pastoral support, through allocating a dedicated HE Coach. They work with internal teams including ALS, the Safeguarding Team, Health & Wellbeing, Student Finance, Careers and Student Experience teams as well as their Curriculum Colleagues. HE Coaches also have a range of external agencies that they can refer to when specific needs arise. Examples include the Uniconnect Team, Education Development Trust, Student Finance England and a range of other agencies involved with mental health, homelessness, financial support, and family support.

TEF indicators demonstrate our HE students highly rate the quality of academic support. Part time course indicators show outstanding provision with indicators above benchmark. In our internal First Impressions surveys (conducted 6 weeks after both the full-time and part-time prescribed course

Provider name: Chichester College Group
UKPRN: 10007817

starts) 100% of respondents know how and where to obtain support in college if they need it. Furthermore, our internal surveys and focus groups demonstrate that students agree that their academic support is outstanding. For example, data from our internal survey in 2022 show that 81% of respondents agree that academic support is good or outstanding. Feedback from our part-time professional students demonstrate the value they place on the support from their lecturers:

The support and information that you have given me for my L&D work as well as the actual work projects has been completely invaluable. I am so grateful for everything you have done and that you have always gone over and above to provide amazing support.
(CIPD L5 L&D Student, 2022)

Thank you to you for all your support (both with the assignment and _____), really enjoyed your lessons, they were always engaging and liked the way we all worked together to build a solid foundation to start the questions with. (CIPD L5 L&D student, _____)

2.4 Student Voice. CCG is committed to involving students in strategic decision-making and TLA quality assurance. By embracing student views and offering an opportunity for the student body to have direct involvement in assessing and shaping their own learning experience, there is a significant and effective impact on our approaches towards quality improvement leading to increased student success.

Our student voice structure consists of student representatives in every course who act as a point of contact to raise feedback on behalf of their peers. Students who want to play a more active role in the SU volunteer to join our Student Executive, who receive specialist training to understand CCG as a business as well as a training provider and play an active role in all aspects of student life. They liaise with the Senior Leadership Team and Governing Body which ensures there is a responsive and open conversation about college matters. They also drive the continued innovation and improvement of student experience, setting up outreach projects such as the schools build in Kenya, and the response to the Ukrainian War fundraising. Through this group FE and HE students work together with the SSP and Vice-Presidents to chair and host opportunities for their peers to develop, socialise and engage with research.

Students have key roles to play in contributing towards self-assessment, self-improvement and policy. Student forums and feedback sessions are also conducted by the teaching teams within their courses. This focus on feedback at a local curriculum level allows the teams to respond rapidly so that necessary changes can be actioned quickly and effectively. This is evident by representations at Course Boards and equivalents, where feedback is received, acted upon and actions updated. Course Boards are held three times a year, which allows for cyclical feedback which is actioned and updated to have relevance to in-year changes, challenges and opportunities for improvement. Examples of this include where student feedback indicated that there were some challenges in working in the 3D workshop. This led to comprehensive changes in both the staffing and processes in place. Student feedback on these changes showed a significant improvement and that the area is now a welcoming, supportive environment that is well-equipped, and staffed by expert technicians. Further examples of changes made due to Course Board feedback include Motor Sports students who requested access to specialist Engineering software at home, CCG responded quickly to provide access to this specialist software.

Student voice is also evident in the design and co-creation of learning. Our suite of creative arts degrees are designed with students and industry partners to ensure that the curriculum offer is attractive, challenging and fit for purpose. Student consultations also lead the annual modification process which utilises student feedback on the delivery and success of modules to continually refine and shape the curriculum. Modifications allowed staff to develop the highly regarded Resilient Performer Unit, which addresses issues facing students whose mental health and wellbeing had been impacted by national lockdowns. Students were very excited by the new unit, they felt that it demonstrated the team's awareness of the key issues that they were facing and was a means of addressing these concerns and offering supportive strategies to overcome them.

Provider name: Chichester College Group
UKPRN: 10007817

They welcomed the unit as a positive step towards focusing on their own personal barriers and growth.

The impact of the approaches to student voice discussed above is also reflected in the year-on-year improvement in the TEF student voice indicators from significantly below benchmark by 9pp in 2019 to currently being in line with benchmark for full time courses and 8pp above benchmark for part time students. In First Impressions surveys, 92% of students were aware of SU and the activities and support they can provide. CCG actively encourages the views of its students in order to improve their educational experience; ensuring that the TLA students receive is personalised, challenging and relevant.

While my certificate will show I have studied a photography course, through collaboration with students on other creative courses I learn about all areas of the creative industry. We work as a collective to complete client projects and enhance our learning environment. This exposure enables us to contribute to each others development. (BA Photography student, 2023)

We are incredibly proud that our recruitment of culturally diverse students is proportionally larger than the local demographic at 11% against 4% and as such we recognise the importance of hearing their voice. In 2021 we participated in a UniConnect funded research programme called "BAME Insights". This involved conducting focus groups with our culturally diverse students to explore their experiences of education. The findings showed that students said that the promotion of a diverse and inclusive student body would make prospective students of colour feel more inclined to study and requested that staff and students to undertake anti-racism training regarding racial literacy. Following the report and findings we appointed a BAME Student Coordinator to be a point of contact and dedicated support to represent the voice of our culturally diverse students. The BAME Student Co-ordinator is acting on the recommendations from BAME Insights to bring about positive change within the College. They have recruited and trained culturally diverse Student Ambassadors to strengthen the promotion of the student body, and this has led to the implementation of a more culturally diverse Student Committee that feeds into the Student Executive and Board of Governors.

I am a Student Ambassador, the role suits me because I am _____ and I am really excited to be part of this scheme. It has impacted me positively as I now have something really good to write on my CV as I am interested in working in _____ in the future so it will be good for me.' (Student Ambassador, 2022)

To further support staff to ensure they demonstrate cultural sensitivity in their TLA the BAME Student Co-ordinator delivered a CPD programme on Racial Literacy and Unconscious Bias training to over 200 colleagues and a schedule is in place for new staff as a part of their induction. Furthermore, our Student Ambassadors and Student Executive will also undertake this as part of their training. By gaining an understanding of the issues faced by some of our culturally diverse students, this will positively impact on student experience. One colleague who attended the training commented:

The webinar was very informative and thought-provoking. Difficult and complex issues to address in a group discussion. I gained more awareness of how institutionalised racism is deeply rooted in different scenarios. I found the training beneficial to my role as I interact with students from a vast diverse and cultural background. (CCG staff member, 2022)

We lead on the Anti Racist College Collective in Sussex which links in with the Brighton and Hove Council's Anti-Racism strategy. This new network of local education providers will meet regularly with a view to creating a community of practice to discuss common concerns and inform best practice. We have also developed connections with organisations that support mental well-being specifically for culturally diverse students, including The Black, African, and Asian Therapy Network (BAATN), Black Minds Matter, Student Space Support for Black Students and the Muslim Youth Helpline and this has further enhanced the support that we offer our HE students.

We are very proud of our student body and the impact they have in guiding us to deliver an excellent student experience. Our student president has led on our student submission which further corroborates the importance CCG places on student voice. The student submission demonstrates how the student experience and voice is not seen in isolation but is an integral part of CCG and further supports our institutional submission. The processes in place for students to effect change are clear and transparent and lead to true collaboration between staff and students to effect positive change.

2.5 Continuous Professional Development. The profile for our current HE lecturers shows 96% have a teaching qualification and 4% are currently undertaking their qualification. In terms of academic qualifications, 100% are qualified at least one level above the courses that they teach. We have a relentless focus on the professional development of staff as well as promoting and sharing excellent practice. This is achieved through a range of planned and tailored approaches to CPD, including our lesson observation process and Research and Scholarly Activities (RSA) which are central to our HE culture. The commitment to delivering outstanding TLA has led to the development and implementation of an in-house License to Teach HE programme. This is written and delivered by our highly accomplished Teaching and Learning Coaches (T&LC), who are rated as exceptional practitioners by their managers through the observation process and members of their professional body (Society for Education & Training). Any lecturer new to CCG and/or new to HE teaching attends this course. This involves a workshop which includes signposting to academic resources in relation to pedagogy. It also incorporates approaches to digital learning, and scaffolding to ensure there is an emphasis on structured learning whilst promoting independence and ownership of learning. These are followed up in a developmental observation and/or a professional discussion in order to ensure that the theories are embedded within their practice. The programme is continually reviewed based on the latest research and educational developments including digital pedagogy, ensuring students receive consistently outstanding TLA, and the best possible experience whatever the mode of delivery.

Our developmental focus underpins our HE Team's coaching style which supports outstanding TLA, through our well-established observation process. Our Beacon award-winning License to Observe programme equips observers with the skills to develop and coach lecturers to advance their practice. This inspires them to be motivated and ambitious in their own TLA career paths. As a result of this constructive approach, lecturers embrace the observation process as a valued professional development opportunity. It supports progressive pedagogical approaches such as embedding the use of AI and immersive learning within their professional practice. Our pre-observation, teacher-led discussions are key in supporting lecturers to experiment and innovate, within a safe and supportive environment. By sharing these innovative approaches through our Observation Live platform we engender a community of aspirational and outstanding lecturers as well as communities of practice. Feedback from our lecturers supports this:

I felt very at ease, I felt as though [the observer] was there to be part of the lesson and was actually interested in what I was teaching. Following the observation we had a really great conversation about the lesson, where we both shared how I could have done things differently, not necessarily better, but differently. We discussed my targets together, and about how they would actually benefit the students and myself. (CCG Lecturer Feedback, 202)

Students play an active role in our observation process, to ensure that their voice is fully represented in relation to TLA. Prior to participating in lesson observations, all members of the Student Executive undertake License to Observe training, as a part of their induction. During the training they observe a pre-recorded lesson and share feedback with their peers. This gives them the skills and confidence to undertake joint observations and contribute to the formal feedback meetings with the lecturer and observer to give student perspective and therefore take an active role in the continuous development of our TLA practices. Curriculum teams value students' involvement in the process:

Provider name: Chichester College Group
UKPRN: 10007817

Observing with student representatives allows us, as observers, to gain invaluable information from the perspective of students. It has allowed for a richer conversation about how a student in the class might respond to certain delivery to provide a strong sense of quality teaching and learning, and where improvement can be made to develop practice.
(Curriculum Head of Learning, 2022)

Lesson observations feed into our lecturers' annual appraisal process, which has a clear focus on TLA and student outcomes. Performance is evidenced using student experience and outcomes data, feedback from lesson observations and student voice. From this, CPD targets are set to develop confident and independent lecturers who are inspired to encompass new evidence-based approaches within their TLA. Lecturers are encouraged to take a broad-brush approach to their CPD utilising a wide range of resources and activities. This includes attending courses run by our partner universities such as Engaging Students in Digital Learning, Decolonising the Curriculum and Sustainability, as well as attending the Universities' Research Conferences. In addition to this, CCG actively promotes a suite of online modules in areas such as TLA, well-being and equality, diversity & inclusion, designed to provide learning opportunities and moments – anytime, anywhere - for practitioners to develop skills, innovation and confidence through our online learning platform.

RSA is integral to our HE culture and is supported both financially and academically. Lecturers delivering on HE programmes are allocated remission from teaching to support RSA. This amounts to 144 hours per lecturer per year pro-rata depending on the lecturer's fractional post. RSA gives lecturers further opportunities to undertake extended action research to explore innovative developments in TLA and curriculum design that leads to positive changes to practice. RSA stimulates discussion with our students, who engage with, co-author and drive our research interests which further enhances the student experience. Research projects recently undertaken include "Developing the Inspirational Voice from the Global Majority Programme" - to expand the cultural diversity of our pool of visiting staff as part of decolonising our curriculum. In addition to this, students are also supported to undertake their own research with a view to having an impact within the College, for example in 2021/22 a student-led focus on "Engaging in Sustainable Practices" resulted in projects such as a natural dye garden that was created with Textiles students, who work on a rota system for maintaining and tending the garden. They have begun developing and creating their own dyes from plants such as Madder (*Rubia Tinctorum*) where the root produces a red that has a history dating back to 1500 B.C. The students are becoming passionate advocates against some of the modern practices that have resulted in the textile industry being one of the world's worst polluters.

Other research-led initiatives led by staff and supported by students have further contributed to a CCG wide scheme to decolonise the library and the curriculum. This project has been challenging and engaging, with students and staff reviewing, reflecting and redefining their learning resources. As part of this process a series of workshops have been delivered by culturally diverse practitioners with materials being reviewed and posters created which offer alternative icons in specific subjects. A member of staff who led on this project said, '*We listen to the forgotten voices and shift the curriculum delivery to respond and embrace this process, by bringing this agenda to every part of our learning*'. The impact of this shift is that students are asking more questions, interrogating more sources and discussing areas such as cultural appropriation and ownership of their own voices, and the respect of other voices.

To support the dual professionalism of our lecturers an annual Back to Industry Day ensures they have focused time to update their understanding of current developments in industry practice and technology. In 2021 24% of lecturers carried out a virtual industry visit, 42% undertook CPD activities in relation to TLA and 29% undertook CPD to develop their industry related digital skills. This can be tailored to meet individual development needs such as developing subject expertise through peer observation and shadowing colleagues at our partner universities. This has contributed to the further development of self-assessment, peer review and opportunities to share pedagogy, innovation and ideas. Our lecturers keep up to date with industry practice and development in technology by visits to employers for example the Engineering Team at Chichester College recently undertook Level 4 training in Electric Vehicle Technology and have previously

Provider name: Chichester College Group
UKPRN: 10007817

attended Lean Management training at Rolls Royce. In Construction, lecturers spend time working with manufacturers and visiting trade fairs to gain an awareness of new techniques and technology and have embedded these new practices into their teaching delivery.

2.6 Learning Resources. Our HE facilities are purpose-built and well-resourced. They include a wide range of studios and theatres; laboratories; engineering facilities and specialist equipment, workshops, a working farm and equine stables as well as highly qualified technical support staff who are specialists in their areas.

The students have good studio and specialist workshop space in a pleasant working environment. They have excellent access to staff. The students I met, commented that they had a good overall experience at the College and within the Course. (EE report – BA Textiles, 2022)

Our land based Brinsbury College has unique facilities that span over 550 acres and includes a working farm with livestock that has been subject to significant investment to maintain industry standard facilities. We have provision of satellite tracking systems for our cattle linked to feeding, milking and breeding processes and a top of the range milking parlour which has been awarded ARLA Gold Standard and produces milk for premium brands like Cravendale. This ensures our Animal Management students receive high-quality hands-on experience, daily applying their learning in an environment that matches the realities of the industry.

The Libraries and Learning Resource Centres (LRC) across the group have dedicated, qualified subject specialist librarians and offer a range of support specifically targeted at our HE students. HE Students across the Group also have access to an extensive library collection, inter-site loans and a wide range of online academic resources.

The library staff have been amazing, supporting us with dissertations and all the tough stuff, can't thank them enough for their kindness even when we are at our most stressed-out states. The videos and digital content are great and really helped with presentations etc. They are always friendly, approachable and I always come away feeling that I can do this! (Art, Design & Media, Course Board, 2022)

The LRCs play an integral part in students' development and provide drop-in centre access across all sites to specialist equipment and resources, supported by teams of experienced Learning and Research Facilitators educated to HE level, alongside their professional experience and practice. These centres provide an environment that helps students fulfil the practical and theoretical demands of their course through encouraging the creative use of technology. This includes provision of skill development and support sessions on relevant software including the Adobe Creative Cloud suite of applications and software for music and games design. The LRCs also provide a range of simple 'how to' videos to support digital learning, photographing and recording of course work.

As a HE student requiring support...the LRC had everything I needed as a fine art student all in one place. The staff have always gone above and beyond to help me with whatever I have needed help with on the computers and my confidence has grown as I have developed new skills from them over time. The LRC is a relaxed study space, and the staff are never too busy to assist you.

The library staff have been amazing, supporting us with dissertations and all the tough stuff... The videos and digital content are great and really helped with presentations etc. (Fine Art Course Board, 2022)

Our VLEs are the Google for Education suite of apps and the Moodle platform CCG Online, supported with MS Office 365, to which all students have access. Turnitin originality checking functionality has been added to all the VLE software. The VLE and learning resources are further supported by the Student Hub Information Platform. The Hub provides students with a central

Provider name: Chichester College Group
UKPRN: 10007817

place to find information on HE Academic Support, Learner Support, Libraries and Learning Resource Centres and access to academic, online resources and this is well utilised by students. In consultation with students, we trialled several new and innovative technologies during lockdown to support with home learning. Several of these initiatives were so successful we have now implemented them permanently to allow students access to these technologies both on and off site. For example, industry standard Computational Fluid Dynamics (CFD), modelling software and Computer Aided Design (CAD) enables students to undertake further practice and refine their proficiency in their own time.

3. Student Outcomes

Supporting all HE students to achieve and progress is a core priority and is a significant area of strength. An extensive range of support services and structures ensure that personalised support is available to all HE Students. Over the last four years the pass rate for all students who complete their course has been consistently at 96% (CCG data).

The College undertakes thorough and robust, self-critical and accurate self-assessment processes that demonstrate improvements to the quality of TLA which ultimately leads to an excellent experience and positive outcomes for all our students. We also recognised that formal and informal student feedback, attendance, and assessed work as well as success outcomes are indicative of the excellent quality of our TLA.

Our quality assurance process also reviews outcomes by specific categories such as age, gender, self-declared disability and cultural diversity. These are reported on at course and senior level to implement and monitor strategies to remedy any gaps that might occur throughout the year, for example attendance and not meeting targets. Through this on-going review we identify appropriate actions and actively takes steps to address shortfalls, for example, data showed in 2019 achievement (number of students who pass out of those who started the course) outcomes for culturally diverse students was at 56%. Strategic initiatives have had a demonstrable positive impact to improve outcomes. Changes included approaches towards intervention, tutorial structure and closer on-course progress monitoring as well as a focus on unconscious bias staff training and decolonisation of the curriculum projects all positively impacted on outcomes. Positive and focused interactions to improve achievement for our culturally diverse students over the last four years has led to a steady increase in attainment outcomes by 19pp to 75% in 2022.

3.1 Continuation. We have made significant advances by implementing targeted strategies to improve retention and therefore continuation rates of students on HE courses. These strategies have led to continuous improvement in retention since 2018/19. We focus on retention through our work with the SU, our support structures and course teams. This includes targeted support from the HE Coaches, working with the curriculum teams to focus on attendance and meeting deadlines to keep students on track throughout their programme. This has had a positive impact on retention overall which has steadily improved over the last four years for all students. For example, in Music, we introduced daily 'touch base sessions' motivating students and setting targets. This focus on retention led to a steady and significant 23 pp increase to 88% from a starting point of 65% for prescribed HE. Pass rates overall for CCG has remained outstanding over the last four years averaging 96% demonstrating that students who stayed on their course achieved.

Retention for Higher National students has improved by 9pp over the last four years from 77% to 86%; Degree students by 23pp from 54% to 77%. Top-Up degree and Certificate of Education (Cert Ed) student retention has remained outstanding at 95% and 100% respectively. Although the subject area 'Education and Teaching' indicator is below benchmark this does not reflect the year-on-year improvements and accounts for only 5% of our HE students. Following significant changes in staffing and course delivery including greater collaboration with our partner university, the Postgraduate Certificate in Education (PGCE) retention has increased by 46pp from 33% to 7% over the four-year period. This demonstrates that where under-performance is identified, through our quality assurance processes, the team are supported to make rapid and impactful interventions to maintain our high quality TLA.

First degree student continuation indicators are materially above benchmark by 5pp for both full and part time students. The continuation indicator for full time, other graduates, overall is slightly below benchmark. However, as this is a four-year average, this indicator does not reflect the year-on-year improvements in reducing attrition and is greatly influenced by the weaker starting position in 2018/19 for this indicator. Our data shows a steady increase in retention of 33pp for full time 'other graduates' from 60% in 2019 to 93% in 2022. Similarly, the full time continuation indicators for ethnicity show Asian, Black and White student groups are below benchmark. The implementation of more robust tracking, target setting and individualised strategies and monitoring for these student groups has led to an increase in retention and therefore continuation over the last four years. Our data shows an increase in retention by 11pp from 68% to 79% for Asian students (1.5% of student population); 31pp from 58% to 89% for Black students (2.5% of student population); and 20pp from 68% to 88% for White students (89% of the student population) over the last four years. TEF indicators for full time students with no known disability (68% of prescribed HE cohort) and mature students (56% of cohort) are slightly below benchmark, again this does not account for the four-year improvements, our data shows that retention of students with no known disability has improved by 23pp from 64% to 87% and mature students by 23pp from 64% to 87%. All part time indicators for continuation are on or above benchmark except for those under 21, our data shows a 17pp increase in retention for this group from 69% to 86% over the four-year period.

3.2 Completion. The dramatic increase in continuation and retention has led to significant improvements in completion rates for all student groups. In addition to improving continuing and completion outcomes, staff motivate students to have high aspirations regardless of starting point. This has resulted in an average of 81% high grades (firsts and upper seconds) for honours degrees over the last four years (87% in 2022) and 29% distinctions for HN students. Aspirational teaching alongside the increase in support and deeper focus on stretch and challenge of students have transformed outcomes over the last four years. The majority of TEF indicators for completion are on or above benchmark, the small number of the indicators that are below benchmark do not reflect the four-year improvement in continuation and completion rates.

TEF indicators show five subject areas, full time Black students and part time Asian students are all below TEF benchmarks. Our data shows culturally diverse student achievements have steadily increased, for black students by 25pp from 53% in 2019 to 78% in 2022, 13pp above the TEF benchmark and for part time Asian students by 16pp from 56% to 72% which is in line with the TEF Benchmark. Of the five subject areas, we no longer deliver Biosciences; full time Creative Arts & Design and Education & Teaching have both steadily shown improvements in achievement by 25pp to 87% and 90% and exceeding the TEF benchmarks by 6% and 4% respectively. In addition, our data also shows that our Computing and Engineering courses are currently in line with the TEF benchmarks.

There has been a continuous improvement in completion rates for all prescribed HE students over the last 4 years, an increase of 17pp from 65% in 2019 to 82% in 2022. This exceeds the benchmark for completion and demonstrates our improvement to outstanding outcomes. Top-Up degrees (58% of cohort) and Cert Ed (1% of cohort) student completion rates are consistently excellent averaging over the four years at 95% and 100% respectively. Honours Degree (17% of cohort) and Higher National Students (8% of cohort) reflect the continuous improvements in retention with an increase in attainment outcomes by 21pp (from 54% to 75%) and 7pp (73% to 80%), respectively over the last four years.

Continuing developments with support both from course teams and our student support services has also had a positive impact on students who have declared a learning disability, the attainment gap for students with a declared disability and those without has reduced from 12pp in 2019 to 2pp in 2022. Culturally diverse student achievements increased by 19pp over the four-year TEF period from 56% in 2019 to 75% in 2022.

There is a commendable culture of care, professionalism and cooperation on the programme, which has contributed to the high rate of student achievement and progression.

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UKPRN: 10007817

It is also through this enabling environment that peer cooperation among the students has developed and strengthened. As a result, students felt that their transferrable/ employability skills, confidence and sense of agency, belonging and optimism had been enhanced. (EE Report- FdA Early Years 2020)

3.3 Progression. Work-related learning is fully embedded within all our courses and supports the excellent progression our students make. To support onward progression, our students explore career options available to them within their industries, alongside their development of the knowledge, skills and behaviours that are most valued by employers. As a result, students have the confidence to pursue careers within those industries through employment, self-employment or consultancy.

TEF indicators are on or above benchmark for progression for all subject areas with the exception of Creative Arts & Design and Performing Arts. These Creative Industries are complex and competitive, characterised by non-linear career paths driven by the individual and we prepare students for this by providing a clear understanding of their sector and their potential roles within it. As students progress through their courses, they actively engage with industry practitioners to begin creating networks and opportunities that will develop further when they graduate. This direct engagement with industry is at the core of the qualifications that we offer – with students undertaking live briefs – working directly on external outcomes, enhancing both understanding of the industry and beginning their personal journeys towards career goals. These roles within the Creative Industries sector include variable freelance roles which support their developing career strategies

Everything that I learnt in working with clients on my degree, enabled me to get the job I currently have and to work leading a team of creatives. (Creative Media Practice Student, 2020)

The Department for Digital, Culture, Media & Sport (2021) report that 32% of those working in Creative Industries are self-employed against a national average of 16%. The nature of self-employed and freelance work in the Creative Industries means that progression paths are not traditionally captured by the Graduate Outcomes Survey as the establishment of careers within the Creative Industries could, and often does, take longer than the 15 months captured by the survey. The significant number of students who study Creative Industries also has an impact on other TEF progression indicators as Creative Industry students account for 40% of under 21s, 35% of students with declared disabilities and 65% of female students these indicators are below TEF progression benchmarks.

Every student has their own learning goals and for some it is not to move to employment, rather for the joy of learning and this is particularly prevalent in the photography and illustration cohorts.

Getting a career as a photographer is not the main reason I have joined this course. For me, photography is my passion and my goal is to develop the skills to enable me to take better photographs (BA Photography student, 2023)

Through our internal destination analysis in which we identified 17% of leavers were in self-employment we collaborated with the University of Brighton to design and deliver a Freelance Network Programme for our students. This highly successful programme, that has been in place for 3 years, consists of a schedule of talks and workshops that are delivered by local organisations and freelancers in the community. Students are also encouraged to sign-up to a digital network that facilitates onward discussions and provides further access to ongoing advice and guidance from established freelancers. Since its inception and delivery our students have had the opportunity to participate in many talks and panel discussions; 'Freelance Surgeries' and a series of online Q&As on a variety of topics related to becoming a successful freelancer. These are also available as recordings on our Widening Participation YouTube Channel and are widely shared. An evaluation survey was administered to all participants; respondents commented that:

Provider name: Chichester College Group
UKPRN: 10007817

'The information was very clearly communicated the industry and offered variety in content coming from a wide range of areas.'

'Having the chance to listen to all different contemporary artists and other creative people in the industry helped me to understand the realities of freelancing and what to expect.'

All students who responded to the survey reported that they had found the information useful and that they would recommend becoming part of the network to others.

As a large employer across Sussex and Brighton, CCG also offers employment and career progression for our own students. Some of our own staff began their career journey as students on our courses. Because of the outstanding experience they received whilst a student at CCG, they were inspired to join our lecturing and support teams. For example, at both Chichester and Crawley Media and Computing students are now working for us as Technicians. At Chichester and Northbrook colleges Media and Art students have gone on to study a Teaching Qualification and now lecture on those courses.

3.4 Educational Gains. In articulating the educational gains that we expect our students to make, we clearly set out the transferable key qualities and skills of a CCG graduate as being; curious and academically critical; technically skilled in their field; knowledgeable about their industry; environmentally and sustainably aware; innovative and enterprising; resilient; confident and professional in presenting themselves and their work. Not only are these fully embedded within TLA through project work, assignment briefs and cross course and college collaborations but also through a bespoke Graduate Attributes Programme (GAP) and an Industry and Alumni Mentorship Scheme. These transferable skills can then be applied in any given workplace and can be further built upon as students move forward in their careers.

Lecturers provide many planned and embedded opportunities for students to develop and build these transferable skills and qualities throughout their L4+ programmes. This ensures there is a continuous focus on the areas of the course that contribute to the students' personal skills and career development whilst delivering academic knowledge and skills. An example of a student led activity is the peer to peer and self-assessment strategies which are commonplace, for example within Construction students used CAD software to create their own designs based on a real-life specification and, with the support of their lecturers they then critically assessed each other's work and provided peer feedback. This supported students to build confidence to challenge and question one another. Recognising that our students have different starting points, this strategy provides a supportive and developmental culture that allows students to progress and develop with the encouragement of their peers. As the latest technology and equipment used in industry is applied within our TLA, Construction students have also applied their learning of design software such as Building Information Modelling, to positively challenge and impact their employer's practice. In Engineering the recommendations in a student's work-based project was adopted by Rolls Royce, one of our prestigious partner employers, to improve a process within their factory.

We incorporate a wide range of strategies to develop students' work-readiness, awareness of the environment and sustainability through cross-curricular and cross college collaboration. For example, the students and staff at Northbrook College designed and implemented plans for an orchard on college grounds, bringing in local tree experts and drawing on our experienced and knowledgeable Horticultural Team from Brinsbury College to advise on choice of tree species, and where to situate a range of fruit trees. All the students involved will graduate before the trees mature and fruit – however, they felt that it represented their legacy, demonstrating their care for future students, and the College's commitment to a sustainable project. Students benefitted from this by developing their teamwork, interpersonal and project management skills, all of which are valued by employers.

Our Prop Making & Special Effects students have been actively engaged with their lecturers in designing and hosting a sustainability group. They have identified ways in which they can work with local employers to utilise what industry discards and to recycle these materials for their project. This successful project has built stronger links with our local businesses, and the students

Provider name: Chichester College Group
UKPRN: 10007817

now have a greater awareness of current industry practices that are wasteful. This has led to a renewed focus for our students to include sustainable practices within their projects, a quality they are committed to maintaining in their own careers, and they have also developed creative solutions to solve environmental issues such as recycling to reduce the use of toxic materials, some of which are being adopted by employers. The outcome of this project has a wider reach beyond College as our students are now Outreach Sustainability Champions, passing their knowledge, passion and creativity on to future generations of students by working with local schools and sharing materials that are being donated. One of our colleagues commented:

As the next step in the workshop sustainability project, we have connected with two local schools to start the development of a sustainability hub, to help support Design Technology courses by offering recycled materials in bite sized pieces. The first delivery received very positive responses. (CCG staff, 2023)

Lecturers of L4+ non-prescribed professional course provision, use students' own experiences in employment to contextualize learning and to further embed current industry thinking and practices within TLA. This approach contributes to students gaining a critical approach to their profession and brings new thinking and challenges to their own organisations. An example of how we further embed real life scenarios can also be seen within HRM provision through a series of employer led sessions that provide students with insights on various People Practice related topics. Employers include Southern Water, Pure Employment and West Sussex County Council and sessions have included a focus on current practice and case law within: Employment Law, Employment Tribunals and working with Trade Unions. Students are also actively encouraged to join their relevant professional bodies so that they can access current research, policy and practice within their chosen profession, to contribute to rigorous debates within the class and to develop a curious and reflective approach to their teaching and learning.

I was on your level 5 HRM course last year and just want to share with you the news below, just over a year since finishing my final assignment. Since we last spoke, I went on to an HR Officer role with a tech learning company for 7 months and now reached Partner level! Aside from working really hard as an agency worker, the level 5 studies have helped a lot to boost my confidence at boardroom level and contribute towards HR strategy - resulting in me progressing so rapidly. I thought it would be nice to share this with you and you're welcome to share with your current level 5 classes. (L5 Human Resource Management Student,)

In addition to what is already fully embedded within course delivery by lecturers, the GAP utilises our well-established employer partnerships to deliver lively and informative face to face and online workshops that focuses on developing the skills and qualities that demonstrate professionalism, independence, creativity and interpersonal skills. Furthermore, bite-sized online learning modules, such as critical thinking, presentation skills and problem-solving, have been developed in collaboration with employers and following an initial self-assessment, students complete targeted modules with support from their HE Coach and are then informally assessed on progress they have made through a professional conversation with an employer and their lecturer. Employers who have contributed to the GAP include Thales, Albion in the Community and LMS Group who have also supported our students in graduate schemes with them, employer led sustainability projects and their own staff recruitment processes.

The students have all been mature, professional individuals Their work ethic is commendable, they are hungry to learn, and always conduct themselves professionally. They are adaptable, tenacious, and keen to learn what they don't know. (CEO, LMS Group Chichester, 2022)

Our Industry Mentoring Scheme is a well-established programme that links our Levels 5 and 6 students with an industry professional working in a relevant subject area to develop their knowledge and professional skills, gaining further insight into current industry practices. Our fully trained Industry Mentors are graduate professionals who have been working in industry for a

Provider name: Chichester College Group
UKPRN: 10007817

minimum of 5 years and since our pilot in 2018/19, 91 students have participated in the scheme. Many of our students come from under-represented groups and this programme helps them to build networks and contacts within the industry that will benefit them in their future careers. To measure impact, we administer pre and post evaluation surveys, and conduct focus groups midway and at the end of this 6-month programme. 100% of participants 'agreed' with the statements: 'As a result of the mentoring scheme my professional networks have increased', 'As a result of the mentoring scheme I gained further insight into my industry' and 'As a result of the mentoring scheme I have increased my confidence and entrepreneurial skills.' Focus Group 2021/22 - Level 5 Prop Making & Special Effects student said:

We have brilliant Industry Mentors, they have endless experience and interesting information to share and are so generous with their time and thoughts. They really went 'above and beyond' showing me techniques and previous projects, giving me invaluable experience, answering all my questions in-depth and giving me feedback. (2022)

We have an extensive network of successful Alumni, who undertake mentorship roles with current students and deliver inspirational and engaging workshops and masterclasses. Our Alumni are understandably proud of their experience with us and take an ambassadorial role in promoting our courses, graduates and facilities as they progress within their careers. For example, a Photography Alumni delivered a workshop on transitioning from college to the workplace. He supported students with job applications and encouraged students to draw out all the skills that they had acquired from their courses, demonstrating how to match their skills to those required for the job role to optimize their success in the recruitment and selection process. Students felt empowered by seeing their skills as professional, and the value of their learning. He encouraged them to be ambitious in their applications and demonstrated how the client handling he learned on his degree enabled him to move into journalism and land his dream job

Student Ambassadors are integral to our student voice infrastructure, being advocates of our core values and culture, a role model to others and committed to raising the aspirations of our HE students. This paid role enables students to develop the transferrable skills aligned with the educational gains through their involvement in a wide range of activities both internal to the College and external within the community. This includes leading on open days, progression events for internal students, Maths tutoring and mentoring programme, Creative Arts Holiday programmes and Saturday Art Club workshops in the community. Since the launch of our ambassador role in 2020/21, we have recruited and trained 43 HE Student Ambassadors. This scheme has been a success and through feedback, evaluations, focus groups and professional conversations 100% of our ambassadors said that they found being an ambassador has helped to build confidence and communication skills. Students also reported that it had brought about a sense of greater involvement with, belonging to and influencing College life. Student Ambassadors commented that:

It's pretty rewarding to assist people in figuring out what it is that they might want to pursue. ... I really feel that I'm making a difference. (2021)

I was part of the Art and Design Saturday Club run by the Student Ambassadors, when I was at school and really enjoyed it, so when the opportunity came up to help and support the Club now I'm a university student, I wanted to give something back and am now in my second year and am a Student Ambassador for the College.

3.5 Conclusion. Our vision "to change lives through learning" underpins everything that we do at CCG and our inclusive ethos is reflective of our diverse HE community. Our students tell us that they gain in confidence and are challenged to succeed by lecturers and support staff. We have great ambition for our HE students who we positively engage with and support to become aspirational and successful, regardless of their starting points. Our students value our pro-active, partnership approach and the wraparound support that is a key feature of their experience. This encompasses both academic and pastoral support, including a focus on our students' well-being and personal development. Through our commitment to investing in industry standard facilities and

Provider name: Chichester College Group

UKPRN: 10007817

equipment, and by supporting the development of our lecturers, students gain the skills, knowledge and behaviours required by industry and grow as individual human beings who make a valuable contribution to their communities.

4. References

CCG Access & Participation Plan (2020/21 to 2024/25)

CCG Strategy 2019/22

College Data

CPD records, Staff CVs

Department for Digital, Culture, Media & Sport (2021)

EE Reports (Pearson, University of Chichester, University of Brighton, UAL, University of Portsmouth, Professional Bodies)

Employer Feedback

HE Coach Trackers

Internal surveys/ Student Focus Groups

Observation Live System

Quality Forum Resources

Student Staff Liaison Committee Meetings/Course Boards

Sussex Trailblazer Local Skills Improvement Plan (2022)

UAL Degree Validation and Modification Documents

Widening Participation