TEF Year Three provider submission

Introduction

The Chichester College Group (CCG) welcomes the opportunity to provide further evidence in support of the TEF assessment criteria and can confirm the publication of an 'Access and Participation statement' on the colleges' websites. This submission reviews the academic years in scope for the combined college and its performance, merged processes and plans. Due to a technical issue with the ethnicity elements of the ILR 2015-16, the submission data has been suppressed. However, this is highlighted throughout the document and explored within the submission.

Provider Context

The Chichester College Group (CCG) was formed on 1st of August 2017 bringing together the existing Chichester, Brinsbury and Central Sussex Colleges (now known as Crawley College). It brings the Group into a new and exciting era of building a centre of excellence for the communities that it serves whilst supporting the educational needs and work readiness of its students. The Group is made up of four sites in Chichester, Brinsbury, Crawley and Haywards Heath (focused on the delivery of professional courses and therefore not within scope for TEF3). CCG is primarily a General Further Education College and consists of approximately 25,000 full and part-time students across the four campuses, which sit in the West Sussex corridor from the South Coast to the Gatwick Diamond. Chichester College proudly achieved a Silver award last year for its teaching excellence and we are now are pleased to submit a new application on behalf of the newly merged group.

CCG provides a broad curriculum for students aged 14 onwards, teaching levels 1-7. The higher academic, professional and technical courses provide outstanding progression opportunities for level 3 learners. The progression continuum is a significant strength of the Chichester and Brinsbury campuses and will be embedded into the Crawley and Haywards Heath provision to facilitate learning excellence and increased employment opportunities.

Higher Education is an integral part of CCG and currently consists of 390 full and part time students on courses regulated by Hefce. The HE courses offered by the Group are vital to supporting the progression of students from Further Education (FE) into higher levels of study and then employment. CCG offer also offers local workers, previously unable to access higher education, the opportunity to improve their employment opportunities through increasing their knowledge and skills. CCG prides itself on being an inclusive provider, offering support for learners to stay on programme and achieve. The 2014 HE review noted 'the comprehensive and responsive student support structure provided which contributes towards the non-continuation rates which are above benchmark' (Chichester College Review Sept 2015 p24)

In 2016, West Sussex had approximately 36,510 VAT and or PAYE registered businesses. It is predominantly a small business economy with the largest sector being Advanced Engineering, Business, Professional services, Agriculture and Horticulture, Health and Life Sciences, Tourism and the Public Sector. The Coast to Capital Local Enterprise Partnership has identified five priority sectors for development: Healthcare, Medical Technology and Life Sciences; Creative, Digital and IT; Environmental Technologies and Low Carbon &

Environmental Goods and Services; Advanced Engineering and Business Services. The LEP also recognises the importance of Food Production, Care, Construction and the Visitor economy. The area has a lower than average business start-up rate and higher than the South East average self-employed workforce. (Chichester College Self- Assessment Report, December 2017) The Group works closely with the LEP and local employers to ensure its growth is in line with its local community vision, supporting growth sectors whilst encouraging entrepreneurship and enterprise within the HE curriculum.

The Group offers a broad HE curriculum, which during the time in scope covered 24 courses sitting within the curriculum areas of Science, Technology, Engineering and Maths (STEM), Creative and Performing Arts (CPA), Animal and Land based (Brinsbury), Healthcare, Childhood Studies and Teaching and Business Languages and Social Sciences (BLISS) and Service Industries highly-skilled workers and, as such, all provision has a business and employability focus.

The CCG FE catchment covers a remarkably diverse population with many high young participation rates in HE as well as some of the lowest in the country running from 14.9% young participation to over 60% (Hefce POLAR participation of local area October 2017) This provides a great opportunity to build on existing progression routes for learners whilst an opportunity to work with local communities in creating new educational opportunities to meet local need. The Group has a strong, award winning, additional learning support team who can support a wide variety of disabilities and learning difficulties. BAME students account for over 8% of the Group and HE and mature students account for over 37% of the HE cohorts, which reflects the inclusivity of the College

The success of learners regardless of origin, ability or belief is a core value with students at the heart of the Group's strategy. The QAA review confirmed that the ' student representative system is strong' (QAA HE reviews p26). The Group has HE course representatives, HE student executives and a HE Student Union President on the student body and these students also sit on HE deliberative structures including the Higher Education Board. The student body will assist in reviewing courses, consult on new courses, evaluate the effectiveness of courses and be involved with the observation cycles for HE lecturing teams.

College Strategic Plan

In the 2017-2020 CCG strategic plan the Group reaffirmed its commitment to its mission of changing lives through learning; undertaking its role to 'Create a strong College Group which delivers significant economic benefit from the South Coast to the Gatwick Diamond'. This is achieved by ensuring a positive and collaborative culture pervades all activities within the Group as well as ensuring the Group provides a curriculum relevant for today and the future to equip students with appropriate work and life skills. The strategic plan also incorporates development and the expansion of the higher-level provision to meet Local Enterprise Partnership (LEP) priorities (Chichester College Group strategic plan, January 2018)

The Mission, Vision and Values statements inform the staff, students and the wider community of the intent of the Group

Mission - Changing lives through learning

Vision - CCG will be in the top 10% of colleges for success within three years whilst remaining inclusive

Values
- Teaching and learning is the key focus
- Commitment to excellence in all that is done
- Respecting and Valuing all individuals
- Providing opportunities for all
- Having a 'can do' attitude
- Operating with honesty and integrity

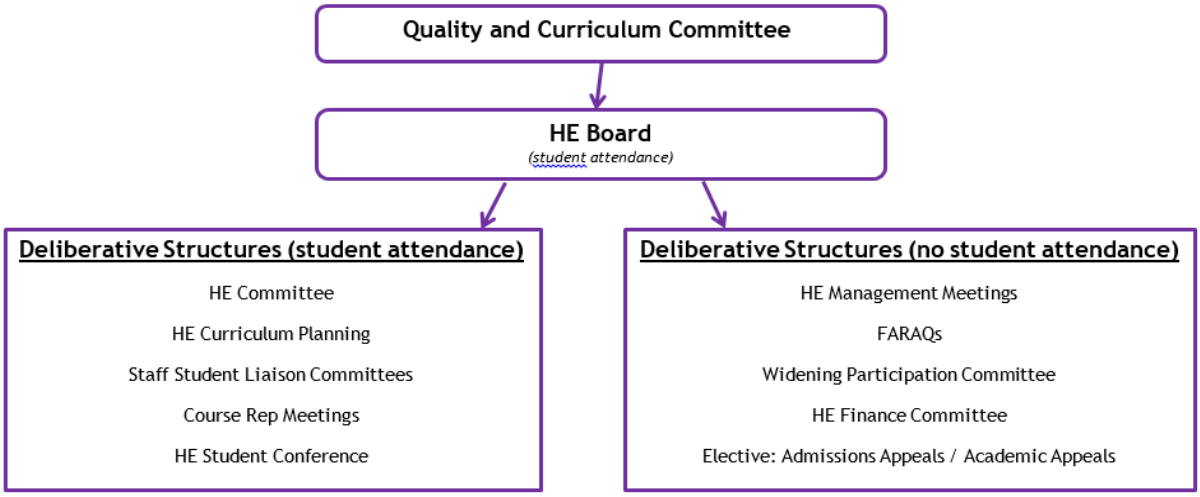
Governance

The Chichester College Group is governed by the Group Board of Governors which is responsible for the strategic direction, accountability and monitoring of the Group. On a day-to-day basis CEO Shelagh Legrave OBE, Group Executive Principal of Chichester College, Andrew Green and Principal of Crawley College, Vicki Illingworth, leads the College group.

The Vice Principal of Chichester College has oversight of the Group's higher-level provision including Professional Courses, Higher and Degree Apprenticeships across all campuses, supported by the Director of HE. Following merger, this has allowed the smooth transition into one strategic plan and a singular governance model for the HE provision, to include the adaptation of policies and procedures to reflect consistency across the Group. This model allows the holistic overview of provisioning in terms of course type, delivery mode and duration.

HE management is overseen by the Higher Education Board (HEB) that reports to the Group Leadership Team (GLT) of which the Vice Principal is the chair and has as its members; the Director of HE, Director of Information and funding, student representation by the Student President, Executive Principal Chichester Group, Principal Crawley, Vice Principal Crawley and the College's Quality Manager. The dual responsibility of the Board is to ensure high quality delivery and support the growth of provision in key strategic areas, which support regional business productivity and student need.

Feeding into and advising the HEB is Higher Education Management Group (HEMG) comprising Heads of Learning (HOLs) who oversee curriculum specific delivery. The HE Committee (HEC) includes the Study Programme Leaders (SPL) and student representation. The Director of HE who reports directly to the Board chairs both these deliberative structures.



Teaching Quality

The Group's teaching strategy supports high quality teaching and learning, supporting the student journey from wherever it starts (progression or external application) to its ultimate outcome of employment. This is reflected in the first strategic objective for the college

'to maintain and promote outstanding teaching, learning and assessment which ensures the highest levels of success for our students' (CCG Strategic Plan 2017-2020)
enhanced by the HE strategy stating that it will aim
'to build a work ready and future proofed curriculum offering through focus on employability skills and employer engagement and teaching excellence' (HE Strategic Aims 2017-2020)

Outstanding teaching is reflected throughout the Group and is reflected in the delivery of HE. 88% of lecturing staff are qualified in their academic sphere to a minimum of 1 level above their delivery requirement, although the majority of academics are qualified to level 7 (2 levels above majority delivery) with the remainder qualified to standard but with matching experiential, commercial and professional practice. 90% of all HE staff have teaching qualifications with the remainder undertaking development. CV's are submitted and scrutinised annually by the HEB for validation. All lecturing staff new to HE also attend the 'Licence to Teach HE', which is an internal College programme to support the transition of staff moving from FE to HE delivery.

Student Engagement TQ1

Teaching provides effective stimulation, challenge and contact time that encourages students to engage and actively commit to their studies

The Group is committed to the delivery of stimulating and challenging teaching and has a programme of engagement that encompasses all students studying on all programmes regardless of the delivery mode. The TEF metric reflects the excellence in teaching with the College group 3.2% above benchmark and a z score of 1.9

The National Student Survey (NSS) shows that the 2017 CCG average sits on or above the NSS in most areas. There is a noticeable drop in the overall 2017 NSS score at Crawley, however it is noted that this is due to some instability at Crawley College prior to the merger, which affected the student experience. The merger has seen the almost instantaneous acceptance of the new college and the

vision for HE with an incredibly welcoming and motivated staff. The HE teams across all sites are highly dedicated and have students at the heart of all they do and are confident of a return to previously high NSS results.

Student Engagement
As part of the CCG's strategic aims, it states the Group will

'enhance the college's student centred culture, with a focus on high achievement and high aspirations' (CCG strategic plan 2017-1-2020)

This culture is fully embedded in HE programmes with the student engagement and representation process starting at course level. Each class elects a representative and with the course team runs three Staff Student Liaison Committees per year covering a set agenda. The Quality Manager, Director of HE and the Student President also attend. The course representatives are invited to curriculum area feedback sessions as well as Student Voice conferences where learners have direct access to the HE Management Team and representatives of the Senior Leadership Team. The actions taken from these meetings are recorded and conveyed back to the students on a 'you said we did' process and communicated to the course tutors via tutorials and Chi-online. These interactions have direct impact on the design and delivery of current and future courses.

Examples of the you said we did
YOU SAID
'Study skills support needs to start earlier in the year, so we know what to expect'
WE DID
First 4 study skills session are built into Induction which is now 3 days instead of ?, encompassing Academic Writing 1, Critical Thinking 1, Using the Library and Optimising IT. These individual sessions are built on the back of student and staff feedback of what it's important to know before starting.
Feedback on induction was overwhelmingly positive with 87% stating that they have found the sessions of value

YOU SAID
'The Brinsbury common room needs to be developed to provide more for students to do between lessons'
WE DID
Through consultation with students, the common room was given its own identity, called SUB and featuring new signage, its location and purpose is clear. The opening hours have been extended to allow further use of the room and the variety of activities has been extended to include quiet space and a book swap.

Effective, stimulating, challenging teaching
All courses are reviewed for rigour and stretch as per College policy. All assignments will have opportunities for students to take their learning to the required level and then given options to reach the higher grading criteria. Schemes of work are written to offer all students the opportunity for formative feedback from tutors. Peer review is also built into many assignments, giving students the opportunity to build on independent learning and team working skills. Courses are designed with the expectation of building independence and core competencies throughout its duration, enabling students to be research ready and working independently albeit under supervision by the end of the second year. This equips our learners well for further graduate study or employment.

Many studies illustrate a direct correlation between attendance and output grades; therefore, attendance and punctuality remain a focus, even at higher-level learning. Student attendance and punctuality is monitored through the central registration systems with the HE Advisor liaising with Study Programme Leaders (SPLs) weekly if a student's attendance falls below 80%. Action plans with the SPL will be put in place to give the required support to get the student back on track.

Interventions will range from contacting students to ascertain issues and signposting to college support services, to building an individual academic support programme to enhance progress and progression.

Stimulating teaching is paramount and evolves with each new cohort. The Licence to Teach HE programme and HE Development days enable all HE lecturing staff to discuss how to stimulate, challenge and build independence throughout the duration of the courses, bringing in their subject expertise and scholarly practice. Feedback is positive with increasing percentages (2% increase over last 2 years) of students reflecting through the NSS and internal surveys that the course is intellectually stimulating and that the course has 'challenged me to achieve my best work'.

Furthermore, students choose to stay at Chichester College with a current top-up student stating "my main reason for choosing to continue studying at Chichester College rather than going to a university for my top up year was the support from lecturers whom I already have existing relationships with. Also, the college offered evening lecturers allowing me to work full time alongside. I think the HND prepared me well for the top up year, particularly with the research project having developed my academic writing and report building skills".

Teaching Ratios and teaching contact time
Teaching intensity remains of vital importance in programme delivery and design. The Group prides itself on the outcomes of its students and the lower than average entry criteria at 72 UCAS tariff points. We focus on delivering quality to small cohorts therefore ensuring our continuing success in securing positive learning outcomes for our learners.

Each course has a minimum expectation of three taught hours of delivery per credit on the module, this equates to 360 taught hours as a baseline requirement per course per annum. In addition to the taught hours the courses include one tutorial hour per week with studio/workshop/directed self-study sessions/observations when a tutor will be available for support equating to a further 90 hours. Student enhancement such as Induction, Undergraduate Study skills, Employability week and skills programmes offer an additional 60 hours per year. Study programmes throughout the Group average 520 hours.

Class sizes vary according to annual applications. The maximum group size in 2017-2018 is 16 with a mean group size of 14. Some of the smaller cohort numbers are co-taught to ensure a positive learning experience and ensure learners feel integrated in the wider HE learning community. An example is Performing Arts where the Musical Theatre cohort this year is small but for 80% of its time is co-taught with Dance and Acting with its unique elements taught discretely.

TQ2 Valuing Teaching

Institutional Culture facilitates, recognises and rewards excellent teaching
At CCG, there is a relentless focus on outstanding teaching which has led to the development of the Licence to Teach HE programme created by Chichester's Teacher Training Lecturers, Head of Professional Learning and Director of HE to ensure all new to HE teaching staff are aware of the QAA and UKPSF requirements and the distinctiveness of HE teaching. Heads of Learning elect lecturing staff to work within the HE provision based on their higher-level subject knowledge, skills and prior teaching performance.

In addition to teaching qualifications, the Group HE drop-in and observation policy requires all HE staff to have a specific HE drop-in and observation over the course of the academic year (this will be in addition to any FE requirements). The observations are developmental and encourage the teaching staff to take risks in their teaching with the opportunity for constructive feedback and development. Observations are carried out by the HE management team and HE peers and often focus on areas for development identified by the individual member of staff. Lecturing staff deemed to be requiring improvement are immediately placed into an intensive care process to support their

professional development and those with innovative teaching will be asked to share their best practice at HEC and HE Development days. During 2016-2017 all lecturing staff were observed, had drop-ins and many had additional peer observations. Best practice and emerging themes for teaching development are also built into development days and include themes such as assessment, feedback and the innovative use of ILT. During 2017-2018 all Group lecturing staff involved in HE will be observed.

The Chichester College HE Review in 2014 identified the student representation system as good practice. The review team welcomed the practice that staff, peers and students were involved in the teaching observation process. Observers including students are trained before undertaking an observation to ensure consistency across the provision. This practice will be shared across the Group with staff and students from Crawley Campus completing joint observations with staff and students from Chichester and Brinsbury.

The CCG commitment to continuous professional development means that all staff are actively encouraged to apply for grants to pay for remission, course and examination fees through the Scholarly Activity Programme. As part of this programme HE Lecturers have undertaken various courses and qualifications such as; Fellowship of the Higher Education Academy, Project Management qualifications and Masters courses. The programme has also supported staff to take the opportunity to participate in the writing and reviewing of new qualifications. Examples during the time in scope, include HND Business, HND Creative Media, HND Animal Management, BA(Hons) Business Top-up and BSc (Hons) Computing Top-up. New courses introduced by the Group are written collaboratively with industry and the associated professional bodies. For example, the new Foundation Degree in Dance encompasses both the academic requirements for L4/5 Foundation Degrees and the professional dance teaching qualification DDE awarded by the ISTD.

Many lecturers are members of professional bodies relevant to their subject area and are actively involved in those organisations and have published work and/or presented at conferences. This is also supported through the Continuous Professional Development Programme where staff are expected to spend time in industry.
The CCG recognises and rewards outstanding teaching in many ways one of which is the annual innovative teaching award where students nominate lecturing staff for outstanding, innovative teaching. This year's recipient is Dr Mark Granfield Leader of the Higher National in Multimedia and Journalism. Over 30 staff were nominated and mentioned in the Chief Executive and Principal's address to each College within the Group.

TQ3 Rigour and Stretch

Course design, development, standards and assessment are effective in stretching students to develop independence, knowledge, understanding and skills that reflect their full potential.

All courses are reviewed annually through the CCG Annual Course Review and Evaluation Process. Course teams complete a review and present to panel, which includes the Director of HE, Vice Principal, Quality Manager and the relevant Head of Learning. This incorporates in-depth course reflection including judgements with supporting evidence on the previous year's performance and an action plan for course development. Each course presentation is challenged to gain clarity and optimise actions. Reports are merged to create a HE Self-Assessment Report, which is presented and challenged for rigour and standards by the HEB with external representatives including the CEO and representative Governor. The report is reviewed by the Board of Governors for final review and ratification in line with stakeholder commitment sign off.

Post-merger, CCG is in the process of putting together an employer panel made up of local SME's, levy and non-levy employers interested in working with the Group to ensure courses meet LEP and employer need. For example, course designation to HE or Higher and Degree Level Apprenticeships varies according to student and business need. Volunteer groups of employers will support the

revalidation of courses ensuring rigour and stretch, deliver guest lectures and sit on assessment panels. Major academic course validation will be undertaken as per Group policy on a five-year cycle (or sooner if required) encompassing the review of all units, teaching and learning, future proofing and work readiness. Best practice for validation panels incorporates employers, academic staff (external and internal) and students. FHEQ levels and quality benchmarks statements will also be reviewed. (FHEQ is tested annually within the EV/EE process).

A comprehensive validation process is in place for all courses. All assessments are moderated before issue, ensuring they are fit for purpose and are contextualised allowing all students to optimise the quality of their submissions. The Group utilises the checking services from awarding bodies for all new and updated courses. Student schemes of work are published with weekly learning expectations and milestones. A minimum of 20% of work is moderated (minimum of five students) in line with policy stipulations. All submitted and marked work id moderated throughout the year. Moderation is completed before the return of work to students with grades finalised at subject exam boards in February and June

The CCG operates exam boards at the end of semester 1 and semester 2 for HE courses, which exceed the awarding body's requirements. This practice further supports the standard internal verification process to ensure grade inflation is not an issue at the CCG. The practice has been identified by External Examiners as good practice and is now reflected in Pearson standard practice. External Examiner reports for Pearson and partner HEI's have consistently reported that grading is accurate. This finding is confirmed in the QAA HE Review 2015 which concluded that the 'college has systems in place to ensure the assessment of students is robust, valid and reliable and that the award of qualifications and credit are based on the achievement of the intended learning outcomes' (para 1.33 page 16). Boards are chaired by Director HE and attended by the Quality Manager, HOLs and SPLs. Actions regarding retrieval and actions are put in place and reviewed at the programmed periodic reviews (see quality cycle)

Student input is gained throughout the course through a series of Staff Student Liaison Committee meetings working through the fixed agendas as per policy as well as student conferences and end of semester and mid unit reviews. Feedback is taken at all points of the year and where possible, valid amendments will be made as soon as possible.

External Feedback supports the CCGs' rigour and process. Chichester Colleges HE review (2014) found that the College is very responsive to external examiner reports.

Examples of some of the good practice identified by the External Examiners 2016/17 visits:-
HND Applied Biology: Presentation of assignment briefs, notably the use of scenarios, structure and variety of tasks was praised. Overall quality of student work. Annotation of scripts to show where evidence for higher grading criteria have been satisfied.
HND Business: Centre is well resourced, student learning and progress at the heart of the delivery of the programme.
HND Performing Arts (dance & drama): Physical resources reflect professional contexts and have skilled professional support.
HND Music (jazz): Some diverse and very effective examples of assessment evidence. Compelling evidence of student engagement with the LOs on the Facebook page. Learners have an excellent musical experience.
HND General Engineering: Centre has worked very hard over last 12 months to ensure that standards are being applied accurately and fairly.
FdA Events and Hospitality Management: Employability is embedded well in the modules.

Areas of best practice and recommendation are captured in the end of year course review reports and presented to HEB and used to evidence action plans and further reviewed at monthly curriculum meetings.

TQ4 Feedback

Assessment and feedback are used effectively in supporting students' development, progression and attainment.

Results for feedback in 2016-2017 are disappointing. However, there is a 0.5% improvement on the 2015-2016 NSS results although these remain 2.6% below benchmark for the given z score of -1.0. This is acknowledged by the Group as an area for improvement and work is underway to address the problem on the HE Development day, designed to highlight the importance of assessment and feedback as critical to customer satisfaction. Assessment and feedback have been identified as specific observation points within the observations and drop-in mechanism.

Feedback from the NSS illustrated the explanation of grades has not been made clear to learners. Work is underway on all campuses to ensure that the grading criteria is fully explained and the Higher National QCF higher grades are contextualised to remove any ambiguity. New Higher National RQF frameworks remove grading ambiguities and support improved grading criteria. Best practice sessions is a standard agenda item for the HEC and it has been identified as a key focus in HE lesson observations.

The standard summative feedback expectation is 20 working days including moderation. In 2016-2017, 95% of marking was returned within the deadline with only three assessments outside tolerance. 75% of submissions and feedback are completed utilising automated submission processes and seminar time is allocated to review timely feedback. A formalised appeal process is in place in case of dispute; however no formal appeals have been made.

Assessments are planned at the start of the academic year and reviewed and published in handbooks. Planning student workload ensures formative feedback opportunities are built into the course. A workload-planning model is in place for Chichester and Brinsbury courses and will be in place for 2018 starts in Crawley allowing transparency on all courses.

Feedback from the external examiners
'The quality of the design, accuracy of content, and professionalism evident in the briefs, is a pleasure to encounter, and a tribute to you and your programme team.' (Mrs Elisabeth Newman Pearson, HE External Examiner Computing Nov 17)

HND Animal and Equine Management: 'The team have worked hard to contextualise merit and distinction criteria within all assignments. These criteria make it far easier for the assessment team to justify the awarding of grades. Student satisfaction with the course is high; they have enjoyed some of the international elements'

Cert Ed/PGCE: Developmental feedback is given on final work to enable students to continue to develop after they complete their programmes of study.

Learning Environment

LE1 Resources

Physical and digital resources are used effectively to aide students' learning and aid the development of independent study and research skills

CCG has invested in HE facilities. The HE Study, boardroom and the Mac suite at Chichester, the study bungalow at Brinsbury and the HE Centre at Crawley including an HE specific library have created exclusive areas for HE students to work and socialise.

Investment in HE libraries resulted in updated reading and online resources such as Statista and Shibboleth. Library resource also supports students with referencing throughout assignments prior to submission. Reading lists are audited to ensure resource availability. SPLs are actively encouraged to request resources and all courses have an opportunity to request spend to support the course. For example, this has resulted in upgrades to Computing with the addition of new servers and software and engineering a new creeper.

Reviews are undertaken across the CCG to optimise the use of specialist resources such as the professional level camera equipment for Creative Media and Performing Arts students and surveying equipment for Built Environment students in order to benefit all students undertaking courses across the Group. Investment panels are held three times a year for major investment, however an ongoing investment request system is operated within the Group to ensure that immediate needs can be met within a short period of time.

The CCG is the lead partner in West Sussex Partnership for the National Collaborative Outreach Programme and as such, has secured a new Tech lending library, removing barriers for progression students. This includes laptops with appropriate software and portable WIFI access and subject specific equipment. This will remain as a legacy of the NCOP programme with resources allocated to Chichester, Brinsbury and Crawley campuses for ease of access.

CCG is undertaking £4.8 million spend on core Group infrastructure, which includes a STEM and Business building at the Chichester campus and upgrading of buildings at Crawley with a further £1.6 million spent on equipment by July 2020.

CCG invests in an HE Advisor at the Chichester campus with an equivalent role being recruited for Crawley for September 2018. The Advisor allows students further access to pastoral and academic support when required. SPLs refer students for a range of support both academic and pastoral. The role supports students and signposts to further specialist College support such as medical and financial support. All students will participate in two one-to-one tutorials through the year, one for initial support and guidance and one for progression, all further interactions are undertaken as reactive measures with students requesting or being referred for academic and pastoral support, UCAS and graduate placement applications.

An Undergraduate Study Skills Programme comprising of 14 sessions was developed in 2016 and is accessible for all students whether full or part time through the VLE systems across the Group. An Employability programme runs in conjunction with Higher Education Employability weeks. These will be recorded and uploaded to the VLEs to maximise exposure and impact on progression to higher-level learning and employment. These courses run at multiple times throughout the week by the DHE, HE Advisor and HE Progression Tutor. September 2018 will see the implementation of further elements to the skills programme with the introduction of an entrepreneurship course run within the same timetabled slots, encouraging full participation to support entrepreneurial aspiration.

LE2 Scholarship, Research and Professional Practice

The learning environment is enriched by student exposure to and involvement in provision at the forefront or scholarship, research and/or professional practice

The Undergraduate Study Skills programme has been devised and written following feedback from students and staff. The programme includes generic study skills required for on programme HE academic support. The programme consists of 10 twice-weekly hour classes offering students the opportunity to discover skills to support learning such as time management, understanding

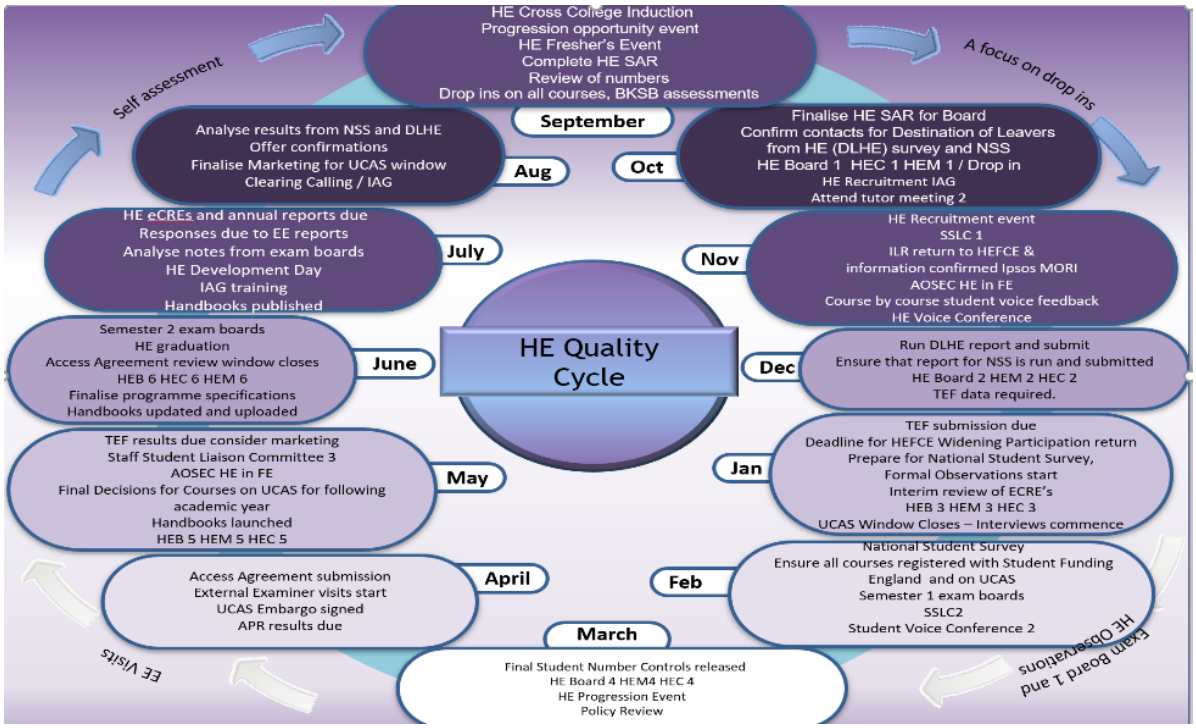
assignment briefs, using the e-library and library systems for research and referencing. The second semester is programmed with employability skills workshops, such as CV building, job applications and interview skills.

Following student feedback from last year's course the study programme has been introduced earlier with four introductory sessions added to the induction programme. Induction for all HE students has been standardised and adapted to reflect Freshers' requirements for information about the college and the support available to them. Induction is conducted by campus to encourage the collegiate nature of the student body. For example, Chichester campus is given a presentation of welcome by the College Executive Principal followed by representation from the Student Union giving an overview of the work the Student Union and the opportunities to get involved in at College including trips and discounts. The Director of HE gives an HE specific welcome and update regarding courses' pastoral support and the facilities on offer, including study and recreational facilities specific to HE.

Induction incorporates opportunities for student networking inter and intra curricular. SPLs and course teams undertake area inductions introducing curriculum specific facilitates and locations. All students are enrolled during induction and given student IDs. Days 2 and 3 are dedicated to study skills and include sessions on Academic Writing, Critical Thinking, Optimising College IT and Using the Library. Sessions are directly linked back to previous staff and student feedback informing the nature and timescales of delivery. Feedback taken on the day and at SSLC, if overwhelmingly positive, will inform subsequent induction programmes.

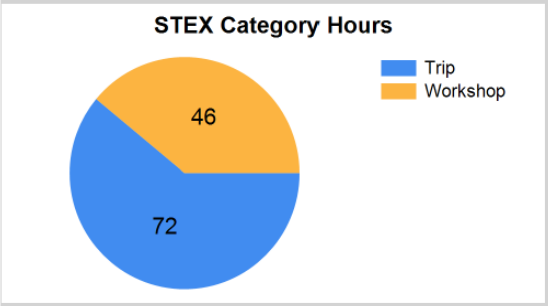
CCG builds an expectation of continuing professional development through its annual appraisal system and in support of that expectation encourages all staff to undertake scholarly activity. The overarching aim of this process is to ensure professional practice and help academics remain abreast of new emerging work-based practice and innovative pedagogic practice. The Group has become an 'early adopter' of the catalyst fund project: Enhancing College Higher Education Scholarship and Student Learning, allowing all HE staff to access new resources to support their pedagogical practice. Students benefit from employer driven live briefs, updated skills and research undertaken by lecturing staff to secure higher achievement outcomes.

The HE Quality Cycle supports the requirements of professional practice within the academic cycle shown below. It includes drop ins and observations as well as development days and reviews.



All CCG HE courses have a minimum of two assignments developed in partnership with employers to support the development of employability skills. All courses offer work experience or work-related learning with part-time programmes adapting assessments to reflect their learners' employment. This has led to the increasing DLHE outcomes for HE students. Extra-curricular activities also give opportunities to enrich and embed learning. SPLs monitor the enrichment and work experience through an internally developed reporting system. The HE Review considered the development of work-related learning as an example of good practice (HE reviews 2016 p4). Enrichment activities are varied, ranging from subject-related visits, e.g. Liphook Equine Hospital visit to an African trip for Animal Management students, and a strategy development day for Business students.

No. of Learners	9
Participation %	100.00
Total No. of Activities	39
Total No. of Hours	120
of which are STEX	118



Example enrichment tracking for HND Animal Management 16/17, illustrating the number of activities undertaken, inclusion and hours. This is run on top of timetabled hours.

HE students are involved with projects undertaken by the Group. Live briefs from linked employers provide students with valuable work ready experiences. Departmental examples include, Business scoping, planning and delivering fundraising events for local charities. Performing Arts involved with major performances open to the public including the Brighton and Edinburgh Fringe shows, where students are involved with all aspects including choreography, performance as well as logistics and marketing. Creative Media supporting local charitable institutions with updating publications and presentations for visitors. Animal Management have worked with other European Colleges to carry out research projects and innovate a new assistive product for the market of animal care.

LE3 Personalised Learning

Students' academic experience are tailored to the individual, maximising rate of retention, attainment and progression.

'Support from everyone on the course has been amazing we wouldn't have got through the course without them' Student, FdA Hospitality
The CCG's mission is changing lives through learning. Supporting this is a commitment to equality and diversity ensuring all students are treated as individuals. Academic support is individualised for all learners and support reaches far beyond the lectures and seminars delivered. College provision links with the support services available and all HE students can access Additional Learning Support, library, pastoral and general academic support.

Students' outcomes are tracked throughout the academic cycle. All students have a minimum of one academic tutorial with their SPL ensuring they are on track to achieve. Due to the small cohort sizes and regular curriculum meetings, individual student progress is well documented and reviewed regularly, actions and targets put in place to support any under achievement by the SPL in conjunction with the HE Advisor. Attendance and tracking sheets are checked weekly by the HE Advisor and any concerns flagged to the SPL for support ensuring early intervention. All students are given access to their tutors outside of standard seminar times. There is an SLA for all staff to reply to students within two working days, with the majority returning correspondence within hours

of receiving the request. TEF 3 continuation data shows the CCG is 2.6% above the benchmark and the Group prides itself on its ability to support all learners individually, putting in whatever support or stretch is required, this includes ALS support as well additional time with tutors, and the HE Advisor and access to academic resources.

The Group benefits from halls of residence on site and can support students with independent living in a secure environment on the Chichester and Brinsbury campuses.

Satisfaction rates for academic support are above benchmark with NSS reflecting above sector benchmarks in elements such as 'the course has challenged me to achieve my best work', and 'giving the opportunities for students to bring information together from different topics'. which has in turn supported the Group with 97.3% of students achieving their educational and professional goals with a positive destination outcome.

CCG policy is to keep fees at an accessible level. Full time HNC/HND Fees are currently £6000 with the Group this year successfully applying for an Access Agreement to support the widening participation programme and supporting accessibility throughout the provision of bursaries and accessibility arrangements.

Student Outcomes and Learning Gain

CCG's aim is to develop independent, work ready learners with substantial experience of professional practice. The Group encourages widening participation and social mobility by setting lower entry requirements, 72 UCAS points and equivalences including professional qualifications and relevant work experience. The mean grade for learners who completed in 2016-2017 was merit with 78% of all learners achieving higher grades on their courses. The Group has made positive learning gain a priority for this and subsequent years and it will be further monitored for comparison purposes. The HE provision is primarily focused on the professional and technical nature of employment, with work-based learning opportunities at its core.

SO1 Employment and Further Study

Students achieve their educational and professional goals, progression to further study or employment

The recent Destination of Leavers of Higher Education (DLHE) survey figures illustrate that 97.3% of learners progressed into employment or further study, this is above benchmark. On interrogation, the figures show that only three students from Creative Media Film have not found employment or progressed into further educational opportunities. Although disappointing, remedial work has been undertaken to support these students further.

The DLHE also reflects that across the Group, the students that go into highly skilled employment or further study remains 1.5% below benchmark at 68.8%. On investigation, courses such as Animal Management, Equine Management and Childhood studies, which have lower mean wage levels than other subjects such as Engineering contribute to this result. Work is currently underway to develop an Equine entrepreneurship programme and a top up BSc in Animal Welfare to address the problem with a Top up to degree added to Childhood Studies to offer students the opportunities to further progress in their profession. The mean remuneration levels for students leaving the CCG and those completing the part time course remain in sync with the group.

CCG is implementing a process to track longitudinal, quantitative and qualitative data on long-term employment outcomes for students and the progression of graduates to support the centralised collation of LEO data. Anecdotal evidence suggests that many of our students go on to run

successful businesses and have good careers with some currently employing CCG students on work placement and working with the Group on live briefs.

Coast to Capital Local Enterprise Partnership's and the Careers Enterprise Company have a key strategic role in supporting positive employment outcomes that contribute to local economic performance. They work closely with CCG to drive the creation of talent pipelines into businesses and industry. Coast to Capital support the Group's work in highlighting careers in the construction, planning, regeneration and infrastructure sectors.

SO2 Employability and transferable skills

Students acquire knowledge, skills and attributes that are valued by employers and that enhance their personal and/or professional lives

A cornerstone of the HE provision is to support students into appropriate employment or further study. The employability skills programme, employability weeks in January and May support this by offering workshops on job searching, CV building and offer mock interviews. The programme is further enhanced by skills sessions focusing on the top ten employability skills, supporting students in identifying and discussing the employability skills learned within courses.

The current programme along with the Undergraduate Study Skills programme is being developed this year into a much larger HE Personal Skills programme for all students, currently in planning for first launch with the 2017-2018 cohort. The two-year programme will involve employer-led Development Centres at key stages throughout the course and will feed into individualised learning plans from the start of the learning journey. Students will be supported throughout the study and skills programmes, giving all students the opportunity to develop core competencies, which enhance their transition into graduate-level employment. Live and work ready briefs supported by employers further support the employability focus.
Employability weeks will run as an integral part of the development programme to allow students the opportunity to meet with local employers and gain practical experience whilst also giving students the time and expert support to enhance Linked-in profiles, CVs and digital profiles. First year students will have the opportunity to take part in Development Centres at the end of the first year and again in year two to review distance travelled in terms of skills development and confidence building.

SO3 Positive outcomes for all

Positive outcomes are achieved by its students from all backgrounds, those from disadvantaged backgrounds or those that are at greater risk of not achieving positive outcomes.

Through evaluation and review, CCG has refined its processes as laid out in the HE admissions policy. The majority of students at the Chichester campus HE provision are progression learners, moving from the level 3 provision across the Group to specialise in Level 4+ provision. CCG has been working in advance of the Government's new Careers Strategy to ensure all Level 3 internal students attend talks throughout their final year, covering all options on completion of qualifications. Internal or external applicants will be interviewed, and the SPL makes the decision of offer to the applicant as per the HE Admissions policy, allowing consistency and transparency across the Group. CCG offers tailored careers guidance on results days, reviewing outcomes and opportunities for all students irrespective of outcomes. Students are given a one-to-one appointment to discuss options across the Group, which will often open new progression routes to many learners.

CCG has built a reputation for inclusivity and social mobility. This ethos underpins its role as the lead partner in the National Collaborative Outreach Programme for the West Sussex Partnership. It is working with its outreach teams to offer students across the Group and local targeted sixth forms the opportunities to undertake activities to believe, train, succeed in their aspirations. The Group,

supported by NCOP, offers progression events to advise on next steps with approximately 900 year12 and 13 students in scope. Events include careers support, HE opportunities, Apprenticeship opportunities and Professional qualifications. At these events, students have the opportunity, in an informal setting, to discuss all options and ensure they make the right decision for their futures.

CCG reporting systems allow curriculum and business support teams to effectively monitor and manage attendance, punctuality, student progression and attainment throughout the academic year. The collegiate approach to supporting learning and teaching for individual students maximises student outcomes. Gaps in achievement are monitored by the leadership teams to ensure high standards throughout the provision. Outcomes for all student are high throughout the Group including BAME and Disabled students.

Student Statement

Prior to studying at Chichester College, I had no plans to progress on to higher education. Having now completed the top-up year of my business degree with a 2:1, I have been able to progress to a Masters qualification. I strongly believe this is due to the continuous support from all staff, especially lecturers that has enabled others and myself within my classes to grow in confidence and to gain skills with a consistent focus on employability, which I believe, has made us extremely employable. Combined with the wide range of facilities and industry links, the college has been able to offer everything I have required to get the grades I desired. They have encouraged work experience and supported me to participate in extra-curricular activities broadening my education. I believe these experiences have put me ahead of my peers from other institutions.

The student union at the college is recognised as one of the best for further education in the country and is inclusive of the colleges HE students. The position of HE Executives enables students like myself to see the processes and systems in place to achieve and sustain the OFSTED outstanding and QAA ratings. For the last 2 years, I have sat within the HE deliberative structures enabling student voice to be heard and influence at all levels. I have progressed onto the role of Student President allowing me to work across the HE provision with all learners. Through the conversations I have had I can see my experience is not limited to myself or my subject, but all students are getting the skills they require for their next steps and are receiving an amazing student experience at the same time.

Based on this I would strongly recommend Chichester College as an alternative to a university setting.

Conclusion

In this submission, the Chichester College Group demonstrates its excellence and dedication to its students and staff through its development of HE programmes. The HE Review team noted the Group's commitment to improving systems and processes to enhance learner success. The same reports cited the Group's quality improvement systems as good practice. The CCG HE provision is going through an ambitious growth programme, whilst ensuring that the Group builds on its outstanding reputation. The Group endorses its commitment to higher-level education by investing in its infrastructure, training and the development of its staff and building employer-linked, future proofed courses. It strives to ensure all students are given the opportunities they deserve to excel in their chosen disciplines and make them a valuable asset to employers and their local communities.