

Higher Education Access & Participation Statement **2020/21**

Capital City College Group (CCCG) is an independent Corporation with exempt charity status formed under the Further and Higher Education Act 1992 on the 1st August 2016 through the merger of Westminster Kingsway (WKC) and City and Islington Colleges (CIC). A training arm, Capital City College Training (CCCT), was launched on 23rd February 2017 to lead on Apprenticeship delivery. With effect from 1st November 2017, the College of Haringey, Enfield and North East London (CoNEL) joined the Group. The CCCG Board is our governing body. Although one corporation, the colleges have retained their brands, specialisms and community focus.

The CCCG mission statement is ***'To inspire London's students and businesses with outstanding further and higher education and training which ensures their social and economic success'***.

The Group provides a Higher Education (HE) environment within its constituent colleges that is dedicated to celebrating diversity, promoting equality of opportunity and eliminating unlawful discrimination.

Areas we are seeking to address

- Increase student recruitment from underrepresented groups onto Higher Education programmes on offer in the Group through effective internal progression activities and developing partnerships with universities for foundation year /integrated degree provision
- Reduce the attainment gaps between students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, and those from other groups on HE programmes
- Improve the progression rate of all students into graduate-level employment or further study by offering programmes where there are clear specialist needs driven by employer demand or licence to practise requirements

Ambitions and strategy

We are committed to meeting local and regional needs by widening participation of HE by under-represented groups such as mature students, students from ethnic

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minorities, students from socially and/or economically deprived areas, students with specific learning difficulties and/or learning disabilities and students who are the first from their family to access HE in the UK.

The Group offers a range of L3 programmes that provide opportunities for those wishing to enter Higher Education. In addition, the well-established Access to HE programmes play a key role in widening participation for those adult learners without traditional qualifications wishing to progress. The Group also plans to support progression for applicants requiring reduced entry tariffs by expanding relationships with universities to widen our delivery of Foundation year (year zero) programmes as part of integrated degree offers.

The Group maintains collaborations with other organisations working to support widening participation such as Linking London to advertise its own offer and maintain staff awareness of sector developments. The Reach Society also hosts career conferences to encourage and promote career advancement for all students; in particular, for students from black and minority ethnic groups and for students who are likely to be the first generation to access HE in the UK.

Widening participation strategies

The Group has a range of strategies to underpin its access and participation commitment:

- Provision of clear and transparent advice, information and guidance by career and welfare advisers from point of inquiry through to enrolment and progression to either employment or further study
- The Group welcomes all applications and seeks to value previous work-related experience in the HE application process to particularly support mature applicants
- Marketing campaigns reflect diversity of imagery to challenge stereotypes on perceptions of careers or courses
- Career and employment fairs to promote progression to HE and employment
- Progression talks to all level 3 students on HE programmes available at the college
- Dedicated UCAS workshops and tutorials to help students with the application process
- Employer involvement in course content and assessment design
- Provision of study skills support through taught sessions and online resources
- Provision of appropriate additional learning support for all students, including those with disabilities, mental health difficulties or learning difficulties or disabilities
- Provision of specialist support staff for students experiencing mental ill health or emotional difficulties
- Provision of financial support advice on course fees, bursaries, grants and student loans based individual circumstances
- Provision of support for students for whom English is not their first language

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Monitoring & Evaluation

The Group monitors the performance of the HE provision throughout its annual quality assurance cycle. This involves contributions from students, staff, HEI partners, and employers.

Pastoral and academic guidance is in place so that students are helped to reach their full potential. Regular monitoring of live data on their individual performance ensures that personalised target setting can be made and feedback is accurate on their progress throughout their course of study. Student views and suggestions on their student experience are regularly canvassed through formal and informal methods by the Group to inform our strategies for access and participation.

Equality and diversity indicators are collated from performance data and reported at both College and Group level to ensure they are consistently considered by senior staff. Action plans are then created and are monitored and evaluated through the HE deliberative committee system and internal directorate reviews. A Group HE Self-Assessment Report and Quality Enhancement (Improvement) Plan is completed annually and presented to the Board of Governors for consideration and once approved is monitored and challenged regularly throughout the year by the HE Strategy Board.

The Access and Participation Statement is updated and published annually on the Group website under the Governance tab, within the Reports and Compliance Statements section. Individual college website HE pages publish the link to the Access & Participation Statement.

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