



Capital
City
College
Group

Capital City College Group

Curriculum
Strategy
2020-2025



CITY AND ISLINGTON
COLLEGE

The College of
Haringey, Enfield
and North East London



wk
Westminster
Kingsway College



Capital City
College Training

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Introduction

This curriculum strategy has been developed to recognise the future context and considers both local and national economic and skills requirements. These are not exhaustive and the curriculum offer will adapt and reflect emerging priorities over the 5-year period.

Rationale

Capital City College Group (CCCG) has a new strategic plan for 2020-23 which states that our strategic vision is to “*Transform lives through exceptional education and training*”.

This will be achieved through preparing students with the skills to be successful in the future workforce. We aim to provide learners with a high-quality education that develops the relevant set of skills, knowledge and behaviours leading to sustained positive destinations and improved life chances.

We recognise that London is a truly international city where our learners compete on the world stage for employment and progression. This requires a unique approach and it is important that our curriculum strategy for the next 5 years enables us to achieve this strategic purpose in a post-pandemic recovery period.

The Group’s seven strategic priorities, aligned under three themes, are:

Strategic Theme 1: Our Learners

1. Priority 1a: For our learners to be engaged, motivated and experience consistently high-quality education

Learners across CCCG will enjoy a consistent and high quality of education that challenges them to realise their potential. We will stretch those curricular areas that are already strong to excel and set the standard for these industries.

We will ensure all learners can thrive and that we do not leave anyone behind by placing inclusion as a central theme in developing our curriculum. We will seek to innovate in delivering our curriculum, listen to and act on

learner feedback, and ensure we always have good facilities for our learners and teachers to deliver high-quality education, whether in the classroom or remotely.

We will achieve this by:

- Delivering high-quality teaching to our learners that challenges them to meet their potential.
- Delivering a flexible, relevant and responsive curriculum that meets the needs of learners, employers and government.
- Delivering the CCCG curriculum strategy by 2025, including the development of a sector-leading Digital Skills Hub, and higher education provision, where there is clear employer demand.
- Exploiting emerging and innovative technologies to deliver our curriculum in new ways.
- Removing the barriers to accessing education for all, including: providing free education where possible, building appropriate provision for the local community, and supporting those with low prior attainment or who have had a previously poor experience of education.

2. Priority 1b: For our learners to compete effectively in London’s workplace and meet the needs of London’s employers

Learners will build the knowledge, skills and behaviours to develop successfully their careers and lives during and after their time at CCCG. Our learners will have the capabilities, resilience and soft skills to thrive in the Fourth Industrial

Revolution, where employment forms vary and new industries develop swiftly. We will support our learners to explore entrepreneurship opportunities and setting up their own enterprises.

Learners will be supported to compete in London’s – and any – international labour market by developing an international perspective to our curriculum. We will also form close partnerships with key employers and sectors in our curriculum development to ensure an effective link between industry need and trends, and our core education provision.

We will achieve this by:

- Delivering a comprehensive and enhanced curriculum that builds sector-specific skills to improve learners’ employment prospects when competing in the highly competitive London labour market, including: industry and professional mentoring, work experience, and sector-specific skills development on all programmes.
- Placing employer need, partnership and engagement at the heart of our curriculum development and aligning our curriculum development to support delivery of the London and local borough recovery and skills plans.
- Providing industry experts who teach with energy and passion for their sector and motivate students to be the best that they can be.

This curriculum strategy document provides the framework to ensure we meet the strategic priorities and deliver our mission.

- Providing industry-standard equipment and facilities for our learners so they are prepared for the sectors they are preparing for or work in.
- Developing our learners’ enterprise and entrepreneurship skills so they can successfully launch new ventures.
- Providing high quality and practical careers advice and guidance to support our learners’ progression to employment and further study.

Strategic Theme 2: Our Colleges

3. Priority 2a: To be a financially sustainable organisation
4. Priority 2b: To become sector-leading in environmental sustainability
5. Priority 2c: To be a cohesive Group with effective and efficient systems

Strategic Theme 3: Our Colleagues

6. Priority 3a: To have high-performing and skilled staff
7. Priority 3b: To ensure all staff feel included, supported and engaged.

Context and Curriculum Intent

Capital City College Group (CCCG) was formed on 1 August 2016, bringing together City and Islington College (CANDI) and Westminster Kingsway College (WKC). In November 2017, The College of Haringey, Enfield and North East London (CONEL) joined the Group. In 2020/21, CCCG delivered post-16 education to over 28,000 learners, with a turnover greater than £109 million and remaining one of the largest providers of further education in England.

CCCG's mission is to *"Inspire London's learners and businesses with outstanding further and higher education and training which ensures their social and economic success"*.

CCCG has nine centres across Central and North East London and into the Lee Valley, reaching from Enfield to Victoria in South West London. All sites are served well by public transport, benefiting from access to major rail stations, underground stations and very frequent bus services (see Appendix 1 for curriculum delivery locations and the 'curriculum forest').

CCCG offers courses in all 15 subject sector areas, with a strong focus on applied education, vocational specialisms, and A Levels at London's largest sixth form at Angel in Islington.

In 2021/22 there were 21,600 learners on adult learning programmes, 8,876 were on education programmes for young people and nearly 1,900 were on apprenticeships. Almost all (93%) of apprentices were on standards with only a small number (7%) remaining on frameworks. Four hundred and thirty-seven learners were in receipt of high-needs funding. Around 9,300 learners were on courses at Level 3, of which around 6,300 were aged 16-18. Two-thirds of this cohort were on vocational programmes, and the remaining third on A Levels. Approximately 6,900 learners were studying at Entry Level, 7,500 at Level 1, and 9,200 at Level 2. Around 225 learners aged 14-16 also spend a proportion of their time learning at the college.

The Group provides courses across an extensive range of subjects which are closely aligned to the national and regional skills needs.

CCCG has strong and effective partnerships with a wide range of employers, employer representative groups, civic agencies, schools,

universities and community groups. We are a major provider of Trade Union education in the workplace, we have a world renowned hospitality provision, and the Group is the location of London's only specialist Rail Training Academy.

With post-pandemic economic recovery a priority, the government is placing a significant focus on delivering skills to ensure a trained workforce. Therefore, linking education and training to the local skills needs via the local skills improvement plan (LSIP) and priority sectors identified by the Greater London Authority (GLA) is at the forefront of Group plans.

The Group has seven sectorial employer advisory groups aimed at supporting curriculum design and delivery. They are: hospitality and culinary arts; rail and engineering; digital and technology; healthcare and associated sciences; business and finance; creative arts industry; SEND.

In addition, the Group has four London Mayoral Academies aimed at getting Londoners into good work. The Academies are in the key GLA priority areas of: digital, creative, hospitality, and green technologies.

The Group was awarded the Mayor's Skills Academies Quality Mark in June 2022 for the following sectors: creative, digital, green, hospitality, and construction.

The Group also has five other skills academies to support employers with the skills they require: accounting, fashion, rail, construction, and welding.

We also have specialist partnerships in coding with 01Founders, and entrepreneurship with Visionnaires.

CCCG is made up of three significant college brands and a training arm which are:

Westminster Kingsway College (WKC)

WKC has campuses within 5 minutes' walk from significant zone 1 stations and attracts students from a wide area, which is reflected in the diversity of its cohorts. A highly inclusive, safe environment fosters a culture of mutual respect and tolerance throughout staff and student communities, whilst its Foundation Learning and Key Stage 4 provision transforms lives with high achievement exceeding national averages. Outstanding local and regional relationships produce meaningful work experience, with a strong career-focused ethos. The Health Sciences department has high levels of commercial expertise within the staff

base, whilst its Creative Media department is award-winning, with the Soho centre located in the middle of a world-class creative cluster renowned in film, advertising, TV and radio. WKC's global Institute of Culinary Arts is multiple award-winning, in a location that reflects the long-standing traditions of the industry, whilst an Enterprise Hub breeds entrepreneurial spirit as staff offer creative and innovative solutions.

City and Islington College (CIC)

CIC's four specialist centres are in three geographical locations; Camden Road, Angel, and Finsbury Park, and together it offers specialist support and outstanding resources tailored to individual needs and aspirations. With a long and successful history in the local community, it helps students to build individual career plans through highly effective and impartial career advice, shaping its curriculum with extensive and effective partnerships – teachers are often

also employers with dual professions. With unique courses in optics and forensics attracting students nationally, it offers a culture of high aspiration and expectation, with learning paced to exploit individual potential, recruiting from across London. City and Islington's breadth of A-Level subjects enables excellent progression to Russell Group or first choice universities of choice.

The College of Haringey, Enfield and North East London (CONEL)

CONEL is a local college uncompromising in its ambition for all, creating an environment that enables staff and students to excel with consistent high levels of student and employer satisfaction. CONEL offers strong initial and continued advice and guidance, with an unrelenting focus on preparation into work, exceptional employability training, experiences, and partnerships with employers demonstrating a proven track record of getting students into the workplace. Exceptional tracking and assessment with highly effective intervention strategies ensures high achievement. With specialisms in accounting, Trade Union education, and railway

engineering, CONEL really is a true local college that understands the challenges of its community and local economy, supporting its students to prepare for ambitious but realistic futures.

CONEL has significantly increased its short bite-sized part-time and evening provision for adults, and delivers to more than 3,500 adults annually in this way on an ever-widening array of provision ranging from vocational skills training through to modern foreign languages, British Sign Language, and digital skills.

Capital City College Training (CCCT)



CCCT is a large further education provider of apprenticeships in London, with a wide range of student and employer choice, with a broad suite of professional courses and deep knowledge of specialist sectors they operate within: facilities management, security, construction, adult care, engineering, housing, lab technicians,

and hospitality. CCCT delivers apprenticeships in 18 Tier 2 Sector Subject Areas. Increasingly, these are large apprenticeship levy employers including NHS hospitals and local authorities.

The Group's Communities

CCCG has enrolments emanating from all London boroughs although predominantly Central and North London.



Whilst the boroughs all have relatively affluent areas, the Group mainly serves some of London's most diverse and deprived communities; 61% of learners come from the bottom 3 bands of social deprivation. This compares with 43% for general further education nationally.

The Group provides opportunities for the following main groups

Education programmes for young people

In 2021/22, the Group had 16,550 enrolments (8,876 learners). There were 3,294 enrolments on A Level programmes between the sixth form at Angel (2,484) and King's Cross (810), and 13,256 predominantly on vocational study programmes. Almost 44% (7,390) of enrolments completed at Level 3.

Adult learning programmes

The Group had 35,352 adult enrolments (21,600 learners) in 2021/22, the great majority on part-time and short courses, although 1,749 adults followed full-time Diploma courses, including 1,219 at Level 3, and 446 on specialist Access to Higher Education courses mainly in health (medicine, pharmacy, nursing, midwifery), STEM (science, engineering, digital) and business-related subjects. Large numbers of enrolments completed ESOL (8,939) and basic skills (2,566) qualifications, and award (6,293) and non-regulated courses (8,914).

Apprenticeships

There were 1,885 apprentices supported by the Group during 2021/22. Of the 911 enrolments in 2021/22, 84% (768) were internally delivered, and 16% (143) were supported by subcontractors. More than half (545) were aged 24+. There were 303 at Level 2 (33%), 433 (48%) at Level 3, and 175 at Level 4 or 5 (19%). The apprenticeships are supported by employers across 70 Frameworks (7%) and Standards (93%).

Higher education

The Group offers a small number of higher education (HE) courses, including Higher National Certificates and Diplomas, and courses up to degree level in partnership with Middlesex University, Canterbury Christ Church University, City University of London, Staffordshire University, and Roehampton University. In 2021/22, 350 learners were enrolled on these programmes in nine different sector areas ranging from teacher education, hospitality, beauty therapy, health

sciences, creative arts, business and accounting, engineering through to construction. Achievement rates are high on the vast majority of these courses. A more detailed self-assessment of HE using the Office for Students (OfS) framework is available in the CCCG HE SAR.

Employability

Vocational employability courses are a key focus for the Group, working with London-based job centres. During 2021/22, we provided short intensive training and sector-based Work Academy Programmes (SWAPs) to over 2,100 adult learners referred from Job Centre Plus (JCP) from all of the London boroughs although predominantly Enfield, Haringey, Hackney, Camden, Islington, Waltham Forest, Lambeth, and Southwark.

Provision for learners with high-needs

The Group supported 920 enrolments from high-needs learners (437 learners) in 2021/22, of which 172 were on supported learning programmes and a further 265 learners were within mainstream provision.

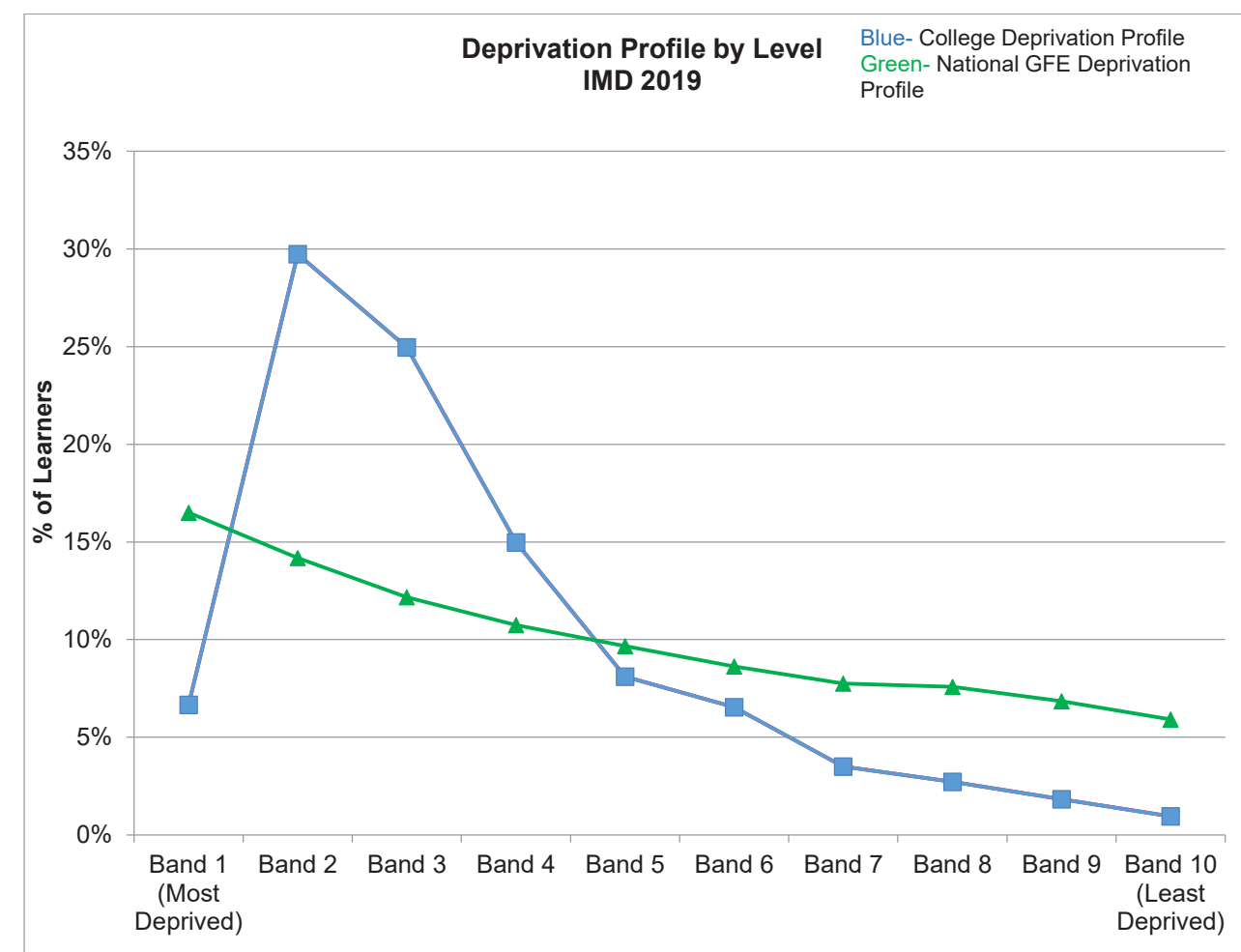
Young people aged 14-16

Provision for referred KS4 school pupils aged 14-16 is based on partnerships with local secondary schools and Pupil Referral Units (PRUs) in our local boroughs. In 2021/22, the Group delivered part-time vocational and full-time alternative re-engagement and ESOL provision to around 225 young people.

Diversity

The Group is representative of its local communities in the ethnicity of its learner population; 17% of the learners were White British (5,964); 16% were Other White (5,584); 17% of the learners were African (5,827); 7% were Caribbean (2,373); and 6% were Other Black (2,170). Nearly 3 in every 5 (56%) of the learners were female. The Group has enrolments emanating from all London boroughs although predominantly Central and North London.

Deprivation profile by learner type (IMD, 2019)



Over one-third of the Group's learners live in wards that are amongst the 20% most deprived in England, with transient communities, multiple levels of deprivation, high levels of unemployment and often low levels of job security and income stability. These communities have also been disproportionately affected by the pandemic, with the highest loss of income per household, highest levels of furlough and highest loss of employment. They have been equally slowest to recover with stubbornly high unemployment rates, high levels of personal debt and poor income stability.

However, they are full of ambition, aspiration and energy. Many who are recent migrants

come with significant skills and work experience from their countries of origin and most embrace education enthusiastically as a route to future prosperity.

This highlights the barriers many learners face, even before they embark on a course at college. It also underlines the challenges the Group faces in helping individuals to raise skill levels and improve their life chances.

The Group continues to be a major anchor institution within the local boroughs and has a profound impact within the communities it serves and significant contribution to the regional skills needs.

Curriculum Strategic Drivers

There are a number of strategic drivers that impact on the curriculum and they have long-term implications for our organisation. In our annual business planning cycle, we prepare detailed plans taking into consideration quality factors and the curriculum intent of sector areas. The following is a short summary of the strategic drivers for CCCG.

Strategic Driver 1

Educational revolution 4.0, which responds to the Fourth Industrial Revolution

We are currently in a 4th industrial revolution driven by technology. The evidence from our current experience of rapidly changing technology indicates that we will continue to be in an ever-changing environment. Londoners need new skills to enable them to thrive in this environment of constant change. New technology will enable more remote working, leading to a global marketplace.

The educational revolution required will involve:

- Anywhere/anytime learning
- Personalised flexible self-paced delivery
- Digital skills at a common base line for both staff and students
- Field and online blended project-based learning and assessment.

The emergence of the Covid-19 pandemic in the UK in March 2020 and proceeding 6-month lockdown meant that CCCG was forced to move to 100% online remote delivery from March 2020 until the end of the academic year, and then again in November, and from January to 8 March 2021. CCCG transitioned quickly, effectively and within 1 week of the first lockdown to online delivery using MS Teams as the core platform for online face-to-face lessons.

A Blended Learning Group was established to rapidly develop teachers' skills in online delivery, and the Group provided in excess of 3,000 laptops to learners along with new laptops for all staff. It became very clear through this

period that online learning is a compromised delivery model in comparison with face-to-face classroom delivery, and that the vast majority of learners preferred classroom-based face-to-face rather than remote online delivery.

There are a small number of adult courses where the convenience of online remote delivery outweighs the compromises of this delivery model, and in these areas we expect to replace face-to-face learning with remote online classes. This is the case for some Access to Higher Education courses, along with some short part-time evening courses in theory-based subjects. We have seen no significant efficiency benefit in delivering large volume masterclasses online as these had relatively poor learner uptake and engagement overall, in the majority of subject areas, where these were piloted.

However, the lockdown and period of remote learning in 2020/21 has lifted the expectations of learners in what they expect to be available online as a minimum and the quality of online resources available to them on all courses. A blended learning model is now the most desired by learners, which includes high-quality online resources, recorded lessons, online workshops and support along with high quality in person learning on site.

Our ambition is that by 2025, 100% of our learning approach will be blended, accessible online via interactive resources, online tutorials and where it meets learners needs, online classes. This means that learning will always include digital approaches. The curriculum intent and delivery mode will be bespoke to the sector, level, qualification, content and students.

Our e-learning strategic development plan will act as an enabler of this strategic driver.

Strategic Driver 2

Labour market conditions: Accessing education and employment

The Covid-19 pandemic has led to significant disruption in the labour market, with retail, hospitality and the creative sector most significantly affected. However, Winter 2022/23 data shows low and decreases in unemployment rates in London and vacancy rates at record highs; 71% of employers saying they intend to take on new staff in the next 3 months. (reference: *CIPD Labour Market outlook Winter 2022-23*.)

In the *Winter 2022-23 CIPD Labour Market Survey Report*, 57% of employers say they have hard-to-fill vacancies (up 12% from the last quarter). When looking at specific sectors, this rises to over 77% for healthcare, education, and utilities. Employers are responding to this difficulty by raising wages, upskilling existing staff, and advertising the jobs as flexible.

When analysing the London job vacancies posted in the previous year in comparison with the CCCG curriculum offer, there continues to be a close synergy in the provision that CCCG offers.

However, at CCCG, we recognise the transition needed in the approach of educational establishments to focus on careers rather than courses. Employees need a holistic range of knowledge, skills and behaviours for any job, and it is the role of colleges to ensure people are holistically prepared for the industries they are entering.

It is the focus on setting the standard for industry skills that will drive our interactions with employers and their future employees (our learners). An employer-endorsed licence to practice style will be the backbone of our approach, which includes:

- Masterclasses
- Employer 'live brief' projects
- Work experience
- Industry mentoring/coaching
- Industry standard materials, equipment training and expectations

- Guaranteed job interviews
- Employer-endorsed digital badges
- Site visits

The emergence of Local Skills Improvement Plans (LSIPs) will be a significant influencer in the curriculum offer in the future as CCCG meets the skills demands of local employers.

Building on the *Skills for Jobs: Lifelong Learning for Opportunity and Growth* white paper that the government published in January 2021, CCCG has set up seven sectorial employer advisory groups that champion close employer and stakeholder partnership working, strive for innovation in delivering skills and employment, and provide the best facilities and resources for Londoners. The seven college sectorial employer advisory groups are: hospitality and culinary arts; rail and engineering, digital and technology; healthcare and associated sciences; business and finance; creative arts industry; and SEND. These are key priority/growth sectors for London.

Summary of London's key skills needs:

- Employers have significant requirements for higher-level skills to maintain London's position as a high-skilled economy and labour market.
- The capital has changing skills requirements due to technological change, including automation, and economic changes related to Covid-19.
- Given the need to meet net-zero commitments, there is an urgent need to increase education provision in areas that are relevant for green jobs, as well as a need to retrain and upskill those in work.
- There is also a need to support Londoners, including those from disadvantaged groups, to access jobs and apprenticeships in priority sectors to address employment gaps and support recovery.

(Reference: *Mayor of London Local Skills Report*, February 2022)

Accessing education and the curriculum

Although there are decreasing volumes of lower skill level jobs available, it is still important that CCCG continues to offer sector entry-level job qualifications as a 'starting point', although these



should always provide progression to higher qualifications where larger volumes of more well paid jobs are available for highly skilled workers.

Ensuring a free, flexible and geographically local 'step on, step off' style of Level 1 and Level 2 curriculum for lifelong learning is a core focus of CCCG in its curriculum design and development over the next 5 years.

The GLA adult education budget flexibilities, Covid-19 recovery flexibilities, and the National Skills Fund, have all contributed to allow the expansion of this model of free education. **We will continue to broaden our 'free education' ethos at Levels 3 and 4+,** where new funding flexibilities allow, as we are clear that cost is the most significant barrier for adults from disadvantaged groups to continue lifelong learning.

We also recognise the importance to adults of being able to access skills training, microcredentials, and short sharp delivery at a time and mode that suits their personal or employment circumstances. We will significantly increase our offer to adults in our 'barrier free' course booking model in order to continue to deliver easily-accessible skills training.

This is particularly important for adults who can find themselves trapped in low skilled, low paid, insecure 'gig economy' type of work, and without the English level or practical skills to progress in the job market.

CCCG will continue to offer a local and broad ranging curriculum up to Level 3 to support progression to sectorial entry-level jobs and progression to Level 4+ qualifications.

Our ESOL provision is vast, and both ESOL and learners with English as an Additional Language (EAL) barriers to education are a key focus for our continued development.

We will significantly develop our range of ESOL-linked vocational courses that are planned and delivered as coherent ESOL+ packages across the Group.

This range of programmes will enable ESOL learners to continue to develop their English and subject-specific skills concurrently.

Flexible, easy to access, barrier and cost-free lifelong learning is our goal.

Strategic Driver 3

Higher education

The current environment is competitive and generally not conducive to college-based HE delivery. There is high regulatory demand via the Office for Students (OfS) along with a 'self-funded' funding mechanism delivered via a guaranteed loans system.

CCCG has limited HE provision and will only operate in this space where there are clear specialist needs driven by employer demand or licence to practise requirements driven by industry that stimulate demand.

We will work with partners in the Mayor's Academies, Skills Development Fund and other sectors to further develop higher-level learning courses, including in areas to meet the needs of employers in new and emerging technologies. We will develop the curriculum to be structured in ways that meet the needs of that sector, using microcredentials as a basis.

We will seek funding opportunities (including the Lifelong Learning Entitlement, the possible alignment of Access to HE and Foundation Years, and the flexibilities available in the GLA funding model) to develop provision for accredited and non-accredited courses, using prescribed and non-prescribed routes, working with professional bodies and HEIs to support the development of the curriculum offer.

We will launch a London Teaching College in partnership with a HEI, offering routes into teaching for primary, secondary and post-16 settings. We will establish relationships with the local teaching school hubs, supporting the development of new entrants into teaching and the ongoing professional development of teaching staff.

Higher Apprenticeship demand has continued to significantly increase, and we will follow this demand in areas where CCCG has a strong curriculum base and there are prospects for high volumes of delivery and therefore realistic economically viable returns.

Areas of specialism include: hospitality; counselling; accounting; leadership and management; ophthalmology; rail engineering;

teaching; health and social care, and electrical engineering.

We will continue to grow and expand our relationships with universities with an aim to widen our delivery of Foundation Year (year zero) programmes on behalf of universities as part of their 4-year degree offer. CCCG is well placed to deliver this provision in London and provides adults with access to HE and direct progression from Level 2 programmes.

Strategic Driver 4

National and regional policy

CCCG operates in tough economic conditions like all those in the further education sector currently. This, in part, drives curriculum decision-making to ensure delivery is efficient and self-sustaining in its operation.

Regional policy

The Greater London Authority (GLA) has devolved responsibility for the London Adult Education Budget (AEB) in both setting spending priorities and the allocations made to providers. CCCG is currently responsible for approximately 10% of the GLA AEB each year, and so is a significant contributor to the London Skills Strategy, which is:

'A City for all Londoners – making sure Londoners, employers and businesses get the skills they need to succeed in a fair, inclusive society and thriving economy.'

There are three key priorities at the heart of the London Skills Strategy:

1. Empower all Londoners to access the education and skills to participate in society and progress in education and work.
2. Meet the needs of London's economy and employers now and in the future.
3. Deliver a strategic city-wide technical skills and adult education offer.

The London Recovery Board was dissolved in March 2023 and the London Partnership Board was established.

The London Partnership Board, owned by London's leaders, comes together to address London's challenges, providing strategic advice to policy and decision makers across the capital and beyond.

The London Partnership Board was established in March 2023, and it evolved from the work of the London Recovery Board, established during the Covid-19 pandemic. It will continue to oversee key workstreams established by the London Recovery Board.

Building on the experience of responding to the Covid-19 pandemic, the Board aims to enable the city to respond to current and future complex and cross-cutting challenges by convening London's leaders. It helps co-ordinate London's response to these challenges, fostering collaboration between the city's partners at local, sub-regional and at city level to achieve shared goals.

The GLA priorities remain as:

A New Deal for Young People – to provide funding for Londoners aged 19-24 to access the skills they need to succeed.

Helping Londoners into Good Work and A Green New Deal – to support Londoners hardest hit by the pandemic, including young people, newly unemployed, people with caring responsibilities, and people at risk of redundancy, into good work, while ensuring that Londoners with the most complex needs are not left behind. AEB will provide funding for unemployed and low-paid Londoners to train/retrain, as well as to upskill to meet the needs of the economy.

Building Strong Communities and Digital Access for All – to provide funding for community learning including English to Speakers of Other Languages (ESOL), as well as to provide full funding for Londoners with low or no qualifications to gain basic digital skills.

The GLA and London Recovery Board has agreed to focus on the following sectors within the Helping Londoners into Good Work mission:

1. Digital
2. Health and social care
3. Green
4. Creative industries
5. Hospitality

On 1 February 2022, the GLA released the Skills Roadmap for London.

The Skills Roadmap will help Londoners to access good jobs and to lead happier, healthier lives. It sets out how the Mayor will ensure London's

skills offer better serves London's communities and economies, building on the success of the delegation of the Adult Education Budget (AEB) to the Mayor in 2019.

The Roadmap includes the actions the Mayor will take over this Mayoral term to ensure skills provision, learning and adult education are locally relevant, make an impact, and are accessible:

- **Locally relevant** means developing a more integrated skills and employment system, meeting the needs of businesses and employers, and fostering learning that supports progression.
- **Making an impact** means measuring the social and economic impact of adult education and focusing on evaluation and best practice.
- **Accessible** means raising awareness of London's skills and learning offer, supporting adult education providers as Anchor Institutions in their communities, and investing in physical and digital learning spaces.

CCCG remains directly aligned to the GLA's priorities for AEB spending in London. This is an important factor in the curriculum development over the next 5 years and it is important there is no divergence.

National policy

The UK Industrial Strategy, first presented in November 2017, still forms the cornerstone of policy that affects CCCG's curriculum developments. Educational priorities and policies that saw their roots in this previous decade and currently heavily influence the education sector include:

1. 2012 – The employers Apprenticeship Levy and introduction of employer-developed standards, care of the 2012 *Richard Review of Apprenticeships*.
2. 2013 – The introduction of 24+ then 19+ loans for adult Level 3 qualifications in 2013, leading to 20% year-on-year drop in adults on Level 3 qualifications in London.
3. 2016 – The development and introduction of Level 3 T-Levels for 16-19s from 2020, care of the 2016 *Sainsbury Review of Technical Education*.
4. 2016 – The 2016 removal of the HE student number controls, which had a profound impact on the volume of HE enrolments in further education.
5. 2019 – The 2019 *Augar Review of Post-18*

Education and Funding contained nine key recommendations on funding, oversight and governance.

Following the pandemic, the government has announced new funding policies in education, which include:

6. 2021 – The *National Skills Fund* (now *Free Courses for Jobs*) although this is limited in the qualifications it supports, it fully funds unemployed adults and those on a low wage in completing their first or subsequent Level 3 qualification.
7. January 2021 – The government produced a further education white paper *Skills for Jobs: Lifelong Learning for Opportunity & Growth*. It sets out under five key themes:
 - Putting employers at the heart of post-16 skills
 - Providing advanced technical and higher technical skills
 - A flexible Lifetime Skills Guarantee
 - More responsive and accountable providers
 - Supporting 'outstanding' teaching
8. February 2022 – The government produced the *Levelling Up* white paper setting out how to spread opportunity more equally across the UK. Included within its missions is a specific focus on skills and an increase in people completing high-quality skills training. A further focus on ensuring technical skills training is more responsive to skills needs will be progressed using **Local Skills Improvement Plans** (LSIPs) as laid out in the further education white paper.
9. Technical Education Reforms – these have continued with their implementation, and specifically:
 - 2020 higher technical education reforms
 - 2021 review and reform of post-16 qualifications at Level 3
 - 2022 review and reform of post-16 qualifications and Level 2 and below
 - 2022 Review and reform of post-16 qualifications and Level 2 and below

With the consultations concluded and implementation timelines set, the new qualification landscape will be fully embedded by September 2027 at all levels. CCCG remains very much in tune with national policy directions, which remain a close fit with the strategic plan.

Strategic Driver 5

Young people 16-18 at Level 3

London's leading A-Level provider

CCCG operates London's largest Sixth Form at the Angel Campus in North London. The Sixth Form draws learners predominantly from local boroughs, although up to 20% travel up to 1 hour to attend the Sixth Form due to its strong reputation and extensive A-Level offer.

The King's Cross A-Level provision services a wide geographic area. With a distinctive A-Level programme, including that of a 1-year Intensive route, it plays a crucial role in widening participation in education. The A Level offer here is unique and diversified, accommodating different student needs, starting points and circumstances.

Funding for young people 16-18 continues to be centrally administered via the ESFA and aligned directly to recruitment, based on the lagged funding methodology. Current demographic trends in CCCG's areas of operations suggests increases in demand over the next 5 years will occur provided there is a fit-for-purpose curriculum that meets the needs of learners.

Sustainable expansion at the Sixth Form at Angel and at King's Cross remains a core curriculum intention that will include a relevant, cohesive and competitive menu of subjects plus wider expansion of delivery locations at CCCG sites across North London.

The CANDI Sixth Form Hub at the Enfield Centre meets the needs of learners (including the many Sport Academy participants) wishing to study A Levels from further afield.

Level 3 technical and applied general offer

The introduction of Level 3 T-Level qualifications nationally from 2020/21, which are three A-Level equivalent, will significantly change the technical qualification landscape at Level 3. Converting to this new suite of qualifications over the next 5 years will be a significant curriculum development across CCCG. The first T-Level rollout at CCCG begins in September 2023.

16-18 Level 3 programme delivery across almost all sector areas continues on the majority of

CCCG sites with learners' primary driver for course selection, after subject area, being geographic proximity to their home (travel-to-learn factors).

Level 3 programmes are primarily focused on progression to higher education and employment and form a coherent progression route for all sector areas.

Our curriculum design at lower levels, i.e. Level 1 and Level 2, will ensure clear progression routes through to our extensive Level 3 offer throughout our sites.

CCCG will deliver T-Level programmes in selected subject areas from September 2023 and will transition from Applied General Qualifications to Technical Qualifications wherever possible.

It has been predicted that 65% of today's school children will eventually be employed in jobs that have yet to be created. This means that we have a responsibility to develop meta-cognitive skills in all our students to enable them to be adaptable, creative, and resilient.

Strategic Driver 6

Essential and digital skills

There is a significant digital skills gap in England and this is limiting our workforce productivity. Digital skills are seen as a minimum entry requirement to employment in most sectors, with the GLA identifying digital skills as a key priority for the adult education budget under the Skills Roadmap for London.

Essential Digital Skills Qualifications (EDSQs) will be included within all courses along with a significant wider skills development offer to adults in short bite-sized qualifications and digital skills improvement programmes.

Strategic Driver 7

Meeting employer skills needs and setting the standards for industry

As a result of Brexit, the pandemic and the subsequent impact on the economy, it is essential that CCCG strategically positions itself to support the London economy to fill current and future skills gaps.

Significant staff shortages have led to a dramatic reduction in the unemployment levels in London, and the need for employers to upskill existing staff. Over-promotion is evident in multiple industries and at all levels. CCCG will adapt the curriculum to meet both the recruitment and upskilling needs of the sectors it operates within, and widen its offer to support new skills needs as they emerge.

Using strategic industry specialists in key areas, LMI and employer input from Sector Boards, the short course and apprenticeship offer will be rapidly and flexibly adapted to meet employer needs.

CCCG recognises the impact of apprenticeships and will continue to be a significant provider of apprenticeships in London.

To support employers with upskilling staff, a microcredentials offer is being created to deliver short, free, skills training at a time that suits employers and employees.

To ensure optimisation of existing and future employer contacts, the Employer Engagement Strategy will be updated to drive for oversight and synchronicity. This will include the effective deployment of strategic industry specialists in key areas.

CCCG will focus on developing significant industry partnerships to ensure its facilities and programmes are industry leading and quickly adapted to the changing needs of employers.

Work experience and industry placements

CCCG is committed to offering all learners significant work experience as part of their programme.

CCCG recognises the impact of work experience for both employers and learners. This provides a means of supporting recruitment for employers, especially in the current market, alongside giving valuable on-the-job skills to learners.

Strategic Driver 8

STEAM strategy

Our Science, Technology, Engineering, Arts and

Mathematics – Education and Training Strategy is a core strategic driver within CCCG **and forms a cornerstone of our curriculum offer.** Our Arts focus within this STEAM strategy will support greater fusion in creative, digital and scientific education with a key focus on creative digital technology. We will continue to develop the offer to:

1. Prepare learners for progression into STEAM jobs that meet the needs of London's STEAM economy and national needs, working with employers, its partners and community. Prepare learners to enter higher education in STEAM, improving their employment opportunities whilst creating a higher skilled workforce to benefit employers and the community.
2. Expand and deliver STEAM courses and training to meet the needs and interests of learners, employers and the local and national community that increasingly require individuals to have a fusion in skills – creativity blended with digital and science ability.
3. Develop and promote STEAM technical and higher education pathways, enabling learners to enhance their employability and contribute to local, regional and national economic growth.
4. Develop an organisational culture based on flexible, highly professional, expert staff that thrive on challenge and meeting the needs of the STEAM industries.
5. Promote best practice in STEAM teaching, learning, training and assessment across the organisation. Contribute to research and the development of pedagogy in the sector.

Strategic Driver 9

Enterprise and innovation

It is important that CCCG develops and supports a creative and entrepreneurial mindset in its learners. CCCG will continue to foster the Visionnaires programme to develop enterprise in students and provide opportunities to incubate business ideas. Opportunities to develop enterprise skills will be included within curriculum activities for students. To foster a culture of entrepreneurship and innovation

among learners across the group, CCCG will:

- Ensure curriculum include standard courses/units with focus on elements of business planning, marketing, finance and management.
- Organise innovation workshops facilitated by experienced business owners, mentors or educators with expertise in innovation and creativity.
- Provide learners with access to resources such as mentorship programmes and business incubators.
- Create a culture of innovation by celebrating successes of student entrepreneurs.
- Foster collaboration amongst all CCCG learners by facilitating team-based competitions, group projects.

Strategic Driver 10

Unique and highly specialist provision

Current

CCCG has a small number of unique and highly specialised programme areas including hospitality (a Mayor's Academy hub), rail engineering (London Academy for Rail), and ophthalmology. We will continue to develop and widen these specialisms to remain the regional market leaders and wherever possible align with the GLA's Mayor's Academy programme. **We will provide these Centres of Excellence with a special status within CCCG that ensures they are highly resourced to remain market-dominant and sector-leading.**

Digital and Creative Mayor's Academy Hubs for London

1 in 6 jobs in London are in the creative industries, and the sector is growing by a quarter every 5 years. This job growth is predominantly in digital-related occupations, with over a quarter of these jobs self-employed – significantly higher than other sectors – which demonstrates the growth in the gig economy in this sector.

These figures indicate the relative importance of the creative sector to the London economy and the importance of London's creative sector to

the UK, with almost one in three (29.1%) of the UK's creative economy jobs based in the capital.

CCCG has partnered with major employers in the digital, film, and TV sectors to deliver a unique and highly specialised provision. A Mayor's Academy Hub will be centred from our Soho Centre, which is to be fully refurbished in the 2022/23 academic year, to provide first-class, industry-standard facilities.

CCCG will become market-dominant and sector-leading over the next 3 years and will begin by creating a Digital and Creative Sector Hub at Soho.

A Sector Employer advisory group is leading this development.

Green Skills Mayor's Academy Hub for London

The transition to net zero represents an unprecedented opportunity for the capital's economy, with the prospect of over 600,000 green jobs by 2030.

New research shows that the green sector is already important for London's economy. **In 2020 there were 234,000 jobs in green sectors in the capital, accounting for nearly 1 in 20 jobs (4.4%).** The power (83,000), homes and buildings (58,000), and green finance sectors (51,000) accounted for most green jobs. London's green sector generated £42bn of sales in 2020/21.

Projecting green jobs in London in the future

London will see rapid growth in green jobs in the coming years, as the sector becomes increasingly crucial for the capital's economy. The total number of green jobs projected under the current scenario rises from 234,000 in 2020, to 505,000 in 2030, and then a little over 1 million in 2050. This represents a 4.5-fold increase in green jobs in London over three decades.

By 2050, there are four sectors that provide nearly 9 in 10 (88%) of the total number of green jobs. These are:

- Green finance (387,000), representing 37% of total green jobs in London.
- Power (232,500), representing 22% of total green jobs in London.
- Homes and buildings (151,700), representing 15% of total green jobs in London.

- Low carbon transport (147,200), representing 14% of total green jobs in London.

(Reference: *Green Jobs and Skills in London: Cross-London Report*, November 2021)

CCCG recognises the impact this transition to a greener economy will have on the job market and the skills people will need to have for these jobs. This will require the labour market to retrain and upskill and also create high demand for specific skills where there is already skills shortage, such as electricians.

CCCG has partnered with employers to launch the Mayor's Green Skills Academy with a specific focus on the homes and building (retrofit, building new energy-efficient homes, heat pumps, smart devices and controls, heat networks and hydrogen boilers), and the power industry (including renewables such as wind, solar and hydropower, energy storage and smart systems technology).

A Mayor's Green Skills Academy hub is centred from our Tottenham Centre, which is to be fully refurbished in the 2023/24 academic year to provide first-class, industry-standard facilities for this emerging industry.

The Academy will also have a delivery centre at the Meridian Water Enfield Construction Skills Centre.

New and emerging curriculum developments in 2022/23

Logistics

Although not identified as a priority sector by the GLA, there are 2.2 million people in logistics roles within the UK, i.e. 8% of the nation's workforce. This ranges from warehousing and transport through to higher level strategic planning roles dealing with supply chain management. Although half of the existing roles are low-level roles, e.g. warehousing, forklift truck driving, etc, there are a plethora of roles that require higher level skills from supply chain management through to strategic defence. Skills shortages within logistics and limited training opportunities are affecting the ability for the sector to develop as quickly as it might, and the sector requires around 1.2 million additional workers.

When looking at the LMI data for logistics in terms of London job postings, there were over 30,000 postings from October 2021 to March 2022. The

average salary is £37,800. The trend of job postings in this sector is significantly up on the previous year, with the top companies posting for these roles being NHS, Hays, Corporate Vacancies SARL, Bramwith Consulting, Reed, Amazon, Essential Employment, Michael Page and First Choice UK.

The top three posted occupations are: business and related associate professionals; transport and distribution clerks and assistants, and managers and directors in storage and warehousing.

The top posted titles are: delivery manager, project coordinators and officers; transport planners; business support officers; logistics coordinators; client relationship managers; and business systems analysts.

When broken down further in terms of the top specialist skills, these include: procurement, supply chain, finance, agile methodology, project management, invoicing, KPIs, warehousing, data analysis, and stakeholder management. The common skills include communications, management, planning, operations, customer service, sales, detail orientated, leadership, problem solving and presentations.

CCCG intends to target this sector with significant support in providing skills training.

CCCG is a significant delivery centre for warehousing and forklift truck driving programmes leading to employment. However, we recognise the wider needs of the sector, particularly in outer North London, where there are significant warehousing facilities servicing London.

Strategic Driver 11

Support for learners with special educational needs and disabilities (SEND)

Post-16 SEND demand in London has risen by 5% between 2018 and 2022. With the High Needs Budget rising by 1.5 billion, this is expected to rise by another 1 billion over the next year (22/23) to meet demand (SEND Review 2022). This is a key strategic priority for the GLA in both the Adult Education Budget (AEB) and more generally following London's post-16 SEND Review in March 2019.

People with a disability, particularly a learning disability, are far less likely to have a job than the general population. For example:

- 52.7% of people with disabilities were in employment, down from 53.2% a year previously. The employment rate for people without disabilities was 81.0%, down from 81.8%, (Department for Work and Pensions, 2022).
- 5.1% of adults with a learning disability (London is 7%), down from 6% a year previously (NHS Digital, 2021).

SEND is an area of high specialisation within CCCG, with Westminster Kingsway College running the Alexandra Centre, which is Camden's provision for young people aged 16-25 with profound and multiple learning difficulties or severe learning difficulties, some of whom have complex autism and/or physical difficulties.

CCCG also operates localised SEND supported learning provision in many of its centres and supported internships in conjunction with North Middlesex Hospital and Moorfield's Eye Hospital. There are also well-developed partnerships at the Enfield Centre with local SEND school, West Lea, working closely with CCCG in developing transition programmes that enable significant volumes of their students to progress to CONEL each year.

CCCG will continue to develop the SEND provision, with increasing specialisation, by developing local Centre provisions and both improving the quality of placements on current supported internships, and by growing the volume of supported internships that provide progression to employment for SEND learners.

A CCCG SEND Sectorial Group has been established to share practice, provide support to emerging growth projects and grow the specialist SEND skills within the organisation. The SEND Sectorial Strategy aims to develop its work with employers and stakeholders to enhance the experience of learners, driving the development of the required knowledge, skills and behaviours to support their progression into sustainable employment and careers.

The SEND Sectorial Group will work closely to ensure the Group's provision is flexible and swift to respond to new employment environments and new developing industries.

Strategic Driver 12 CCCG's geographic reach

Local

CCCG's area of operations remains primarily focused on providing our communities with high-quality, **accessible programmes from Levels 1-3, within 30-minute travel time of their home postcode.** This means maintaining a wide local sectorial offer that is matched to the job market.

Greater London and regional

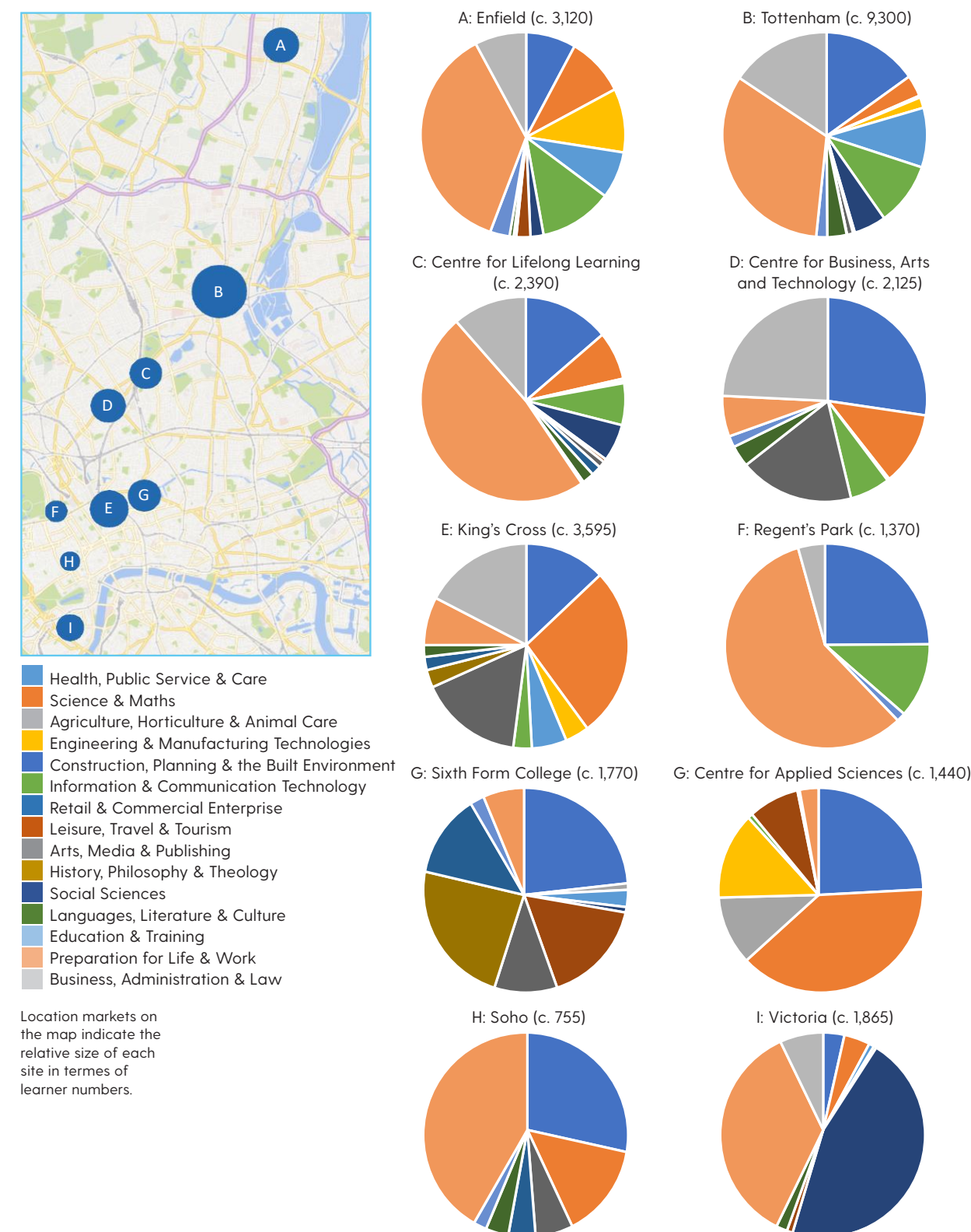
For our more unique specialist Level 4-6 programmes and sixth form provision, we will continue to project a wider geographic reach to Greater London postcodes and on occasion nationally.

National and international

CCCG will follow opportunities to project both influence and directly deliver at a national and international level.

Appendix 1: Our Curriculum Delivery Locations

CCCG 'curriculum forest': Relative volume of learners by SSA, by site



CCCG 'curriculum forest': Relative volumes of enrolments by SSA and Level

Each horizontal gridline marks 500 enrolments (for 'all subject areas' and 'preparation for life and work' each horizontal gridline marks 2,500 enrolments)

