



# CCCG DRAFT CURRICULUM STRATEGY 2020-2025

For consultation



CITY AND ISLINGTON  
COLLEGE



Westminster Kingsway  
central London's College

The College of  
Haringey, Enfield  
and North East London



Capital City  
College Training

# 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

CCCG has a Strategic Plan for 2017-20 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 which 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.

### Our 5 Strategic Goals are to:

1. Address London's need by providing a portfolio of courses and services of technical, professional and academic education and training.
2. Fostering the best professional practice to stimulate learning and exploit emerging technologies.
3. Motivating students to optimise their College experience.
4. Securing financial strength to ensure the best resources are available to facilitate teaching, learning and student support.
5. Working with partners to address the needs of London, Londoners and others who might benefit.
6. This Curriculum Strategy document will provide the framework to ensure we meet the strategic goals and deliver our mission.

### Context and Curriculum Intent

The Capital City College Group (CCCG) was formed on the 1 August 2016 bringing together City & Islington College (CIC) and Westminster Kingsway College

(WKC). In November 2017 the College of Haringey, Enfield and North East London (CONEL) also joined the Group. CCCG delivered post 16 education to over 28,000 learners in 2018/19 with a turnover greater than £113 million and remaining one of the largest providers of Further Education in the country.

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

CCCG has 11 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.

CCCG offers courses in all 15 subject sector areas, with a strong focus on applied education, vocational specialisms and London's largest 6th form at Angel in Islington. In 2018/19 there were a total of 49,391 classroom based enrolments and 1,355 Apprenticeship leavers.

CCCG has strong and effective partnerships with a wide range of stakeholders including employers, external agencies, schools, community groups and local authorities where the Group has sites including; Camden, Westminster, Enfield, Islington and Haringey. CCCG is a major provider of Trade Union education in the workplace, has world renowned Hospitality provision and is the location of the London's only specialist Rail Training Academy in conjunction with NTAR. With economic growth a priority, the Government is placing a significant focus on delivering skills to ensure a trained workforce, so linking education and training to the local borough industrial and economic strategies is at the forefront of College plans.

CCCG is made up of 3 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 from a wide area which is reflected in the diversity of their cohorts. A highly inclusive, safe environment fosters a culture of mutual respect and tolerance throughout staff and student communities, whilst their 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, being an AOC Beacon for Careers

and a Careers College for Health and Social Care. The Health Sciences have high levels of commercial expertise within the staff base, whilst their creative media department is award winning with a Soho location in the middle of world class creative cluster renowned in film, advertising, TV and radio. The global Institute of Culinary Arts is multiple award winning with a location which reflects the long standing traditions of the industry, whilst an Enterprise Hub breeds entrepreneurial spirit as staff offer creative, innovative solutions.

## CITY & ISLINGTON COLLEGE (CIC)

City and Islington's 5 specialist centres are in 3 geographical locations; Holloway Road, The Angel and Finsbury Park and together they offer specialist support and outstanding resources tailored to individual needs and aspirations. With a long and successful history in the local community, they help students to build individual career plans through highly effective and impartial career advice, shaping their curriculum with their extensive and effective

partnerships – teachers are often also employers with dual professions. With unique courses in Optics and Forensics attracting nationally, they offer 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 & 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. Offering 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 is London's First Free College and offered all Adults free education in 2018/19 up to level 2. This had a significant impact on the community it serves with one third more adults re-entering education in 2018/19, of which 75% had annual incomes below £15,700 and home postcodes within a 2.5-mile radius of the College.

CONEL significantly increased its short bite sized part-time and evening provision for adults and in 2018/19 delivered to more than 1,000 adults 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)

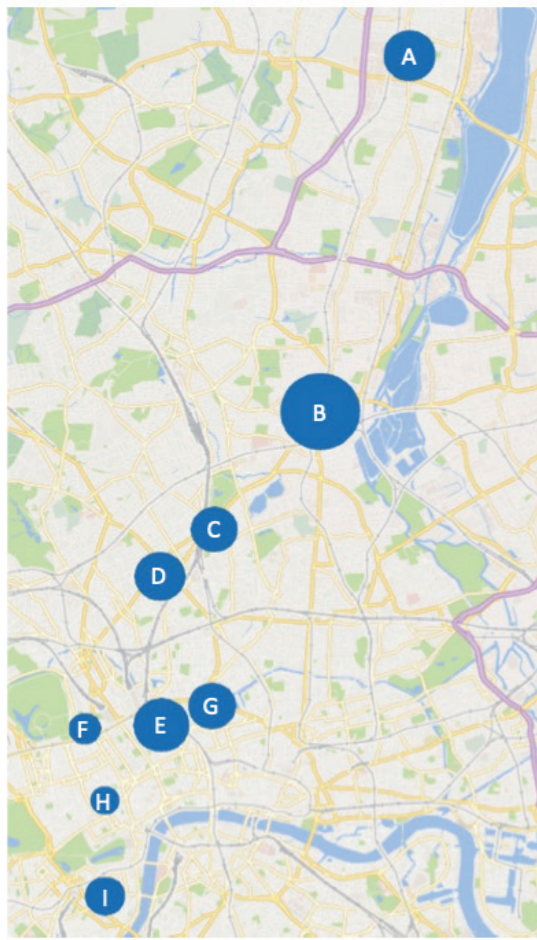
CCCT are the largest FE provider of apprenticeships in London, with a wide range of student and employer choice. CCCT is a 'not for profit' organisation which means that unlike private training providers all profits are retained within the organisation for the benefit of students, whilst a broad choice of training centres and specialist equipment throughout London means that they are the largest London centric provider in the capital; 5th nationally. With a globally renowned professional culinary arts school, a broad suite of

full cost professional courses and deep knowledge of specialist sectors they operate within: facilities management, security, construction, adult care, engineering, housing, lab technicians and hospitality. CCCT is responsible for nearly 20% of all Greater London College Apprenticeship starts each month across 18 Tier 2 Sector Subject Areas. Increasingly these are large Levy employers (57% on programme are levy) including NHS Hospitals and Local authorities.

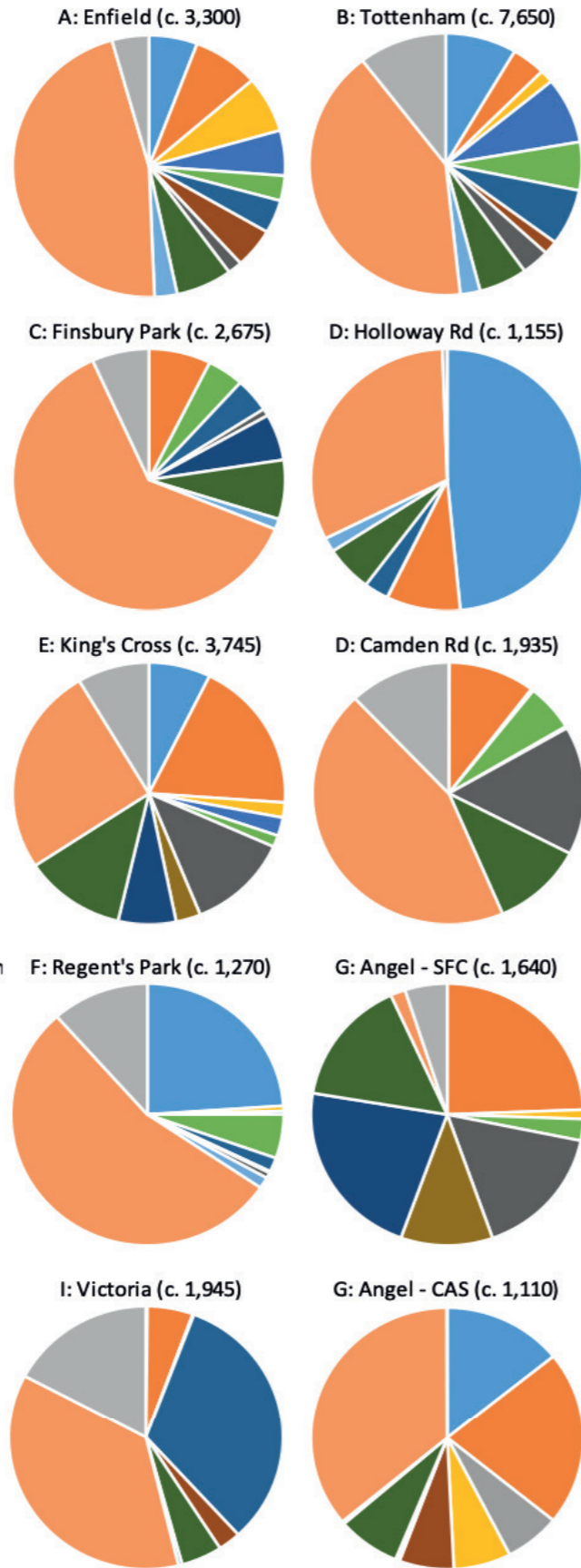


# OUR CURRICULUM DELIVERY LOCATIONS

CCCG 'Curriculum Forest' - Relative volume of learners by SSA, by site



- Health, Public Services & Care
- Science & Maths
- Agriculture, Horticulture & Animal Care
- Engineering & Manufacturing Technologies
- Construction, Planning & the Built Environment
- Information & Communication Technology
- Retail & Commercial Enterprise
- Leisure, Travel & Tourism
- Arts, Media & Publishing
- History, Philosophy & Theology
- Social Sciences
- Languages, Literature & Culture
- Education & Training
- Preparation for Life & Work
- Business, Administration & Law



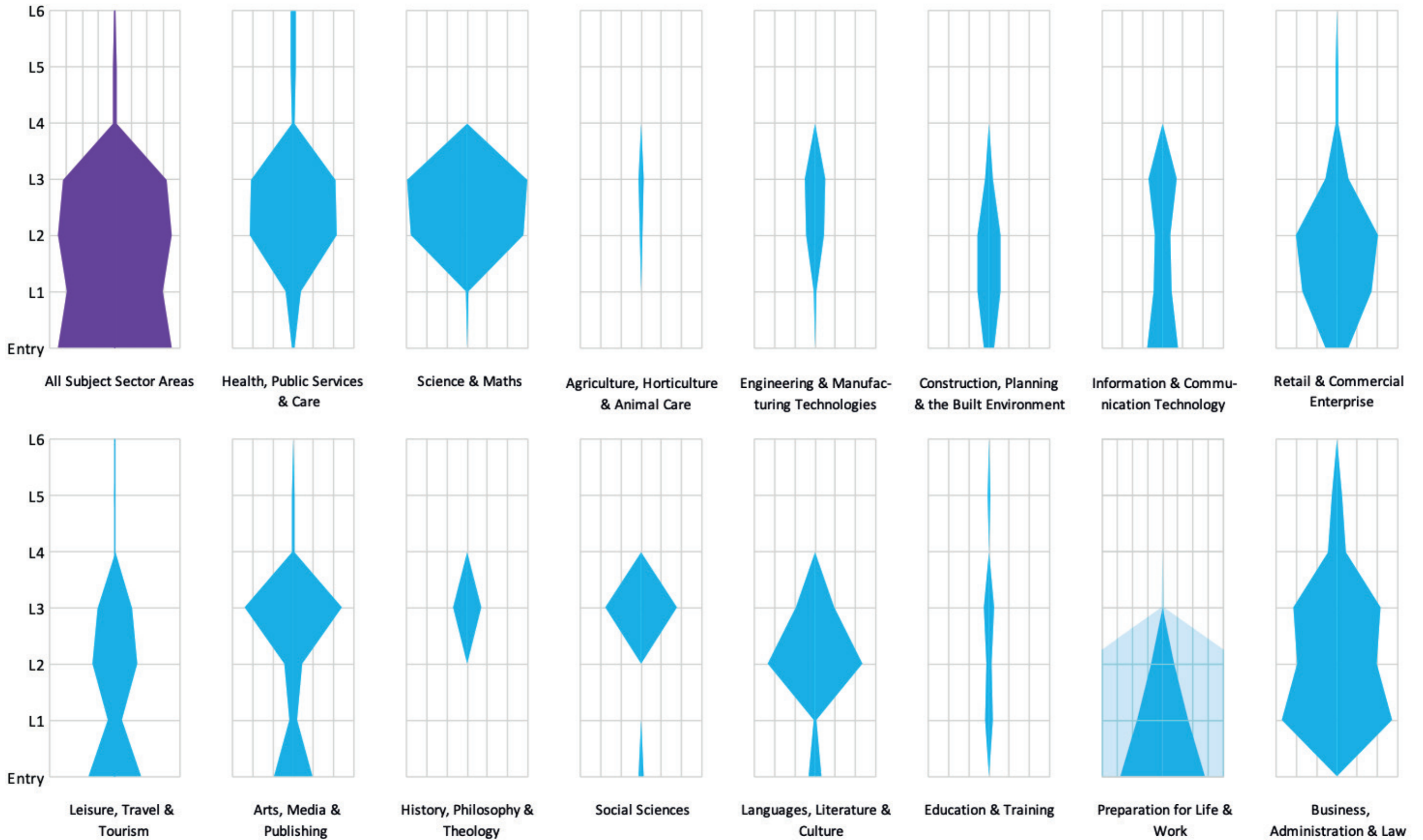
Location markers on the map indicate the relative size of each site in terms of learner numbers.





## CCCG 'Curriculum Forest' - Relative volumes of enrolments by SSA and Level

Each vertical gridline marks 500 enrolments (for 'All Subject Areas' and 'Preparation for Life & Work' each vertical gridline marks 2,500 enrolments)



## The College provides opportunities for the following main groups:

### Education Programmes for Young People

In 2018/19 CCCG had 9,362 16-18 learners (17,914 enrolments). There were 2,387 (25%) learners on A-level programmes at the 6th Form at Angel (1590) and Kings cross (797) and 6975 (75%) predominantly on vocational study programmes, with nearly 42% (7499) of learning aims completed at Level 3.

CIC	4,135
CONEL	1,976
WKC	3,246
CCCG	9,362

### Adult learning programmes

CCCG had 31,477 adult enrolments in 2018/19, the great majority on part-time and short courses although 1,959 adults followed full time Diploma courses, including 1,128 at Level 3 including 439 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 adults completed ESOL (6,594) and basic skills (5,772) qualifications and large numbers (7,001) completed award level or short non-regulated courses (4,588).

CCCT	3,502
CIC	5,584
CONEL	16,809
WKC	5,582
CCCG	31,477

### Apprenticeships

There were 1,286 new apprentices supported by CCCG during 2018/19 with 2,797 on programme. Of the 1,355 2018/19 leavers 76% (1037) were internally delivered and more than half (817) were 24+ and on Advanced Apprenticeships. There were 545 at Level 2 (40%), 670 (49%) at Level 3 and 140 at Level 4 or 5 (10%). This includes 16-18-year-old (16%) and adult apprenticeships provided by employers across 86 Frameworks (62.1%) and Standards (37.8%).

### Higher Education

CCCG offers higher education (HE) courses including Higher National Certificates and Diplomas and courses up to degree level in partnership with Middlesex University, Canterbury Christchurch University, University of Hertfordshire and Kings College London in 2018/19, 278 learners were enrolled on these programmes in 9 different sector areas ranging from Teacher Education, Hospitality, Beauty Therapy, Health Sciences, Creative Arts, Business and Accounting through to Construction. Achievement rates are high on the vast majority of courses.

### Employability

Vocational Employability courses are a key focus for CCCG, working with London based Job Centres. We provided short intensive training to over 6,921 adult learners on active benefits during 2018/19, from all of the London boroughs although predominantly Enfield, Haringey, Hackney, Camden, Islington, Waltham Forest, Lambeth and Southwark.

### Provision for Learners with High-Needs

CCCG supported 416 high-needs learners (812 enrolments) in 2018/19 of which 182 were on supported learning programmes and a further 234 learners were within mainstream provision.

### 14-16 Year Olds

Provision for school pupils aged 14 to 16 is based on partnerships with local secondary schools and Pupil Referral Units (PRU's). In 2018/19 CCCG delivered part-time vocational and full-time alternative re-engagement and ESOL courses to over 475 young people.

### Diversity

Nearly one fifth (19.7%) of enrolments were African and 18% were Irish with the next largest proportion Pakistani at 14.6%. Just over half (56.9%) of enrolments were female.

## THE COLLEGE COMMUNITIES

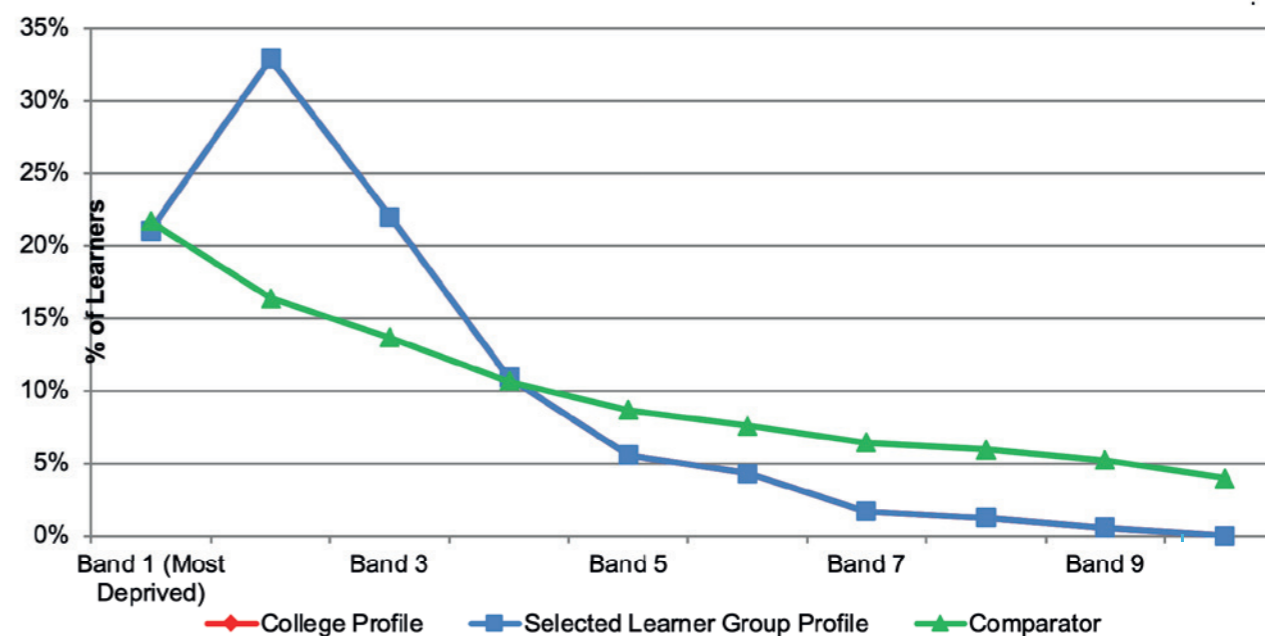
CCCG has enrolments emanating from all London boroughs although predominantly central and North London.



Whilst the boroughs all have relatively affluent areas, the College mainly serves some of London's most diverse and deprived communities. 75% of learners

come from the bottom 3 bands of social deprivation. This compares to 51% for General FE Nationally.

### Deprivation Profile by learner type IMD 2015



In summary, many of CCCG's learners live in wards which are amongst the top 10% most deprived in England, with transient communities and multiple levels of deprivation, including low employment and high levels of inter-generational unemployment. At the

same time, they are full of ambition, aspiration and energy. Many come with significant skills and work experience from their countries of origin and most embrace education enthusiastically as a route to future achievement.



## 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 4th 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.

**Our ambition is that by 2025, 25% of our learning approach will be accessible online via interactive resources, online tutorials and online classes. This means that learning will be conducted through digital approaches.** This may be a whole qualification supported only by tutorial, a module as part of a qualification, a number of lessons within a module or assessment. The sector, level, qualification, content and student will determine what the most suitable approach is.

This will mean lessons are online and structured into a learning path with learning objectives. Online assessments will be deeper and more complex including project work. Staff and students will utilise online collaborative tools. Students will be able to progress at their own pace against defined learning objectives which is truly individualised and bespoke learning tailored to the individual aspirations. Staff and student timetables will be adapted to ensure greater flexibility and efficiency of resources will be maximised.

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

### Strategic Driver 2

#### Labour Market Conditions

The job market in London is changing where it was previously referred to as an “hour glass” in that there were relatively high numbers of lower skilled (entry level) low paid jobs, much smaller volumes of middle skilled (level 3) and high volumes of high skilled (degree level) jobs. The London job market has changed to a market referred to as an “inverted pyramid” with fewer low skilled entry level jobs, increasing volumes as the qualification level increases to a large volume of high skilled jobs.

It is clear that employers are increasingly having difficulty in recruiting to vacancies at level 3 and above skills with an increasing skills deficit in the market with the majority of employers finding it hard to recruit to skilled occupations. Current relatively short term external factors negatively impacting on supply include Brexit where high volumes of skilled Europeans are either returning home to their now more vibrant economies or choosing not to come to the UK during the uncertainty.

In analysing the London job vacancies posted in the previous year in comparison to CCCG curriculum offer, there is a close synergy in the provision that CCCG offers.

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 2 curriculum for lifelong learning is a core focus of CCCG in its curriculum design and development over the next 5 years.**

This is particularly important for adults who can find themselves trapped in low skilled low paid, insecure

gig economy type work and without the English level or practical skills to progress in the job market.

We will continue to deliver all qualifications up to level 2 at no cost to the end user “Free” and rely solely on the core funding streams. This ethos removes the key barrier to education, which is cost, for our communities in which 75% of our learners come from the bottom 3 bands of social deprivation and up to 80% of those in work earn less than the London living wage.

CCCG will continue to offer a local and broad ranging curriculum offer up to level 2 to support progression to sectorial entry level jobs and progression to level 3 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 Colleges.**

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

### 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 practice requirements driven by industry which stimulate demand.**

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 currently include; Hospitality, Counselling; Accounting; Leadership and Management; Ophthalmology; Rail Engineering; Teaching; Health & 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 FE 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 10% of the GLA AEB each year and so 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 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.

**CCCG is currently 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’s important there is no divergence.**

**The current GLA Skills for London mayoral priorities are;**

1. Eligibility for full-funding for people in low-paid work.
2. Basic English and maths skills.
3. English for Speakers of Other Languages (ESOL).
4. Basic digital skills.
5. Adult Community Learning (ACL).
6. Support for disadvantaged learners.
7. Support for learners with Special Educational Needs and Disabilities (SEND).
8. Addressing London’s sectoral and occupational skills needs.

CCCG has key local authority stakeholders and in particular for the 5 boroughs where there are delivery sites and strong traditional links. These include; Camden, Westminster, Islington, Haringey and Enfield. Each of the London boroughs and the GLA has educational priorities for their communities and a developing Local Industrial Strategy (LIS). These will be finalised in early 2020 however the London LIS has already outlined the following key areas of focus;

**The strategy's four key areas are:**

1. Supporting inclusive innovation in London.
2. Nurturing the conditions for local growth across communities.
3. Enabling access to good work and fair pay for all Londoners.
4. Collaborating for regional and national growth.

### National Policy

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

1. The employers Apprenticeship Levy and introduction of employer developed standards, care of the 2012 Richard review of apprenticeships.
2. 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. The development and introduction of Level 3 T-levels for 16-19's from 2020, care of 2016 Sainsbury review of technical education.
4. The 2016 removal of the HE student number controls which had a profound impact on the volume of HE enrolments in FE.
5. The 2019 Augar review of post 18 education and funding is yet to impact as little has yet been transcribed into policy.

There are many other reviews and policy changes of which impact on the curriculum including the current review of post 16 Level 3 and below qualifications and review of Level 4 and 5 qualifications and these and others need to be considered dynamically as policy direction and statements emerge.

## Strategic Driver 5

### Young people 16-18 at Level 3

#### North London's leading 6th Form

CCCG operates London's largest 6th Form at the Angel in North London. The 6th Form draws learners predominantly from local boroughs although up to 20% travel up to 1 hour to attend the 6th Form due to its strong reputation and extensive A-level offer.

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.

**Significantly expanding the 6th Form at Angel is a core curriculum intention** which may include increased delivery at The Angel and or wider expansion of delivery locations at CCCG sites across North London. The Kings Cross A-level provision services a wider geographic area into South London and offers a College alternative to School for many A-level learners.

### Level 3 Technical and Applied General offer

The introduction of Level 3 T-Level qualifications from 2020/21 which are a 3 A-level equivalent will significantly change the technical qualification landscape at Level 3 and converting to this new suite of qualifications over the next 5 years will be a significant curriculum development across CCCG.

16-18 Level 3 programme delivery across many sector areas continues on the majority of CCCG sites with learner's 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 University and employment and form a coherent progression route for all sector areas delivered in a site location.** Delivery of Level 2 programmes in isolation without local Level 3 progression courses will be avoided 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 work force productivity. **Our policies on Core and Essential Skills will include the development of digital skills and they will be included within all courses along with a significant offer to adults** in short bite sized qualifications and digital skills improvement opportunities.

## Strategic Driver 7

### Meeting employer skills needs and Apprenticeships

The introduction of Standards and the employers Apprenticeship Levy fund have significantly changed the funding and delivery landscape in the last 3 years. Regulatory costs and complicated delivery and assessment mechanisms have led to a narrowing of returns and viability.

This is likely to continue over the next 5 years with continued growth opportunities but low returns narrowing the number of successful providers in the market. We are likely to see many small specialist providers and a few very large providers emerge placing significant risk into the sector.

**CCCG will continue to be a significant provider in both Apprenticeships and specialist employer direct funded provision.**

Significant direct funded provision operates in specialist areas including Rail Engineering at Enfield and CCCG will continue to develop these partnership arrangements to deliver specialist training to meet the needs of employers.

Apprenticeship provision will continue to significantly grow although will focus more specifically on core specialist areas where a viable critical mass can be realised. Small or bespoke provision will be avoided.

## Strategic Driver 8

### STEM Strategy

Our Science, Technology, Engineering and Mathematics - Education and Training Strategy is a core strategic driver within CCCG and forms a corner stone of our curriculum offer. We will continue to develop the offer to:

1. Prepare learners for progression into STEM jobs that meet the local and national needs, working with employers, its partners and community.
2. Expand and deliver STEM courses and training to meet the needs and interests of learners, employers and the local and national community.
3. Develop and promote STEM 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 STEM industries.
5. Promote best practice in STEM teaching, learning, training and assessment

## Strategic Driver 9

### Enterprise and Innovation

It is important that the CCCG develops and supports a creative and entrepreneurial mind set 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.

## Strategic Driver 10

### Unique and highly specialist provision

#### Current

CCCG has a small number of unique and highly specialised programme areas including Hospitality, Rail Engineering and Ophthalmology. We will continue to develop and widen these specialisms to remain the regional market leaders. 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.



## To Develop

### Digital Creative Sector Growth in London

1 in 6 jobs in London are in the Creative Industries, the sector at current rates 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, demonstrating the growth in the gig economy in creative.

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 per cent) of the UK's creative economy jobs based in the capital.

CCCG has a unique opportunity to target this sector to become market dominant and sector leading over the next 5 years.

CCCG will target this sector for significant capital and human resource investment in order to become London's Digital Creative Centre of Excellence. This will be in conjunction with a key University partner as the majority of roles in this sector require Level 6 skills and qualifications.

## Strategic Driver 11

### Support for learners with Special Educational Needs and Disabilities (SEND)

Post-16 SEND demand in London is projected to rise by 5% by 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 disabilities are far less likely to have a job than the general population:

- In 2019, 53.2% of people with disabilities were in employment, up from 51.2% the year previously. The employment rate for people without disabilities was 81.8%, up from 81.4%. (Commons Briefing papers CBP-7540, Jan 2020)
- In 17/18, 6% of adults with a learning disability known to their local authority in England were in paid work (NHS Digital 2018)

SEND is an area of high specialisation within the CCCG with Westminster Kingsway College running the Alexandra Centre which is Camden's provision for young people aged 16 to 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 which enable significant volumes of their students to progress to the College each year.

**CCCG will continue to develop the SEND provision, with increasing specialisation, by developing local Centre provisions and significantly growing the volume of Supported Internships which provide progression to employment for SEND learners.**

A CCCG SEND development group will be established to share practice, provide support to emerging growth projects and grow the specialist SEND skills within the organisation.

## 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 Level 1-3, within 30-minute travel time of their home post code. This means maintaining a wide local sectorial offer which is matched to the job market.

#### Greater London and Regional

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

#### National and International

CCCG will follow opportunities to project both influence and directly deliver at a National and International level.





**City and Islington College**  
[candi.ac.uk](http://candi.ac.uk)

**Westminster Kingsway College**  
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**The College of Haringey, Enfield  
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