

Commercial in Confidence



Chichester College Group



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1. Assessment Information

Assessment Type	ACCREDITATION REVIEW
Assessor's Decision	STANDARD MET
Assessor's Name	STUART MCRILL
Visit Date	01/10/2019 – 04/10/2019
Client ID	C10942
Assessment Reference	PN104378
Continuous Improvement Check Year 1 due by	30/09/2020
Continuous Improvement Check Year 2 due by	30/09/2021
Accreditation Review on-site visit to be conducted by	30/09/2022

2. Organisation – Background, Introduction and Overview

Chichester College Group (CCG) comprises Chichester College (including Brinsbury Campus), Crawley College, and Worthing College. With a mission of '*changing lives through learning*' CCG is the largest college group in Sussex. The evolution of the Group has been shaped over the last three years with Central Sussex College (now branded Crawley College) merging on 1st August 2017 and most recently the merger with Worthing College on 31st March 2019. These three colleges had each previously met the **matrix** Standard in their own right with two having defined scopes centred upon student support services whilst Chichester College itself had firmly sustained whole organisation accreditation. Maintenance of accreditation had been prioritised throughout merger consultations, with the Group taking advantage of a Transition Review in October 2018.

In planning for the 2019 Review the intention to achieve whole Group accreditation was a key priority of the leadership team and seen as intrinsically linked to the strapline of '*placing the student experience at the heart of everything we do*'. Accepting that this accreditation goal was stretching and challenging there was full recognition that the three colleges were at differing stages of deeply embedding Information, Advice and Guidance (IAG) across the curriculum offer. And yet, with Group wide determination a confidence pervaded that just six months after the last merger there was a strong foundation of practice, quality assurance and monitoring and evaluation in place that was deemed assessment ready.

As the 2019/20 academic year commenced the Group's IAG offer included:

Progression Plus – launched in September 2019, these centres provide in-depth advice and guidance on the full range of opportunities and ensuring parity of promotion of apprenticeships and higher education, with a careers advice presence central to this highly visible provision

Student Services – working in close liaison with Progression Plus this team provides a broad student facing information and advice offer including admissions, finance, international support, school liaison and signposting to colleagues internally (especially staff in the curriculum)

ACES programme - developed over the summer months ACES is a whole year programme of interactive workshops that is centred upon personal development and ensuring the CCG student gains the **Attitudes, Choices, Employability and Skills** support to realise the overarching vision of '*preparing and inspiring a generation to be global citizens*'

Health and well-being support – including a whole organisation Safeguarding practice, a suite of services including a college nurse, counselling and sexual health work together to keep the CCG student feeling safe, happy and healthy

Additional Learning Support (ALS) – which provides individualised support for students with a range of additional support needs

Enrichment provision – where students benefit and shape a dynamic programme of events and activities including physical activity, volunteering and community partnerships. Additionally, the team coordinates the especially popular international visits that see a cohort of students putting into practice their global citizen skills.

The multi layered IAG offer is tailored to the learner and curriculum area but is essentially an entitlement that the CCG apprentice, further education student and higher education undergraduate all benefit from.

The overall impression of this Accreditation Review is of an exciting and dynamic IAG experience that is equipping the CCG student with the career, learning, life and work related skills to achieve their potential. In less than six months since the last merger, CCG (also referred to as ‘the Group’ and ‘the organisation’) has successfully galvanised the workforce to strive for consistency of an IAG offer that is clearly defined and multi layered with recognition that everyone within the Group plays some part in its implementation. Inspirational and inclusive leadership approaches are harmonising IAG best practices from the three colleges, and delivery staff are motivated and passionate about making a difference and removing barriers in order to help each and every learner to achieve their potential.

3. Strengths

A number of strengths were identified during the assessment. These are detailed below. The numbers in brackets refer to the element and criteria of the **matrix** Standard.

- Across all aspects of provision, managers showcased how quality IAG interventions and support enable the organisation's key performance indicators to be realised. The clarity and speed with which this was evidenced is down to the data confidence and competence of a management information and software development team working seamlessly with curriculum colleagues. The result, the C-Space platform, is effectively utilised across all aspects of learning provision. (1.1, 4.1, 4.7)
- Clear and effective leadership is at the heart of CCG and its approach to change management. This transparency has been core to the achievement of successful harmonisation of Crawley College and Chichester College IAG provision. Staff from Crawley College were celebratory about how they have been consulted and supported with many illustrations of how the best features of each college's IAG have been maintained to improve standards and outcomes for all. This leadership approach has been continued with the harmonisation of IAG provision across Worthing College. Middle tier managers explained how in just six months they can see positive changes and service improvement. This is all being realised by cross college partnership. (1.2, 1.7, 1.8)
- IAG practices are firmly focused upon impact, with the realisation of intended attitudes, behaviours and skills clearly defined, monitored and evaluated. Across the full portfolio of provision there are explicit soft outcomes that are central to the design and implementation of student centred IAG. Whether it be the Nine Graduate Attributes, the Apprenticeship Mindset or the wider ACES support, the drive is equipping and transforming the student with career readiness and life skills to compete and achieve. (1.5, 4.2)
- CCG has ensured that its commitment to IAG being a golden thread of the learner experience is underpinned with high quality resources. Additional staffing has been deployed into new Student Tutor roles to ensure that caseloads are sufficient to maintain quality ACES experiences. Staff delivering this role are benefiting from a Continuous Professional Development (CPD) programme that is responsive to their training needs, with line manager steer and support readily available. The development of the ACES programme required investment to produce an academic year's worth of tutor resources and student activities. This return on investment will be longitudinal and highlights the Group's commitment to bespoke learner centred IAG. (2.1)
- Service delivery approaches are implemented with energy, passion and commitment, ensuring that this multi-tiered IAG provision is joined up to have maximum impact on students and the CCG key performance indicators. IAG provision is continually refreshed as illustrated by the launch of Progression Plus to ensure it is responsive and fit for purpose (3.2, 4.8)

- The rigour of CCG's end to end IAG offer includes a referral practice that is especially robust. Through a well understood referral building block approach, staff are clear on their role, their boundaries and their limitations.

The referral hierarchy of need ensures that escalation to the referral tier above brings about enhanced support and expertise. This practice is indicative of the Group leaving no stone unturned in its quest to help each and every learner succeed. (3.6)

- CCG is a listening organisation and responds to national, regional and local needs. A case in point is the reopening of a sixth form college at Haywards Heath that has been demand led. In its quest for excellence across every aspect of its provision the Group's Quality Review Cycle has IAG at its core with actions taken to raise staff performance and implement outstanding one to one and group learner support interventions. (4.5, 4.8)

4. Areas for Development

Areas for development are offered in the spirit of continuous improvement and a way for an Assessor to add value e.g. where the service is of a high quality development areas are offered to help the service be even better than it already is; or to give insight to practice seen elsewhere. There is no correlation between the number of strengths and areas for development. Where development areas are greater in number this is not intended to indicate that the information, advice and guidance service is in anyway lacking. The numbers in brackets refer to the element and criteria of the **matrix** Standard. These will form the basis for discussion at the Continuous Improvement Checks (CIC) conducted twelve and twenty-four months from the date of this Assessment, along with any other notable developments.

- A 'customer first' mantra is very much in place across the organisation, with apprenticeship growth firmly focused upon adding maximum return on investment to the Levy paying employer. Positive feedback from some key employers was balanced with a request that service standards are managed more effectively to ensure their requests for improvement (and the needs of their workforce who are CCG learners) are acted upon swiftly. One enhancement that CCG may wish to consider is an account manager function with service level agreements ensuring relationship management with large employers is of the highest standard. (1.8, 4.4)
- As the Student Tutor role matures so too will the impact of this team of skilled helpers. This will provide an opportunity for the careers advisers across the colleges to focus more upon the delivery of their guidance specialism. The current academic year is an opportunity to revisit and standardise the careers adviser job description and provide steer on the expectations, implementation and impact of this enhanced tier of IAG. (2.3, 3.2, 4.2)
- Whilst staff are certainly benefiting from a package of appropriate CPD, the Review highlighted some specific training which the organisation is encouraged to consider in the coming months. Alongside appropriate (careers) staff being trained to deliver IAG at Level 6 there are merits in a manager undertaking the Careers Leader training. Elsewhere as Student Tutors implement the inaugural ACES roll out there are likely to be additional training needs. Elsewhere, at Worthing the Student Tutors are embracing the forthcoming training offer and are keen to see CPD around motivational interviewing techniques and effective use of careers resources. (2.4)
- A specialist IAG team supports the growing number of higher education students. This team is appropriately resourced, and it is clear that proactive approaches, especially across the graduate careers and employability attributes, are being embedded across provision. Looking ahead, CCG may wish to reflect on approaches to integrate the team even more closely with Student Services provision. This would mirror the recent co-location of careers provision within Progression Plus. Such action will further help share practices and quality assurance approaches across this pastoral related provision. (3.2)
- Harmonisation of IAG will continue to be a key driver in the 2019/20 academic year, especially across Worthing where merger is more recent. Alongside preparatory work for the ACES roll out, CCG is encouraged to combine the career strategy approaches to ensure the definitive CCG '*Stable Careers Programme*'. (4.8)

The annual **matrix** Continuous Improvement Check will allow the organisation to demonstrate on an ongoing basis the developments they are continuing to make in order to support individuals <http://matrixstandard.com/continuous-improvement-checks/> . These may include the Areas for Development above.

Please note that annual Continuous Improvement Checks are mandatory and non-completion within the required timescale will impact on your organisation's accreditation.

5. Methodology

The following methods were used to gather evidence against the **matrix** Standard during the assessment process.

- One-to-one interviews with the leadership and management team (10)
- One-to-one and small group interviews with key managers and staff delivering the service (35)
- One-to-one discussions with external partners (9)
- Small group interviews with a diverse and representative sample of students (30)
- Visits to the Chichester, Crawley and Worthing colleges
- Attendance at a service industries careers event at Chichester College and post 16 opportunities fair in Crawley
- A review of planning, implementation and impact documentation alongside technology platforms.

6. Detailed Findings

Organisation, Direction and Achievements

CCG has invested in the realisation of its growth plan with clarity of vision and effective implementation. This is acutely apparent across its approach to providing learner support provision. Here an IAG rich portfolio is managed at a Group Level by a Group Director whose drive, energy, and rigour is further strengthened by the team of IAG managers. Throughout the Accreditation Review it was clear how Information Advice and Guidance is seen as intrinsically linked to the realisation of the Group's three year strategic plan and in particular the realisation of Strategic Objective 2 - *'equipping students with appropriate employability and life skills'*.

The leadership approach is of a 'One Group' IAG service and whilst this is a work in progress it was well showcased at Chichester and Crawley where harmonisation of approaches have been developing for some two years. Each college has changed and benefited from cross fertilisation of best practices. Maximising the Group Director's knowledge and skills gained from participation on national forums, CCG's IAG leadership ensures that developments such as the Department for Education's Careers Strategy and the Gatsby Benchmarks are woven into the IAG 'intent, implementation and impact' approaches.

Effective leadership approaches were clear across the three college visits, with many examples of how the staff voice and student voice inform developments and improvements. Comments from managers at two colleges highlighted:

'Here at Crawley we are the outcome of the vision and implementation of the CCG leadership. Two years after merger, we are in a such a different place in terms of performance, but also in terms of morale, culture and aspiration. Change has not been done to us; it has been done with us';

'We were hungry to develop our IAG service and Chichester College provided the opportunity and the framework. I must stress though that we are in control of applying the framework to fit the Crawley students, labour market and community. It has been true collaboration';

'Change management has been paced appropriately to reflect our starting point at Worthing and this extends to IAG where ACES will not be implemented as a whole programme in the current academic year'.

The deep commitment to whole organisation **matrix** Standard accreditation stems from Chichester College. Today there is a Group wide priority placed on quality IAG as an embedded feature of the student's learning experience which in turn contributes to student achievement and the realisation of Group key performance indicators. This understanding of IAG as a contributing factor to targets has been highlighted as a key strength of the assessment. The Group Director of Information and Funding provided a number of illustrations of this correlation including:

- Early IAG interventions and implementation of a positive behaviour management strategy across Crawley College have contributed to a 2.2% increase in retention over the last two years and 7.2% increase in its overall achievement

- Additional Learning Support IAG has narrowed the achievement gap to almost parity with those students who are not in receipt of this support
- A Group wide apprenticeship achievement rate increase to 78.7% in 2017/18 (up by over 4% on the previous year and almost 10% above the national apprenticeship achievement rate)

Group wide approaches to business planning are based upon ensuring that resources are sufficient to provide a high quality service, meet key performance indicators and allow for any local needs. At the three colleges it was evident that staffing resources are appropriate to deliver high quality student support and IAG experience. Indeed, with the introduction of Student Tutor and ACES provision there has been enhanced investment in IAG staffing. Premises and equipment are of a high standard and the Progression Plus launch in September 2019 has seen this IAG provision benefit from rebranding and a central location worthy of this flagship service.

All delivery teams were able to cite examples of intended IAG outcomes with shared expectations including feeling safe and respected; work readiness skills; the confidence and motivation to achieve goals and compete for progression. Reinforcing a message that *'there is nothing soft about soft outcomes'*, the strategic plan specifically highlights the importance of developing students' skills, knowledge, confidence and aspirations so that they are prepared for work and life and achieve a positive destination. It is with this intent that managers and staff were able to then bring to life their implementation approaches and highlight impact to date.

More specific IAG outcomes are in place for key aspects of service delivery. Graduate attribute activities across higher education provision are clearly defined and realised through an Undergraduate Development Programme. This was particularly well described during the assessment with detail on how monitoring and evaluation (by both the student and higher education team) captures the extent to which the graduate is employment ready and has achieved attributes including: commercial awareness; resilience and effective communication. Across apprenticeship delivery the Trainer/Assessor and Apprenticeship Coach are working together to enable the apprentice to prepare for Gateway and in turn enable End Point Assessment confidence and readiness. In addition, these staff support the apprentice to acquire the Apprenticeship Behaviour Mindset that includes personal branding; organisation and time management skills and aspirations to aim higher. Through one to one reviews and Behaviour workshops staff monitor and evaluate the extent to which the Mindset is being realised. Elsewhere, the whole premise of ACES is to enrich the learner, equipping them with skills of personal development and a suite of behaviours and attitudes including empowerment, positivity and making informed choices.

Group wide student voice methodologies are robust and over the last two years have been transformed across Crawley College. A review of whole college student surveys confirmed that these capture perceptions of the advice and guidance, its strengths and improvement areas. The survey feedback was overwhelmingly positive. The student voice informs quality improvement cycles where a focus upon the 'so what' factor is central to the CCG goal of striving for excellence across every feature of its provision.

Service Delivery

An overarching '*advice in.. advice out*' mantra summarises the end to end approach to IAG delivery across CCG. Pre-entry marketing takes many forms, with IAG and marketing almost interchangeable. Whilst the CCG brand is overarching, each college maintains its own identity, logo and branding. Colleges' prospectuses are of a high quality with IAG well promoted and course linkages to careers well explained. Digital marketing, alongside an apprenticeship sales team and social media targeting, reach out to a large travel to learn catchment. During the assessment, the school liaison service was especially praised by partners and there is no question that this team is combining marketing and relationship management skills to ensure a talent pipeline of year 11, 12 and 13 students.

The assessment, taking place so soon to the beginning of the new academic year, provided a viewpoint on the Big Welcome which students explained had helped them to '*settle into college life*' and understand the importance of the Student Tutor and the range of '*help and advice to help us be happy at college*'. Existing students particularly welcomed the Progression Plus location at Chichester College.

Alongside marketing collateral, information resources are of a good standard as illustrated with the internally developed apprenticeship induction and handbook. Here IAG is clearly defined and key messages on Safeguarding and Additional Learner Support well described. Libraries/learning resource spaces complement Progression Plus resources, with feedback from students explaining how these spaces and also digital platforms (especially CCG On Line) are appropriate to their needs. It is important to highlight the ACES content as a significant information tool with a suite of current and accurate information for the CCG student. This 26 week programme has been developed over summer 2019 with schemes of work that have been researched and written to a high standard with themes as varied as '*virtual reality*' (including being safe on social media) '*we are individuals*' and '*planning the dream*'.

Impartiality of service delivery is a core feature of the '*advice in... advice out*' approach. It was especially well described across Student Services where admission and finances teams work together to ensure that the '*best interests of the individual*' are explored. The same objective approach is firmly in place to help an increasing number of international students choose the best course, and mode of delivery, to help them to realise their aspirations.

Students were very complimentary about the objectivity of IAG:

'The lady in student services spent a lot of time with me and my parents looking at whether I should aim for an apprenticeship or my Level 3 programme. She wanted me to choose and helped me look at the pros and cons of each and the finance and bursary options'.

Objectivity and confidentiality were pronounced across the health and well-being services where skilled practitioners highlighted their service delivery approach and described in detail how and when they work in partnership with other health professionals.

Service delivery implementation is Gatsby Benchmark confident in that the full range of support services and curriculum staff are not expected to recite the eight benchmarks but instead, through their IAG implementation, show impact upon the eight benchmarks.

Whilst less mature in relation to whole college **matrix** Standard accreditation, Worthing College provided some good examples of how curriculum based IAG is working well. For instance, across the English department there was recognition that the role of Student Tutor is ensuring that encounters with local authors and the local newspaper are equipping students with careers ideas. Here the employer related experiences and events are informed by 21st Century current labour market intelligence. The College provided a strong example of how Career Statements within the curriculum areas are translated into implementation and impact. The scope to benefit from whole Group ACES roll out will develop this provision still further in the 2020/21 academic year.

The service most frequently praised by curriculum staff and students across Crawley and Chichester colleges was the 45 minutes weekly delivery of ACES. Already these workshops have been instrumental in generating impact. For example, students at Crawley brought to life how they now had learning and career goals that were direct outputs from their 'Be the Best You' session. This bodes well for the remainder of the programme's delivery and for continued roll out into Worthing in 2020/21.

As well as student feedback, staff too were effusive about the ACES provision. There was no doubt that IAG is understood be all to be a whole organisation offer. Curriculum staff explained:

'We are thrilled to have the new Student Tutor role and ACES. It complements our work entirely and is an added value IAG resource';

'The ACES Programme and Student Tutor role is about giving even more to the student. It is an extra tier of expertise and has been launched with a great shout this year'.

Presenting options and opportunities is at the core of all aspects of the Group's IAG service delivery. The range of opportunities available to the student clearly varies depending upon the service being accessed. Staff provided many examples of how they adopt learner centred approaches to present options and choices. For instance, across apprenticeships care is taken to determine the most appropriate level, preferred learning style and Gateway readiness timeframe. Similarly, across higher education there is discussion about Level 3 progression internally alongside other universities' provision.

As well as being able to describe their own service and areas of expertise, staff signpost and refer to external agencies when appropriate. Good relationships are maintained at all colleges with mental health organisations. As for referral approaches, the four tier referral practice has been cited as a Key Strength earlier within this report.

The delivery of IAG through technology is working well, with Student Tutors and the full range of IAG practitioners able to explain how C-Space is keeping students on track. The Group continues to purchase career software packages including Fast Tomato and Career Coach and students were positive about how the CCG On Line platform is their 'go to' place for information. Technology usage will continue to develop, with digital solutions imperative to the Group to ensure accessibility and inclusivity of provision across its broad curriculum offer.

Staff Competency

In keeping with the strategic driver that CCG is *'a fulfilling place to work'*, the organisation firmly demonstrated a commitment to developing its workforce, with competencies in IAG delivery factored into planning and implementation of the Group wide CPD provision.

In the main the job descriptions have been reviewed in the last three years (although across the careers team at Crawley this is an area for development), with new job descriptions reflecting the post's expected role within the wider Group and specific highlighting of the essential and desirable IAG qualifications and skills. The Apprenticeship Coach and Student Tutor job descriptions are two particularly positive illustrations of roles that reflect the current Group and national landscape (with IAG delivery by the Apprenticeship Coach linked to End Point Assessment readiness).

Induction support is effective and appropriately ensures that the new recruit understands the CCG infrastructure, with staff encouraged to meet with colleagues across the three colleges. Support continues beyond the induction phase and includes on the job shadowing, training and observation and the suite of statutory training which includes Safeguarding, Prevent and Health and Safety. As part of the transition to CCG, Crawley and Worthing staff clearly explained how they have had *'an induction of sorts'* where leaders with Group responsibilities have helped the new merged college staff to feel valued and recognising their much needed contribution to ensure CCG's success.

Over the last three years CCG has embraced the importance of staff Continuous Professional Development to raise capacity and achieve consistency across IAG. Student Tutors were very positive about how they had been supported into this new role with a suite of training and development days. Given the newness of the ACES role it is only now that many of the staff in these roles are aware of future training needs. These staff were effusive about how the internal Group's Learning and Development team is listening and acting swiftly, with training solutions including a recently held classroom management workshop.

Overall, staff were effusive about how merger has brought with it many more opportunities for progression and growth. Vertical and horizontal career opportunities have been embraced with the creation of new roles and additional posts bringing with it a menu of internal and external CPD.

The Group's performance management and appraisal process is clearly being implemented, with staff describing how the appraisal is clearly linked to the CCG strategic objectives and in turn how their development needs linked to the CPD offer.

Quality Assurance and Infrastructure

CCG's 'plan, do, review' business development approach is clearly evident. In keeping with the Education Inspection Framework (EIF), it is now very much an 'intent, implementation and impact' cycle. The self-assessment and quality improvement plan cycle is robust and well managed, and IAG and its importance to the learner journey is evident across robust end to end quality assurance practices. Where performance is below CCG's expected high standards, focused 'intensive care support' is provided by the leadership team with examples provided of how IAG at pre entry and during the programme have been enhanced to bring outcomes back on track.

Professional integrity values of equality, diversity, inclusion and impartiality are visible across all aspects of IAG service delivery. Intrinsicly linked to these ethics and values is the positive behaviour management approaches. When asked about feeling safe at the colleges there was a resounding message that CCG has created safe places to learn and flourish. Interestingly young people at Crawley College linked feeling safe to the recent ACES input on internet cyber safety, testament of the ACES programme as already realising outcomes.

During the assessment staff showed that they keep abreast of the latest legislative and other changes affecting their sector and IAG. Staff were able to describe their compliance with recent legislation, regulation or good practice in areas such as the Prevent Duty, Safeguarding and General Data Protection Regulation (GDPR). In particular, a good deal of work has been done to bring the British Value of Democracy alive through the implementation of ACES.

Partnership working is core to CCG's infrastructure, and it is embraced at both strategic and operational levels. Robust partnerships have been forged with the Local Enterprise Partnerships and employers. The latter is essential to fulfil the apprenticeship growth plans but so too to realise the Gatsby benchmarks where work related learning activities are essential. CCG is listening to the employer voice as illustrated with the development of an increased Town Planning Apprenticeship offer. Managers are proactive in partnerships that shape the development of future qualifications, with T Levels being a particularly key development that the Group is helping to shape. Evaluation of partnership approaches is generally naturally occurring, although more structured review meetings with employers (with underpinning Service Level Agreements) are encouraged to capture and respond to the employer voice.

The sense of community is a key feature of ensuring that each college maintains its own identity. This was especially visible across Crawley College and witnessed by attendance at their career opportunities fair. Here the College highlighted its partnership with the local authority, employers and training providers as well as local schools. The event was especially well attended by partners and thus provided a natural opportunity to capture their views.

Elsewhere, brief attendance at a Service Industries progression event at Chichester College was equally as energised, and feedback from partners just as positive. One high profile regional employer was keen to explain:

'The CCG Student is hospitality sector ready. We have been hugely impressed and have extended our talent recruitment reach to attract more of their students'.

Alongside the **matrix** Standard, the EIF and the Quality Assurance Agency (QAA) Quality Code inform curriculum and IAG support service design. Learning walks and observation of practice are deeply embedded, with the Chichester College 'Licence to Observe' training ensuring consistency. Indeed, during the assessment colleagues from Worthing College were in attendance at this training and commented on its rigour.

7. Conclusion

This Accreditation Review showcased an outcome based IAG experience that is being deeply embedded across the whole Chichester College Group. The assessment confirmed a firm focus upon ensuring that every staff member understands and plays their part to make a difference to the full range of students from foundation learning to higher education graduates.

The 2019/20 academic year promises to be one of continued growth and development where the IAG practices, showcased throughout this Accreditation Review, will extend still further to Worthing College. In addition, the practices will provide a solid foundation for supporting aspiring sixth form students attending open days and taster events at the new Haywards Health Sixth Form College. This is the most recent addition to CCG and is scheduled to open its doors to a sixth form intake of over 300 students in September 2020.

NB: Continued accreditation is subject to annual Continuous Improvement Checks at twelve and twenty-four months following assessment and three-yearly on-site accreditation reviews. If checks/reviews are not undertaken in a timely way this will have an impact upon your organisation's accreditation.

Conditions of Accreditation

Holders of the **matrix** Standard Accreditation must:

- Maintain and continually improve upon their services.
- Throughout the period of accreditation satisfy Assessment Services Ltd that the organisation continues to meet the requirements of the **matrix** Standard via the annual continuous improvement checks and the three-year accreditation review.
- Complete annual continuous improvement checks in a timely way, it is expected these will be carried out annually by the accreditation anniversary date.
- Inform Assessment Services Ltd or their Assessor if the key contact name/contact details change.
- Submit their Booking Form for re-accreditation to the **matrix** Standard at least 3 months prior to the accreditation anniversary date ensuring all pre on-site activity is completed in a timely way including planning, payment and interview scheduling. Accreditation Reviews are due 3 years from the anniversary accreditation date; it is expected that organisations will be assessed by this date or will risk being de-accredited.
- Inform Assessment Services Ltd of any significant changes made to the organisational structure, senior management or systems that may impact on their accreditation; email: matrix@assessmentservices.com.
- Inform Assessment Services Ltd immediately if they wish to extend or reduce the scope of their accreditation.
- Inform Assessment Services Ltd of any serious complaint or rise in numbers of complaints received (within the scope of the accreditation).
- Not undertake or omit to undertake any activity that may be misleading and/or may cause Assessment Services Ltd and/or the **matrix** Standard to be brought into disrepute.
- Only use the **matrix** Standard Quality Mark for the areas within the scope of the accreditation and in accordance with the guidelines. For example, if a certain department is successfully **matrix** accredited, the Quality Mark can only be used on that department's letterhead or on that department's page on their internet homepage.
- Ensure in cases where accreditation is withdrawn or where they do not come forward for accreditation review, remove from display any certificates or plaques issued by Assessment Services Ltd and do not display the **matrix** Standard Quality Mark nor refer to being a former holder of the **matrix** Standard.
- Be aware that Assessment Services Ltd reserves the right to remove any accreditation and/or certification previously applied if payment is not received for services provided.

Whilst accredited the organisation will be signed up for IAGonline - a community website for all **matrix** holders. Once signed up, any employee of the organisation can join the community and access regular posts and join specialist interest groups for support and discussion.

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