ESCG (East Sussex Coast College)

UKPRN: 10002923

TEF Year Four Provider Submission

Provider Context

Sussex Downs College and Sussex Coast College Hastings merged as one FEC (ESCG-East Sussex College Group) in March 2018.

The college has campus sites in Hastings, Ore, Eastbourne and Lewes and Newhaven. HE is delivered across all sites apart from Newhaven dependent on subject expertise and relevant resources. The college has two HE awarding bodies, The University of Brighton and Pearsons. The college employs a Head of Higher Education to manage the HE department across all its sites who is also the Quality Lead for HE and has appointed two campus leads who manage the operational day to day running of each of the campuses, these leads as part of their remit run and work on HE courses. The department has its own Admissions, Admin, Student Union and Additional Learning support teams. In addition to the main college campus, the college manages HE courses at Brighton Film School and the School of Information Risk Management in London. Despite the colleges recent merger both colleges have approximately 30 years of experience delivering HE, across a significant range of vocational subjects

Both colleges undertook the QAA Quality Reviews in 2017, with both colleges receiving a full confidence rating.

Recruitment 2018-19

Campus	Student numbers
Hastings	253
Brighton Film School	140
Eastbourne /Lewes	183
SIRM	25
Total	601

HE maintained its recruitment compared to other FEI's

Courses and campus sites

SCCH (Hastings\OV)	SDC (Eastbourne/ Lewes)
1. PGCE /Cert Ed	
2. BA(Hons) Designer Maker	1. FdA Music Production
3. BA (Hons) Visual Communication: Photography	2. FdSc & Person Centred Counselling
4. BA(Hons) Visual Communication : Illustration	3. FdA Public and Emergency Services
5. BSc (Hons) Computing Top-up	4. PGCE /Cert Ed
6. BA (Hons) Animation and Art Practice	5. FdSc Complementary Healthcare
7. HND/C Business Studies	6. BA(Hons) Digital Media Design
8. HNC Engineering Electronical & Electronic	7. BA(Hons) Music Production
9. HNC Construction & the Built Environment	8. BSc (Hons) Person Centred Counselling
10. Level 4 AAT	9. FdA Sport Coaching and Development
11. BA(Hons) Fine Art Practice	10. FdA Business
12. BA(Hons) Visual Communication: Graphic Design	
13. BSc(Hons) Mechanical Engineering Top-Up	
14. BSc (Hons) Business Top – Up	
15. HND/C Health & Social Care	
16. HND/C Computing	
17. HND/C Engineering Manufacturing	
18. Level 4 Cert in TESOL	
19. FdA Early years	

Teaching Quality

Students are involved with the evaluation of teaching, all students irrespective of courses are required to give formal written feedback to summative comments, at the end of each module, in response to tutors final comments and grading. Students are instructed and well versed in producing commentary that aids future development of the module with the intention of developing new approaches to delivery, highlighting resource needs, general curriculum requirements , staffing and learning resources (publications). The college will purchase (within reason) any books, periodicals that are recommended by students.

The college has developed its own an exit survey , undertaken by all students, this provides feedback against all the NSS points and asks key questions about future employment. This is undertaken by all HE students' full time / prime Level 4 , 5, 6 and 7 at the end of each academic year, this has been delivered at Hastings campus successfully and will be undertaken by all campuses from May 2019. We have put this in place to ensure we have a comprehensive and detailed understanding and monitoring of all of our students at the end of the academic year, in regards to teaching, support and the complete student experience. This provides the college with accurate information. We have a RAG (Red, Amber, and Green) rating system that we attach to every section , this gives us a % rating for each question and an overall total. This information is provided to our Senior Leadership and presented to our Governors, and is part of the documentation / report to the Governors prior to the signing of Annex A (Governors doc to OFS, Nov each year. This allows us to compare each question against each course. This provides the college with a focused account of how each course and how areas are doing. This is fed into the colleges Higher Education QIP(Quality Insurance Plan) and updated and actioned throughout the year, and for the HE Manager to demonstrate progress when issues have arisen. Students have the opportunity to provide written commentary / feedback, which is précised and key points provided as areas of improvement and provided to Course Leaders as actions, these points are raised in each Course Leaders appraisal , and to be actioned if required.

The college has a strong art & design provision , the college has been recognised for it's emphasis on vocational degrees and its links with industry all round the world. Its design courses have won 69 international design awards , sometimes with level 5 students winning awards against level 6 students in universities. Awards schemes notably (D&AD) Design & Art Direction (YCN) Young Creative Network) RSA (Royal Society of Arts) are linked with industry and students undertake design competitions for leading global companies, such as Penguin Books, Toni & Guy, Boots, Fair-trade, Taschen, V&A and many more. Students work is published in leading design publications through the award schemes. All students engage in industry experience, we have students that work both locally and regionally for local industry.

The college has small group sizes, between 8 – 13 per year group. Which ensures that all the students receive a high degree of input, when a tutor is schudelued to teach students they are teaching in the room for the full day, one to one tutorials dependent on stage of module, take place within the teaching day. The college employs a specific member of staff called a HE Mentor. Their specific role is to support students with study support in addition to the pastoral support provided by Course Leaders. We had identified the need for this role to help with retention of our students and to address any academic issues as students' progress from level 3 to 4 and to help mature students in areas as Health & Social Care who work nights, juggle children with work, Art & Design students who may be returning to education and Business students who are working on day release. The role has evolved over the last 9 years, and is utilised by all courses and areas for their specific needs. Feedback by students, staff and some EE's at Exam boards at the three annual HE Boards is complimentary about this service It must be stressed this additional service is in addition and does not replace specialist student support provided to students on a one to one basis.

Teaching hours are 840 pa in the college, Subject Leaders (permanent staff in the college) are unlike teaching staff in FE as they are given remission against their teaching dependent on complexity and numbers of student cohort (as explained above, relatively small compared to most Universities). This is formally decided by Senior Management and reviewed on an annual basis, the college is investigating

the HEA fellowship initiative through the University of Brighton, and staff have free access to CPD at the University included PHD & Master level study.

External Examination is critical to the development of HE, all courses ensure that all students are present & interviewed when visited usually twice a year by the External Examiner. As part of the QA process at the college and through the main University, External Examination concerns are highlighted recorded, and actioned by Course Leaders as part of the annual AHR(Academic Health Report Process) . This is fed into the HE QIP , and monitored three times per year by the Senior Leadership team / Governors t the PPP (Principals Performance Review meetings). Courses produce updates to AHR at mid points throughout the year , to show progress. This was brought about as three years ago some EE's (Art & Design) where concerned that the same issues were not being addressed year upon year. This has ensured the monitoring of EE actions are more rigorous and ensured that the college is responding properly to any issues. The college experiences very limited negatives with the teaching, teachers are usually picked as they have excellent industry experience and the currency of their practice.

It is a requirement that all permanent teaching staff teaching in FE & HE are teacher trained to PGCE/Cert Ed level, this is part of the contractual agreement of teachers working at the college. Teachers who teach in FE and HE undertake usually three observations per year. Observation one is a formal drop in by the Head of Higher Education and the HE Campus Leads within the first two weeks of all courses starting (25 undertaken in October 2018) (20 minutes) Areas that are monitored are general delivery, ensuring student Handbooks are evident, induction checklists are disseminated, rooms and resourcing is adequate and students are meeting all key support staff. Two – An observation carried out with their FE teaching, usually by either the colleges Quality Managers , Senior Leaders .Three (Full Observation)– HE Manager , or other Course Leaders (Peer working, sharing best practice) (45-60 minutes). Permanent staff working purely in HE only receive the HE observation. The college runs its own HE Lesson Observation process ,against UK HEA standards and has done for the last 10 years, continuously evolving to improve teaching or sharing good practice. The college employs sessional staff and guest speakers who

are invited to college training, attendance paid for by the college, and receive training on key and topical national points and instruction on best practice, areas like Quality Code and OIA,TEF and NSS etc. Training is usually three times a year, at the Jan 2019 training a 67% increase of sessional staff attended the training and most importantly provided invaluable information of their specific training requirements as sessional staff (distinction of teaching HE as opposed to FE, Teaching HE in an FE environment). The awarding bodies offer teaching development opportunities, all the colleges staff are eligible and they can apply through the colleges HE to attend training.

Each course has its own virtual learning platform, and dedicated independent learning spaces for students which ensures they are able to study at the college in their own time. The college has an HE Common room. The college engages heavily with local industry to provide as possible as many 'live' projects as possible. Theory teaching is undertaken in the classroom, and students will visit clients locally mainly in groups to undertake projects. Community projects are encouraged, we work for the Local Gypsum mines, producing sculpture exhibitions, work with the De la Warr Pavilion on duration and site specific work, Computing students produce websites for local charities, and work through national competitions as highlighted previously in this section. The college has run a research scheme over the last few years, with allocated funds to course, facility or subject research,

88% of staff have MA'S, 100% hold first degrees. Courses leaders and permanent staff are trained to PGCE/Cert Ed level . All Permanent sessional staff is formally interviewed by the college and through the QA assurance process of their respective awarding bodies .100% staff are DBS checked, sessional staff who teach over 42 hours per year are on sessional contracts, and undertake appraisals.

Feedback initiatives,

We have a good record of feedback by students , small group sizes ensure close contact with Course Leaders and key support staff, participation rates are high (Exit survey all HE students 84%) Feedback sessions are often and varied. HE student reps have a student forum each term with the Head of Higher / Campus Leads all

students are members of NUS, the college pays for each HE students be members of the NUS, and the college uses NUS facilities, including the creation of course level societies (70% of courses to date, have their own societies, this promotes group management skills, bidding for funds) all societies have benefited from receiving funds for their courses with regards to resourcing (IT – Virtual Environment Equipment) Arts (Funding of final external diploma shows) Computing (Trips to Bletchley park to research into war time computing).

Learning Environment

The college created a dedicated University Centre Hastings area at its Hastings campus with an investment of £1,000,000 approx in 2018, for students studying HE in Hastings. This is seen as best practice in the HE/FE sector, a separate annex for HE students is now adopted by many colleges. This model is to be adopted across the other campus sites, but all campus sites have as stated before a dedicated HE Common room, HE Office, NUS Officer and IT facilities.

The majority of our students progress to us from our own level 3 courses, so the distinction between HE and FE is important to ensure adequate recruitment and an acknowledgement of different experiences and delivery models.

Students have access to gym and social facilities. Students engage as much as possible with initiatives in the college, they work with the marketing department and students engage and support level 2-3 teaching where applicable. HE students are employed through the NCOP initiative as Student Ambassiders to support progression from level 3 to HE, they attend college functions and open days .The college ensures students undertake relevant work experience in the college where applicable and numerous external opportunities are available through the college's external partners.

Student Outcomes and Learning Gain

Attention/Achievement / Success 2017-18

Eastbourne/ Lewes		
Retention	**81%**	
Achievement	**75%**	
Progression	**85%**	
Hastings		
Retention	**96%**	
Achievement	**95%**	
Progression	**92%**	

Recruitment events

- General Open days for both FE & HE, three per year
- HE Prospectus (designed and produced by level 4 BA(Hons) Graphic Design students) and college recruitment animations by BA animation students.
- Specific HE open mornings, four Saturday mornings throughout the year
- UCAS - designers fair each year (Nov) specific to Art & Design
- Sussex UCAS fair (Sussex University) aimed at local and regional AS students
- Arts specific marketing (undertaken by students in the art department, and sent to local sixth forms and colleges
- NCOP initiative delivered at the College
- Internal progression events in the college, letters sent to all year two level 3 students and parents/guardians, to advertise drop-in opportunity for guidance on HE provision at the college and key information for studying at HE
- Degree shows in London

NSS & Exit Survey results

NSS	SCCH 2017	SDC 2017	Combined	SCCH 2018 Exit Survey
Teaching on my course	96	83	78	93↓
Learning opportunities	95	85	78	91↓
Assessment and feedback	87	78	75	88↑
Academic support	94	74	72	88↓
Opportunities and management	89	68	64	85↓
Learning resources	81	54	72	92↑
Learning community	83	67	70	86↑
Student voice	79	58	67	86↑
Overall satisfaction	**97**	**77**	**75**	**88**

Students Progression

Students progress into local , regional, national and international employment. The development of a Full time PGCE/Cert Ed course at the college from 2017 has resulted in many graduates on our degree courses progressing to teacher train at the college, 100% of students passing the course have progressed into teaching roles, with 50% being employed at the college.

Two students from the BA (Hons) Fine Art course at the college progressed to the Royal College of Art, a significant acheievent for any University but especially from a college. One of the students had originally studied at a London University but transferred to the college due to limited teaching and poor facilities. She had undertaken her level three course at the college, and recognised the good teaching, facilities and support and the opportunity to study at new University Centre at the college.