



TEF Submission

2023-24

Provider Name: East Sussex College Group

UKPRN: 10002923

Eastbourne: Cross Levels Way, Eastbourne, East Sussex, BN21 2UF

Hastings: Station Approach, Hastings TN34 1BA

Lewis: Mountifield Road, Lewis BN7 2XH

www.escg.ac.uk

www.sirm.ac.uk

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Provider Context

East Sussex College (ESC) has a strong and long-standing history of delivering higher level education with nearly 540 students studying on 30 programmes validated by the University of Brighton and Pearson funded through HE loans, and over 200 students on a growing range of sector specific higher vocational qualifications funded through FE loans.

The growth and development of Higher-level qualifications are critical elements to our strategic and ambitions so as to meet identified skills shortages and gaps within our local communities. This strategy will ensure that each of our four campuses develops programmes to support economic growth and that complement our wider specialisation work on each campus.

ESC will grow the range of programmes over the next five years to provide specialist pathways for students to gain higher level skills, linking provision to local needs, emerging campus specialisations and a broader offer for adults at Level 3 funded via Advanced Learner Loans and the new National Skills Fund.

The 2022 Skills and Post 16 Education Act sets out a number of key changes to the qualifications and funding arrangements for higher level skills that ESC is keen to explore and develop. These include a flexible Lifelong Loan Entitlement to the equivalent of four years of post-18 education for module and full programmes at Level 4 – 6 from 2025 with opportunities to pilot this approach from 2021/22.

ESC is working closely with other HE partners across Sussex to explore the development of a credit framework for Sussex which will enable students to study modules or smaller qualifications and build up to full degree programmes. This work is being led by the Sussex Learning Network.

The college is delighted to announce the development of the Institute of Technology that will be housed at our Ore Valley campus, where the college will deliver future skills programmes that cover the green agenda and STEM subjects for our regional communities.

The development of high-quality Level 4 and 5 higher technical qualifications, funded via student finance loans are being developed as progression routes from T Levels and, as an early adopter of these, ESC will look to develop these as pathways for young people already

studying with the college or for adults looking to retrain or upskill.

Initial mapping work identified the following specialisms at Level 4 or above by campus either full courses or through the delivery of standalone modules.

- Hastings – Visual Arts, Engineering, Health & Care Management, Business and Computing
- Eastbourne – Music Technology, Science and Health, Counselling, Accounting and Construction
- Lewes – Digital / Design and Performing Arts

ESCG HE Strategic Plan 2022-25

Our new vision, mission and values have been developed by our staff as part of the wider People Strategy development and they embed our one College ethos and approach that celebrates collaboration and working collectively as a single College whilst recognising that we serve different communities with diverse needs, and we work to ensure that we adapt our provision and offer to meet them.

Ultimately, we want to establish ourselves as a reliable and respected community asset, supporting our different communities to achieve and grow with the college as the skills engine that drives economic and civic growth across the county.

Our Vision:

To Empower and Sustain our Communities through Education and Skills

Our Mission:

To deliver a consistently excellent student experience through expert teaching, inspiring facilities and our partnerships with employers.

Our Values:

Partnership, Respect, Inspire, Diversity, Empower

Strategic Priorities

The Higher Education Strategy will focus on the following four strategic priorities:

1. Curriculum & Quality: deliver high quality higher education that meets local need and successfully meets Office for Student, Ofsted and the Quality Assurance Agency requirements
2. Finance & Growth: grow additional higher-level skills pathways to meet local and regional needs
3. Communication & Engagement: position ESCG as an innovative, forward-looking training specialist with skills that meet employer needs and supports widening participation in Higher Education in the communities we serve
4. People and Development: ensure staff are able to access the range of higher education opportunities and participate in scholarly activities as part of our People strategy

The development of new partnerships with additional HEIs will be a central part of the strategy to increase the range of specialisms and breadth for prescribed and non-prescribed HE. It should be noted that non-prescribed HE courses will be covered by OFS regulations from 2022 and therefore quality assurance processes will be HE led for increasing amounts of the colleges provision.

The intention to deliver standalone modules from existing HE courses to offer a bespoke service aimed at business and practitioners who need upskilling, updating and who are unable to commit to full time education is to be offered from 2022-23. As was evident during and post-pandemic, there is a need for modular training, potentially delivered online or at twilight/weekend sessions to support working people. This is an opportunity to develop a new and additional directions for our HE delivery, under a sub HE brand similar to the existing Teacher Education Academy developed and delivered by HE from 2018.

A brief overview of the institution and student body East Sussex College was created in 2018 to serve the communities of East Sussex and provide an exceptional educational experience for young people, young adults, and lifelong learners to drive and shape their personal and career aspirations. East Sussex College is a large general further education college with three main campuses in Eastbourne, Hastings (including Station Plaza and Ore Valley), and Lewes plus a small provision in Newhaven. In 2021/22 the college had 4113 students aged 16-18 following full-time study programmes. Of these 22% are studying up to Level 1, 31% at Level 2 and 47% at Level 3. There are 2187 apprentices over the year, a mix of internal and subcontracted students. There are approximately 5872 adult students (including Community Learning, Loans Funded, Full-Cost and those with Subcontractors), with the majority being part-time. The college works with over 1000 employers and is highly engaged in a significant number of sector-based employer groups. A significant contribution is made to our communities in terms of providing an appropriately skilled workforce, upskilling working people and supporting the re-skilling of unemployed adults. We are a key partner in the implementation of the East Sussex Economic Recovery Plan and will play a key role in the range of place-led regeneration activities, including Town Deals in Hastings and Newhaven, Levelling Up Fund opportunities across the county and the Enterprise Zone in Newhaven. Through these links the college has well established and effective partnerships with a broad range of public, private and third sector partners including senior representation on key economic, regeneration and skills related groups such as Team East Sussex, the local federated board for the 3 South East Local Enterprise Partnership (SELEP Ltd) and Skills East Sussex, the employment and skills board for the county. The college moved into Post Intervention Monitoring (PIMs) in 2021 following a period under formal intervention with the FE Commissioners Team following a financial notice to improve. The college will move out of PIMs in January 2023. The college was inspected by Ofsted in November 2021 and was graded Good in all key judgements and provision types. About East Sussex East Sussex's coastline, historic towns and villages and South Downs National Park make it an appealing place to live, visit and conduct business. There is a rich and varied cultural offer that engenders pride and a sense of place in the county. In 2021 the county was home to over 545,800 people, with over 58% (319,100) between 15-64, which is lower than regional or national averages. Population projections to 2026 show that whilst the overall population

will grow by just over 3% (to 581,300) the 65+ population will rise by 8.7% (to 170,309), with their only being a 0.2 increase in the number of children and young people. Projections are that the population of Wealden will grow by 11% whilst Eastbourne will only grow by 5%. The latest data shows that in December 2021 the proportion of the working age population in employment in East Sussex (77.5%) is just above the national average (75.1%). The unemployment rate of 4.1% is slightly lower than the national average (4.2%). The largest employment sectors include public administration, education and health, Retail and motor vehicles, with all above the national average. The NEET rate in East Sussex for 16–17-year-olds is 3.8%, which is lower than national averages. The percentage of 0–25-year-olds with Special Educational Needs and/or Disability (SEND) is higher at 2.2% compared to the England average of 1.8%. The county also has pockets of severe deprivation, with parts of Hastings, Eastbourne, and Newhaven in the top 10% of deprived places in the country. While educational attainment in schools has improved significantly, adults have fewer higher-level qualifications, with only 56.2% having a Level 3 or above, significantly lower than regional (62.4%) or national averages (59.9%). The college's catchment area for 16-18 students extends to over 50 schools covering East Sussex, Brighton & Hove, West Sussex, and South Kent. The year 11 cohort size is expected to grow significantly over the next 4 years. The county's key employment sectors have been identified as engineering, construction, health, and social care, creative, digital and media, visitor economy and tourism and land-based industries.

The college strategy 2021-24 is focused on ensuring it supports these sectors and the wider economy postCovid recovery by providing the skills and people employers want and need, both now and into the future. For further information, please visit <https://www.escg.ac.uk>.

Facility future developments

The development of the Institute of Technology at the college's Ore Valley Campus from September 2022 is set to provide extensive opportunities and the college aims to increase its level 4 and 5 offer including technical apprenticeships that meet local and regional expectations especially around the growing green and environmental agenda.

The college has an extensive capital programme planned for Eastbourne and Lewes which will see the campuses transformed over the next 5 years ensuring the college has facilities to deliver the curriculum of the future.

Partnerships

ESC has two current partnerships and are awaiting a decision on a third:

1. University of Brighton. Brighton
2. SIRM (School of Risk Management) London, course validated through Pearson.
3. University of East Anglia – (UEA) – awaiting formal notification of partnership approval

ESCG HE Partner

SIRM <http://www.sirm.ac.uk/> is our main Partner in Ilford, London with whom we have an Exceptional Collaborative Arrangement with, awarded through Pearson. This partnership was fostered initially through level 3 work SIRM had undertaken by our own FE partnership team and HE were approached by SIRM to develop a level 4/5 HNC/D Business course 4 years ago. We started with an enrolment figure of 25 students with the proviso of increasing this through success and quality of delivery which has steadily grown with a new intake in 2022 of 240 students due as a result of continuous Pearson recognition of good practice and confidence in this type of subcontracted delivery by the college.

Due to the growth from September 2022 the college will have in excess of 500+ students with SIRM and the college has decided strategically now to grow and develop only with this one private provider, the intention is to grow our existing provision and investigate new level 4 courses with Pearson's and other awarding bodies.

The college has now undertaken three, yearly Academic Management Reviews with Pearson's that assesses teaching and learning, course management, student voice and has for the third year running received a full confidence rating for these students.

2. Student experience

The College has a rigorous process to ensure that we compile information and act upon key data to help support the student experience. The college's HE provision is relatively small compared to a HEI thus it has the advantage of small group sizes. We use the following mechanisms and the information in this document has been taken from the following, boards, surveys, policies and reports:

- **Student forums** - verbal feedback by students directly against key themes dependent on time of year. This includes You said We Did feedback.
- **NSS** - Students directly contacted by NSS, Subject Leaders set up sessions to ensure all students clear on questions, and fully understand process; we use feedback data to target spend and capital investment.
- **Module feedback by students to staff including action planning** – Students formally respond in writing responding to module tutor's feedback. , this is used when reflecting and developing curriculum.
- **ESCG, HE Exit Survey** - All students across all year groups undertake a survey which contains the NSS questions and provide commentary/feedback on their course. As NSS action.
- **Subject / Course boards** - Verbal response by Course Reps and formally recorded.
- **HE Boards** - Verbal response by Course Reps and formally recorded, 3 course and three institutional level boards per year. Formally recorded.

- **EE visits** - Verbal response by all students, direct questioning by EE's, formally recorded within EE report / Exam board., Course and Institutional level annual reports and future boards.
 - **AH Reports** - Subject Leaders are required to formally feedback on the student experience at both Mid-year stage which allows us to act on student voice in year to make improvements and at the end of the academic year.
 - **Tutorials** - Formal recording of the student's own performance and experience, action plan for progression. All students receive recorded tutorials at least three times per academic year.
 - **Staff Appraisals** - Issues with retention, achievement and general student performance are audited this process includes substantive sessional staff & key support staff
 - **College Performance Reviews** - Issues with retention, achievement and general student performance are audited by SLT and Governors,
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- **ESCG HE Governors report** - Monitoring and auditing of the complete HE provision at the college through the HE Managers annual report presented to the Governors, three times per academic year, this includes student feedback and you said we did evidence.
 - **NUS** - All campus-based students are NUS members, (the college funds this) and has Student Union representation on each campus, with yearly plans, that feedback into Course and Institutional level boards.
 - **Use of ESCG HE data to inform continuous improvement of the student academic experience** - Addressed through the AHR and PPR process and HE Boards
 - **Involving students in the learning and assessment process** - Module feedback and tutorial processes
 - **Student involvement in the management of the quality of the student academic experience** - Is constant and varied and explained in previous section (*Identifying areas for improvement of the student academic experience*) Examples are The Module feedback, HE Board, Subject Board, HE Forum and the colleges own HE Exit survey

Admission Process

100% of students undertake a face to face interview by the Course Leader on all courses we deliver at all our college campuses as per our ESCG HE Admissions Policy and this good practice has been identified in an external admissions & consumer protection external audit undertaken in 2019/20 delivered by RSM, we have a robust Admissions Policy, Student Consumer Law 2019 Policy, Student Protection Plan and Access & Participation Plan, all compiled in consultation with our HE student body. There was no criticism or action on our processes.

We consider the interview process key for students and this forms part of the initial induction to our college, we can ensure students are fully conversant with the programme, see the facilities, discuss any concerns and discuss Finance, disability, DSA application and accommodation, all teams are available on interviews days to meet with students, the college has an Admissions hotline for queries for new students at any time. All information is also available on our website, and we will periodically reach out between interview and enrolment to check in and see if further support, with anything, is required.

Management & Delivery of Provision

Across our Campuses we have in place Campus Managers that manage and operationally support approximately 200 – 250 students respectively and Course Leaders, HE Mentor support Staff, Administrators, HE Admissions and ALS support. This is a significant resource that demonstrates the amount of support and monitoring of that our students receive whilst studying with us, and especially at the start of each course.

The nature of our provision and the remit of HE in FE is that there is a focus on professional practice and industry engagement in the delivery of our courses. The decision to run a course is initially informed/ proposed at Curriculum level through local Market intelligence and college strategic planning, Courses are identified, relevant links with industry are made and consulted upon on e.g- Engineering/ Construction / Arts Community local networks and working groups are set up to help design courses. Both our validation student and staff bodies are consulted upon throughout this process and as part of any process the college consults with existing college HE staff or we employ externals with subject expertise. We rely & draw upon the currency and subject knowledge of our staff especially our sessional staff, that on average account for approximately 70% of our teaching cohort with between 90-100% of our sessional staff as practitioner's in industry, who are engaged in industry with many sitting on external employment committees and therefore can sit on our course development panels. These staff not only ensure that we can respond to course delivery but provide students with vital industry skills required. All Course Leaders are trained to PGCE/Cert Ed level, with many teaching staff formally trained. Teaching staff undertake formal lesson observations on an annual basis as part of HE Quality Cycle.

The provision is small and therefore can provide a bespoke service for our student including frequent 1:1 tutorials and all Course Leaders, Course Tutors and HE Mentors are available meet on a weekly basis with all students.

where possible appropriate groups are infilled and come together at relevant and key times, to enhance the student experience and as we are small different disciplines can interact, share facilities and attend general lectures and social activities. This message comes through consistently in Course Boards, Institution boards, student Surveys, meeting with Student Union and evidenced in recent Partner inspections and surveys. All Course Leaders and tutors know each student by name and are able to track their progress through our online secure tutorial and assessment tool. This can be accessed by Additional Learning

Staff, HE Senior Managers, and HE Operational Managers with a flagging system that can highlight issues with any students, informing all relevant staff

Student Union Involvement with students

The college employs Student Union Campus Co-ordinators at its main Campuses. Each Co-Ordinator is responsible for approximately 200 students, so engagement is good in terms of student / staff ratio, and this is evidenced continuously through feedback at our HE Boards, Course Boards, and external reviews. The SU Co-ordinators have an open-door policy and meet with each cohort on a regular basis, activities can be tailored to each course and funding is made directly available for social activities. As a small provider we can provide a tailor-made and a bespoke service e.g HND Health & Social Care / BSc (Hons) Health & Social Care, a mature cohort of students, many with families that work in the health sector requested 'Yoga classes' and the college responded to support this wellbeing initiative and put on classes. Whereas a younger cohort of students studying BA(Hons) Graphic Design and Illustration were wanting a traditional, regular club night where the SU hired a local bar to facilitate and meet this requirement. The SU also runs a yearly programme of events that brings students together for all our joint SU activities, as we consider this an important part of the student experience.

Work and work placements

All year groups undertake professional practice. This is embedded into each year and developed over a two / three - year period dependent on whether the course is a FdA or top-up or Full degree. Students work independently to secure work placements which take place at local, national and sometimes international levels. The college is approached by local organisations to undertake 'live' projects. The college usually responds to many enquiries, sometimes with very tight deadlines, these experiences help to challenge students beyond the theory they are taught to help them to experience the reality of applying this theory. Students are usually challenged beyond their expectations and working on live projects especially at earlier stages of their study can develop a greater sense of aspiration, willingness to do more, to pursue additional work opportunities outside of their studies and work harder to create not only opportunities but to study harder and ultimately achieve higher grades. These opportunities can certainly help students to recognise and to aspire to opportunities they feel are unattainable.

Undertaking national competitions

The majority of students are encouraged and as part of their courses undertake competitions and this we encourage especially competing at a national level. This provides a sense of competition and ambition.

A really

significant achievement that provides a sense of achievement especially with the diverse range of students on our courses.

Recent awarding bodies review

University of Brighton

ESCG has just undertaken its 5 yearly Partner Review with our main university partner, University of Brighton (Dec 2022). This review accounts for approximately 70% of our student cohort at our main college campuses Part of this process was for students to supply a Student Submission prior to the event, this survey was undertaken by 75 % of the students assigned to undertake this and echo's the results for both our HE Exit Survey (Undertaken by 53% of our complete student Cohort) and NSS , completed by 62% of our student cohort.

The panel agreed to approve East Sussex College Group as a partner institution of the University of Brighton for a further five years and the arrangements for partnership delivery of programme/s in relationship to provision at Hastings and Ore, subject to an updated Memorandum of Cooperation.

The panel has commended ESCG on the following:

- The very thorough and well-presented documentation, data and written responses to the panel's questions:
- The quality of the learning and teaching facilities at Hastings and Ore campuses
- The way in which student feedback is listened to and acted upon by the staff and college team
- The provision of access to studio space for alumni in the Arts-based subjects to support the building of a sense of community
- The innovative approach to placements through which students benefit from visiting other students on placement or in their workplace.
- The positive involvement of students in the strategic management and development of the HE provision within the college
- The active engagement by ESCG in securing funding to improve IT facilities to overcome network and systems challenges experienced by staff in recent years;
- The proactive responsive approach taken by the IT support team to resolve issues.
- The strong sense of belonging developed within each subject discipline for the HE students studying the validated courses within the campus.

Pearson's Academic Health Review Visit (April 2021) -

Inspectors' comments about students:

The students are able to access face to face session on Thursdays and have some lessons still online on Tuesdays, the students enjoy face to face sessions which allow them to connect more with the other students and other learners. The learners find that the teachers are knowledgeable and explain the lessons well and support students with their understanding of what is required of them and what they need to do in order to complete assessment tasks and they feel that the assignment briefs are easy to understand, the centre also offers good access to a range of resources. The learners find that blended learning is a good approach for them as it allows them to not have to travel too much in order to access lessons. The learner all agreed that the centre provides them with excellent resources and support that they need in order to achieve their qualifications and they fully understand how to engage with remote learner and access to the VLE in order to submit work for assessment and access tutor feedback.

Student Surveys

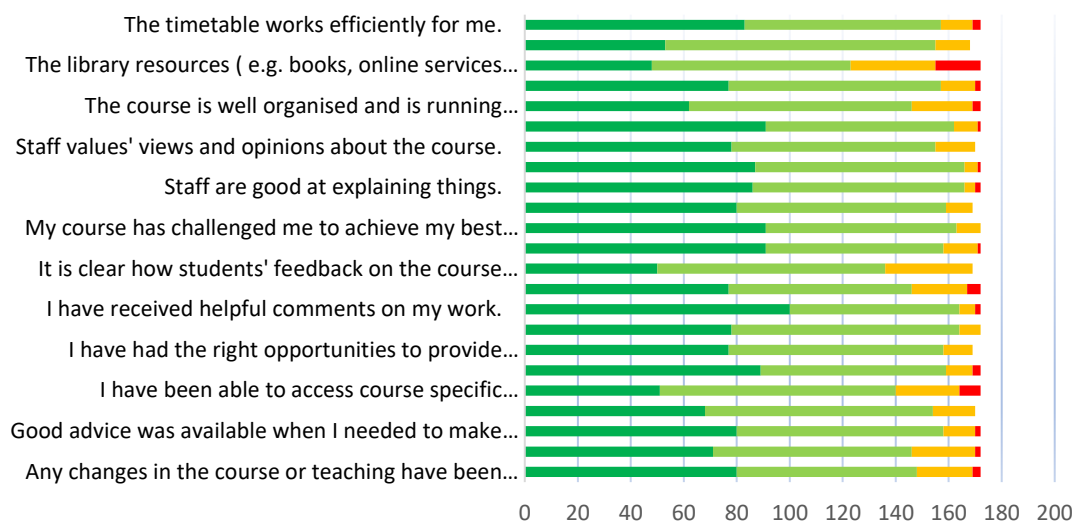
NSS

The college has shown a year upon year improvement on the majority of its NSS results in the last 4 years its response rate of participation is at 62% of students in scope , 2 % below sector average . three years in a row it is above sector average and an increase of 5% in 2021-22. It is difficult to provide evidence per group as our cohorts are small and therefore fail to meet the thresholds for college to provide course by course findings. Some highlights from recent surveys are below:

- Learner Community up 10% on sector average for 2021/22
- Learner Opportunities up 9% on sector average for 2021/22
- Overall satisfaction has increased over the last two year with a 6% in 2019/20 and 5% in 2021/22, a significant increase from 2019/20

ESCG HE Exit Survey

With 53 % student participation of all face to face students at colleges main campus sites the results the NSS survey



TEF data tables for Student experience (4 year period)

	ESCG Indicator value %	Bench Mark Value %	ESCG yearly data %	Benchmark – yearly data %
F/T Teaching on my Course	86	86	Year 1- 84 Year 2- 82 Year 3 – 86 Year 4 – 92	Year 1- 85 Year 2- 85 Year 3 – 84 Year 4 – 90
F/T Academic Support	81	84	Year 1- 80 Year 2- 78 Year 3 – 81 Year 4 – 86	Year 1- 85 Year 2- 84 Year 3 – 80 Year 4 – 86
F/T Assessment and feedback	78	82	Year 1- 70 Year 2- 73 Year 3 – 81 Year 4 – 86	Year 1- 80 Year 2- 81 Year 3 – 79 Year 4 – 86
Learning Resources	63	78	Year 1- 59 Year 2- 54 Year 3 – 67 Year 4 – 70	Year 1- 76 Year 2- 80 Year 3 – 73 Year 4 – 83
Student Experience	73	79	Year 1- 66 Year 2- 65 Year 3 – 75 Year 4 – 83	Year 1- 77 Year 2- 79 Year 3 – 75 Year 4 – 84

NSS Data tables:

2018/19			2019/20		2020/21		2021/22		Commentary for year 2021/22
Response rate (Agree) 62% of students	ESC	Sect	ESC	Sect	ESC	Sect	ESCG	Sect	
The teaching on my course	86	84	83	80	86	80	86	81	5% above sector, three years in a row above sector average.
Learning opportunities	77.	83.	76	83	86	79	87	78	9% above sector average
Assessment and feedback	76	73	75	81	81	68	76	76	Equals sector average
Academic support	78	79	79	79	81	73	86	81	+5% above sector average
Organisation and management	59	74	64	74	77	69	77	72	+5% above sector average
Learning resources	60	85.	49	86	67	73	67	74	+7% above sector average
Learning community	71	75	70	76	78	67	87	77	+10% above sector average
Student Voice	70	73	62	73	76	67	79	81	-3 below sector average
The students' union	41	55	55	56	62	54	62	59	+3% above sector average
Overall satisfaction	70	84	66	85	78	74	87	82	+5% above sector average

Pearson Survey 2020-21

This survey was undertaken by our London Partnerships SIRM for our HND/C Business courses (Participation rate unknown). Our students responded well with an 88% satisfaction rating up 12%, students felt that they were well supported at 92% this was a considerable result compared to national & international sectors. Some work is required to look at more information for graduating opportunities, as the figure at 36% as opposed to the average sector wide at 46%.

3.Student Outcomes

TEF Data (4 year data set)

The college has matched or better the majority of the TEF benchmarking,

	ESCG indicator value overall %	Benchmark value overall %	ESCG indicator value yearly %	Benchmark value yearly %
F/T Continuation Taught	83	82	Year 1- 78 Year 2-80 Year 3-86 Year 4-87	Year 1- 78 Year 2-81 Year 3-84 Year 4-83
P/T Continuation Taught	80	76	Year 1- 79 Year 2-78 Year 3-79 Year 4-84	Year 1- 74 Year 2-79 Year 3-76 Year 4-77
F/T Completion Taught app	80	77	Year 1- 81 Year 2-83 Year 3-77 Year 4-75	Year 1- 78 Year 2-78 Year 3-77 Year 4-73
P/T Completion Taught	41	71	Year 1- 85 Year 2-89 Year 3-69 Year 4-13.4	Year 1- 83 Year 2- Year 3-79 Year 4-57
Apprenticeship Completion	65	66	Year 1- 81 Year 2-83 Year 3-77 Year 4-75	Year 1- 81 Year 2-83 Year 3-77 Year 4-75
f/t Progression	64	55	Year 1- 88 Year 2-75 Year 3-58 Year 4-65	Year 1- 31 Year 2-57 Year 3-53 Year 4-55
p/t Progression	70	72	Year 1 Year 2- Year 3 Year 4-70	Year 1- Year 2- Year 3 Year 4-73
Apprenticeship Progression	None			

ESCG indicator value overall %	Bench Mark value overall %	ESCG indicator value yearly %	Bench Mark value yearly %
83	82	Year 1- 78 Year 2-80 Year 3-86 Year 4-87	Year 1- 78 Year 2-81 Year 3-84 Year 4-83

Progression

The college is only this year in scope to undertake the Graduate Outcomes (GO) Scheme with HESA. However the college has started to consider this process by commission both an FE and HE Destination survey that has produced outcomes from Graduating students , taken in the September after a July graduation , which is just a three months , the number of the participation is relatively small, but the following response provides a general percentage of how the students felt engaged with the courses.

- Impacts of Learning and Teaching
- 84% agree that it has helped to pursue goals and ambitions
- 75% agree that their courses have helped them to socialise, work and communicate with other
- 82% have agree that the college has helped them into work

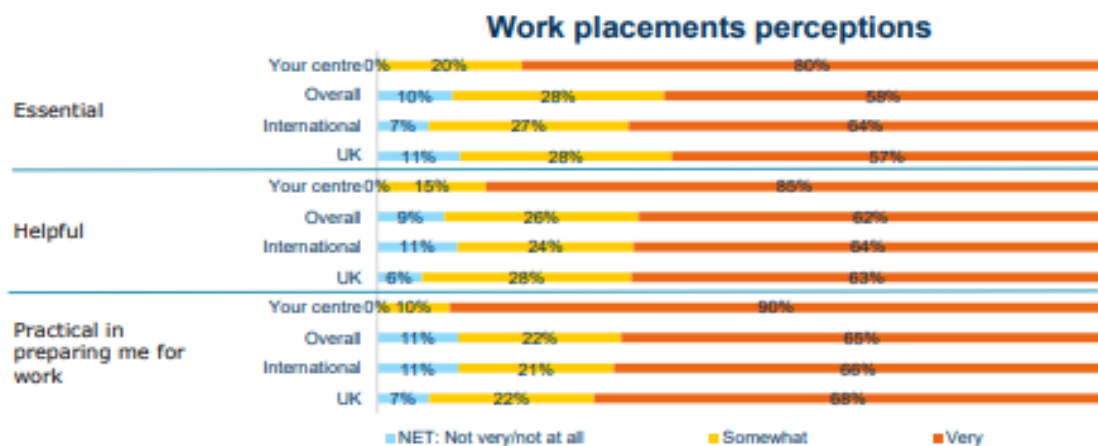
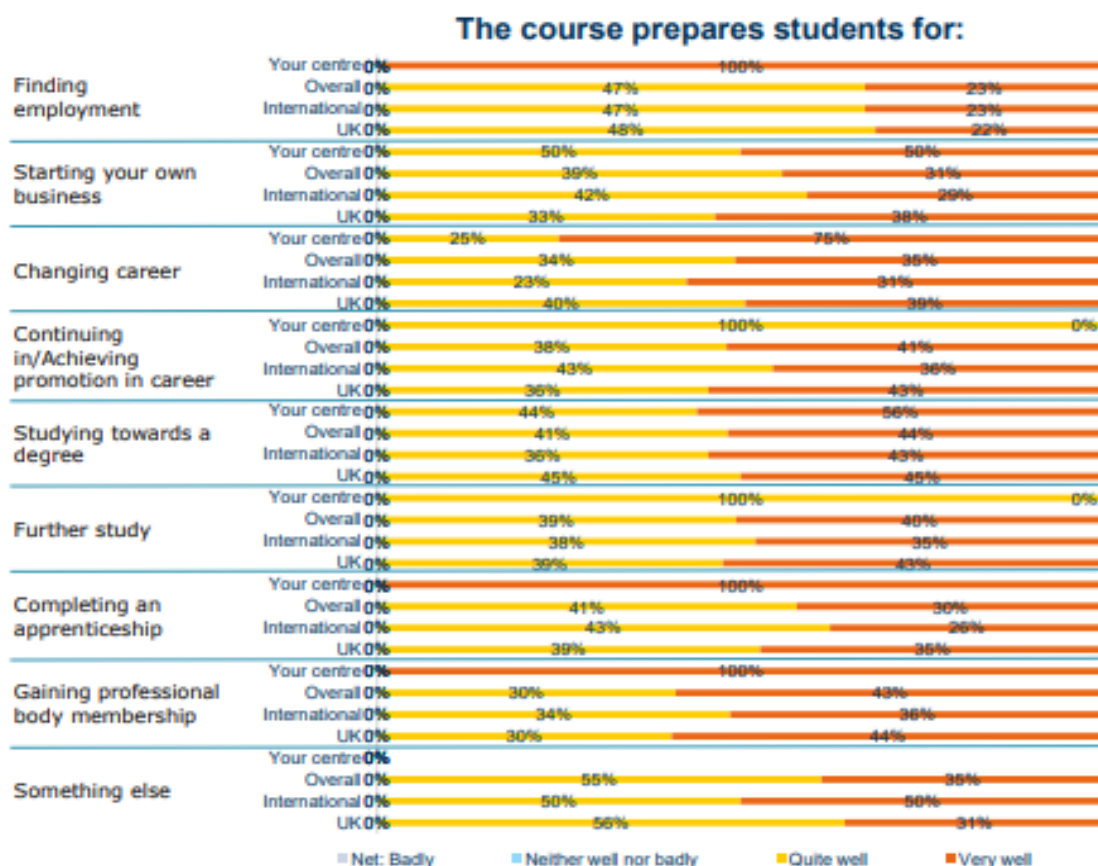
70% of students undertaking the survey stated that the course they studied on was relevant to what you are doing now , a good outcome after just three months from graduation

Pearson's Work Survey 2020/21

(Diagram below)– the first year that this survey was undertaken with Pearson's

Undertaken by our HND/C students in 2020/21 as an external survey, this indicates that 100% of the students partaking highlighted that the course supported them very well in finding employment.

75% of students partaking the survey highlighted that the course supported them very well with career change. Approximately 70-80% of students undertaking our HND/S at our main campuses and our external provider SIRM were looking at changes of careers



SIRM student testimonials

- *I am very happy to have had the opportunity to study at this college. It helped me a lot in achieve my goals and to improve my skills.*
- *My overall experience to date has been amazing and the College really cares about its members. Your college has provided me with a number of opportunities to grow and explore my skills.*
- *I'm really happy with this college. The teachers and staff are supportive and really helpful when we need.*
- *Last 2 years studying at SIRM were two great years where I found friends and felt like in a new family. A family where the management, teachers and colleagues got together for a great purpose.*
- *The college staffs have been very supportive during my time there. The tutors are always available and approachable and made the course easy to follow. I highly recommend the college to friends and family.*

A selection of External feedback to ESCG campus delivery in Hastings , Eastbourne & Lewes from academic year 2020-21

Music Production

- *All students were very complimentary of the course team and in particular the course leader.*

FdsC counselling

- *Tutors and students stepped up with Lockdown and turned the crisis into an opportunity for finding innovative and creative means to teach counselling, preparing students to deliver it successfully and ethically through a range of online platforms, thus ensuring the ongoing safety and support of clients*

BA(Hons) Animation

- *Modules and briefs and all course info are purposeful and comprehensive aimed at inclusively and career focused. Standards of student performance and achievement are comparable to those of similar courses in other UK Higher Education Institutions, notably UCA and the RCA. Students' performance was good to strong. Impressive Course Leader in terms of rigour and commitment to all aspects of teaching. Quality of the final dissertations was a result of impressive delivery of film theory over three*

years. The assessment process was rigorous and fair. The internal marking was rigorous and fair.

Very impressed by the enthusiasm and rigour of staff and the commitment to the student experience despite the Covid pandemic, especially with the college allowing students to work from home with college IT equipment.

BA (Hons) Designer Maker

- *Students have become resourceful and adaptable through the Covid crisis and in the pursuit of their career aims. Staff worked incredibly hard to support students through the year, the development of a digital classroom was a significant development that worked exceptionally well*

BA (Hons) (Fine Art

- *Many students are applying for Masters and even PhD courses. This is impressive, as percentage wise it was higher here than at other equal institutions.*

BA (Hons) (Photography

- *The curriculum remains current with a strong element of Professional Practice running throughout the course. High achieving students have done well with many moving on to postgraduate study. Students feel well supported and happy with the course. The professional practice is a clear strength of the course. The programme is well designed with the emphasis on professional practice leading to often polished/ commercial work. Staff should be commended on the number of students offered places on good postgraduate courses.*

BA (Hons) Graphic Communication

- *Professional Practice was a strength of the course, engagement with workplace interns very good to see.*
- *Evidence of the rigour and consideration that goes into every individual on the course*

BSc(Hons) Top-up Business

- *During this hard year, staff went above and beyond. Extra tutorials were made available to students.. The course leader also provided some 'mental health' tutorial sessions - to give students space to just chat to one another about topics other than college work*

PGcCE/cert Ed 2021-22

- *The students realised the demands of the course and felt the whole teaching team especially the course leader was excellent in terms of course management, administration and student support*

FdSC Complementary Health 2020-21

- *This is a unique qualification that is much needed in the complementary health care industry. This continues to be a visionary and flagship course. Students work reviewed reflected standards found elsewhere in other institutions. Concepts covered and standard of teaching on the therapeutic massage unit are far superior to the majority of courses offered at other local colleges. Tutor feedback to students were extremely thorough, practical work was to a high standard. Assessments are rigorous and feedback for two units in particular stood out in terms of thoroughness and quality and tutors commended. Excellent IV.*

The therapeutic massage module is excellent with few providers in the UK offering a quality level 5 qualification in massage. The qualification is innovative in the current industry and attracts excellent tutors with extensive practice.

FdSc Early Years

- *Strengths are links to industry. Compliant with national standards. Commendation to the team for the support that they clearly offer the students and their dedication and willingness to develop in the future. This is first year of a new course.*

BA(Hons) Top-up Computing

- *Over 60 % of the final projects were real- world client based projects with substantial demonstration of understanding of concepts, principles and techniques of the subject. The quality of the feedback is high and consistent.*

BA (Hons) Top-up Mechanical engineering

- *They are all in relevant employment and this reflected in their work.*

BA(Hons) photography

- *The programme engages with the local creative community well, offering work readiness.*

Some recent examples of Progression into Masters level or industry

Arts based :

Many ex-students have successful Jewellery businesses

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