TEF3 Provider Submission East Surrey College

Part A: Introduction to the College and Its Context

East Surrey College is a medium-sized general further education college located to the north of Redhill. Alongside nearly 2200 full time further education students (generally 16-19), it also hosts adult, professional and leisure courses, around 450 apprentices and around 170 higher education students. The latter are a mix of Higher Nationals and Foundation Degrees with 12 Degree Apprentices who have recently joined the College in September 2017. Although not in scope for the TEF, at its last Full Ofsted inspection in December 2014, the College was graded Good with a series of Outstanding grades awarded. The recent Short Ofsted inspection (October 2017) confirmed this position. QAA's IQER in 2012 found only two desirable actions and noted three items of good practice.

The College's vision encapsulates its culture of excellence "To be an outstanding provider of further and higher education and training." The College's mission is "To provide inspirational, high quality education and training that meets the needs of individuals, employers and our local and wider communities." To this end, the Governing Body, the Principal and the staff attach great importance to external validation of excellence, not least as a benchmarking process in the College's mission.

Currently, the College is a Disability Confident Employer, holds the Matrix Award for the quality of information, advice and guidance, and is accredited with Investors in People Gold. The College is 3rd out of 202 providers in the FE Choices employer survey. The College is 8th nationally for 16-18 destinations for Level 3 students in the FE Choices survey.

Submission to the Teaching Excellence Framework (TEF) is a component part of the mission. The College did not apply in TEF Year 2 as it was only eligible for a provisional award and this would not have reflected the truly excellent work that goes on in what is essentially a vital micro university for the local community and employers.

The College states the following Strategic Aims, which include the aim of delivering teaching excellence:

1. To deliver excellence in teaching, learning and assessment
2. To ensure growth in employment skills and enterprise
3. To develop complementary partnerships to widen opportunities and increase participation
4. To generate strong finances to enable future investment and sustainability

Although all of the above have a role to play in a very successful college, it will be worthwhile to focus herein on Strategic Aim 1 and what the College feels this entails. The objectives

under this aim are as follows, and succinctly sum up the teaching and learning culture at the College. All but the last relate directly to the evidence discussed in this submission:

- Teaching, learning and assessment to be innovative and of consistently high quality
- Our staff to be recognised internally and externally for the quality and reputation of their work
- Achievement and progression rates to continue to improve
- Students empowered to make excellent progress relative to their starting points irrespective of background or individual support needs
- Students provided with opportunities to influence and shape their learning experience
- Progress towards Outstanding to continue to be made

Targets relating to the above are met or exceeded with one substantially met at the time of submission.

East Surrey College is an independent Corporation with exempt charity status formed under the Further and Higher Education Act 1992. The Instrument and Articles of Government set down its powers, membership, role and responsibilities. The Corporation, also referred to as the Board of Governors, is similar to a board of non-executive directors. East Surrey College Corporation is made up of members from the business and local community, stakeholders, staff and students. There is a formal search process: appointments are based on skills and merit. The Principal is a member ex officio and the only executive member. The Corporation is accountable for the use of public funds and has a duty of care for the assets of the College. The Corporation is advised by a Clerk who is independent of College management and has access to independent professional advice. The principal governors' body that oversees teaching and learning is Learning and Quality Committee which is chaired by the Vice Chair of Governors. To support its HE aspirations, the College unusually has a named lead governor for HE who was previously a university Pro Vice Chancellor.

The College's curriculum is mapped to the priority areas of the Coast to Capital LEP, the Gatwick Diamond Initiative and local need, and an objective in the Employer Engagement Strategy is to "develop the skills curriculum through planning in partnership with Gatwick Diamond, Coast to Capital LEP, GFE South, Surrey Connects, employers and their organisations and sector skills organisations."

The College's aims from its HE Strategy 2015-18 are:

- To be recognised by all its stakeholders as the area's outstanding provider of quality vocational education and training at this level
- To raise the profile of HE as a viable progression route for local young people and adults, widening participation levels
- To develop the range of HE available locally including the development of Higher level Apprenticeship and Professional programmes meeting needs of Gatwick Diamond and LEP for employees and job applicants with higher level skills
- To work in partnership with HEIs and employers to ensure an HE curriculum that meets local demand for highly skilled employees with delivery mechanisms that enable students to study while in work
- To enhance and strengthen provision through effective quality monitoring and improvement with active student engagement in quality processes at all levels being regarded as paramount
- To improve and develop information, advice and guidance services for students and employers to ensure maximum awareness of HE-based curriculum which offers a growing range of curriculum pathways

- To maximise accessible long and short HE-level provision through funded and full cost routes
- To ensure fair allocation of places and assessment practices that support all students and promote success
- To provide an environment that enables students and HE to flourish, promoting the wider benefits of higher study alongside the gaining of a qualification

Part B: The Higher Education Provision

The College offered the following prescribed HE programmes in 2017/18, plus one Degree Apprenticeship in Embedded Electronic Systems in conjunction with London South Bank University.

Qual	Subject	Level	Curriculum Area	Mode
HND	Fashion & Textile Business Development	5	Art	FT
HND	Graphic & Digital Design	5	Art	FT
HND	Photography	5	Art	FT
FdA	Music & Sound Production	5	Creative Media & Film	FT
HND	Theatrical, Media & Special Effects Make-Up	5	Theatrical Make-Up	FT
FdA	Business	5	Business & Professional Services	FT
FdSc	Internet Software Development	5	Business & Professional Services	FT
FdA	Aviation Operations Management	5	Travel, Tourism & Aviation	FT
FdA	Travel and Tourism Management	5	Travel, Tourism & Aviation	FT
FdA	Event and Tourism Management	5	Travel, Tourism & Aviation	FT
FdA	Early Years Care & Education	5	Childcare	FT
HNC	Sports & Exercise Science	4	Sport	FT
HNC	Electrical & Electronic Engineering (with some Higher Apprentices)	4	Engineering	PT
HND	Electrical & Electronic Engineering (top-up)	5	Engineering	PT
HNC	Construction (with some Higher Apprentices)	4	Construction	PT
HND	Construction (top-up)	5	Construction	PT
HNC	Civil Engineering	4	Construction	PT

Higher Nationals accredited by Pearson; Foundation Degrees validated by University of Brighton.

The College is very proud of the highly inclusive profile of its HE student body. It recruits exceptionally well from the more mature student market with 50% of its HE students being over 21.

67% of its HE students are non- or low-tariff entrants, which illustrates a very supportive and flexible admissions policy that does not significantly impact on continuation rates – which at 83.1% are only slightly below benchmark. The College interviews all applicants to ensure that it recruits with integrity and offers solid IAG. Here the true benefit of a costly policy around IAG shines through, and when coupled with fairly typical completion and continuation rates, our teaching excellence in terms of “heavy lifting” can be very clearly seen. Also, 10% of students have an HE-level qualification on admission, which is predominantly those

entering Construction and Engineering programmes who are typically employer-sponsored and therefore can on occasion already have an HE award.

13% register a disability, which is similar to the Surrey average of 13.5% (2011 Census).

13% declare they are from minority ethnic groups which is highly inclusive as the Surrey average is around 9.6% (2011 Census). This is largely because the College recruits well from the BME communities in and around Croydon and Crawley due to its strong local reputation for teaching excellence.

The local area is not, however, an area of significant deprivation or low HE participation, and the College only has 7% of HE students from POLAR3 Quintile 1 wards. However, it is an active member of the National Collaborative Outreach Programme (NCOP) overseen by Sussex Learning Network. There are smaller pockets of deprivation local to us, and we are pleased to draw 20% of our HE students from the more deprived areas nearby, being Q1 and Q2 from the IMD measure.

There is a clear split on the basis of sex, with 55% of the HE student body being male. The College understands that this is because males tend to dominate recruitment in the substantial part time Construction and Engineering programmes. However, females tend to make up around two thirds of the full time programmes, with Early Years and Theatrical Make-Up being especially female-dominated. Arts and Management programmes show a more even distribution.

Technically there is no “majority mode” at the College, with 40% of the HE student body being part time students, which is positive, inclusive and goes against broader national trends.

43% of students live in the Travel-to-Work area, which is perhaps quite low for College HE in general. Some programmes like Construction and Engineering draw from a wider geographical area than is typical here, and Redhill is a highly accessible location via rail links, the M25, the M23 and the A23.

Subjects of study are as detailed in the table above and discussed throughout this submission. 55% of full time students are in the Creative Arts. 100% of part time students study Construction or Engineering.

Part C: Teaching, Learning and Assessment

The College places a high value on teaching and provides a strategic approach to learning and teaching through relevant policies and strategies applicable to all College courses, with the cornerstone being the Teaching, Learning and Assessment Policy. Through these strategies and policies a shared understanding of a College wide approach to teaching and learning is reinforced. Across programmes, a variety of learning and teaching strategies are employed including formal lectures, seminars, independent research, projects, practical workshops, group discussion and peer-engagement opportunities, enabling students to act as instructional resources for one another.

All lecturers delivering on a higher education programme engage in reflection, and where possible, subject specific and educational scholarship. Reflection on the delivery of a programme and module is achieved through annual monitoring reports/course reviews. All lecturers are observed and observations are graded. There is an effective feedback and improvement process in operation to ensure high standards are maintained. The 2014 University of Brighton partner review commended “The dedicated, enthusiastic and committed tutors who enhance the student learning experience.”

Learners commented that teaching staff appear knowledgeable and they would judge teaching as at least good.

External Examiner, HNC Construction, 2017

To ensure the continued effectiveness of its approach to, and the enhancement of, learning opportunities and teaching practices, the College's course leaders consult with employers as part of validation or re-validation/periodic review, keep up to date with sector changes and developments, and analyse completion data, and the feedback from external examiners and students, as part of annual monitoring – with the overarching document being the course review. The College operates a well-regarded Commercial Upskilling initiative where all staff spend a day every year in a commercial setting, and the overwhelming majority of teaching staff have recent workplace/industrial experience and knowledge.

The key method by which each student is provided with clear and current information that specifies the learning opportunities and support available to them is through induction and the course handbook, provided at the beginning of the programme. Induction will typically include ice-breaking activities, key staff and their role, the structure of the programme, the assessment strategy, awarding body regulations, and guidance on academic skills and student performance. Induction will include an LRC/virtual learning environment induction.

The College is confident that student performance is equitably judged against a standard and this is confirmed through annual External Examiner reports. Policies, regulations and processes which ensure that the academic standard for each award of credit or a qualification is rigorously set and maintained at the appropriate level is the primary responsibility of the awarding body, and the College adheres to these quality assurance mechanisms. The HE Assessment and Appeals Policy is available to staff and students on the College intranet. Primarily, though, the management of assessment is dictated by awarding body regulations.

Information and guidance on assessment is available to all involved in the assessment process through definitive documents/programme specifications, awarding body regulations and the student handbook. To ensure that students are fully aware of the assessment process, handbooks contain information on marking criteria/grade descriptors, types of assessment, rules of assessment and internal moderation and exam boards. The assessment process is also explained during induction outlining how work should be approached, submitted and the process for confirming marks.

Learners are provided with an informative programme handbook. Learners were given sufficient information prior to starting on the programme and there have been no `surprises'. Assessment plans were available and the learners said that they knew when assignment would be issued and need to be submitted.

External Examiner, HNC Construction, 2017

The College engages in a well-managed monitoring and review cycle throughout the academic year, which seeks to enhance the learning opportunities of higher education students. An asterix indicates student involvement.

Month	**Activity**
November	Student Reps Confirmed*
December	Semester One Course Boards*; HE Performance Review*
January	HE Review Boards (Student Voice)(Externals & Enhancement)*

February	
March	HE Performance Review*; Internal and National Student Surveys*
April	Semester Two Course Boards*
May	HE Review Board (Student Voice)*
June	Exam Boards; HE Performance Review*
July	External Examiner Reports Published; Course Reviews Drafted
August	External Examiner Reports Published
September	Resit Exam Boards; Course Reviews Finalised
October	HE Self-Evaluation and Action Plan Finalised

Because of two very different awarding bodies, the College follows a variety of quality cycle calendars in addition to its own. The curriculum management is responsible for ensuring that all internal and partner quality activities are completed at a programme level. Student involvement in monitoring and review is also achieved through end of year module/unit/course evaluation, and in course boards. Programme annual monitoring reports (including reference to student and EE feedback) contribute to this annual Higher Education Self-Evaluation (SED) produced by the Head of Higher Education after the end of the academic year. The SED Action Plan is reviewed at HE Performance Reviews chaired by the Principal with a Governor present, and every other month at College HE Board chaired by the Deputy Principal, Curriculum and Standards.

The assessment strategy for a programme and its modules is agreed at validation. Each module/unit/course will show the assessment strategy including the weighting of each individual assessment. The College values variety and rigour in assessment highly.

The assessments are varied and appropriate…there was a good combination of practical tasks and reflective assignments. In the examinations the combination of multiple-choice and longer questions worked well. I am satisfied that the assessment process measured student achievement rigorously and fairly against the intended learning outcomes.

External Examiner, FdSc Internet Software Development, 2017

The range and comprehensive nature of the assessments is still a strong feature of this programme.

External Examiner, FdA Business, 2017

Processes for the accreditation of prior learning are set by the awarding body and are clearly explained in programme specifications/definite documents and course handbooks. Assessment and feedback practices are reflected on annually through module reviews, the comments of students (including in course boards), and external examiner reports. Course leaders/programme managers will seek to develop the assessment methodology of a programme through awarding body processes.

The course leader is responsible for forming the timetable and assessment schedule which will provide a yearly overview for the student. Where it is identified that a student requires some adjustment to their assessment pattern/methodology, this will be set in accordance with the awarding bodies' regulations. The College operates an effective process for marking and moderation in accordance with the awarding bodies' regulations. In most cases, all staff delivering on a programme are involved in moderation with the course leader/programme manager producing a schedule to manage the process.

Form and function of examination boards and assessment panels are the responsibility of the awarding body. For the College's Pearson programmes, exam boards are chaired by the Head of Higher Education.

The EE was given a copy of the minutes of the HE Review Examinations Board, and the HE Review of the Referrals Board. The system of quality audit is long established and sound.

External Examiner, HNDs Art and Design, 2017

Student engagement in quality assurance is a very high priority for the College, indeed a strategic objective is "Students [are] provided with opportunities to influence and shape their learning experience." This is especially true in HE where students are very much partners in their learning experience. This means HE students have access to any HE-relevant meetings that are not confidential in nature, like Examination Boards or College Executive.

At course level, all programmes are required to name student representatives, who are then fully briefed in the role. All programmes are expected to hold minuted Course Boards twice yearly to discuss aspects of the programme, and which are attended by student representatives, their teaching staff, LRC staff, and a College manager (Head of Department, Head of HE, Quality Manager, or Scholarship Development Manager). Sometimes, university link tutors and/or employers also attend. Minutes from Course Boards escalate to HE Review Board (Student Voice and Resources), chaired by the Head of HE, and also attended by student representatives and the Quality Manager. Any unresolved issues escalate further to the College HE Board, chaired by the Deputy Principal, and again attended by student representatives. The minutes also feed into course reviews.

In addition, student representatives are also invited to HE Performance Reviews three times a year. These are chaired by the Principal, and are attended by Governors. A student representative is also included on panels conducting periodic reviews of Higher National provision, the last being HND Photography in 2016/17. Finally, an HE Self Evaluation Document (SED) and Action Plan is produced in the Autumn and is presented to Governors' Learning and Quality Committee in order that the Principal (also a College Governor) can sign off the SED to HEFCE. Student governors, who are sometimes drawn from the HE student body, are present at this committee. A reflection of the College's partnership with its HE student body is that several years can elapse between official HE complaints being made, and the College is proud that it has never been referred to the Office for the Independent Adjudicator (OIA). In the 2017 NSS, 96% agreed they had the right opportunities to feed back on their course.

Student engagement is a high priority for the College and one that is approached from a variety of angles. Currently, higher education students have the following opportunities to engage with the College in the quality assurance and enhancement of all aspects of their educational experience:

- Course HE Student Representatives; "Senior" HE Student Representatives
- Course Boards
- HE Review Boards (when not confidential); College HE Board
- Internal Programme Surveys; National Student Survey
- HE Performance Reviews

Because of an open and reflective culture, and small class sizes, much student engagement in quality assurance inevitably goes unreported, as constructive discussions are constantly ongoing at programme level to resolve any minor issues. The College believes this is a key cultural element in the low levels of official complaint reinforced by a finding from the 2012 QAA IQER around "the many opportunities for students to provide feedback on their learning

experiences and the timeliness of actions by the College in response to students' views". Similarly, a University of Brighton partner review in 2014 stated "The Panel praised the dedicated staff that were very supportive of students and responded quickly and effectively to issues as they arose. It was noted that this was reflected in the high student retention rates." These are excellent forums, for example, to discuss potentially problematic issues like timetabling, so it is pleasing that 92% of students recently agreed their timetable works for them (NSS, 2017).

I noted that the students attended a Course Board Meeting and gave very positive feedback to the tutors. They particularly liked the way that the modules in the programme link and build on each other so the students have a clear idea of their progress.

External Examiner, FdA Early Years Care and Education, 2017

In addition to student representation at a programme level, the College actively seeks the involvement of higher education students at an institutional level. Considerable advances have been made here during 2016/17 with Senior HE Student Reps attending many College HE Boards, a Periodic Review Panel, and all HE Performance Reviews with the Principal and Governors. A key indicator of addressing the student voice is through the National Student Survey (NSS). Promotion of the survey is managed by the Quality Team with posters and signage displayed in prominent areas and regular communication to staff and students.

Students give feedback on their programme in several ways. There is a formal board where student representatives feedback on issues relating to the programme. Issues from this meeting, which is twice per year, are used to feed back into the future planning of the programmes. There is also feedback at critiques, seminars and tutorials throughout the year. The SV also noticed that there were posters around the building with `Have Your Say' on them, explaining to students the different ways they could give their opinion on their programme and the college generally.

External Examiner, HNDs Art and Design, 2017

In its Core Metrics Teaching Indicator, the College scored 82% which is 3.4% below benchmark with a negative flag in Year 2. The College was affected by inexplicably weak NSS scores in 2016 but the trajectory is upward with a very strong score of 91% for Teaching in 2017.

In its Core Metrics Assessment Indicator, the College scored 77.3% which is 2.3% below benchmark with a negative flag in Year 2. The College was again affected by inexplicably weak NSS scores in 2016 but is pleased to note the trajectory is upward with a much improved score of 80% for Assessment in 2017.

The College showed a negative flag for both of these Indicators (and Academic Support) in the Split Metrics for Year in Year 2. However, nothing from course boards, internal surveys, provider-level boards, or external examiner reports explained this. Cohort sizes were too small to identify the subject(s) that caused the concern, but it seems likely that because of small HE numbers amplifying their impact, that a single class was temporarily very dissatisfied around the time of the 2016 NSS but this issue was resolved informally. It is noteworthy that the College does have a large percentage of Art and Design full time HE students, who are known to be atypically critical nationally in the NSS, as the results from specialist providers demonstrate.

Part D: The Learning Environment

The principle mechanism by which the College determines and evaluates its arrangements and resources for enabling student development is through review activities conducted by its awarding bodies and more regularly, the College's annual quality cycle. To ensure that students are able to contribute to the monitoring and evaluation of arrangements and resources, a number of mechanisms exist to capture student concerns. Although Learning is not a TEF metric, the College scored an impressive 97% satisfaction in the 2017 NSS, and the vibrant and well-resourced learning environment clearly contributed to this.

The College informs its students of opportunities designed to enable their development and achievement initially at interview stage. Staff will inform applicants of the structure of the programme, assessment and expected hours of study, as well as exploring the student's background and motivations for study. Key to assisting students in successfully transitioning to higher education is the information provided in programme handbooks. Guidance is given on the academic skills required for successful completion of the course and the expectations of how a higher education student should manage their studies.

Student support at the centre is very comprehensive. The four students interviewed confirmed that they had been well supported academically throughout the programme. All were progressing on to other centres to top up to level 6 and felt very well prepared for this challenge through their experience at East Surrey College. They acknowledged that contact with academic teams was very good and that students had received very supportive teaching and advice. Students are issued with a comprehensive programme handbook at the start of the course and this is supported by an H.E. handbook where the assessment processes and grading are clearly explained.

External Examiner, HNDs Art and Design, 2017

This is an unsurprising comment as an area of good practice from the 2012 QAA IQER was "the provision of a comprehensive system of support which addresses the needs of all higher education students". Academic, personal and professional progression is fundamental to each higher education programme and is detailed in definitive documents/programme specifications. Equally, work placement is fundamental to the student's personal and professional development. Where possible, students will engage in activities on-site that further develop their personal and professional skills.

Tutorial and Pastoral support from staff was considered to be excellent, delivered in a flexible and accessible manner.

External Examiner, HNC Engineering, 2017

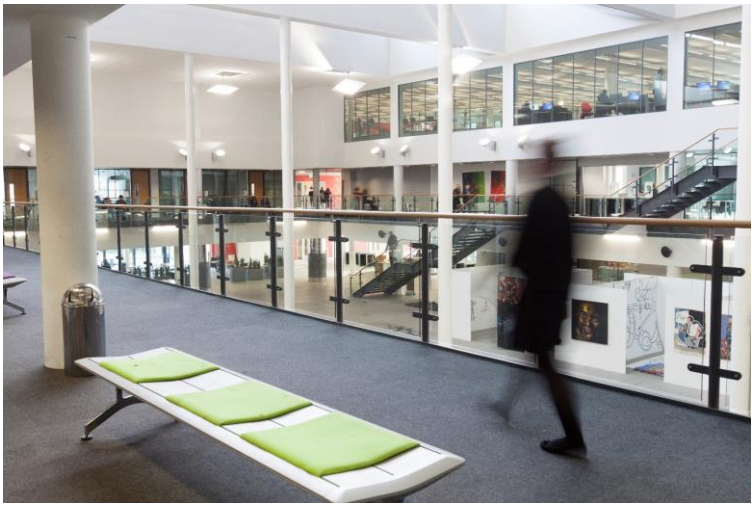
In addition to the academic progression achieved through subject specific study, study skills sessions provide students with the opportunity to develop an understanding of, and the necessary skills to demonstrate, good academic practice.

I am struck by the progress made by Year 1 students in the first year of their FdA. All students in the sample of work I have seen struggled with referencing and structure, but by the end of the year the stronger students were able to present coherent arguments with accuracy and sensitivity…. The feedback given to students is generally helpful and, if followed by students, would help to improve their grades.

External Examiner, FdA Early Years Care and Education, 2017

Additional support can be provided to students who have a learning difficulty or disability. If they have a statement of special need, or a learning difficulty assessment. The College

provides access to assistive technology and software, which can help with typing, reading and research. Its specialist tutors carry out assessments for exam concessions, dyslexia and dyscalculia and recommend strategies to enable students to make independent progress in learning. The College employs specialist staff to support those with hearing or visual impairments and speech and language needs who are in receipt of Disabled Students Allowance. Students requiring additional support will often be allocated a specific Learning Support Assistant to work with them ensuring consistency. Twice a week the College holds a successful autistic spectrum support group where students can socialise and try out new activities. The College offer this support, where appropriate, to HE students or facilitates the use of external support/tutors where this is the preference of the student.



The College's HE students benefit from a number of privileges, which are appropriate to the size of our provision. HE students are able to use the staff car park, and have green lanyards so they are identifiable as a distinct student body. They have extra borrowing right in the LRC, and a private study room is set aside in the LRC for their exclusive use. There are also bursary/finance staff to advise on specialist issues such as student finance/loans where the College is fully aware that issues can cause serious disruption to enrolment and study. As a significant number of HE students apply late in the year, and struggle to organise loans prior to enrolment, the College facilitates post-dated instalment agreements to give students the option to enrol while they wait for their loan application to be processed.

As discussed in this document, some groups, such as FdSc Internet Software Development, and HND Theatrical, Media and Special Effects Make-Up, FdA Music and Sound Production, and HND Photography have bespoke facilities within the College where they have exclusive use on the days they attend, and in the case of resources like studios, can often book at other times too.

To summarise, the College uses the following measures to directly, or indirectly, enhance the HE student experience:

- HE Study Room
- HE Student Lanyards
- Access to Staff Car Park
- HE College Induction
- HE LRC Inductions and Support Material
- Senior HE Student Reps working at Provider Level
- Extra Loan Privileges in the LRC
- HE CPD for Staff
- HE Review Boards and College HE Board
- HE Performance Reviews
- Head of HE, HE Scholarship Manager, and HE Coordinator
- HE Graduation Event with speaker of Regional Standing

During the 2nd Semester of 2016, the HE function ran a series of workshops with staff to identify developmental needs and consider areas that needed further development. Findings from these workshops included the need to develop the staff induction programme further by: capturing current initiatives such as digital learning; identification of and delivery of learning and teaching needs for new staff and existing staff; improve employer engagement which in turn enhances the student experience; identification and development of a HE student community and a means of sharing best practice which included peer review of practice; newsletters; meetings; and a scholarship conference to include staff, students and employers.

The college employs a Scholarship Development Manager (SDM) who facilitated these workshops and with various sub-groups of volunteer teaching staff and students, uses action research as a means to find answers, which promotes HE-ness. As a consequence scholarship is threaded throughout the HE function at the College resulting in workable solutions for our vocational HE. As a small HE function, we are delighted to see that the

research and the interventions we have developed are being shared across College HE in England through the forthcoming Association of Colleges (AoC) Scholarship Framework.

The staff induction workshops started with the question 'I wish I knew this when I started teaching HE at East Surrey College…' Organised as an action research project, the HE staff team contributed through a series of workshops and interviews to identify the needs of HE staff. What the College does very well is initial induction, which consists of a series of induction activities including meetings and online training. Also the provision of a mentor (as recommended in the 2012 QAA IQER) with appropriate knowledge of the HE function supports a new member of staff in the first few months of appointment and beyond if desirable, and easy access to the Head of HE either face to face or through email already presents very positive outcomes. One outcome of this particular research is a generic document that provides an overview of the academic year that lists activities expected from staff from the HE function, including dates of enhancement activities, a calendar of awarding body's events and College data collection dates. The 2014 University of Brighton partner review noted "Courses are very well managed and set within a reflective environment, and are continually evaluated, refined and enhanced. Staff are well supported through a mentoring scheme."

Staff are also encouraged to undertake accreditation of their practice through a recognised scheme of Fellowship. Currently training and mentoring is by the Scholarship Development Manager (SDM) through either the Higher Education Authority (HEA) or the Staff and Educational Development Association (SEDA) process. During this academic year (2017 to 2018) sixteen members of staff have received initial training and two have achieved Fellowship and seven members of staff are writing their applications (4 Senior Fellowships; 2 Fellowships; 1 Associate Fellowship). Although staff are able to access Postgraduate and PhD loans (from September 2018) the College has a suite of bursaries available for other HE professional development programmes and travel costs. There is also funding to provide cover for attendance of higher level study programmes where appropriate. The SDM offers support for staff considering higher level study and mentors staff throughout the process.

Teaching staff engage with indicators in The UK Professional Standards Framework (HEA, 2011) to benchmark their practice and ensure that they are meeting the teaching expectations of HE for all in house professional development and Fellowship applications. The College promotes engagement through regular updates with scholarly activities and shares cross-college professional development opportunities that all HE staff have a responsibility to attend where possible, whether the training is in-house or through awarding bodies or the validating HEI. Where possible the SDM will attend the training and cascade this information.

East Surrey College has an excellent track record of working with employers and recognise the importance of employer engagement in the HE function. This is particularly useful because many of the students are studying while working and the strong relationships promote an enhanced offer to the students. The College has formed a care academy for the health sector and has embryonic academies for construction and digital technology. Employers are involved in myriad ways including:

- Programme development
- Module updates
- Course Reviews
- Assessment in the workplace (if appropriately qualified)
- Sharing of state of the art resources
- Specialist training sessions in the College
- Training in the workplace for individual students and student groups

- Student(s) and employers competing in national competitions
- Students creating a culture of change in employers settings

Staff, students and employers associated with the HE function have all contributed to the development of a method of identifying scholarly ways of engaging with employers and with the support of the SDM, the work of the College has been recognised by the AoC and has been included in AoC The Scholarship Framework.

The National Student Survey (NSS) changed in 2017 and Question 21: 'I feel part of a community of staff and students' did not score very well in most institutions nationally. This provided the College with a great opportunity to involve students in scholarly activity. To identify the problem, the students are currently participating in an action research project to capture their thoughts on why this question had a low score and consider what solutions the College could offer to improve it. East Surrey College provides a lot of technical HE and a high percentage of the students are in part-time or full-time work. The research set out to consider both the physical and virtual environment and what changes will be needed to provoke the development of an HE community. As a result, all students are included in real time scholarship and findings from the research will be used to help develop a community.

The HE function at the College is constantly considering how to share best practice and innovation in HE and consider that as well as internal scholarship, externality is crucial in our development too. As well as the above discussed scholarly activities, staff at the College (facilitated by the SDM), have developed a peer review of practice strategy that enhances scholarship at every level. This strategy involves readings prior to undertaking the peer review of practice including a themed focus. For 2017/18 the focus is on digital learning. Once complete, both the observer and observee reflect on what they have learnt as a result of the readings and observation process. It has also been shared with colleges in Surrey and will also feature in the Education and Training Foundation research supplement. This also supports the 2012 QAA IQER recommendation around HE-specific observation practice.

Externally, the College sends out an e-newsletter every Semester. This is developed by staff at the College and has had contributions from staff in other colleges. The e-newsletter is shared across colleges in Surrey and Hampshire and provides information about resources, research, events and development opportunities. Staff and students have been contributing to student and research conferences locally and nationally. This includes students sharing their own work, staff as students, and staff sharing research. East Surrey College has also organised the first cross-college Scholarship Conference and presenters and delegates from six colleges from Surrey and Hampshire shared innovation, practice and research during the day. The conference was attended by staff, students and employers. It is hoped that this will become an annual event in the HE calendar.

The Learning Resource Centre has invested around £6,000 in books in the last 3 academic years – especially focusing on gaps in study skills, art and design, computing, business, aviation, and early years. Because of small class sizes, core texts are made available as reference copies so that they are available to all – especially when the resource is very costly. The LRC seeks to obtain e-Books where they are available to facilitate ease of multiple use. Around 40 HE books have also been donated by staff in the last 3 years.

In terms of IT and Computing, the College spends around £12,000 per year on the Adobe Creative Cloud license which is used extensively by the Art, Design and Media HE students. At the end of 2015/16, to equip a small teaching room for FdSc Internet Software Development, the College invested £2042 in a new smartboard and £7614 in new high specification PCs. The College also upgraded the PCs in the HE Study Room at £1692 and upgraded the HNC Construction teaching room (with AutoCAD and new PCs) at £26,226 at the same time. In terms of General Facilities spending, in 2016/17 around £700 was spent on furniture to re-equip rooms predominantly used by HE classes. Other projects take place on an ad hoc basis, for example, in Summer 2014, two studios and a teaching room were substantially redeveloped to provide excellent bespoke facilities for the College's growing HND Theatrical Make-Up provision and its feeder course.

In its Core Metrics Academic Support Indicator, the College scored 80.6% which is 1.9% below benchmark with a negative flag in Year 2. As stated above, the College was affected by a weak NSS score here in 2016 but the trajectory is once more upward with a much stronger score of 84.7% for Academic Support in NSS 2017.

In its Core Metrics Indicator for Continuation, students registered a rate of 83.1% being 1.4% below benchmark. There were no flags for any of the 3 years with the performance being generally solid year on year. As can be seen from the additional information submitted, part time Continuation Rates are 90%. Overall completion rates for the same period are 2.3% higher, so this suggests a few completers do not return to continue their course, which is amplified by the small HE numbers. For example in 2017, an FdA Business Year 1 decided to continue Year 2 on the host University's BSc wanting the "university experience", and an FdA Music and Sound Production Year 1 left at the end of the year to continue their studies in the United States. For a smaller College, this, although aspirational for the students, has an impact on TEF Metrics. From the Split Metrics, students from ethnic minorities showed a double positive flag for Continuation being strongly likely to return for the second year of their programme, although White students showed a single negative flag for Continuation.

Part E: Student Outcomes

As can be seen from the Core and Split Metrics, the size and nature of the College's provision means that there is little information available on Student Outcomes. Most of our students are already in some form of employment, and choose the College because of reputation and convenience. Also the College does not offer Level 6 provision, so most leavers will continue their studies elsewhere, or continue with their current employer having achieved, say, their sponsored HNC. However, there are innumerable interesting case studies from recent years, for example:

- FdA Business: a student who faced many challenges to learning nevertheless graduated with a Distinction and entered directly to an MBA programme at University of Brighton.

- HNC Electrical & Electronic Engineering: several students working for UK Power Networks gained promotion as a result of obtaining their HNCs.
- HND Photography: in 2016/17 the whole cohort progressed to Level 6 at universities with the exception of one student who unusually joined a BSc Physiotherapy.
- FdA Travel and Tourism Management: a student who graduated with a Merit gained immediate employment with the company where she carried out her placement due to her work on their social media profile.
- HND Theatrical Make-Up: a current student is progressing to top-up at University of the Arts Bournemouth, and a graduate is freelancing as a wig maker, including for the English National Opera.
- FdA Aviation Operations Management: students regularly top-up to Honours at London Metropolitan University whilst also working at nearby Gatwick Airport.
- HND Music Production (now an FdA): a recent graduate immediately joined the BBC as an apprentice.
- FdA Early Years: one of the first students to take the course went on to complete her top-up and MA, and is now the current course leader.
- HNC/D Construction: a student who joined as a school link eventually left as an HND.

As stated, there is very little information available for the final two Indicators for full time students in the Core Metrics. The Split Metrics show Employment/Further Study to have a negative flag in Year 3 which is possibly linked to the high proportion of Arts subjects (where freelancing and pro bono work are common in an early career). The Split Metrics show Highly Skilled Employment/Further Study to have a double negative flag in Year 3 which again can be linked to Art-based subjects, and Early Years where graduates do not readily find themselves in this category of employment.

The LEO Metrics, although in their infancy, shed some further light on this in that for full time HE students the College is in the top 10% of providers for sustained employment/study (its students are very employable) but in the bottom 10% of providers for above median earnings (they do not generally earn high salaries). Although this is based on just one year of data it tallies with a good practice finding from the 2012 QAA IQER which referred to “the many opportunities provided by the College and employers which enable students to acquire and demonstrate work-related skills and enhance their employability.”

This supplementary LEO metric is likely to improve over time because of the more recent adoption of some high achieving Engineering provision, which will perform very differently to Arts and Early Years. Initial evidence for this hypothesis is that in the part time Core Metrics for Highly Skilled Employment/Further Study students obtain a score of 82.6%, which is an impressive 4.6% above benchmark.

This submission was compiled by the Head of HE and the College Scholarship Development Manager, with contributions from the Principal, other members of the Executive team, HE course leaders, and in consultation with the senior HE student representatives.