

BHASVIC

Accountability Statement & Local Needs Duty 2026-27

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BHASVIC: Accountability Statement and Local Needs Duty 2026-27

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1. Purpose

Brighton, Hove and Sussex Sixth Form College (BHASVIC) was designated in 1975 having formerly been a Grammar school. Specialising in A levels, we are a large academic provider of 3,750 16-18 year olds meaning we are the fourth largest A level centre in the country, drawing students from a pan-Sussex wide area. The majority of our students (c70%) progress into Higher Education pathways within a year of leaving us and from there into employment meeting local and national skills needs.

BHASVIC's Strategic Plan can be viewed [here](#).

BHASVIC is a Contemporary, Creative, Learning, Community

Contemporary To be a modern college prioritising: • Sustainability and Climate Change • Digital Environment • The Learner Journey: from Applicant to Alumni • Accommodation and Resources	Creative To encourage creative, innovative and reflective approaches to our: • Culture • Staff Development • Leadership & Governance • Income Generation	Learning To achieve outstanding levels of performance based on: • Curriculum Intent • Implementation of Learning • Support and Guidance • Impact and Outcomes	Community Where every individual feels part of a community and where we play an active role in our own community, focusing on: • Wellbeing • Equality, Diversity and Inclusion • Students as leaders and citizens • Partnerships & Stakeholder engagement
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Our Curriculum Intent is to:

- Nurture creativity across our college by providing a broad and balanced all-round education that is built upon subjects, skills, values and breadth, preparing students to ultimately join the workforce

As a Sixth Form College with a core focus on Level 3 Academic Pathways, our contribution to local skills needs is manifestly different to that of a General Further Education college; it is arguably harder to quantify and track. This document and accompanying Action Plan feeds directly into our College Development Plan (CDP) which is reviewed termly at Corporation meetings. These targets help to deliver our Strategic Plan.

We offer a curriculum that has positive outcomes for society and the economy. Brighton & Hove and the South East have a full range of progression and employment options. With use of up-to-date labour market and Higher Education information, we provide an academic curriculum that meets the needs of both learners and the local and national community. Each course should enable each student to progress into high quality, meaningful and sustainable employment and/or continued specialist and/or higher-level education. Our Applied General Courses in particular, must also meet local employer and job market needs.

2. Context and Place – The Region

2.1 Economic and strategic context

The Sussex and Brighton LSIP 2026-2029 is set against a backdrop of significant change locally and nationally. Of note are:

- ▶ **Low productivity and economic pressure**, which is increasing demand for higher-level skills
- ▶ **Rapid technological change**, particularly digitalisation and AI
- ▶ **Demographic challenge**, including an ageing workforce and fewer young entrants
- ▶ **Changing employment patterns**, with weaker entry-level pipelines
- ▶ **Transition to a low-carbon economy**
- ▶ **Emerging devolution arrangements**, strengthening local skills planning

These factors require a **more responsive, flexible and collaborative skills system** and the FE colleges in Sussex and Brighton have a significant role to play in bringing about change.

2.2 What employers are consistently saying

Across Sussex and Brighton, **employers are signaling** that:

- ▶ The central issue is not simply recruitment volume but whether the skills system is producing and progressing people with the **applied technical, digital and workplace capability** needed in a changing labour market
- ▶ Pressure is greatest in **technician, supervisory** and **mid to high-level roles**
- ▶ **Entry routes are changing** in response to technological advances
- ▶ **Digital and AI capability** is now a cross-sector baseline
- ▶ **Sustainability** expectations are increasingly being absorbed into mainstream jobs

For FE providers, this points to the need for **provision that is more applied, more flexible, and better aligned to progression** into real occupational roles and changing employer demand.

2.3 LSIP Key Sectors

The eight key sector areas identified in the Sussex LSIP are:

1. Construction
2. Creative and Cultural

3. Digital Technologies
4. Engineering and Advanced Manufacturing
5. Health Care and Life Sciences
6. Land-based Industries
7. Professional and Business Services
8. Hospitality and visitor Economy

2.4 LSIP skills priorities

The LSIP identifies **four cross-cutting priorities** which have emerged from the findings of the research, analysis and consultation:

Skills Priority 1

Secure and grow **technical capability** across the Sussex and Brighton workforce and future pipeline to underpin innovation, productivity, business leadership, quality and environmental sustainability.

Skills Priority 2

Make **digital and technological capability** a baseline expectation across the Sussex and Brighton workforce and future pipeline, supporting safe and responsible use of emerging technologies.

Skills Priority 3

Strengthen access, **entry and progression routes** into employment to reflect technological change and Sussex and Brighton's demographic realities, so that pathways remain inclusive, clear and aligned with employer expectations.

Skills Priority 4

Embed **skills for environmental sustainability and climate resilience** across the Sussex and Brighton workforce and future pipeline, supported by leadership capability to enable consistent and effective implementation.

3. Context and Place – The College

- We are a single site Sixth Form College that has c. 3,750 16-19-year-old students and c. 350 staff
- Students come from over 60 different schools with 50% of students coming from Brighton and Hove and 50% from the wider Sussex community
- We offer c. 50 subject courses at A Level and level 3 BTEC, Maths and English GCSE and a diverse range of portfolio and enrichment courses

- We offer a full-time programme for students with English as an additional language (ESOL) and a wide variety of Adult Evening Language courses
- Overall, annual college income from all sources excluding capital grant is c. £23 million
- Performance outcomes are strong: BHASVIC is in the top 5% of institutions for both exam results and Value Added. High grade exam results are consistently around 70% of outcomes and Value Added is maintained at above one third of a grade.
- Approx. 70% of students regularly go on to university within one year of leaving BHASVIC but this number is on a declining trend.

As a non-selective, state funded provider, BHASVIC intends to be inclusive and accessible to local 16- and 17-year olds. Our subject entry requirements are set to be as low as possible whilst enabling student success and ensuring we are not setting students up to fail. We provide five main Study Programmes, four of which cover Level 3 academic pathways, one of which provides an entry, Level 1 or Level 2 educational pathway for students who have English as their Second or Other Language (ESOL). All funded Study Programmes are full-time. As of September 2023, just over 50% of our Level 3 students have an average GCSE point score of 6.4 or above; 37% fall within 5.5 – 6.4 with around 12% at <5.5; our average GCSE point score on intake is 6.4.

We have a number of students with Education & Health Care Plans (EHCP) and/or High Needs, and a significant number of students with Exam Access Arrangements and/or Additional Learning Support. Our specialist team for these students works in collaboration with our curriculum, exams, pastoral and admissions teams, our local partner schools and the three local authorities to remove the academic disadvantage these students might otherwise experience, and enable them to achieve their full potential academically, in their progression and destinations and in their personal development.

BHASVIC Futures Framework

Our Futures Framework is our Careers, Skills and Employability Strategy and outlines our approach to delivering CEIAG, ensuring our students are aware of the destination options and ready for whatever option they may choose.

The Futures Framework is embedded throughout tutorial and curriculum provision. We conduct a Skills Audit (focusing on digital and green skills, employer engagement and EDI) annually for each curriculum department as part of our quality cycle, reinforcing the centrality of careers and employability to all our provision and enabling Leadership teams and the Student Experience team to monitor and develop the embedding of LSIP priorities, employer links and employability skills across the college and within curriculum. This work extends into softer transferable skills, digital skills for life and understanding sustainability. The Student Experience team also return a Compass Evaluation on a termly basis, in discussion with our regional Enterprise Co-ordinator and Skills Link Governor.



As part of our Careers, Skills and Employability Strategy
we want you to...

EXPLORE

Be empowered to explore a wide and inclusive range of pathways.

EXPERIENCE

Engage meaningfully with employers, alumni, and the wider community.

DEVELOP

Develop the skills, behaviours and mindset required to thrive in education, employment, and life.

PROGRESS

Progress to ambitious, appropriate and sustained destinations.

SKILLS

You will develop the following key employability skills



Communication



Willingness to Learn



Team Working



Initiative



Problem Solving



Reliability

The Careers, Skills and Employability Futures Framework is part of a wider strategy that aims to ensure that every student explores opportunities, experiences the world beyond BHASVIC, develops the skills and confidence to succeed, and progresses to ambitious and fulfilling destinations.

EXPLORE		
Intent All students are empowered to explore a wide and inclusive range of pathways, ensuring that current circumstances, background or prior knowledge does not limit aspiration.	Implementation - Exposure to: * Apprenticeships, employment and HE * Local, national, and global pathways - Challenging stereotypes and traditional routes through tutorial - Structured, impartial careers education	Impact Students will: - Understand a range of opportunities - Feel their aspirations are supported - Make informed, unbiased choices
EXPERIENCE		
Intent Students engage meaningfully with employers and the wider community to experience the world of work and real working environments.	Implementation - Employer/Community encounters and live projects - Work experience (including flexible models) - Alumni engagement - Emphasis on local priority sectors where applicable	Impact Students will: - Understand workplace expectations - Build confidence in professional settings - Feel connected to a wider community beyond college
DEVELOP		
Intent Students develop the skills, behaviours and mindset required to thrive in education, employment, and life.	Implementation - Embedded employability skills across curriculum - Explicit development of: * Brighton core skills * Digital capability * Self-management - Reflection opportunities (tutorials, enrichment)	Impact Students: - Can articulate their strengths and skills - Are confident and adaptable learners - Demonstrate readiness for independent futures
PROGRESS		
Intent All students progress to appropriate and sustained destinations, though personalised support and guidance.	Implementation - Strong UCAS, apprenticeships and FE/Training support - Targeted interventions for: * Disadvantaged students * SEND students * ESOL * Leavers - Personal guidance where needed - Alumni and destination tracking	Impact Students: - Move into positive, sustained destinations - Achieve outcomes aligned with their potential and aspirations - Are confident in their transition beyond college

4. Approach to Developing the annual Accountability Statement

This Accountability Statement draws from our own curriculum design, stakeholder engagement along with collaborative work via The Accord, FE Sussex, FHESSA and the LSIP.

Brighton, Hove and Sussex: A collaborative approach to meeting skills needs

There are two other colleges in Brighton and Hove; Varndean College (another Sixth Form College) and Brighton Met (a General Further Education college, part of Chichester College Group). Collectively, the three colleges form 'The Accord'. Together, we co-plan our curriculum offer for the city and beyond to meet the needs of our students and reduce unnecessary overlap and competition.

As indicated above, the three colleges within Brighton and Hove co-plan our curriculums to meet the needs of learners across the city and beyond. Broadly, we focus on these areas:

- **BHASVIC** – Academic pathway
- **Varndean** – Academic and Applied General pathway (including the International Baccalaureate).
- **Brighton Met** – Technical and Vocational pathway

We work closely with the local authority to ensure every 16-year-old in the city has a college place should they chose one.

FE Sussex

Beyond the city, all the FE providers in Sussex work together under 'FE Sussex' consortium. This group have been influential in helping to shape the Sussex Local Skills Improvement Plan led by the Sussex Chambers of Commerce ERB. This partnership sees a genuine collaboration between the 4 sixth form colleges and 3 GFE colleges within Sussex and have a history of delivering successful LSIF funded projects.

Further Higher Education Sussex Strategic Alliance (FHESSA)

Sussex's college principals and university vice-chancellors have convened a new collaborative partnership (FHESSA) which forms the backbone of the Sussex tertiary system and aims to be the delivery vehicle for regional post-16 transformation, helping to unlock newly skilled workers into priority sectors whilst strengthening the skills pipeline to improve productivity. We're keen to work with the new combined strategic authority (and MCA when it arrives) and central government to help deliver local, regional and national skills priorities.

Sussex and Brighton LSIP and the role of FE Colleges

In Sussex and Brighton, **colleges continue to meet their statutory duty to co-operate in the development and delivery of the LSIP and have regard to its priorities** through active and ongoing collaboration, both individually and collectively through FE Sussex. This is demonstrated by:

- ▶ **contributing to the delivery of the current LSIP**, including curriculum alignment, employer engagement and investment of Local Skills Improvement Fund (LSIF) allocations to support priority skills areas

- ▶ **shaping the development of the 2026–2029 LSIP**, including engagement through FE Sussex, contribution to provider surveys, and participation in consultation and action planning workshops
- ▶ **engaging in ongoing governance and oversight**, including FE representation on the LSIP Board and participation in wider stakeholder groups

Implications for FE providers

The Sussex and Brighton LSIP 2026-2029 **signals a potential shift in how the FE system operates**:

- ▶ **Pathways not courses**: clearer progression from entry to higher-level roles
- ▶ **Capability not just qualifications**: stronger focus on applied skills and behaviours
- ▶ **Flexible delivery**: modular, work-based and responsive provision
- ▶ **System alignment**: closer working across FE, HE, ITPs and employment support
- ▶ **Coordinated employer engagement**: moving from individual relationships to a more joined-up approach

For individual colleges, this means aligning provision to LSIP priorities while contributing to a **more coherent Sussex-wide system**

Collective approach through FE Sussex

Through FE Sussex, **colleges will work collectively** to support LSIP delivery and system change. This includes:

1. Coordinated curriculum and provider alignment

Working together across FE Sussex colleges and with other skills and employment support providers to align provision with LSIP priorities, ensure coherent coverage across Sussex and Brighton, and respond more effectively to emerging skills needs through flexible, responsive delivery.

2. Stronger FE–HE progression pathways

Collaborating with universities to create clearer Level 3–7+ pathways, particularly in technical and higher-level skills.

3. A more coherent employer interface

Improving how employers engage with the FE system by:

- simplifying access
- coordinating engagement
- strengthening reach to SMEs

4. Collective innovation in delivery

Testing and scaling approaches such as:

- modular and short-course provision
- in-work upskilling
- embedding digital, AI and sustainability across programmes

5. Coordinated response to youth participation and inclusion

Working with local partners to strengthen pathways, widen access and improve progression into education, training and employment, particularly for young people who are NEET or have SEND.

In summary, through both individual and collective action, FE providers in Sussex and Brighton will contribute to a **more coordinated, responsive and employer-aligned skills system**, in line with the priorities set out in the LSIP.

5. Contribution to National, Regional and Local Skills Priorities

In our first Accountability Statement we set out a series of targets. As a result, we have:

- Delivered 'Digital Skills to Support Transition into the Creative Sector' and 'Digital Skills to Support Transition into the Health & Social Care Sector' as part of the LSIP SDF2 project
- Implemented 'Skills Week' for A1 Learners where 1,126 students took part in a 5 day work experience placement comprising of a total of 40,690 hours.
- Created links with and sought feedback from 693 new employer contacts
- 18 members of staff have participated in Teacher Encounters immersion visits and delivered CPD to staff during Skills Week, including how to embed learning into curriculum design and delivery
- Revised and improved content of our tutorial programme so students have a better understanding of local labour market needs and employability skills.
- Delivered whole staff inset around embedding and flagging core skills into the curriculum.
- Improved and individualised progression action plans for our ESOL and EHCP students
- Continued to prioritise entitlement to 1:1 careers advice (Gatsby benchmark 8) to priority groups including widening participation students and those from lower income backgrounds
- Improved the destination data collected evidencing the impact we are having on helping to meet local, national and regional skills needs.
- Targets on skills development and evidenced linked to LSIP priorities (digital, employer contacts, EDI, green skills & sustainability) as part of the self-assessment and professional development cycles – 100% representation of at least one 'Skills' target in SARAPs.

As an 'Outstanding' college we aim to continually improve our performance. Below, we have set out a number of aims and target outcomes in an Action Plan that reflects how we are responding to national, regional and local skills needs. It also explicitly links to our Careers, Skills and Employability Strategy (our Futures Framework) and Gatsby Benchmarks.

Careers, Skills and Employability Action Plan 2026

Summary	Actions	Outcomes
1. Strengthening the Technical and Skills Pipeline Ensure all Level 3 programmes explicitly align to LSIP priority sectors and equip students with the knowledge, skills and experiences required to progress to Level 4+ study, apprenticeships or sector-relevant employment. Link to LSIP Priority 1 Gatsby 3,4,5,7 Futures Framework: Explore and Progress	1. Map all Level 3 provision to LSIP priority sectors and ensure students are aware of the technical and transferable skills required for progression into higher education, apprenticeships and employment	- Students are aware of LSIP mapping and curriculum updates - Technical and transferable skills development outlined in SOW - Evidence in SARAP and departmental reviews
	2. Embed applied, sector-relevant learning across all subjects through contextualised curriculum content, case studies and project-based activity. Ensure all subjects include at least 1 case study and 1 project based activity per year.	≥90% of courses evidence applied learning in schemes of work - Student work demonstrates application of knowledge to real-world contexts
	3. Strengthen progression routes by integrating clear Level 3 to Level 4+ pathways (including higher technical education and apprenticeships) into curriculum, tutorials and CEIAG delivery.	≥80% students report clear understanding of progression routes (survey/Compass) - Improved Gatsby Benchmark 7 outcomes (+15% from baseline)
	4. Ensure all courses include at least one employer-informed (talk, case study, speaker) and one employer-engaged	100% of courses meet minimum employer engagement entitlement

	element (e.g. projects or live briefs), prioritising LSIP sectors where possible	• Employer engagement recorded centrally and audited annually
	5. Establish, develop and maintain structured employer partnerships to inform curriculum and ensure relevance to current industry practice. Introduce a formal employer feedback cycle.	• All departments have at least 1 active employer partner • Employer feedback demonstrates relevance of aspects of the curriculum
	6. Embed provider encounters and progression awareness across all level 3 courses (universities, apprenticeship providers, ITPs). Use alumni where possible to illustrate progression pathways.	• GB7 improves by 15% • More than 90% of students engage with at least 2 different provider types • ≥80% students demonstrate understanding of progression pathways linked to their course
	7. Track student participation in employer encounters, provider encounters and skills development activities and integrate into existing MIS/Compass/CEIAG systems.	• 100% students have complete CEIAG participation record
	8. Track, analyse and review student destinations with specific reference to Level 4+ progression, apprenticeships, and alignment to LSIP sectors. Use findings to inform curriculum planning, SARAPs and CDP.	• Increase in Level 4+ progression and sector aligned destinations.

	9. Combine destinations data, LMI and employer feedback into annual curriculum review process.	- Evidence of adaptation to curriculum in SARAP - Improved employer and student feedback year on year.
Summary	Actions	Outcomes
2. Employer Engagement Establish a fully embedded, college-wide Employer Engagement Strategy that ensures all Level 3 students access meaningful, curriculum-linked employer interactions and employer-informed learning, with measurable impact on curriculum quality, student progression and Gatsby Benchmark outcomes. LSIP Priority 1, 3 and 4 Gatsby 3, 4, 5 Futures Framework Experience and Develop	1. Formalise Employer Engagement Strategy, aligned to LSIP priorities and Futures Framework (Experience and develop phase), defining clear expectations for departments, curriculum areas and CEIAG delivery	- All staff know and understand the strategy - Aspects of strategy evident in SARAPs and CDP
	2. Establish departmental employer links and sector relevant relationships (e.g. universities, professional bodies or industry organisations)	- One active employer per department - One sector relevant relationship - Centrally recorded evidence that is reviewed annually
	3. Structured Employer Engagement from departments – 2 employer engagements per year and 2 meaningful employer encounters during their study programme. (Meaningful = ‘active’)	- Maintain or improve GB5 over 90% - All students participate in some form of meaningful employer encounter in each subject.
	4. Embed employer engagement in the curriculum – curriculum linked (not just enrichment), 1 employer informed element (e.g. real world case study) and 1 employer engaged (e.g. live brief or project input)	All curriculum areas demonstrate employer linked learning in SOW, curriculum reviews and SARAPS

	5. Work with employers to inform curriculum design and review skills relevance (technical, digital, green, transferable	Evidence of changes to curriculum based on employer feedback
	6. Introduce Employer Feedback Loop to gather feedback on student skills, and improvements to curriculum and which feeds into departmental reviews.	Evidence collected by departments from employers
	7. Introduce centralised tracking system to capture student participation in encounters, careers activities and guidance interactions plus intended and actual destinations.	- All students have CEIAG participation record - Data used in SARAP and intervention planning
	9. Use data to personalise and improve provision by identifying participation gaps; target provision for inclusion groups; and inform development and quality improvement.	- Evidence of targeted interventions - Improved outcomes for priority groups
	9. Align employer engagement to student progression by ensuring employer encounters reflect course specific pathways and LSIP demands. Use alumni to provide progression insight and demonstrate career routes	> 80 % of students report that employer activities helped to inform progression decisions

Summary	Actions	Outcomes
3. Delivering Digital Literacy, AI & Technological Capability Embed a whole-college digital, AI and technological capability framework across all Level 3 programmes, ensuring that all students develop the applied digital skills, judgement and confidence required for progression to Level 4+ study, apprenticeships and employment. LSIP Priority 2 Gatsby 2 Futures Framework Develop	1. Define whole-College digital baseline by establishing a competency framework with clear expectations for students and staff aligned to LSIP digital capabilities and national expectations (AI, data, cyber awareness)	- Digital baseline expectations published - All departments demonstrate embedded digital practice
	2. Deliver a structured pathway for students ✓ Induction (A1 Autumn) = digital safety, AI awareness and responsible use ✓ Embedding (A1 year) – digital tools, data literacy applied to subjects ✓ Advanced (A2 year) – independent application of digital tools and critical use of AI and data	>85% of A1 students complete digital induction > 85% demonstrate digital capability progression through survey/assessment
	3. Integrate AI across the curriculum ensuring a clear programme of staff CPD and student guidance on AI use including academic integrity and critical thinking. Embed AI into curriculum where appropriate.	- Over 90% of staff attend CPD training - All departments demonstrate AI integration - Students show improved confidence on AI use (survey)
	4. Deliver applied digital learning which includes embedding real world tools or using subject specific software, data	Students can identify and use industry relevant digital tools in relevant areas

	analysis or interpretation tasks in relevant curriculum areas.	
	5. Embed digital LMI and careers awareness into the digital curriculum, highlighting growth of AI and digital sectors, digital careers across disciplines, ensuring up to date access to LMI information.	• More than 80% of students demonstrate understanding of digital career pathways • Improved GB2 outcomes
Summary	Actions	Outcomes
4. Delivering Green Skills and Sustainability Embed sustainability and green skills across all Level 3 programmes so that students understand the impact of sustainability within their subject and future pathways and can apply environmentally responsible thinking in real-world contexts.	• Embed sustainability across the curriculum by ensuring that relevant sustainability context is given, alongside sector specific environmental practices	• Departments evidence sustainability in curriculum planning where relevant
	• Keep delivering the Carbon Literacy qualification and increasing sustainable awareness through tutorial and events, linking it to personal responsibility and workplace expectations	• Increased number of students complete carbon literacy course • Increased student awareness (survey data)
LSIP Priority 4 Gatsby 2 Futures Framework Develop	• Integrate green job pathways and LMI onto CEIAG delivery and where appropriate in curriculum, highlighting sustainability across all sectors, not just “green jobs”	• > 80% of students demonstrate understanding of sustainability in careers (survey) • Improved GB2

	Work with employers to deliver talks that include green skills and sustainability, with real world challenges, and align to LSIP sectors where possible.	Each department delivers 1 employer based activity with a sustainability focus
Summary	Actions	Outcomes
5. Improve our CEIAG Continue to develop a fully sequenced, inclusive CEIAG programme that clearly links curriculum to labour market demand and progression pathways, ensuring all students understand their next steps and progress to appropriate and ambitious destinations LSIP Priority 3 Gatsby 2, 3, 7, 8 Futures Framework Explore and Progress	1. Embed LSIP into CEIAG by translating LSIP pathways into student-friendly progression maps, linking curriculum → careers → labour market	≥80% students report improved understanding of career pathways and sectors at the end of their College experience
	2. Develop sector pathways and progression mapping in curriculum, tutorial and CEIAG delivery. (covered in point 1)	≥80% students can identify progression routes linked to their course
	3. Expanded provider encounters with universities, FE and apprenticeship/technical providers so students experience a range of pathways	Improve GB7 from 60% to at least 85%

	4. Expand work integrated learning – live briefs, projects and WEX models, ensuring alignment with curriculum subjects.	80% students participate in work-integrated learning
	5. Target enhanced CEIAG for SEND, Closing the Gap and NEET risk students.	Reduce gap in progression outcomes between groups
	6. Embed parent and carer engagement throughout the CEIAG programme, including information evenings, progression resources and targeted support for underrepresented groups.	≥75% of parents/carers engage with at least one CEIAG activity annually and report increased confidence in supporting progression decisions
	7. Strengthen destination tracking and progression planning through systematic collection and analysis of student aspirations, intended destinations and actual outcomes.	Annual destination analysis reported to SLT and Governors, with targeted interventions implemented for identified gaps in progression outcomes
Summary	Actions	Outcomes
6. Continued Professional Development for staff Implement a structured, whole-college CPD programme that ensures all staff can confidently embed technical, digital/AI and sustainability capabilities into teaching and curriculum design, aligned to LSIP priorities and evidenced through improved delivery, employer engagement and student outcomes.	1. Deliver a college-wide CPD programme aligned to: - LSIP Priority 1 (technical capability) - LSIP Priority 2 (digital & AI) - LSIP Priority 4 (sustainability)	All staff access CPD and understand LSIP priorities
	2. Expand Teachers Encounters to provide staff opportunities to engage with priority sectors and link learning to curriculum.	50% of teaching staff participate in industry related CPD - Increased use of real world examples in teaching

LSIP Priorities 1, 2 & 4 Gatsby 2 and 4 Futures Framework: Develop	3. Deliver mandatory CPD on safe and responsible AI use and data literacy and cyber awareness, providing guidance for classroom use of AI and academic integrity in student use.	90% of staff attend AI/Digital CPD - Staff report improved confidence in safe, effective AI use.
	4. Develop Heads of Department as “curriculum translators” of LSIP priorities, sharing experiences of employer-informed curriculum design and project-based and applied learning	All departments demonstrate LSIP-informed curriculum changes
	5. Use the careers team to develop CPD on embedding careers into the curriculum and using LMI	All departments embed careers links into the curriculum
	6. Continue annual skills audit aligned to LSIP priorities through SARAPS	Evidence of curriculum adaptation
Summary	Actions	Outcomes
7. Delivering wider (transferable) skills Ensure all Level 3 students systematically develop and can articulate core transferable skills—such as communication, problem-solving, adaptability and professionalism—through curriculum, employer engagement and enrichment, leading to improved work-readiness and progression outcomes.	1. Implement refined skills framework based around Brighton and Hove core skills, defining clear expectations	- Skills Framework known by students and staff
	2. Embed skills mapping, requiring all departments to map, highlight and embed core skills, making skills explicit in SOW and/or lesson delivery.	More than 80% of curriculum areas show explicit skills mapping.
	3. Embed skills through employer engagements, using employer encounters and activities to explicitly develop communication, adaptability and professional behaviours, co-	- All students experience at least 1 employer-linked skills activity - Employer feedback reflects improved student work-readiness
LSIP all Gatsby 4 & 5 Futures Framework: Develop		

	developing curriculum activities with employers where appropriate.	
	4. Expand enrichment and applied opportunities through employer panels, enterprise challenges and projects, ensuring these activities explicitly target transferable skills.	Over 70% of students participate in a skills focused enrichment activity
	5. Embed reflection opportunities into tutorials, allowing students to recognise, evidence and communicate their skills	Students report confidence in articulating skills development

6. Inclusive Mainstream Fund

BHASVIC has 3,750 students. Within our overall 16-19 budget of £22.5m, we have been allocated a total of £17k to help boost SEND capacity and reduce barriers to participation.

Our curriculum provision is focused around level 3 Academic pathways and as such, there are relatively small numbers of students without GCSE English and Maths – on average about 60 students in total in any given year. Therefore, using the proxy of learners with low prior attainment is a poor match for the actual number of SEND students we have at BHASVIC. We have c.560 students receiving Additional Learning Support and c1,000 students in receipt of exam access arrangements.

At BHASVIC, the £17k allocated to us as part of the Inclusive Mainstream Fund will go towards these programmes of work:

‘Essential for Some’ is the principle that strategies designed to support students with additional needs often improve learning, access and belonging for all students.

In practice, it encourages staff to build inclusive approaches into everyday teaching and college systems so that adjustments are not seen as special provisions, but as good and universal practice that benefits everyone.

‘Closing the Gap’ is BHASVIC’s commitment to reducing inequalities in access, experience and outcomes for students from disadvantaged or underrepresented backgrounds which may co-exist with SEND needs.

It focuses on identifying barriers to success and ensuring that every student has the support, opportunities and resources they need to thrive, regardless of their starting point.

‘Flourish’ is BHASVIC’s mentoring programme for students who have faced barriers to their learning, helping them develop the study skills, confidence and support needed to succeed.

Digital provision: In addition, we will continue to invest in our digital provision for SEND students, continuing to develop and embed A.I. agents within courses to help make learning more accessible and individualised, as well as deploying more assistive technologies to aide learning, alongside providing staff training and development to utilise the potential of these.

7. Local Needs Duty Self-assessment

We are meeting the needs of local learners and preparing them to become successful citizens who contribute to both the local and national economy - either directly after college or once degree and further training has been completed. Our curriculum is planned collaboratively alongside other providers to ensure breadth of opportunity, efficiency of delivery and fulfilment in meeting skills priorities across the city and beyond into Sussex.

We were inspected by Ofsted in December 2022 who agreed with our then self-assessed grade as making a reasonable contribution to meeting skills needs.

Since then, we have further involved employers in the effective design and implementation of the curriculum areas as evidenced through our Self-Assessment Reports and Action Plan processes, as well as improving the data around the impact we are making which can be seen below.

Wider Community Provision

We also offer evening language classes, aimed at adults over 19. These make an important contribution to local needs in terms of community-based provision which is focused on supporting the visitor economy, as well as hospitality and cultural industries.

Our ESOL (English as a Second or Other Language) programme makes a small but important contribution to local needs by offering essential skills development (including English, maths, digital literacy and employability) to migrant young people, including refugees and asylum seekers. This is a skills deficit area mentioned under Labour Market Supply in the latest LSIP report.

The College offers its physical resources for external hire at discounted or free rates for community partners engaged in Skills delivery. These include a range of evening, weekend and holiday lets, for example, National Citizens Service delivering youth employability programmes, language courses to foreign students, Citizens UK local and national campaigns on employee/employer rights and responsibilities; local performing arts groups.

Corporation Sign Off – July 2026

In response to The Skills Act (2022), the Board of Governors have conducted a review of our approach, determining how well our curriculum meets local skills needs and prepares for those that will emerge in the future, through oversight, challenge, and discussion, with employers and leaders of the college.

The Board has also taken into account the relevant findings and recommendations from our most recent Ofsted report and Self-assessment processes.

We conclude that we make a <u>strong</u> contribution to local and national skills needs and wish to continually improve this with priority actions as outlined above.

This document can be accessed via our website under 'Reports'

Related Documents

- BHASVIC Strategic Plan
- BHASVIC College Development Plan
- BHASVIC Curriculum Review
- BHASVIC Curriculum Intent
- BHASVIC Stakeholder Engagement Strategy
- BHASVIC Employer Engagement Strategy
- BHASVIC Futures Framework & Compass Evaluations

8. Appendix

Here we provide evidence of our contribution to local and national skills needs.

Fig 1: The number of leavers who went directly into employment by LSIP priority sector 2022-2025:

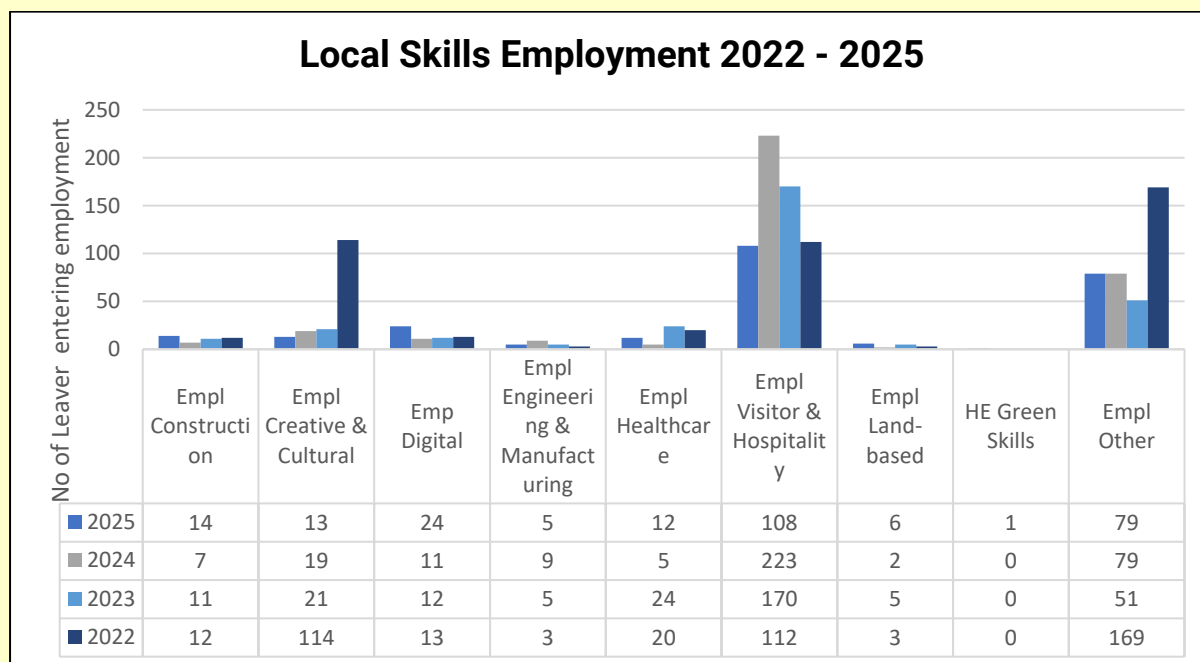


Fig 2: Skills Week WEX placements by LSIP priority sector (2023, 2024, 2025):

Priority Area	2025 Number of WEX Placements	2025 Number of Employers	2025 Percentage of total Placements
Creative & Cultural	135	55	7%
Health & Care (inc. Bio Sciences)	123	56	6%
Visitor & Hospitality	60	42	3%
Digital	22	16	1%
Engineering & Manufacturing	29	28	2%
Construction	27	21	1%
Land Based	4	4	1%
Priority Area	2024 Number of WEX Placements	2024 Number of Employers	2024 Percentage of total Placements
Creative & Cultural	223	116	13%
Health & Care (inc. Bio Sciences)	141	88	10%
Visitor & Hospitality	51	80	9%
Digital	30	18	2%
Engineering & Manufacturing	42	28	3%
Construction	23	14	2%
Land Based	12	10	1%
Priority Area	2023	2023	2023

	Number of WEX Placements	Number of Employers	Percentage of total Placements
Creative & Cultural	165	143	10%
Health & Care (inc. Bio Sciences)	165	124	10%
Visitor & Hospitality	106	95	6%
Digital	88	68	5%
Engineering & Manufacturing	52	52	3%
Construction	44	41	3%
Land Based	25	13	1%

Skills Week WEX placements - % based on employer categories

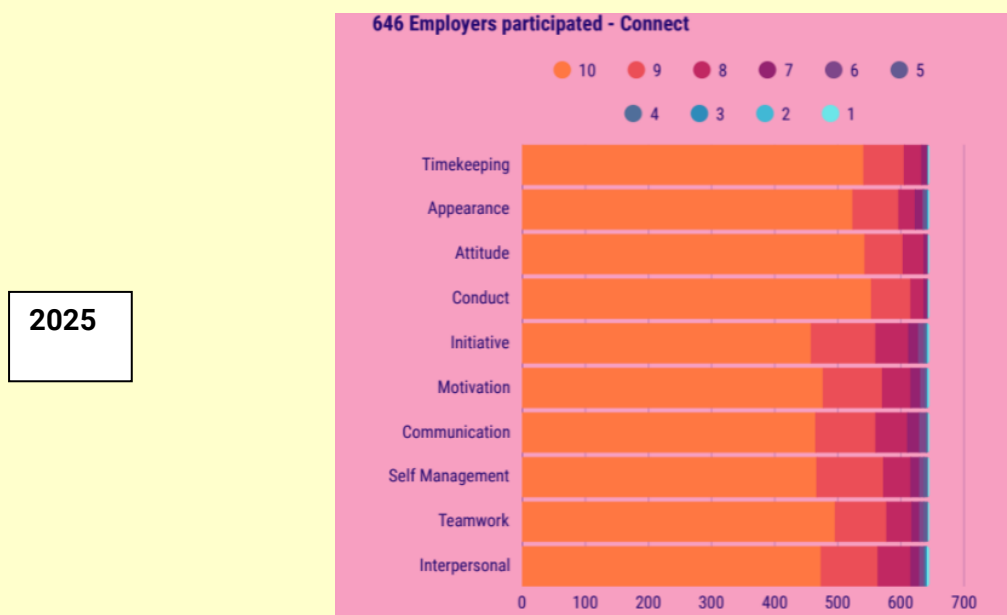
As can be seen in the charts (fig 2), 40% of the Skills Week work experience placements in summer 2024 were linked to priority sectors within LSIP. This is broken down further to see the full range of WEX placements in Figure 3. This is up 2% from the summer of 2023.

Mirroring other Destination datasets, there is a strong trend towards Creative & Cultural in the top 25 % categories, including charity, art & design, marketing, leisure, media, journalism and performing arts.

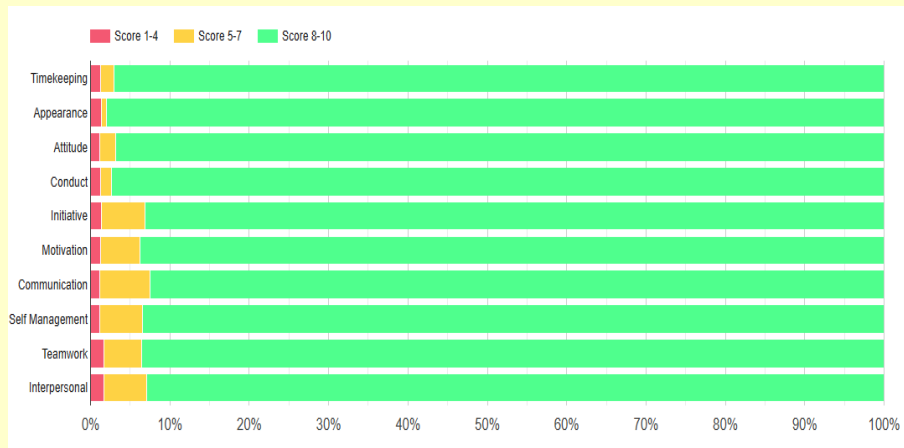
The next most significant sector represented was in Health & Care including medical, sport, health and childcare; with Visitor & Hospitality also making a strong % showing, including retail, food and hospitality services.

Although the outcomes from summer 2025 show a reduction in placements within LSIP priority sectors compared to 2024, Creative & Cultural and Health & Care remain the most represented areas. Digital, Engineering and Construction continue to account for a smaller proportion of placements, with Land Based also remaining minimal. Employer engagement across key sectors remains steady despite lower overall volumes.

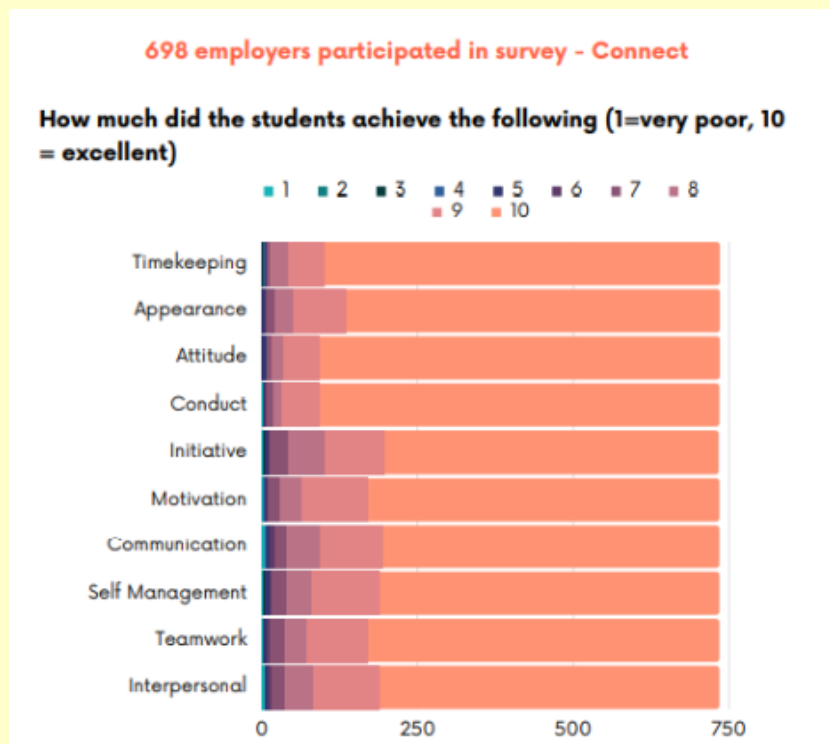
Fig 3: Transferable Skills Assessment (Skills Week) – Employers' Feedback 2023, 2024 & 2025



2024

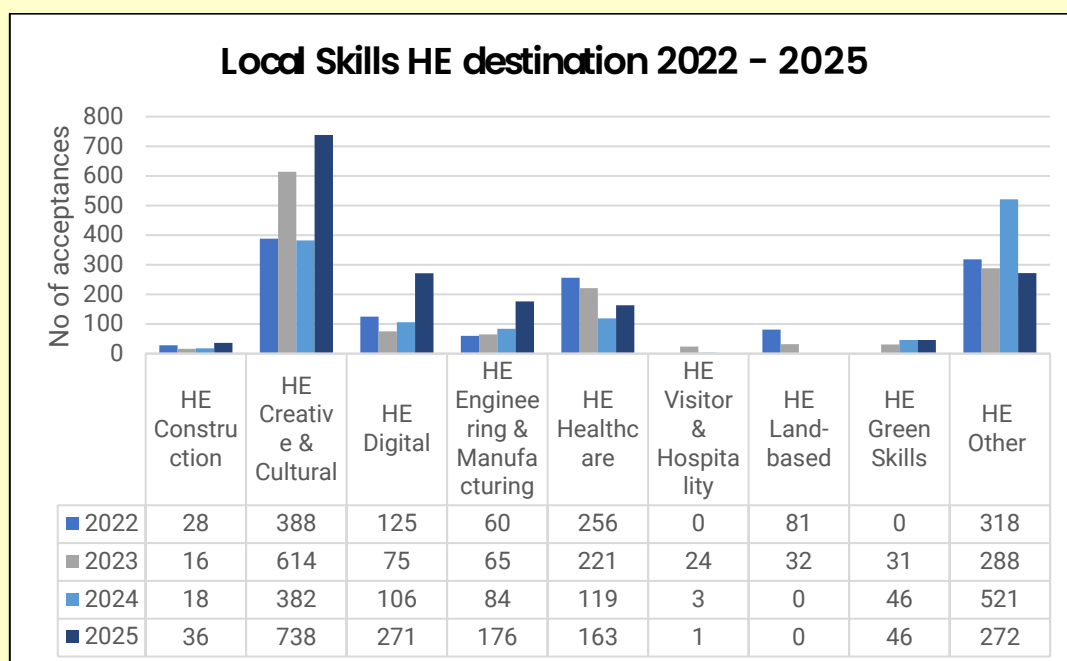


2023



As can be seen, employers overwhelmingly confirm that students have successfully used transferrable skills during their work experience placement.

Fig 4: Sector breakdown of students entering HE mapped against LSIP priority areas:



In 2023, 1,078 students entered degrees that support priority local skills needs, with the largest numbers entering degrees in the Creative and Cultural fields (note Cultural was reported under Visitor and Hospitality for 2022 data before becoming a priority area on its own).

In 2024, 758 students entered degrees that support priority local skills needs. There was a decline in Creative & Cultural degrees, with increases in Construction, Digital, Engineering & Manufacturing, and Green Skills, but a notable drop in Healthcare.

In 2025, 1,431 students entered degrees that support priority local skills needs, representing a significant increase compared to 2024. This growth was driven largely by a sharp rise in Creative & Cultural degrees, alongside substantial increases in Digital and Engineering & Manufacturing pathways. Construction and Healthcare also saw moderate increases, while Land-based provision remained at zero and Visitor & Hospitality stayed minimal.

Glossary

AGQ	Applied General Qualification (e.g. BTEC)
ALS	Additional Learning Support
AR	Augmented Reality
CDP	College Development Plan
CEIAG	Careers Education Information Advice and Guidance
EDI	Equality, Diversity and Inclusion
EHCP	Education & Health Care Plan
ERB	Employers Representative Body
ESOL	English as a Second or Other Language
FHESSA	Further and Higher Education Sussex Strategic Alliance
GFE	General Further Education
HE	Higher Education
LEP	Local Enterprise Partnership
LMI	Labour Market Information
LSIF	Local Skills Improvement Fund

LSIP	Local Skills Improvement Plan
NEET	Not in Education Employment or Training
ONS	Office for National Statistics
SDF	Strategic Development Fund (now LSIF)
SEND	Special Educational Needs and Disabilities
SFC	Sixth form college
VR	Virtual Reality
WEX	Work Experience