

# BHASVIC

## **Accountability Agreement AAp2 'The College Plan'**

**Date: December 2022**



## BHASVIC: Accountability Agreement (AAp2)

### 1. Purpose:

The original incarnation of Brighton, Hove and Sussex Sixth Form College (BHASVIC) was through Brighton Proprietary Grammar and Commercial School founded in July 1859. The school continued as Brighton, Hove and Sussex Grammar School and moved to its current site in 1913 before re-designation as Sixth Form College in 1975. Today we are a large academic provider specialising in A levels. In 2019 we were the sixth largest A level centre in the country and draw students from a wide pan-Sussex area. The majority of students progress into Higher Education pathways 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

<b>Contemporary</b>	<b>Creative</b>	<b>Learning</b>	<b>Community</b>
<p>To be a modern college prioritising:</p> <ul style="list-style-type: none"> <li>• Sustainability and Climate Change</li> <li>• Digital Transformation</li> <li>• The Learner Journey: from Applicant to Alumni</li> <li>• First-class Accommodation and Resources</li> </ul>	<p>To encourage creative, innovative and reflective approaches to our:</p> <ul style="list-style-type: none"> <li>• Curriculum Intent 'Subjects, Skills, Values, Breadth'</li> <li>• Culture</li> <li>• Leadership &amp; Governance</li> <li>• Income Generation</li> </ul>	<p>To achieve outstanding levels of performance based on:</p> <ul style="list-style-type: none"> <li>• Curriculum Implementation</li> <li>• Support and Guidance</li> <li>• Staff Development</li> <li>• Impact and Outcomes</li> </ul>	<p>Where every individual feels part of a community and where we play an active role in our own community, focusing on:</p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Equality, Diversity and Inclusion</li> <li>• Students as leaders and citizens</li> <li>• Partnerships &amp; Stakeholder engagement</li> </ul>

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

Since the Strategic Plan was written, the Skills Act has been passed, placing a statutory duty upon us to ensure our curriculum contributes towards meeting local, regional and national skills needs. As a Sixth Form College with a core focus on Level 3 Academic Pathways this contribution is manifestly different to that of a General Further Education college; it is arguably harder to quantify and harder to track. This document and accompanying Action Plan significantly overlaps with the Curriculum Board Review, both of which generate targets that feed directly into our College Development Plan (CDP).

BHASVIC produces an Annual College Development Plan (CDP) which documents targets against the four headings of the Ofsted framework. The targets within this in turn help to deliver our Strategic Plan.

### 2. Context and Place

- We are a single site Sixth Form College that has c. 3,400 16-19-year-old students and c. 320 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 Adult Evening Language courses, full-time English for Speakers of Other Languages courses and facilities for hire
- Overall, annual college income from all sources excluding capital grant is c. £18 million
- Performance outcomes are strong: BHASVIC is in the top 1% of institutions for both exam results and Value Added.
- Up to 75% of Learners regularly go on to University within one year of leaving BHASVIC

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 2020, 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 small 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.

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.

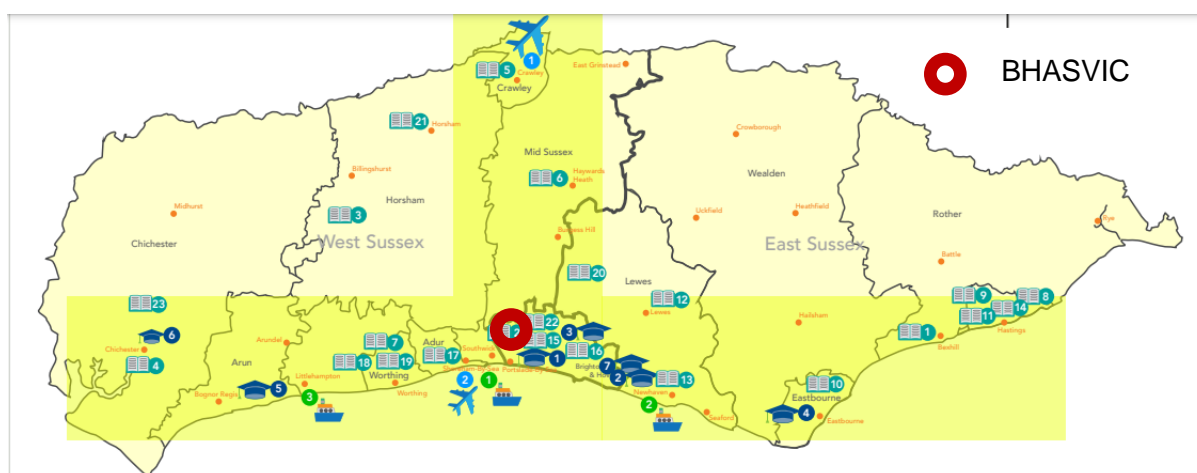
The 'local area' is two distinct areas. Firstly, the city and unitary authority of Brighton and Hove and secondly, the wider East/West/Mid-Sussex regions. 50% of our learners come from the city, 50% from beyond. Here, the railway line that forms an inverted 'T' extending from Worthing in the West to Eastbourne in the East and up to Crawley in the North allows easy access to BHASVIC, reflecting our travel to learn patterns of learners and matching travel to work patterns (pre-Covid).

Specific economic and social characteristics of the area are as described by the LSIP Trailblazer report ([here](#)):

*The Greater Sussex area runs from Gatwick Airport south to Brighton – the two areas of Sussex with the greatest concentration of skilled jobs – and along the entire Sussex coastal strip, described as an inverted T. This area presents a unique economic landscape within a compact space, with the more buoyant economies of the area around Gatwick and Brighton contrasting with the less economically or socially advantaged areas found in some of Sussex's coastal towns. This is a compact, functional economic area, with natural travel to work patterns to Gatwick Airport and Brighton. The area encompasses Sussex's larger settlements and contains the greatest concentration of employers and providers. The area outside the inverted T is mainly rural and dominated by the land-based sector, which is one of the LSIP sectors of focus to draw in needs from these rural communities. There are issues in accessing skills and education across rural communities and this has been recognised in the recommended Framework.*

The LSIP area comprises:

- 60,480 registered businesses, 79.7% of all Sussex businesses, producing over £35Bn GVA
- 855,000 working age population
- Three Local Authorities (LAs), two County Councils and one Unitary Authority
- Two Local Enterprise Partnerships (LEPs)
- 14 FE and three HE Institutions
- Sussex Council of Training Providers, representing 90 Independent Training Providers (ITPs), FE and HE institution



The 2022 [Local Skills Improvement Plan](#) (LSIP) produced by the Sussex Chamber (the Government's designated Employer Representative Body (ERB) for Sussex's LSIP) highlighted the priority sector of skills needs throughout Sussex as:

- Engineering & Manufacturing
- Construction
- Digital (includes IT and Technology)
- Visitor and Cultural Industries (includes Hospitality, Cultural & Arts)
- Land-based (includes Agriculture and Viticulture)
- Health and Care (includes Bio Life Sciences and Pharmaceutical)

Brighton and Hove City Council have an [Employment and Skills Recovery Plan 2021-23](#) which includes 9 objectives, including Digital Inclusion as a priority objective. This recovery plan responds to the emerging local priorities and aims to deliver regional projects through the Coast 2 Capital LEP 'Smarter, Greener, Stronger' and Skills 360 Strategy and Action Plan.

### 3. Approach to Developing the Plan

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.

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

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 (a company limited by guarantee of all Sussex college members). This group have been influential in helping to shape the Sussex Local Skills Improvement Plan led by the Sussex Chambers of Commerce ERB. In Summer 2021 FE Sussex was a ‘trailblazer’ area piloting the first ‘Skills Development Fund’ (SDF) projects nationally, focusing on Green Skills and Technology. This partnership sees a genuine collaboration between the 4 sixth form colleges and 5 GFE colleges within Sussex and has continued with the second phase of SDF projects in Summer 2022 with a focus on Digital, addressing one of the key needs of the [Future Skills Sussex Improvement Framework](#).

### LSIP

The Future Skills Sussex Improvement Framework is a collaboration of partners to formulate a Sussex systems leadership approach to develop the skills provision that needs to be expanded, developed and innovated or adapted to better support the employer skills needs and ensure a more responsive local skills system that is able to address the challenges and barriers that have been identified. \*Nesta=Data Analytics Company



**Stakeholder Engagement:** BHASVIC’s own stakeholder engagement strategy outlines our engagement with a broad range of organisations including around skills provision.

## 4. Contribution to National, Regional, Local Priorities

Below, we set out a number of aims and target outcomes for the year ahead in an Action Plan, that reflects how we are responding to national, regional and/or local priorities and skills needs.



Aim/Action	Outcome/Impact
<p>Use the LSIP to help shape Curriculum planning which will be done collectively through The Accord and FE Sussex. We have a good foundation to build on with existing collaboration across colleges and beyond. The LSIP and SDF provides a new structure for this to continue.</p> <p>Help to deliver the Strategic Development Fund's (SDF) second project across FE Sussex responding to the shortage of digital skills as identified in the Sussex LSIP report.</p> <p>The SFC project will develop sector specific digital skills for:</p> <ul style="list-style-type: none"> <li>• Health and Social Care</li> <li>• Visitor Industries</li> <li>• Creative and Cultural business and Finance</li> </ul> <p>BHASVIC will create materials to support this with students engaging.</p>	<ul style="list-style-type: none"> <li>• As part of FE Sussex, engage with the Sussex Chamber of Commerce in its review of the LSIP to influence its content and assist planning and delivery by July 2023</li> <li>• Help to deliver the SDF2 project targets by July 2023: <ul style="list-style-type: none"> <li>○ Set up 9 Centres of Digital Excellence (CODEs) with state-of-the-art technology and courses under the management of 5 colleges or groups</li> <li>○ Devise, develop and implement 75 employer focused modular courses in digital technology</li> <li>○ Provide training online and face to face in key digital shortage areas for 2447 learners over 3 years including 863 learners in year one</li> <li>○ Provide industry specific updating in digital automation developments in skill shortage skills areas including agriculture, horticulture, and construction, business, cultural, visitor and care</li> </ul> </li> <li>• IMPACT: Tomorrow's workforce will be equipped with the digital skills required by employers as identified by the LSIP</li> </ul>
<p>Continue to deliver the Green Skills Strategic Development Fund project through FE Sussex.</p> <p>To manage the Carbon Literacy Project Manager to help colleges embed sustainability into the curriculum, engage with and respond to employer needs in the Green Skills space.</p>	<p>By July 2023:</p> <ul style="list-style-type: none"> <li>• 800 Students complete Carbon Literacy Qualification</li> <li>• Carbon Literacy embedded into 80 existing courses</li> <li>• IMPACT: Future employees have a better understanding of the need for a sectoral shift towards a Green economy with skills that help meet local employment needs with Green jobs</li> </ul>
<p>Help shape a coordinated City offer for T-Level provision with the Accord and including with Cardinal Newman school sixth form to be agreed by July 2023.</p>	<ul style="list-style-type: none"> <li>• Brighton Met and Varndean colleges to offer Childcare; Construction; Computing: Digital Business Services; Computing: Digital Support Services; Health: Supporting Adult Nursing for Sept 2023.</li> <li>• BHASVIC to monitor the level of delivery and uptake and be prepared to offer additional capacity in the areas of Digital Support; Digital Production; Accounting; Finance; Legal and Engineering T level routes if appropriate.</li> <li>• IMPACT: Joined up T-Level offer for the city that provides students with qualifications to meet local skills needs.</li> </ul>
<p>Use the additional 40 GLH to strengthen the full range of support for employability skills for all students. Continue to support all students with progression, skills and careers activities (that include a focus on local skills needs) to help them make informed choices, understanding their</p>	<ul style="list-style-type: none"> <li>• Use local skills needs data identified in the LSIP (ref pg16 <a href="#">here</a>) to help shape 'Skills Week' offer (by July 2023) Careers, Student Experience &amp; Tutorial team to use LSIP data to target events, activities and interventions (July 2023)</li> <li>• 100% of students to have had minimum of 3-day experience of the workplace and/or focused</li> </ul>

<p>future work options. Continue to target activities to those areas where many of our student’s progress (e.g. medical careers, STEM) so the majority of our learners can enter HE having done very well academically and with sound employability skills.</p>	<p>employability skills development within their BHASVIC GLH by the end of first year July 2023</p> <ul style="list-style-type: none"> <li>• Establish an ‘Link Employers’ / Employers’ Board’ to provide feedback on curriculum delivery in key areas.</li> <li>• Careers and Enterprise Company: Compass Evaluation Tool outcomes – improved performance on benchmark 3 (record keeping – currently 75%; target 80%); benchmark 5 (employer encounters – currently 66%; target 70%) benchmark 6 (experience of workplace – currently 50%; target 70%) by July 2023</li> <li>• Positive feedback from students and employers via student and stakeholder surveys (July 2023)</li> <li>• IMPACT: Students leave BHASVIC better prepared for the workplace regardless of destination.</li> </ul>
<p>Continue to provide access to a wide range of support via curriculum and tutorial pathways to the 25% of students who do not go on to HE.</p> <p>LSIP priorities are also used to inform support e.g. by developing Digital Literacy amongst students.</p>	<ul style="list-style-type: none"> <li>• To map how the local and national Skills agenda explicitly links to careers and student experience and develop SMART action plan to fill any gaps (July 2023)</li> <li>• Gain more direct feedback from employers via Stakeholder survey and use this feedback to map the gaps see above (January 2023).</li> <li>• Expand student survey, to include local skills needs / LMI categories and roll-out during Progress Review/Progression Week (By July 2023)</li> <li>• From Sept 2022, students are better able to access National and Local Labour Market Information (LMI) including employers with the most vacancies in Sussex/Brighton and Hove through headline content in Tutorial programme.</li> <li>• IMPACT: Students have a better understanding of local labour market needs to better inform their destination pathway choices</li> </ul>
<p>Continue to provide appropriate advice and guidance on skills and pathways for ESOL and EHCP students</p>	<ul style="list-style-type: none"> <li>• ESOL students are part of our global tutorial programme and work closely with careers team for specialist 1:1 appointments</li> <li>• IMPACT: 100% of ESOL students progress into education or employment with improved employability skills and an understanding of local labour market.</li> <li>• EHCP students have individualised progression action plans and appropriate CEIAG</li> <li>• IMPACT: 100% of EHCP students progress into education or employment with improved employability skills and an understanding of local labour market.</li> </ul>
<p>There is a lack of national data on employment after HE that is fed back to colleges – a national data gap that we can’t solve alone.</p>	<ul style="list-style-type: none"> <li>• A SMART target is not achievable as this is outside our control. Our only action is to raise awareness and lobby central government through e.g. our dialogue with LA’s, MPs, DfE etc.</li> <li>• Initiate discussions with local authority about</li> </ul>

High achieving rounded students will increase productivity at a national level and be employable in local, national and global priority sectors.	centralised post-18 destination data gathering across the city
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**Self-assessment:** We make a reasonable contribution to contributing to local and national skills needs and these are our priority actions to focus on to strengthen this contribution

**5. Corporation Sign Off – December 6<sup>th</sup> 2022**

**6. This document can be accessed via our website** under 'Reports'

**7. Related Documents**

- BHASVIC Strategic Plan
- BHASVIC College Development Plan
- BHASVIC Curriculum Review
- BHASVIC Curriculum Intent
- BHASVIC Stakeholder Engagement Strategy