BRIGHTON HOVE & SUSSEX SIXTH FORM COLLEGE
MEETING OF THE QUALITY AND CURRICULUM COMMITTEE TO BE HELD ON
MONDAY 5 JUNE 2017 at 6.00 P.M.
IN THE COPPER BUILDING ROOM 413

Agenda Item		Action	End Time	Page Number	
QC16/23	Apologies and Welcomes Apologies: Gillian Hampden-Thompson Welcomes: Student Governor: Abby Stock-Duerdoth	Note	6.02		**Clerk**
QC16/24	Minutes of the Meeting held 1 March 2017 (main and confidential)	Approve	6.05	**3** **8**	**Chair**
QC16/25	Matters Arising	Note	6.08	**10**	**Chair**
QC16/26	Declaration of Interests	Note	6.10		**Chair**
QC16/27	Termly Updates on Quality, Curriculum, Guidance and Other Issues:	Note	6.35		
	(* College Development Plan included for information – refer appendix):			**11**	
	a) Deputy Principal			**36**	**JAM**
	b) Assistant Principal (Director of Student Services)			**42**	**AMC**
	c) Student Governors			**Oral**	**Student**
QC16/28	Leaders in Diversity survey findings	Discuss/ Recommendations	6.45	**51**	**AMC**
QC16/29	Curriculum Efficiencies	Discussion	6.55	**To be tabled**	**JAM**
QC16/30	Student Destinations Report	Note	7.05	**62**	**AMC**
QC16/31	Policies:	Approve	7.15		**JAM/AMC**
	a) Admissions Policy b) Child Protection Policy			**75** **87**	
QC16/32	Student Charges Schedule	Approve	7.25	**96**	**JAM**
QC16/33	BHASVIC Annual Report – Update	Note	7.35	**100**	**WJB**
QC16/34	Committee Annual Self-Assessment and Terms of Reference	Review/Approve	7.45	**111**	**Chair**
QC16/35	Risk Assurance	Discuss/ Recommendations	7.50	**113**	**JAM**

QC16/36	Any Other Business	Note	**7.55**	**Chair**
QC16/37	Date of Next Meeting ~ to be advised	Note	**7.57**	
QC16/38	Confidential Business (Staff and Student Members may be asked to leave the meeting, depending upon the confidential nature of the business).	Note	**8.00**	

Louise Pennington
Clerk to the Corporation

Members:
Lucy Aditi
Will Baldwin **(WJB)**
Peter Freeman **(PF)**
Lindi Galloway **(Chair)**
Elena Gualtieri
Gillian Hampden-Thompson
Sarah Nield

Lynn O'Meara
Jacquie Punter
Jo Redfern
Abby Stock-Duerdoth (Student)

In attendance:
James Moncrieff **(JAM)**
Alison Cousens **(AMC)**
John Boyle
Sandra Prail

Clerk:
Louise Pennington
Copies to:
Jutta Knapp

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BRIGHTON HOVE & SUSSEX SIXTH FORM COLLEGE

**MINUTES OF THE MEETING OF THE QUALITY AND CURRICULUM COMMITTEE HELD ON WEDNESDAY 3RD MARCH 2017 AT 6.00 P.M.
IN ROOM 413, COPPER BUILDING**

Present: Will Baldwin, Hannah Duffy, Peter Freeman, Lindi Galloway (Chair), Elena Gualtieri, Gillian Hampden-Thomson, Sarah Nield, Lynn O'Meara, Jacquie Punter, Jo Redfern

In attendance: Alison Cousens, James Moncrieff, Louise Pennington

The Meeting commenced with a training session on Self-Assessment and Accountability Measures (being a matters arising item from the last meeting), given by James Moncrieff, following by questions from the Committee Member.

QC16/11 Apologies and Welcomes

Welcomes: Elena Gualtieri and Sarah Nield

Apologies: Lucy Aditi, Dearbhaile Hunt

QC16/22 Minutes of the Meeting held on 3rd November 2016 — main and confidential business

The minutes (main and confidential) were approved by the Committee and signed by the Chair as a correct record of the meeting, subject to the following typographical corrections:

Confidential minutes – add "d" to "encourage" in last line of first bullet point of item 16/05 Safeguarding.

ACTION: Louise Pennington

QC16/13 Matters Arising

The Committee noted the items which had been completed or were already on this meeting's Agenda.

QC16/14 Declaration of Interest

None.

QC16/15 Termly Updates on Quality, Curriculum, Guidance and Other Issues

a) Deputy Principal

The Committee thanked James Moncrieff for his extensive report on quality and curriculum aspects, the details of which were noted, followed by questions from the Committee. The following points were recorded:

Online Applications – This item has been transferred to the confidential minutes.

Curriculum Offer – James Moncrieff agreed that the reference in the third line to "Medical Science" was incorrect and should be deleted. **ACTION: James Moncrieff.** In response to a query from the Committee regarding the problems associated with the disappointing A Level Accounting qualification, James Moncrieff explained that this was a national problem and that an alternative, industry standard qualification was being investigated, in conjunction with advice from accountancy firms.

b) Director of Student Services (incl. EDIMs)

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The Committee thanked Alison Cousens for her report on Guidance matters and the following comments and questions were recorded:

- There have been a significant number of staff who have taken on new roles since the start of the academic year including at management level with half of managers having recently completed their probation period. As a result of numerous staff and role changes, SMT has had to establish new protocols on working together as a new team. Furthermore various staff inset days have been held to assist staff.
- SARAP process – new system and quality assurance process has been introduced successfully.
- Tutorial observations – fully trained guidance team.
- Emotional Health and Wellbeing Working Party – work is underway to progress this and there will be an inset day in June for staff. The Committee members welcomed this initiative and looked forward to receiving updates on progress with this in the Summer Term.
- Widening Participation (see matters arising reference) – Alison Cousens and James Moncrieff updated Governors with progress in this area and on-going developments, particularly with regard to the 3 day WEX enrichment offer for students during the Summer Term and the College's aims to expand the employer network.
- Predicted Grades and References – the Committee discussed the comments made on page 20 of the papers regarding the proposed changes in line with the introduction of linear A Levels, to enable the predicted grades to be entered in the first instance post the internal progression exams at the end of year 1. Alison Cousens and James Moncrieff also explained the issues arising in accurately predicting grades, since the demise of the AS Levels and a reduction in A Level subjects from 4 to 3. The College intends to monitor the accuracy of its predicted grades via a change to the College's technical system to allow staff to input discrete predicted grades, which will also enable specific reports to be generated in future. Overall the aim is to celebrate the accuracy of predicting grades at BHASVIC in the header of the reference, so that Universities are better informed about their offers to our students.
- Study Abroad – only a few students currently participate in this option, although many indicate interest at the initial stages in the HE review process.

SMT and the Committee members thanked those members of staff who contributed to the Report contents for both the Deputy Principal and Director of Student Services' Reports.

c) Student Governors

Hannah Duffy gave the Students' Report to Governors advising on the Student Union's activities since the last meeting and current initiatives:

- Various Christmas events including a show, quiz, card making, FIFA (X Box) competition;
- Advice and support for Students for their University applications and revision timetables;
- SU Election process will commence tomorrow, culminating in elections on 20th March;
- SU Charities' funding raising developments for Mind and Rocking Horse;
- Debating Society events;
- A2 Leavers' event is being organised at the Amex Stadium

QC16/16

a) College Development Plan 2016/2017
b) Self-Assessment Report Template for 2016/17

Together, Will Baldwin and James Moncrieff introduced the documents to the Committee, noting that the documents had also been considered at the recent Governor Strategy Day and the following points were recorded:

COLLEGE DEVELOPMENT PLAN

- The Annual Priorities document which details the actions from the SAR, has been replaced by the College Development Plan (CDP), an operational plan which will form a more comprehensive action plan in respect of all departments. Progress with the CDP will be reviewed by the College Management Team, Senior Management Team and committees at three points in the year.
- The aim over time will be to reduce the number of actions, noting that there are replications in some instances in the current CDP.
- Section 4 has been included (Leadership and Management) but is not directly relevant to this Committee's terms of reference.
- Section 1 (Outcomes for Students) –primarily reports on summer exam results and will be updated once the latest results have been announced in August.
- In response to a question from the Committee regarding how the College assesses first year progression now that AS Level examinations have been discontinued. James Moncrieff explained that the College's internal progression examination outcomes would be utilised for this purpose. The progression examinations act as entrance exams to year 2, and there is one re-sit opportunity for students.
- Section 2 Teaching, Learning and Assessment – in response to a question from the Committee regarding lesson observations and career progression, Will Baldwin explained the new national performance management framework which had been introduced and which linked to the standards requirement on the Teachers' pay scale. This means that going forward Teachers' "performance management" has a focus upon staff development. If capability procedures have been initiated in respect of a teacher, then lesson observations would take place for this purpose. The Committee was also informed that within the general lesson observation process per department, there was a post-observations' meeting to identify any core themes.
- Section 3 (Personal Development, Behaviour and Wellbeing of Students) it was noted that this item had been reported within Alison Cousens' earlier report. Regarding item 44 on page 45 (See a reduction in students presenting with acute problems relating to stress and anxiety) Hannah Duffy emphasised the importance of providing an adequate service for students.

SELF ASSESSMENT REPORT

- Reference was made to the item discussed at the Governor Strategy Day and the Committee was reminded that the SAR format has been re-written with a focus upon evidence, accountability and quality improvement aiming to focus upon key performance indicators and analysis with four key sections taken from the Common Inspection Framework (CIF) and using upwards of 15 data sets. James Moncrieff informed Governors that the SAR template (being referred to as a 'databook') was still being developed by himself and Tarquin Grossman, after which further work will be done with other senior staff management including the CIS Manager, in order to define the data to be utilised.
- The document has been presented to Governors to inform them of the revised template and progress to date.
- At this point it was also mentioned that SMT had plans to introduce an annual report providing a narrative comprising a review of the last academic year. It is intended to introduce this new document for the next academic year to be used for the whole College community and for marketing purposes.

CDP and SAR – work in progress **ACTION: James Moncrieff/Will Baldwin**

QC16/17   EDIMS Report

Alison Cousens presented the Report to the Committee and also referred to the relevant item in her termly Director of Student Services' Report discussed earlier in the meeting. She confirmed that the College had a duty to report annually on outcomes and implementation measures in respect of equality and diversity. However she informed Governors that the document required improvement in terms of collection of information for reporting and further analysis which at the moment was work in progress – including analysis from The Leaders in Diversity initiative and analysis from the cross College analysis of value added ethnicity data. At this point the Committee was reminded that it initially had been hoped that Governors could take part in the Leaders in Diversity survey, but following a review of the survey questionnaire by Peter Freeman, it was assessed that Governors would not be able to answer the key questions prepared by the third party survey organisation.

Alison Cousens explained that the Leaders in Diversity initiative which is used to test the adequacy of the College's E & D policy and procedures, had been instigated by the College in order to achieve the associated quality mark.   Following the completion of the various surveys (staff, students etc), analysis will be carried out and a report and action plan issued to the College detailing the requirements necessary to achieve the quality mark; the report is due to be issued on 15th March.

Referring to the meeting paper, Alison Cousens explained that in some areas there were gender and ethnicity imbalances but nothing significant or out of line with the national picture; the final report will also include HR information.   The conclusions identify that the College reaches a wide range of applicants which is broadly in line with the ethnic profile of the local area, although on conversion to enrolments this is marginally worse. The gender gap on enrolments has narrowed, but there remains a greater enrolment of female applicants; the gender gap in terms of outcomes (results) shows a continuing trend showing males' slightly lower achievement, which reflects the national picture. At this point and following various questions from the Committee Members, consideration was given to the various options available to the College to correct any gender imbalance and Alison Cousens explained the methods used by the College to intervene and assist affected students in terms of various additional support measures.   The cross College analysis of value added data, mentioned earlier, requires further work to improve overall monitoring and this aspect will be considered as part of the Leaders in Diversity action plan.

In conclusion the Committee noted that the document was work in progress by SMT and that once the various analyses has been completed above, a review of the document content and format together with various actions for the College to take forward, would be prepared. The revised report would then be merged with the College's E & D SAR (Self-Assessment Report) into one document and would be reissued to Governors in the Autumn Term 2017. **ACTION: Alison Cousens**

QC16/18   Joint Consultative Study with Varndean College –. CONFIDENTIAL

It was resolved to transfer this item to confidential minutes.

QC16/19 Risk Assurance

James Moncrieff gave a summary of the risk assurance process as a reminder particularly to the new members of the Committee and in particular the requirements for each Corporation Committee to review annually relevant risks scoring 6 or above. In the case of the Q & C Committee, there is only one risk scoring 6 or above and the paper reports on controls implemented to mitigate the risk (failure to achieve planned student numbers…….), together with a record of other risks which have been assigned to this Committee, including details of those overarching and interlinked risks which have an impact on all Committees (refer page 134 of meeting papers).   He also explained the various mitigation strategies being employed by the College.   Additionally Will Baldwin explained the revised format of the risk register and confirmed that the SMT reviewed the whole risk register on a termly basis.

The Committee confirmed that the assurance provided in respect of risks relating to Q & C matters was adequate and it was resolved that this should be reported to Audit Committee accordingly. **ACTION: James Moncrieff**

QC16/20   Any Other Business

Louise Pennington informed the Committee that details of an AOSEC Governor training event on Governors' role in assuring the quality of teaching learning and assessment, to be held on 16th March 2017 at City College, had been received and would be circulated to the Committee members; anyone wishing to attend should let her know. **ACTION: Committee Members**

QC16/21   Date of Next Meeting

Wednesday 3rd May 2017

QC16/22   Confidential Business

None.

CHAIR...   Date...

BRIGHTON HOVE & SUSSEX SIXTH FORM COLLEGE

MINUTES OF THE CONFIDENTIAL BUSINESS OF THE QUALITY AND CURRICULUM COMMITTEE

HELD ON WEDNESDAY 1st MARCH 2017 AT 6.00 P.M.

IN ROOM 413 COPPER BUILDING

CONFIDENTIAL

Present: Will Baldwin, Hannah Duffy, Peter Freeman, Lindi Galloway (Chair), Elena Gualtieri, Gillian Hampden-Thompson, Sarah Nield, Lynn O'Meara, Jacquie Punter, Jo Redfern

In Attendance: Alison Cousens, James Moncrieff, Louise Pennington

The meeting was quorate.

Q&C16/11 Apologies and Welcomes

Apologies: Lucy Aditi, Dearbhaile Hunt

Welcomes: Elena Gualtieri, Sarah Nield

Q&C16/12 Minutes of the Meeting held on 3rd November 2016

Refer to main business minutes.

Q&C16/13 Matters Arising

Refer to main business minutes.

Q&C16/14 Declarations of Interest

None.

It has been decided that the following record should be transferred to confidential business.

Excerpt From QC16/15 Termly Updates on Quality, Curriculum, Guidance and Other Issues

a) Deputy Principal

- Online Applications: The Committee members discussed the various technical and other issues with UCAS Progress online system, favoured by Brighton and East Sussex LAs and also noting that local secondary schools used UCAS Progress system as a careers tool. Although James Moncrieff advised that BHASVIC has not reached a final decision regarding the way forward, he indicated that the College was ready to develop an Accord (BHASVIC, Varndean and City Colleges) based system, also suggesting that it was unlikely that a common City approach would be feasible owing to the complexities of trying to coordinate every institution's needs and curriculum offer. The Committee also noted that Will Baldwin would be meeting shortly with the Schools' representatives to discuss online applications.

QC16/18   Joint Consultative Study with Varndean College — CONFIDENTIAL

Referring to the Report issued in respect of the first phase of the consultation study, Peter Freeman and Will Baldwin informed Governors that the follow up meeting between the two Colleges' Chairs and Principals was scheduled for next week and that the content of the Report had not yet been shared with staff. On reflection the Committee resolved that any decision should be deferred until the Corporation Meeting in April, after the two Colleges have met to discuss the Report. **ACTION: Peter Freeman/Will Baldwin**

Q&C16/20   Any Other Business

There was no other business.

Q&C16/21 Date of Next Meeting

Wednesday 3rd May 2017

Louise Pennington

Clerk to the Corporation

CHAIR..

DATE..

Quality and Curriculum Committee Action Points from Spring Term 2017 to Summer Term 2017

Date	Agenda number	Action	By Whom	Deadline
1/3/17	Q&C16/15	Termly Update on Quality, Curriculum Guidance and Other Issues a) Deputy Principal Report, second bullet point Curriculum Officer – delete reference to medical science.	James Moncrieff	Immediate - DONE
	Q&C16/16	CDP and SAR – work in progress	Will Baldwin/James Moncrieff	Summer Term/Autumn Term 2017
	Q&C16/17	EDIMS – work in progress re document format and content and once finalised, merge with E & D SAR (and include HR figures).	Alison Cousens	Autumn Term 2017
	Q&C16/19	Risk Assurance – confirm assurance to Audit Committee re Q & C risks	James Moncrieff	Pre - Audit Committee Spring Term 2017
	Q&C16/20	AOB – AOSEC training event circulate to Committee Members (on 16th March)	Louise Pennington	Immediate – DONE
3/11/16	Q&C16/06	CONFIDENTIAL BUSINESS Report on Complaints 2015/2016: include supporting explanation behind each complaint and produce more detailed report for Governors next year.	Will Baldwin	Autumn Term 2017
1/3/17	Q&C16/18	CONFIDENTIAL BUSINESS Joint Consultative Study with Varndean college – defer decision to Corporation Meeting in April 2017.	Will Baldwin/Peter Freeman	Spring Term Corporation Meeting 2017

BHASVIC

College Development Plan 2016-17

Contents
Section 1: Outcomes for Learners
Section 2: Quality of Teaching, Learning and Assessment
Section 3: Personal Development, Behaviour and Welfare
Section 4: Leadership and Management

Section 1: Outcomes for Learners								
#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
1.	**Student numbers 16-19**	To achieve student numbers at a minimum of 2,735 enrolments for 2017-18	Effective schools liaison; Marketing; Maintain quality of interviews and IAG; Review admissions policy for treatment of Cat 7 students	SMT, DBM	By Sept 17	Numbers on census date at 1950+	2,235 priority applications received. Aim for c1,500 A1 enrolments and c.2,780 EFA enrolments	We have had planning approved for two modular Biology Labs. We have therefore offered to an appropriate number of Category 7 students which will enable us to meet our target of 2780 student enrolments this September.
2.	**Achievement at full A level**	To maintain A level pass rate at a minimum of 99% and the overall A*-B grade rate at 60%	Sustain high quality teaching and learning; assessment policy; performance management of grade 3 departments and subject areas with below floor target A*-B grade rate of 50%	SMT, HOFs, HODs, all staff	Aug 2017	Achievement of targets	Results to follow in August	Results to follow in August
3.	**Achievement at AS level**	To ensure the final entry of AS level subjects sustain a similar pass rate and high grade rate (+90%/+55%) as previous years. To ensure outcomes in new AS level recovery courses remain above benchmark.	As above – but recognising that as only a third of modular A levels remain, headline outcomes against previous years are likely to change with a different base level of subjects for comparisons to be drawn	SMT, HOFs, HODs, all staff	Aug 2017	Achievement of targets	Results to follow in August	Results to follow in August
4.	**Achievement at BTEC level 3**	To maintain BTEC pass rates at 100% and Distinction rates at a minimum of 80%	Consolidate systems and culture associated with a changing BTEC assessment framework which produced an 88% Distinction/* or better rate in 2016; Ensure ongoing tracking and robust role of Quality Nominee	SMT, HOFs, HODs, BTEC staff	Aug 2017	Achievement of targets	QN role embedded with standardisation across college. Results to follow in July	Results to follow in August
5.	**Level 2 achievement GCSE retakes**	To maintain the overall GCSE pass rates (A*-C grade or equivalent) at a minimum of 55%	Departmental action plans to underpin improvements in retakes; Lesson time within departments plus study support; HOD/HOF monitoring of performance	SMT, HOFs, HODs, Maths and Eng staff	Jan 2016/ Aug 2017	Achievement of targets	Results to follow in August	Results to follow in August

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
6.	Value added	To maintain exceptional overall value-added as measured by the DfE value-added (L3VA) at 0.20 or greater with ALPS at 3 or better	Sustain current high levels of performance in context of successful teaching and learning, culture and systems	SMT, HOFs, HODs, all staff	By Jan 2018	Achievement of targets	Results to follow in August	Results to follow in August
7.	16-18 achievement rates (was success rates)	To achieve an overall progress rate for all long courses at a minimum of 90% and a high grade achievement rate for long courses at 45%	Enrol students on right courses and continue to offer a high quality of student experience; teaching and learning culture; assessment policy	SMT, HOFs, HODs, all staff	Aug 2017	Achievement of targets	Results to follow in August	Results to follow in August
8.	Retention	To achieve a minimum A1 student retention rate of 95% and an A2 student retention rate of 98%	Review curriculum offer for the A2 year, including alternative qualifications for students who do not pass a subject in their first year	SMT, CQT	Aug 2017	Achievement of targets	Overall retention at 01-01-17 is 98.05%	Overall College Retention as at 01/05/207 was 94.0%
9.	Destinations	To achieve a percentage above the new national DfE Destinations Accountability Headline Measure	Recording destinations accurately; analysis of data; comparison to other SFCs	SMT, Student Services	Jan 2017	Achievement of targets	Sustained Destinations 83% (DfE experimental data) 2% below nat av.	Ref our own destination report
10		Ensure all students go on to sustained education, employment, or training at the end of their course (including Gap Years) with NEET maintained at below 2%	Tutor pathways; UCAS advice; promote apprenticeships; recording destinations accurately; analysis of data; working with those who have no plans	SMT, Student Services	Sept 2017	Destinations data	Our own data suggests high sustained destinations (including Gap years / deferred entry)	Gap Year data 12.7% not included in DfE measure.
11		To maintain progression to competitive university places at +40%; with 30+ Oxbridge places and 15+ Medics	Students selecting most appropriate pathway; Oxbridge advice and guidance; past students; MMIs; practice online tests; interview practice; visiting speakers	SMT, Student Services, CQT	Sept 2017	Achievement of targets - UCAS data	34 Oxbridge offers this year. No final figures for medics or Russell Gp yet.	23 Medics, 2 Dentists, 2 Vets. Medic offers up on last year. Russell Gp offers to follow

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
12	**Careers Education**	Students make informed decisions about their next steps and the aims of their education	Develop work experience and employability opportunities and awareness amongst curriculum staff and students; utilise the Education Advisor Pilot scheme; embed work experience within portfolio course schemes of work; explore a Careers Education and Employability EQR; develop data tracking systems for student and staff outcomes	AMC, JAM, CQT	June 2017	Careers Education Strategy and Action Plan targets are met	Successful Futures Fair held in January. WEX strategy morning (Feb 2017); Enterprise Adviser Pilot & Careers Strategy audit meetings (Nov 16, Jan & Feb 17); Employability EQR for 17-18 requested	25 hour WEX compulsory for PO groups; Revamped PO summer induction and scheme of work (start in June to mirror Oxbridge); embedding employability in the curriculum scheduled in June INSET
13	**Attendance**	To achieve a minimum average attendance rate of 90% across the year	Maintain approach: teacher, tutor and GM follow-up, spot checks, parent texts, Advantage information	All staff	July 2017	Achievement of targets	Current overall attendance is 92%. Attendance reviews made half-termly within tutorial programme; and Advantage colour-coding rationalised to match RAG codes on Support Plans.	Current overall attendance is 90%. Attendance charging thresholds reduced this year (from 90%-85% as a result of train strikes).
14	**Departmental performance**	Tackle any subject areas graded as Require Improvement (RI 3) or where outcome data is below benchmark in the SARAP process	Ensure SARAPs are reflective and accurate with action plans for addressing under performance in any subject department areas	SMT, CQT, HODs	Dec 2016	Areas identified; KPIs improving	3 department areas graded RI. SARAP actions in place to raise below benchmark figures	Department live action plans monitored via HoFs and final reports, along with results in August, will provide quantifiable evidence. Deputy Principal, HoFs and relevant HoDs have implemented a number of interventions; oral report at committee may be appropriate.
15	**Enjoyment of learning**	To ensure student satisfaction rates remain at a minimum of 93% for the College and at 88% for individual subjects	Ensure high quality student experience across all aspects of college; engage with student council; Student Union and ensure feedback is visible	All staff	Aug 2016	Achievement of targets	Results to follow in July	Results to follow in July

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
16	**Understanding and reporting of New Performance Measures**	Ensure BHASVIC approaches the reporting of new performance measures so that all stakeholders can access and understand them	Ensure that measures of student progress, attainment, English and Maths, retention and destinations are properly gathered and reported and understood by all stakeholders	SMT, CQT, TJD	Sept 2017	Publication of performance measures;	Databook being finalised ready for implementation for SAR 2016/17 next Autumn	Performance measures were published in January, as required by DfE. Databook continues to be developed, ready for SAR 2016/17 in September.

Section 2: Quality of Teaching, Learning and Assessment (including the information on programmes and courses and how well the programmes and courses meet the needs and interests of learners)

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
17.	**Developing the organisation and delivery of teaching, learning and assessment**	To ensure continued quality of delivery and outcomes under reformed A level specifications in another year of transition	Staff to attend relevant CPD and updates; Internal INSET time devoted to planning and preparing resources; curriculum delivery decisions to maximise quality outcomes	All staff	On-going	High level of performance as evidenced by results	SARAP action plans in place. Results and satisfaction survey data to follow	June INSET devoted to linearity planning for departments. S7 Teaching and Learning Day involves networking in subject groups. CQT have carried out sharing best practice for departments within linearity and those about to enter. We will continue to plan further sharing opportunities over coming months. Review of calendar conducted. Further extensive reviews of calendar and timetable to take place next year.
18.		Review the progression exams and discuss our approach to delivering A2 mock exams	CQT to discuss the resourcing, delivery and success of progression exams and refine approach next year where needed. Discuss approach to A2 mocks and communicate.	CQT	By Jan 2017	Decisions made, documented and communicated effectively	Progression Exams process refined. Sharing of expertise outcomes available in August.	A2 Mock Exam week delivered and a big success. Mock results have informed student progress, enabling department to refine lessons and revision plans. Progression Exams all planned and ready to go this May. Oral update at committee can be provided.

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
19.		Ensure departments are ready to deliver BTEC via the New Quality Framework (NQF) in Sept 2017	To establish BTEC subjects and qualification sizes under Tech level and Applied General courses; Ensure new Quality Nominee oversees a consistent approach	CQT; BTEC staff, DTA	Sept 2017	Departments ready to deliver new specifications	Quality nominee developing in-house training and guidance for departments in summer term.	BTEC have announced that old QCF quals can be used for 2017-18. Recent review of Sports BTEC exam board review noted our processes as exemplary practice. Our model of Quality Nominee working very well.
20.		Preparation for teaching new GCSEs as retakes in Sept 2017	As above; links with secondary schools; English/Maths teams to have full understanding of reformed GCSEs and assessment	JAM, CQT, Eng and Maths depts	Sept 2017	Departments ready to deliver new specifications	In development.	In development and will be ready to deliver. A wide range of sharing of best practice lead by Jacquie Punter. A whole college strategy in formulation for promoting GCSE. New Head of Maths will teach GCSE and is spearheading a high level of value and importance in GCSE teaching across Maths Team.
21.		A2 mock exams procedures	To generate a method which enables departments to be able to run mock exams for A2 students whilst not impacting on the continuation of lessons for A1 students	JAM, CQT	Jan 2017	Decisions made, documented and communicated effectively	Completed. Mock exam week taking place w/b 13 March.	Mock exams procedures reviewed for 17-18 as part of calendar consultation.

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
22.		Ensure appropriate guidance for students on Personal Development, Behaviour and Welfare (PDBW)	Review tutorial programme, embedding key educational outcomes on PDBW	AMC, GMs, Tutorial Co-ordinator	June 2017	New tutorial programme schemes of work ready to deliver from Sept 2017	In progress. Tutorial co-ordinator updating materials in-year. Planned overhaul of work schemes – Jun/Jul 17. All tutorial observations judged against PDBW Ofsted criteria.	PTOMs discussed with tutors with focus on PDBW. Tutorial programme planned for review in summer term. Tutorial co-ordinator returning from sabbatical from Sept 17. Student Handbook needs reviewing and uploading onto website for Sept 17.
23.		Assessment policy meets needs of students, following implementation of new linear A levels and new BTECs	Devise an assessment policy which outlines expectations, best practice and a common experience for all students on all courses; review Subject Reviews and how they fit into linear study programmes; workload impact assessment; consultation at JUMCoG, HoDs and all staff	JAM; AMC	July 2017	Agreed assessment policy in place	CQT devising model, ready for consultation March. Final assessment model and schedule completed in summer term. Subject Review timetable planned to change for 17-18.	Subject Reviews schedule revised as part of calendar consultation. Further consultation required for roll out and links with assessment policy / markbook, etc. New assessment framework for linearity and new markbook and reporting system to be ready for September 2018.
24.	Quality Assurance	To ensure College compliance with 2015 OFSTED Common Inspection Framework	Review documentation of all systems and brief staff appropriately to ensure we are fully compliant and prepared for an inspection under the 2015 CIF.	SMT; JAM	Sept 2016	Updated paperwork and systems	SARAP process being revised. Quality Away Day took place in December, with an action plan created.	SARAP paperwork discussed with managers (March 17). Quality Handbook in development. New SARAP template an option for support teams. Draft of new SARAP template for Curriculum to be consulted on with HoDs, including new data strip, ready for May 2018.

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
25.		To ensure that the new Professional Development and Review System is reviewed and successfully supports practice and incorporates SFCA performance and pay structure	Completion of on-line recording and reporting features; appropriate briefing and training of staff; Managers to take full responsibility for coordinating professional reviews on the basis of new system; successful action research projects	All staff	June 2017	System operating successfully as planned	Online system has now been specified and developers of HR Select will be creating pilot in April.	New PDR policy linked to pay framework. PDR targets to be reviewed in 2017/18 – CQT question arises around value of Action Research, to be audited in Autumn 2017 and reviewed after that.
26.		Robust evidence base for PDBW outcomes	Devise new and refine existing data gathering systems and qualitative evidence; build alumni network opportunities into leaving processes and encourage tracking and reporting as part of quality cycle	AMC	June 2017	Quality Cycle for Guidance and Student Services areas have clear data sets to use for reviews	Guidance Manager has responsibility for this – developing approach	Closer liaison with CIS and GM team to develop data tracking – report server updated. Alumni sign-up part of Leaving survey for A2s.
27.	**Quality Improvement**	To develop a 'High Challenge Low Threat' maturing approach to quality that focuses on development and improvement	Write a 'Quality Manual'; Remove Lesson Observation grading; principal's presentation, managers away day, SARAPs	SMT; JAM; CQT	July 2017	'High Challenge, Low Threat' culture developed	SMT/CQT Quality Away Day. Managers Away Day with Mary Myatt. Lesson Observations no longer graded; focus on quality improvement. Investigating same approach for SARAPs.	Quality Handbook defined. Updating of various documents in progress. Anticipate handbook completion over summer. Quality statement written by Principal, agreed by CQT and to be explored with wider managers and all staff.
28.	**EQR**	To receive a cross-college External Quality Review (EQR) on assessment and to analyse and implement relevant recommendations	Preparations for EQR; EQR timetable to ensure good cross-college access to assessment regimes; recommendations adopted	EQR; CQT	Nov 2016	EQR Report with recommendations	EQR completed. Recommendations are informing development of 23 above, as well as individual department actions.	Adjustments to Subject Reviews in place. Assessment framework, reporting systems and markbook all in development (see 23 above)

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
29.	**Student Voice**	Student Voice informs all curriculum department improvement and students feel consulted	Review current practice, update methods and guidelines allowing for flexibility, link individual student voice processes to evidence and targets in SAR, provide parameters and guidelines to departments, promote sharing of best practice between departments	JAM, CQT	June 2017	Student survey response to consultation rises by 10% in 2018	Outcomes evidenced in August. Student Voice approaches by departments being explored with HoDs. Student Union consulted. Individual department Student Voice approaches will become compulsory part of SARAP evidence and quality cycle.	Student surveys re-drafted (May 17) HoFs have been working with HoDs on their student voice methods, encouraging approaches that meet the department needs, as defined in their SAR-APs.
30.	**Sharing good practice and innovation in teaching and learning**	To provide a positive and innovative approach to pedagogy	Introduction of T&L Twitter feed; Principal's presentation on 'deliberate difficulties'; Other INSET with engaging topics and a variety of presenters; ensure resources available to all; S7 groups to continue to support T&L developments for teachers at different stages in career; introduce IRIS connect lesson observation hardware/software	All staff	On-going	Training taking place as planned, continuation of S7 events; IRIS adopted	Iris approved. Twitter feed completed. Involvement in S7 training. Bitesize re-introduced and two sessions completed.	IT champions bitesize – well attended and positively received. June INSET and S7 T&L day popular and well attended. A programme of Teacher Toolkit workshops to be developed in 2017/18, ready for delivery asap and comprehensively from September 2018. Many examples of great developmental practice, for example, Humanities developing student autonomous study groups.
31.	**ILT as a tool for learning**	To develop Advantage as a centralised assessment tracking system, serving the needs of all stakeholders	Develop a centralised set of expectations surrounding the use of Advantage gradebook; expectations of use outlined in assessment policy; rationalisation of existing systems	CQT; All staff	July 2017	Advantage system up and running and operating successfully	This timeframe is unlikely to be met. But ongoing development and consult-ation is taking place intern-ally and with Capita who are developing a markbook faster than they had planned.	See 23 above.

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
32.		Refocus teacher interventions for underperforming students into support planning	Revise our action planning procedures and rebrand as Support Planning; migrate the new system to Advantage and embed into student profiles and user interface	AMC, JIP, TJD	July 2017	Support Plan dashboard integrated into Advantage and piloted	Pilot stage underway. New Support Plan flow-chart, finalised and rolled out to all staff; and technical specs sent to Capita. Support Plan INSET (Nov 16) for those who hadn't done it last year.	Prototype form and system developed. Two depts (MPA plus Bus?) to pilot in second half of summer term. Launch planned and on track for Sept 17.
33.	**Personalised and independent learning**	To continue to promote student ownership of learning – 'think for yourself'; 'knowing what to do when you don't know what to do'	Ensure students receive ongoing and accessible advice on how to improve; principal and SMT talks to students	SMT; All staff	July 2017	Subject depts and students fully on-board	Done – talks at start of year updated and improved.	Incorporated as part of the transition to College focus in New Parents' Info Eves in July 17. Departments with best practice in delivering Subject Extensions has ben identified by CQT and will be shared and encouraged by HoFs with their HoDs.
34.	**Predicted Grades**	Ensure that students receive accurate predicted grades as outcomes for first wave of linear subjects	Develop tracking system for auditing of predicted grades. Use GCSE and progression exam data along with ongoing performance; staff development; work with universities	JAM; All staff	Aug 2017	Accurate predicted grades	Reference writing system update has been specified and will be in place for May.	Training in place for all teaching/tutoring staff for May 17. New system, with trackable predicted grades in palce, to enable analysis of their accuracy.
35.	ESOL	Increase recruitment of 16-19 ESOL students	ESOL department; marketing; ensure student services have capacity to deal with students	JAM, CMM	Aug 2017	Recruitment of ESOL students	Agreed to only recruit 16-19 ESOL students. Adult ESOL possibly moving to PM language provision. Target set for minimum of 50 ESOL daytime students, maximum of 70. Management of the ESOL department is under review.	ESOL student numbers uncertain due to changes in Local Authority behaviour, post Brexit. Confident that we will still be able to enrol forty 16-18 year-old ESOL students, but any growth and possible shrinkage in student numbers is very uncertain at this time.

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
36.	**Evening Language courses**	Ensure Evening Language courses remain popular with a 90% student satisfaction rate and make a minimum profit of £5k	Review course offer; ensure demand is met	CQT	On-going	Courses remain popular and make a profit	Results of this in August.	Results of this in August.
37.	**Curriculum Review**	To complete a 'curriculum review' which will allow us to stay competitive and attractive to students to develop the curriculum model at level 3 to reflect philosophy of breadth and choice	Investigate possible new subjects: discussion with relevant staff; produce 'Course Proposal' forms Explore what being a BHASVIC student looks like in the future, our expectations of what students study in and out of the curriculum and how the whole package builds leaders of the future; how we market this	CQT, SMT	March 2017	Course proposals developed and approved	New subjects under investigation. Curriculum offer has been outlined. Consideration of longer-term curriculum development will be created by the summer, anticipating a paper for Q&C committee that term.	Completed. A few A levels remain under consideration (Latin, Art History, Electronics). However, until we have more accomodation and whilst we remain oversubscribed, increasing range of courses will lead to less efficiency in use of current classrooms and staffing, so no immediate plans to impliment new courses; much dependent on master plan outcomes. Many BTEC courses have been developed to replace or improve offer. Accounting A level has been discontinued, along with Health and Social Care BTEC double.

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
38.		Refine and develop the use of recovery AS levels	Support departments in the delivery of AS qualifications; develop one year level 3 subject offer; develop College documentation and publicity	SMT; CQT	Sept 2017	Successful enrolment and outcomes; student satisfaction	Effectiveness of current offer has been analysed. CQT have improved portfolio offer. Recovery offer finalised in June, as part of curriculum planning.	Recovery courses for second year students have been defined. Hoping to offer A Level Economics in a year, for relevant students (depending on staffing).
39.		To enhance the profile of selected subject areas amongst prospective students	CQT to investigate dwindling subject areas and analyse impact to other departments, capacity of rooms and staffing of increased promotion	CQT	By June 2017	Agreed plans in place with relevant changes to documentation	Curriculum planning processes have all been reviewed and developed. Better data analysis and accessibility to inform decision making now in place. New courses in Music, Performing Arts, Creative Media, ICT, Health and Accounting all implemented.	Paper written in response to Corporation questions raised on this in response to ABR research paper. Defined the rationale for subject offers. Visual Arts has seen return to healthy application numbers. English A level has seen reduction in applicants –nationwide issue because of new GCSE which is less popular with students. Maths A level remains the same, despite nationwide drop in popularity because of new GCSE.
40.		To ensure that entry recommendations to programmes and courses reflect new 'number' grades at GCSE	As number grade outcomes move beyond English and Maths, ensure the prospectus and website reflect new entry requirements; ensure staff and parents/students understand this	JAM; CQT	By March 2017	Published prospectus with clear entry recommendations	Done. All entry requirements published on website in late September 2016.	Enrolment training will take place for all staff.

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
41.		To review Portfolio options to try and ensure opportunities for breadth	Consider implications of loss of some qualifications from main studies (Archaeology, Classics) as portfolio courses	JAM CQT	March 2016	Decisions taken on portfolio studies offer	Scale of portfolio offer has been ascertained. Over 10 new courses proposed. A1 to A2 transfer system revised to ensure efficient offer. Final outcomes reported at CQT as part of curriculum planning in summer term.	Portfolio offer remains highly popular. Due to staffing matters, some courses oversubscribed and second choices given to students. CQT understand where we need to increase staffing, if we can, for next year. Pilot of new delivery model for EPQ planned for September 2017.

Section 3: Personal Development, Behaviour and Welfare (including how well students are guided and supported)								
#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
42.	**Student Guidance and Support**	To ensure safe-guarding responsi-bilities are fully dis-charged	Training for staff; mini-workshops; safeguarding log; Prevent training and awareness; annual Cor-poration approval of poli-cy; work with other bod-ies	AMC; GMs; All staff	On-going	Activities suc-cessfully com-pleted; pro-cesses operat-ing effectively	Keeping Children Safe update to staff and Governors. Safeguard-ing survey (Nov INSET) reported 100% confi-dence in procedures. All GMs completing LCSB safeguarding training. Sussex Police Prevent link officer visited (Nov 16).	Prevent Duty update training incorporated into June INSET. CPOMS software in-vestigated for better tracking and report-ing of safeguarding cases.
43.		To work towards establishing a more sustainable model for the counselling service	Investigating ways of delivering a fully respon-sive service without addi-tional funding including continuing use of train-ees; developing capabil-ity of staff as appropriate	AMC; JLU	July 2017	Service meeting needs;	Counselling Service volunteers used, but service still under ex-treme pressure. New Student Services staff-ing structure proposed to SMT (Feb17)	Partial re-organisation of Stu-dent Services staffing approved – some job re-evaluations now required before Sept 17.
44.		See a reduction in students presenting with acute problems relating to stress and anxiety (coun-selling, safeguard-ing, guidance case-work)	Develop a cross-college emotional health and wellbeing strategy and implement key targets within this; staff training; parent information, ad-vice and guidance; stu-dent learning opportuni-ties; scope quiet space and setup and promote for September 2017	AMC	July 2017	Student Survey, Safeguarding Data, SAWSFE survey, Parent survey	EH & WB working Party established. Strategy document in draft to be completed by April 17 and rolled out as part of June INSET. Accommo-dation proposals to be discussed further at SMT (Feb 17) Safe and Well Survey to be launched in tutorial Feb 17	In progress. Strategy document drafted but not signed off. Mental Health First Aid train-ing offered as part of June INSET. Safe & Well survey results imminent. Quiet space still pending. Parent info on web-site updated and im-proved.
45.		Governance assur-ance of safeguarding duties	Investigate devising a new safeguarding report-ing methodology	AMC	July 2017	Reporting methodology approved at Corporation	In progress. Regular meeting with new safe-garding Governor to devise new reporting protocols	S7 sharing of Gover-nor reports demon-strates we are in line with others. Safe-guarding Governor & Chair assured.

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
46.	**BHASVIC Calendar**	To review annual term dates, enabling an earlier start to first teaching each September	Resolve a way to start enrolment earlier, investigate impact on staff over five years, consult with JUMCoG and all staff	JAM	Jan 2017	Agreed term dates for 2017/18 and agreed approach top start of year going forward from there	Consultation with staff conducted. Final proposals will be communicated by March. Indicative dates were placed on website for parents in early January.	Completed and staff calendar published for 17/18.
47.		Improved calendar of business, from Results Day to admissions and marketing events in the summer term	Review all key events and structures, such as Results Day, Enrolment, Reading Week and Open Evenings, Enrichment Days, Study Leave and Exams Timetables to improve the structure of the BHASVIC Calendar; consult with all stakeholders on changes	JAM, AMC	June 2017	A new calendar of business for 2017/18 which better meets the student, staff and wider College needs	AMC convened working party to report to SMT on Start of term arrangements (Sept 16). Further planning to commence with Managers Away Day (March)	In progress. Calendar of business consultation started at Managers' Away Day – key decisions communicated (May 17) - some items still require further consultation and planning (eg. Subject Reviews, Parents' Evenings)
48.	**Admissions**	Review admissions processes; continue to modify CIS and enrolment to take into account linear framework	New paperwork and PowerPoints / Prezis; training for interviewers and enrolment; modified IT systems	JAM; TJD; CQT	Sept 2017	Changes in systems, paperwork, approach; students successfully placed on courses	All in development, mainly focusing on 18 above. Investigations taking place into 'linear' teaching (same teacher for two years). Final outcomes all to be evidenced in summer term.	Linear teaching is possible and we will be implimenting this. We will start to see results over the next two years, for comparison.
49.		To adopt an online application process – be it UCAS Progress or another system	Investigate options; ensure interests of BHASVIC are met; work with Accord group; ensure compatibility with systems; communication and training as appropriate	SMT; JAM; DBM	Sept 2017?	Online application system adopted	Development group initiated. Report on viability, project plan and progress to be made to SMT in March.	Online application system now created. This is being piloted with classes at Dorothy Stringer school. BHASVIC will be entirely online this coming Autumn. This has been a very positive project to develop, involving a range of teams and positive relations between Accord colleges.

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
50.		To review the Admissions Policy, in light of lottery system deterring students from enrolling, leading to undersubscription	Investigate alternatives to a lottery system. Reconsider admissions for 2018 and beyond with local demographics in mind	SMT; JAM; CQT	March 2017	Updated Admissions Policy	Analysis underway. Oral brifing to Q&C in March. Revised policy to Q&C/ Corporation in June/July.	Policy taken at Q&C Committee, ready for recommendation to approve at Corporation. New policy should reduce the numbers of students dealing with uncertainty due to oversubscription.
51.	**Study Support**	To ensure the quality of support for students	Refining identification and induction processes for students with Education/Health and Care Plans (EHCPs); Identifying students with exam concessions; ensuring we are meeting the needs of ESOL students; supporting teaching staff re. new SEN legislation; improving and extending data management	AMC; CMM; Student Services	Sept 2017	Completion of actions as listed with clear improvements in service and data	New system for assessing and reporting implemented this Autumn. Increase in staffing. New study support offer developed in curriculum specialisms. Increased specialist help. New management structure for ESOL being considered.	In progress. Identifying and supporting vulnerable learners working party (JAM, MDB, CMM) met and reviewed all documentation (April 17). Now being updated and revised for Sept 17 new students
52.		To manage bursary / FSM funds effectively	Management of funds on a break-even basis with continuous monitoring and liaison with Finance	SMT	June 2017	Fund breaks even	16-19 Bursary budget for 2016/17 was £203,425, 355 applications have been processed to date. We had approx. £66k carried forward from 2015/16 and £55k of this has also been used. We therefore have approx. only £10k available. Average award to an individual is just over £700, up from £667 last year.	Continuous monitoring in progress, but funds exhausted by Easter.

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
53.	IAG	To sustain the high quality of provision using all aspects of Student Services	Build and extend provision; exploit employer contacts; utilise expertise of GMs and other staff	AMC; GMs; SS	By Sept 2017	Guidance SARAP	In progress. GM specialisms & SS structure, job descriptions and roles & responsibilities reviewed to streamline provision (Jan – Mar 17) Use Enterprise Adviser pilot to provide objective external view of IAG provision (Feb 17)	In progress. Review of job descriptions still to be completed before summer round of PDRs. Involvement in Enterprise Adviser project remains.
54.	Widening Participation	Raise participation in level 4 learning from certain wards working with FE Sussex and NCOP	Identify students with no plans to study at degree level; ensure they are aware of all options including financial support	AMC; FE Sussex	Sept 2017	NCOP report; participation rate increased	In progress. Participation in NCOP research project (AMC/LT) – Jan/Feb 17)	In progress. Review of WP offer and process to design a BHASVIC protocol – agreed provisionally with Unis. Continued involvement in NCOP project.
55.	Work Experience	Ensure that all students who are on BTEC double and employment pathway have meaningful work experience	WEX coordinator to work with tutors to ensure opportunities occur.	JVS, AMC	July 2017	WEX participation rate	In progress. WEX strategy day (Feb 17) to identify current provision for focussed curriculum areas and devise strategy for quality assurance and consistency in WEX provision from Sept 17.	In progress. Priorities for 17-18 established as 1. PO scheme of work and mandatory placements; 2. network building; 3. standardised WEX guidelines for curriculum departments.

Section 4: Leadership and Management (including Governance and how effective leadership and management are in raising achievement and supporting all learners)

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
56.	**General performance**	To continue to meet the large majority of targets in this 2016-17 development plan and the College three year strategic plan for 2015-18	Continue effective and purposeful management on a collective basis whilst seeking improvement in systems and processes where appropriate; promote a culture of trust and professionalism	SMT; All staff	On-going	Successful completion of majority of targets	CDP evidence of progress here	Majority of targets in this plan on track.
57.		To consider new strategic plan 2017-20 to reflect new SMT and evolving College culture and operations	Publication and integration of document in relevant College information sources and processes	Govs; SMT	On-going	Updated documentation; minutes etc	Governor Strategy Day to consider new strat plan	New Strategic Plan 'The 7 C's' under final consultation with all staff
58.	**College as a legal entity**	Explore options surrounding Academisation	Appoint legal firm; apply for transition grant; work with EFA; understand restructuring fund; work with Lloyds; ensure stakeholders understand arguments; consult stakeholders; make a decision; submit forms if appropriate	Governors SMT; All staff; Stakeholders	By Easter 2017	Decision made either way	Uncertainties around loans, reserves and access to capital make an application unlikely. Meeting with EFA Feb.	Corporation decision on April 3rd to reject move to become 16-19 Academy
59.	**Financial management**	To maintain the solvency of the College in the face of continuing cuts in the unit of resources and rises in costs	Modelling of implications of funding cuts and student recruitment 2016-2020; prudent and careful budgeting; trying to sustain student numbers at 2,735 enrolments over the next three years	SMT; JHK	On-going	Financial solvency secured and budgeted for 2015-17; graded at least as 'Good' on Financial Health	Cash reserves strong; various modelling of scenarios underway	Additional in year funding received and successful CIF bid will significantly increase cash reserves.
60.		To continue to be efficient and effective in the administration of our financial systems	Efficient management on a systematic basis minimising risk	JHK; SMT	On-going	Successful External Audit;	Unqualified Audit Report with no significant recommendations in the Audit Findings Report.	Internal audit visit with no significant recommendations substantial assurance given.
61.		Introduce Finance and Numbers monthly meeting	Monthly monitoring meeting for SMT, Finance and CIS looking at management accounts, cash flow, student numbers, retention and other performance.	WJB; JHK	Sept 2016	Meeting established; Minutes of meetings	Student number targets have been agreed for Sept 17 entry.	Increased financial surplus for 2017.

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
62.	**Accommod-ation and fa-cilities**	Complete Mas-terplan for ac-commodation and space utilisation exercise	Masterplan document produced; space utilisation exercise conduct-ed; rationale for expansion of ac-commodation is established; opti-mum number of metres squared per students agreed; discussion with bank and local planning de-partment; CIF bid	JHK; SMT; Gover-nors	Aug 2017	Masterplan doc-ument written; next steps agreed	Masterplan and space utilisation ex-ercise complete. Planning for sub-stantial new build.	Project Manager being appointed, final scheme being finalised.
63.		Take delivery of two new modular science labs	Planning approved; delivery and installation occur; fit for teaching and timetabled	JHK; JAM; CQT; HODs	Sept 2017	Modular Science labs up and run-ning	Planning application re-submitted in Jan.	Planning granted, to be delivered by 1 September 2017
64.		Redevelop recep-tion, stairs and corridors	Instruct architects, establish budget, agree parameters; focus on contemporary spaces with space, light, glass and carpet	WJB; JHK; NAB	Sept 2017	Refurbishment completed	Significant re-development of re-ception on hold. Work underway to complete refurbish-ment of stairs and corridors.	Scope of work de-termined, tender package being col-lated, completion date 30 August 2017
65.		Refurbish Staff Room	Update staffroom; full makeover with new furnishings; create a space where staff want to gather and that allows comfort and relax-ation	WJB; JHK	Sept 2017	Refurbishment completed	Long term location of staff room tbc. New furniture agreed.	Furniture being sourced for SMT approval, comple-tion 1 September 2017
66.		Consider updat-ing lighting in main hall	Look at improving lighting in main hall to ensure space functions at a premium in all contexts; appoint architects, fully cost and consider value for money	JHK; Es-tates	Sept 2017	Refurbishment completed	Costed proposal be-ing considered.	Decided to defer
67.		Install contempo-rary information boards and sign-age with new maps	As with branding exercise, ensure information boards are linked to our visual identity, placed strate-gically and promote the college as a contemporary institution	WJB; JHK	Sept 2017	Information boards in place with new signage and maps	To occur once new branding and logo are in place.	Prices and design being obtained with installation date of 1 Septem-ber 2017
68.	**Administra-tion and ser-vices**	To conduct con-sultation with Varndean on the viability of shared services	Scoping document produced and agreed; Meeting of Principals and chairs; consultation with staff; consultant appointed; outcomes accepted	WJB/PH; Govs; All staff	March 2017	Consultation completed, out-comes accepted	Consultation com-pleted. Report circu-lated. Outcomes be-ing discussed.	Outcomes dis-cussed at Corpora-tion in April. Inter-nal actions record-ed

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
69.	**Staffing**	To introduce new SFCA pay structure on affordable basis	Agreement of new Staffing and Remuneration Policy and Assimilation Plan; implementation according to schedules; costings produced; integration of standards into professional review and quality processes	WJB; SMT; HR	Sept 2016	Policies and plans agreed; individual staff consulted; professional review updated; transition to new structure successful	Approved and completed, processed via February pay.	Completed
70.		To continue to seek ways to make savings in costs for 2016-17 with minimal impact on delivery and morale	Joint consultation exercise with Varndean; achieve savings on a non-disruptive basis. Devise monitoring system for teaching staff efficiency, investigating any increases in cost or inefficiency	SMT; JAM; CQT	July 2017	Savings identified and implemented	New teaching staff efficiency assessment developed; 89% teaching staff efficiency. Overstaffing redeployed to interview team, earlier planning of student numbers, staff recruitment and resolution of offers to category 7 students.	Possible opportunities for internal savings identified in joint consultation are being explored.
71.		Investigate employing apprentices as a way of offsetting Apprenticeship Levy	Understanding of Apprenticeship Levy; Decision on whether to employ apprentices; Decision on whether to become a provider too	SMT	May 2016	Decision on apprenticeships made	Proposal to employ apprentices in 3 areas being formulated.	Decision to stall on this as we do not want to increase overall staffing at the moment
72.	**Management structures and systems**	To ensure a successful transition under a new Principal	Planning for transition; changes to College documentation; WJB to establish himself with all stakeholders	WJB; Governors	Jan 2017	Successful transition effected	Presentations to all staff; 1:1s with all staff and external stakeholders	Successful transition effected
73.		Make permanent appointments to the SMT/SPH team with a Deputy Principal and Assistant Principal, Director of Student Services (if necessary)	Advertise posts; make appointments; induct and discharge role effectively	WJB; Governors	April 2017	Appointments made successfully	Deputy Principal appointed.	Assistant Principal, Director of Student Services appointed. SMT team are now permanent and stable.

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
74.		Review and develop the SARAP process	Refine self-assessment process including the introduction of a College Development Plan; Quality Away Day; streamline paperwork; hold consecutive validation meetings; include Governors on validation panels	SMT; All staff	Jan 2017	New SARAP processes and paperwork	All actions are in hand. New SARAP process finalised in May. Consecutive validation meetings done – well received and effective. Involvement of governors and S7 partners to be established for September 17.	In progress.
75.		Introduce Staff Briefing as a means of face to face leadership and communication	Weekly Staff Briefing to be introduced; minutes circulated as part of Staff News	WJB; SMT	Sept 2016	Staff Briefing established	Done and very well received.	Completed
76.		Raise profile of Student Services and Guidance within Curriculum and other College teams	Provide structured INSET sessions across the year on key services and best practice in pastoral work across the College; support networking and partnerships through meetings structures; embed practice and quality reviewing processes within curriculum for PDBW	AMC; SMT	July 2017	Staff survey	Well received INSET in November (92% approval rating from staff).	In progress. Guidance & Student Services involved in June INSET and S7 training. AMC to complete 1-2-1 meetings with HoDs to exchange feedback and review of the year.
77.		Develop Leadership and Management profile of Guidance Management Team	Re-write the tutorial Observation process and consult with JUMCoG and wider College staff on roles and responsibilities; train GM staff in observation and feedback processes; leadership and management training for the GM team; review and outline SARAP cycle within Guidance management areas of responsibility	AMC	Dec 2016	GMs observing tutorial provision and leading on quality improvement in their areas	Completed. GMs now observe tutorials.	PTOM feedback to tutors (May 17) to feed into SARAP process. 2 x Leadership & Management ½ days for GM/SS teams completed. Further investigation of Leadership & Management training needs in PDRs.

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
78.	**Equality and diversity**	To ensure that the College remains an open, democratic and accepting community and that it meets its equality and diversity responsibilities (including in the collecting and reporting of data). That BHASVIC celebrates Community Values	Handover of management to AZT; ensure compliance with public sector duty; embedding of E&D on an appropriate basis including lessons, schemes of work etc; Close achievement gaps using EDIMS data; Tutorial Programme to extend awareness; ensure full student involvement in E&D including LGBT+; Refine our involvement with Leaders in Diversity.	AMC; AZT; All staff	On-going	Aoife in post; E&D SAR 2016 with clear action plan	Leaders in Diversity survey underway. EDIMS data produced and report to Governors (Mar 17); E&D SARAP written and presented to Governors (Nov 16)	Survey summaries completed. Presentation to staff meeting (May 17). Action Plan to be drafted for next BIG meeting (May 17) and agreed at SMT. Follow-up monitoring and support visits from LiD scheduled.
79.	**Marketing**	To refine and develop our marketing strategy to continue to promote and market the College effectively	Update marketing strategy; refresh branding; consider a new website using external provider; update publications and design; increase social media activities and presence	SMT; ND	On-going	Establish a contemporary feel to Marketing	Firm appointed to update branding (website to follow).	Branding exercise finalised. Website designers being interviewed
80.		Ensure college and department use of Social Media meets marketing and safeguarding requirements	Write policy; agree at SMT; communicate to stakeholders; implement policy requirements	AMC	Feb 2017	New Social Media Policy in place	Completed. Social Media Policy in place. Presented to all staff (jan 17). Register created of BHASVIC social media sites (Feb 17) INSET planned (June 17)	Completed
81.	**Partnerships in the community**	To work constructively with local and national government and NGO agencies and partnerships including the SFCA, S7, FE Sussex and Brighton and Hove Council.	In the context of area-based reviews, ensure that the interests of BHASVIC and sixth form colleges in general in Sussex are secured; investigate opportunities for development in the area in response to ABRs; continued participation in Accord, S7 and FE Sussex	WJB; SMT; CQT	On-going	Accord and S7 continue to operate successfully; College interests secured in ABRs	ABR finally published; Strong continued presence in S7 and FE Sussex. Working with SFCA on revised remit.	B&HCC partnership – first meeting has occurred. BHASVIC continues to be an important presence in SFCA, S7, FE Sussex and Accord

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
82.		To work effectively with local schools to build a closer partnership	Develop working practices where possible including: - quality sharing ideas, use of students as peer mentors	WJB; SMT; CQT	By July 2017	Effective partnerships begin to emerge	WJB has had meaningful 1:1s with all local Heads. BHASVIC to be partner in Teaching School Alliance. Oxbridge links with Patcham established. Curriculum link with Stringer established. Investigating Maths/Eng peer mentoring.	Pavilion and Downs TSA meeting to follow. Primary school reading scheme to start in Sept 2017
83.	**Competition**	Ensure we keep abreast of the position of other post-16 providers including the use of Haywards Heath site	Remain confident in our own provision but ensure we are up to date with local trends and market provision; discuss pros and cons of any involvement in the Haywards Heath site	SMT; Governors	July 2017	Healthy recruitment of our own students; Decision with regard to HH site	Publication of BHCC post-16 report noted. Any involvement in HH site ruled out.	WJB attended launch of MET college.
84.	**CIS and ILT**	Update IT strategy	IT summit; look at where we are, where we want to be and how to get there; include all areas – CIS, network, OS, VLE; Actions developed and implemented	JHK; SMT; JIP; ACA; TJD	Sept 2017	Joined up approach to ILT provision	Draft IT strategy written and under discussion. VLE administrator appointed.	IT Strategy to be considered by F&GP Committee in June 2017.
85.		Publish 2017 examination results online to students	Capacity already in place; ensure testing and back-up systems where appropriate; communication; re-define results day service at college	SMT; AMC; TJD	Aug 2017	Successful accessing of results online	Decision made to do this; planning will start later in the year.	In final detailed stages of planning
86.		Move to Windows 10 and Microsoft Office 2016	Properly test; ensure smooth transition with proper communication; all college systems working effectively	ACA	Aug 2017	IT systems working well with new software	Planning and testing underway.	On programme for roll out over the summer break

#	Factor	Targets	Action	Who	When	Performance Indicator	January 17 Update	May 17 Update
87.		Ensure that the College continues to provide a robust and efficient IT infrastructure	Ensure provision retains capacity and speed; appropriate hardware and software; review provision and back-up systems; ensure Disaster Recovery Plan is robust	ACA	Sept 2017	IT systems remain robust	ITCT meetings retain this as a focus.	Network manager presentation to Audit
88.	Catering	Ensure that catering provision achieves at least a break-even year end	Monthly monitoring of accounts; SARAP; Consider appointing a chef; experiment with ways of bringing in new revenue – update vending machines and consider a trolley service in the hall	JHK; DHT	Sept 2017	Catering provision in profit	Catering currently breaking even.	Reduction in staffing. Current position is
89.	Estates and Lettings	Continue to exploit different revenue streams from lettings	Market accommodation available for rent; increase staffing to facilitate; ensure good service; target £130k; ensure VAT rules	JHK; SPW; CZO; LG	Sept 2017	Increase in lettings, Financial targets achieved	On target to achieve income of £130k. VAT rules navigated.	On target
90.	Governance	Role clarity and widening Governor participation	Induction of new Governors follows thorough procedures; training for staff Governors and Ctte chairs; involvement in SARAP process; Governor pen portraits.	LP; PF; SMT	Sept 2017	New Governors confident in role; improved clarity for staff Govs; maximising effectiveness	New Governors appointed and inductions completed or underway. Strategy Day in Feb.	Task start and finish group established to review Governance
91.		Learning from elsewhere	PF to explore with S7 Governors opportunities for buddying and exchange of practice between College governors on agreed topics. LP to work with small group of Governors to appraise alternative governance models.	LP; PF; SP et al	Ongoing	Awareness and implementation of best practice.	S7 exchange being discussed.	S7 Chairs forum up and running.
92.		Strategic Planning and direction.	To focus upon Strategy more closely in light of the changes arising from the Area Reviews and developments within the sector, including the option to academise and the take decisions which will be in the best interests of the College; Use February strategy day to discuss including options to change ways of working.	All Governors	Ongoing	New strategic plan 2017-20; Decision on Academisation; Focused agenda for away day.	Strategy day to determine outcomes here.	Strategy Day completed. New Strategic Plan under final consultation.

Termly Update on Curriculum, Quality and Admissions

James Moncrieff, Deputy Principal

Curriculum

Curriculum Planning: It has been a tense time awaiting the Council's planning decision for the new, modular labs. Without them all our teaching accommodation would have been in use all day every day. This would have made running special events for students and meetings for larger groups of people very difficult to schedule. The uncertainty has made planning of staffing more complex, keeping two scenarios of curriculum offer, applicant offer, staffing appointments and accommodation planning running concurrently. None-the-less, staffing recruitment continues to be very efficient and course planning and accommodation also are optimised to a level which will be unusual in the sector.

Reports will be shared in the autumn on efficiency levels in these areas.

Progression Exams – summer 2017: A breach of college security has occurred whereby one or more students gained access to a secure staff network drive and acquired exam papers and mark schemes for Biology, Chemistry and Physics progression exams. Investigations continue at the time of writing, but the impact of this breach has been considerable:

- A Physics Exam had to be cancelled and rescheduled, impacting around 250 students and causing considerable disruption to the Physics teachers in the logistics of managing very high workloads over the weeks before and after summer half term.

- The security breach was reported in The Argus and Daily Mail and attempts were made by BBC South to generate an article for release.

In light of the breach, both student disciplinary and data protection/ security investigations and actions are being conducted.

Curriculum projects and developments:

- Greenpower Electric Racing Car Project: A group of A1 Physics students, under the guidance of Pete Golton, are engaged in a project to design, build and race an electric racing car. Assistance and sponsorship is coming from local engineering firm TR Fastenings of Uckfield and there has already been coverage in the local press. Design work is underway and the target date for racing the car is 10 September at Dunsfold Park.

- ChemPhys team agenda this term focuses on reviewing the effectiveness of the flipped learning strategies within the department - the expert learning educator Alan Jervis is running a whole day workshop in July.

- All courses within Politics, Philosophy and Law will be adopting linearization in September 2017 and planning for this provides the key focus of all training and INSET, including dedicated days with other centres at Esher Sixth Form College.

- Jess Jung has devised a new model for delivering the Extended Project Qualification (EPQ). The model is designed to offer greater flexibility to students and be more attractive to, in the first instance, more able students. A pilot will be set up to run from January of the A1 year to January of the A2 year. Preparations for staffing and enrolment are well advanced.

- Paul Penketh, Head of Visual Arts, has been engaged in on-going peer support for other colleges, most recently South Downs college. The team's "Participatory Assessment" model has been at the heart of its curriculum and learning developments this year. Meanwhile, alumni keep us up to date with their career progress – a lasting testament to the influence of the team over time.

- The Psychology department's new approach to student voice – The Psychology Council – has got off to a good start. Students were full of ideas about how they could contribute to the work of the team.

- Sport is hoping to provide increased enrichment opportunities for students who want to stay active without playing in a competitive team. In addition, we are hoping to be able to run a further two

competitive teams, so that we can offer more competitive sports for the 1500 new students starting in September.

- The Biology and Computer Science & IT departments are contributing web-based exhibitions to this year's Creative Arts Festival.

- A well-qualified and experienced new Head of Department has been appointed to the English department from September 2017 following the departure of the last incumbent early in the academic year. The department has continued to maintain a high standard of provision (recognised widely in the end-of-year departmental student survey) despite the absence of a HoD for the most part, and team members have been mutually supportive and professional. A huge thank you to Jacquie Punter who, as Head of Faculty, has stepped in and acted as Head of Department for two terms.

- The Modern Foreign Languages department introduced College-led residential trips for the first time this year and trips to Montpellier, Berlin and Salamanca were all well-subscribed and deemed both useful and enjoyable by the students.

- A collaborative project between English and Modern Foreign Languages has been launched to explore ways of engaging secondary and even primary school children with the subjects through Masterclasses and outreach projects to schools.   Members of both departments have had prior experience in this area; it is planned as a counter-strategy to the nationwide decline in applications in these areas.

- Katrien Nicholas took over the management of the science technician team this year and subsequent reorganisation and training enabled them to provide a resilient and first-class practical experience for students in the first year of science linear A level portfolios and in the absence of the new laboratories. The technical team are incredibly pro-active and dynamic in developing experiments and learning resources, including networked videos of practical experiments. The logistics of timetabling science lessons between limited laboratory rooms and generic classrooms has been planned incredibly thoroughly to minimise the impact on student learning of limited specialist accommodation.

- The Medical Careers programme, a partnership programme of delivery between Curriculum and Guidance, yielded excellent outcomes for students with 20 offers for Medicine, 2 for Dentistry and 2 for Veterinary Medicine.

- Adult Languages has recruited well this year and been well managed by Alice Sheridan during Agnieszka Stafford's maternity leave. The annual lesson observation cycle continues to reflect a profile of enthusiastic and professional language tutors. Bitesize INSET for evening language tutors has been an innovation this year and has been well-received and attended by tutors otherwise somewhat remote from whole college training. The provision currently stands to make a profit (despite supporting two maternity salaries).

- Duke of Edinburgh: Edward Mooney led a successful practice expedition over Easter in preparation for full expedition in July, with 14 students participating. Tim Chamberlain is exploring the possibility of becoming centre verifier as part of a broader national proposal to decentralise the verification procedures.

- Teaching staff and curriculum departments are finalising their offers for our Careers Enrichment Day on Friday 7 July. We have a broad range of activities on offer from marine biology to social media profiling, music recording studios to accounting. Through Student Services staff we are developing external business links via the Employer Access Network.

English and maths GCSE: ESFA has published funding guidance for 2017/18 - students with grade D or grade 3 in English and maths will need to continue to study GCSES in these subjects. Progression measure guidance for students with grade 2/E or below is yet to be updated. The guidance does say that DfE is reviewing the current policy.
Uncertainty remains about C grades – government have stated that 4 (low C) remains a 'pass' and universities/ employers should continue to accept this. A 5 is a 'good pass'. School performance measures will report on numbers of students getting 4 and 5. Previously, DfE had stated it expected schools to consider grade 5 as a successful outcome and grade 4 as not a successful outcome (in terms of quality of their provision).

We will need to see what happens with regard to university entry requirements, but Justine Greening has stated that "Where employers, FE providers and universities currently accept a grade C we would expect them to continue recognising a grade 4."

For BHASVIC, this means we need to watch how many students have 4, and whether we need to support them in getting 5s (which would not be funded!) so that they are able to gain a university place. My professional view is that highly competitive universities will start asking for 5, but the students applying for those courses ought to have very high achievement GCSE profiles anyway, so there will be a naturally settling down of this issue nationally and for our students.

We also need to keep an eye on how many students don't have grade 3 in English or Maths, and therefore *may* not be required to retake GCSE with us. There is likely to be a very small number of students enrolling each year at BHASVIC without grade 3 in Maths and probably not any without a grade 3 in English GCSE. We'll keep an eye on whether students with grade 2 or lower in GCSE Maths will be allowed to study a functional numeracy course or something similar, which is likely to be much better for them.

The BHASVIC Maths and English departments are preparing for the introduction of the new GCSE specifications for resit students from September 2017. Collaboration over strategies to engage resit students is planned to raise achievement for this key group. The departments anticipate a demand for classes to raise grades from 4 to 5 (given the HE focus of many of our applicants) but will need to wait until enrolment to see the outcome of the new GCSE regime in schools.

The departments will contribute to the development of the college-wide Literacy and Numeracy strategy over the next academic year.

Reforms to GCSE and A Level – exam results summer 2017: Sally Collier, Ofqual's Chief Regulator, has written to schools and colleges with further advice about the impact of curriculum reform. The most significant sections are:

> "I would like to assure you that the way we use statistics each summer will ensure that the cohort taking new qualifications this year will not be disadvantaged compared to previous years. In terms of the new GCSEs, this means that broadly the same proportion of students will get grades 1, 4 and 7 and above in any subject as would have got grades G, C or A and above respectively in the old system. And at A level, exam boards will use predictions to make sure that broadly the same proportion of students achieve grades A*, A and E. National results will remain stable, but the changes are likely to mean individual schools and colleges will see more variation compared to last year.

> "On that point, I am aware that many of you are keen to know what the grade boundaries will be for the new subjects. Even in well-established qualifications, however, grade boundaries are never set in advance. Exam boards will wait until the students have taken their exams, and their work has been marked, to compare their performance to that of previous cohorts, and then set the grade boundaries. 2017 is no different."

Ofqual have also created a [public video on YouTube](#) to try and explain to the world, in simple and short terms, about the change from letters to numbers for GCSE grades.

Information Learning Technology: The appointment of a VLE Coordinator has enabled rapid developments in this area. A planned upgrade to Moodle 3.1 in the summer will see a rebrand in line with the whole college branding exercise and considerable advances in terms of functionality and user-friendliness. Departments are currently involved in an overhaul of their VLE pages and training during INSET week will broaden horizons over the usage of the VLE.

Frank feedback to Capita has seen them dedicate resources to the development of a functional Markbook in the next year's development priorities; Tara Davies and Jacquie Punter will be part of the user reviewer team. As the current Markbook on Capita Advantage is not fit for purpose this has slowed implementation of the assessment and reporting strategy review but we are confident that a functional reporting system will be in place by September 2018.

Office 365 is fully installed and accessible; following the planned summer upgrade Microsoft Classroom will be fully functional and this will become a focus for training next academic year.

The introduction of IT Champions in each department has seen sharing of best practice through Bitesize INSET and roll out through the whole college planned INSET.

Library: Demand for study space and learning facilities in the Library is very high. Ann Virgo engaged in a consultation with the SU Executive and in response, Library staff have agreed to extend opening hours to 7pm on 2 days each week during the exam period. The team are trying to respond to overwhelming demand for study space and investigation in to the use of alternative spaces across the college. Library VLE pages have been updated to enhance their visual clarity and appeal.

Resources and Capitation: Departments have managed spending effectively and, in the main, within budgets. HoDs have been supported to consider alternative methods of providing learning resources and increasingly are looking to use the VLE and electronic resources. (This will need to be supported by a renewed emphasis on the Bring Your Own Device strategy).

Increased spending to provide textbooks for new linear courses was anticipated and planned for; this is projected to continue until all course become completely linear in 2019-20.

Quality

Lesson and Tutorial Observations: BHASVIC changed its arrangements for lesson and tutorial observation so that these are no longer graded and are instead used as developmental opportunities for each teacher and tutor. There remains the caveat that if an observer should see a lesson or tutorial that caused them genuine concerns they would feed this back and offer the observee the opportunity for a second observation in which these concerns could be explicitly addressed. If this second observation prompted further concerns, these would be reported to the relevant line manager.

All departments, both curriculum and guidance, have reported positively on the benefits on this switch in focus, as it has allowed the process to be far more developmental and supportive – an opportunity for genuine and open pedagogic discussion about our classroom practice. A small minority of teachers/tutors have continued to report some anxieties about the process; it is anticipated that this will dwindle year-on-year as the new approach beds in.

All the observations for a department or tutorial team are collated and circulated to the respective Line Manager of that team and a Post Observation Meeting then takes place with the two managers in line and Lesson Observation Co-ordinator. The aim of these discussions is now firmly developmental: inviting the manager to establish the agenda with reference to the department or guidance team's ongoing action points, PDRs and SARAPs.

141 observations were conducted this year, with just one observation needing to be repeated due to quality concerns. This is broadly in line with past years.

A great deal of developmental actions has been generated for individuals, teams and cross-college work. A copy of the full observation report is available upon request from the Lesson Observation Co-ordinator (Neil Jones, Head of Faculty), which illustrates how this process is prompting specific developments.

External Quality Review (EQR): This year, in-coming EQR provision focused on one cross-college review on Assessment. Three specific foci were addressed as part of this review: departmental assessment for learning activities, the use of live assessment data and the effectiveness of whole-college assessment processes such as Subject Reviews.   The outcomes of this review have materially informed the development of college policies on assessment, feedback and the structure of reporting on student progress.

Four very well received reviews were carried out by BHASVIC staff at Salisbury [Science and Maths], Henley [Maths], Barton Peveril [Biology] and Strodes [Biology and Chemistry] and in a number of these cases, highly constructive post-review relationships have been established.

One cross-college [Careers Education Strategy] and two subject reviews [Computing/ICT and Philosophy] have been tentatively scheduled for 2017-18 and we are sending one HoD on New Reviewer Training in June - Andy Shepherd from Business and Economics.

BHASVIC's profile within the EQR scheme remains very high and has been further enhanced by Tim Chamberlain joining the Steering Committee and Jacquie Punter becoming a local adviser.

BTEC and Quality Nominee Developments: BTECs are also undergoing curriculum reform. Despite less publicity, these reforms are substantial and involve external assessment which will require a very different approach to current specifications. Decisions about which courses will use the new specifications next year have been finalised (there is phased introduction, as with A level reforms).

BHASVIC's Quality Nominee, Ash Morris, has been working hard to support the smaller, less experienced departments where systems are not so well established. As a result, all samples

requested so far have passed. The Sports Department has recently been noted as exemplary in its internal verification procedures by a snap inspection from the Exam Board, Pearson.

Staff Development and Bitesize: Twilight Bitesize sessions have focused on ILT and an initial meeting of the IRIS Connect Trailblazers' Group (self-videoing of lessons).

We will be attending our first S7 Teaching & Learning Conference this term. 42 staff have registered including three who are delivering workshops and three who will be chairing their curriculum groups.

As well as the S7 conference, the summer INSET timetable features full-day Mental Health First Aid training for 40 staff as well as the usual updates, department-based training and popular Bitesize day.

PDRs: A project to develop new online PDRs for teachers has been put on hold for a year due to the software company not being able to meet our timescale. The specification has been agreed internally, however, and is ready to go next year.

Student Surveys: Our quality surveys for students have been revised and we have seen an improved response rate from second year students. First year students will complete theirs this half term.

CQT have implemented an investigation into department student voice approaches. Heads of Faculty have been working directly with their Heads of Departments to encourage and support regularity, purpose and methods of student voice. This work directly informs quality for each department as well as promoting employability and community skills for students.

Student voice exercises are being undertaken in tutorial groups to establish what measures students would like to be reported on as part of the Subject Review/Assessment Reporting cycle.

Applied General Qualifications: The DfE no longer plans to remove measurement of these qualifications in the national performance tables. Applied General Qualifications are BTECs, Technical Certificates, etc – we offer various Applied General Quals in Business, Media, Health and Social Care, IT, Law, Music and Sport at BHASVIC. National value added benchmarks are exceptionally high in Applied General Qualification and it is challenging for departments at BHASVIC to do well against national benchmarks. This is because the average GCSE profile of BHASVIC students studying Applied General Quals is high compared to the national average and unless students get a distinction with us they will frequently appear as a negative value added. Our students' pass rates are excellent in these qualifications.

Admissions & School Liaison

Admissions Numbers for September 2017: We are on target to meet planned admissions numbers. We have not been able to confirm offers of places with Category 7 students as swiftly as we had hoped, due to the delay in planning permission for the modular labs. Therefore, despite planning and completing interviewing at the end of February, we were unable to make firm offers until early May, which was very unfortunate.

The admissions process will continue to be refined for next round of admissions and substantial changes have been proposed to the Admissions Policy, so as to raise the numbers of applicants who gain certainty of an offer in March, rather than May.

School Destinations Data: We have provided our 22 top feeder schools (including all schools within Brighton and Hove) with information on the destinations of BHASVIC students that came from their school. The data gives schools much to celebrate and can be used by them for marketing and student/parent information events. The aim of this is to further cement relationships with our feeder schools, as well as to be good partners in helping local schools with their own student outcomes data.

Funding and retention under two-year linear A levels: The College has experienced a reduction in funding (circa £130k) due to student retention factor methodology in the ESFA's funding formula. The unforeseen consequences of 2-year, linear A levels has meant that students not continuing into the second year are considered 'not retained'. The following are emails illustrating the issue and the fact that the SFCA is taking this matter up with the ESFA on our behalf.

> **Email From:** James Kewin, Deputy Chief Executive, Sixth Form Colleges Association

> **To:** Sixth Form Hub

> Dear All

> Thanks to Nick Allen and colleagues from BHASVIC, Rochdale and Shrewsbury in developing our position on this issue. In summary:

- The 16-19 funding formula was designed at a time when 2 x1 year courses were the norm

- 2 year courses are soon to be the norm and the retention element of the formula must adapt to reflect this

- Retention is applied 'in the funding year' – this is how it should be, and is reflected in the funding guidance (no-one is talking about 2 year retention, although there may be quality implications here – that's another story)

- The nub of the issue is when a student is defined as finishing the year. To count as completing the first year, a student needs either to have completed one of the courses they are studying, or continue into the next year. To count as continuing, they need an attendance mark in one of the courses on 1 August or later. But in practice, a significant number of students will leave after their lower sixth exams.

So, SFCA's position is that any student on a two-year, linear course who reaches lower sixth exams (which used to be external and so counted as a qualification aim) has completed the year, and should count as such for the calculation of the retention factor. This means you will not be penalised for students that leave in June or July.

This is what we are taking to ESFA and will keep you posted on progress.

Email From: James Moncrieff, Deputy Principal, BHASVIC

To: James Kewin

Thank you James – that covers the problem perfectly and we're very grateful that you are taking this up with the ESFA on our behalf.

A couple of softer points you may want to use (ignore if too obvious or not of relevance, as you have the primary issue covered):

- Colleges have incurred the full costs of delivering a complete year of education to students who do not progress into the second year.

- Completing a whole year, as opposed to dropping out of college at some point within the year, most frequently means that the student saw the whole year through for good reason. Such students do gain educational benefit, employability skills, subject knowledge, careers progression and wider skills, despite not having gone on to acquire the formal qualifications that were part of their core study aim (at BHASVIC we provide such students with a college certificate which has value in the local region with employers, other education providers, etc).

James Moncrieff

Deputy Principal

Student Services & Guidance Update for Governors
– May 2017

**Headline Priorities and Successes for Guidance & Student Services
(February 2017-May 2017)**

Staffing Context and Summary Reports:

In the following summary reports, Guidance Managers have co-ordinated and reported on their particular areas of cross-College responsibility, identified as follows:
- Nikki Fabry – HE, FE & Study Abroad (see also separate Destinations report)
- Mandy Brindle – Employability and Enterprise
- Lucy Aditi – Data Management; Wellbeing and Student Union
- Nicola Twaites – Alumni & Parents' Networks
- Matt Bannister – Safeguarding and Vulnerable Learners

- Jo Usher (Student Services Manager) has co-ordinated and reported on Student Services provision, including Careers Information, Advice & Guidance; Welfare, Work Experience, College Events, Counselling, Financial Support, Widening Participation.

- Maria McCallum (Tutorial Co-ordinator) has reported on Tutorial Work
- Aoife Tobin (Equality, Diversity & Inclusivity Officer) has also compiled separate reports on student and staff survey results from the Leaders in Diversity project.

Information given below <u>mainly</u> covers activity/planning which took place between 6th February 2017 and 26th May 2017. Other dates are given where needed.

Careers Information, Advice & Guidance

- The date has been set for the **Futures Fair 2018 – Thursday 25th January**. We are hoping it will be as well attended and reviewed as the January 2017 event and have already started discussions with the NHS to see how we can further build on this year's success.

- 415 one-to-one careers guidance appointments have taken place since the beginning of the academic year – up from 196 at the time of the last update to governors. In total, this equates to at least 311 hours of face-to-face work between the two Careers Advisers (1.5 FTE, with one being TTO).

- The 415 appointments represent support for 301 individuals (there is currently no limit on the number of appointments a student can have).

- All 301 students have received an email requesting feedback. We have only had 36 responses in total (11.96% response rate) so will need to look at more effective ways of gathering the student voice.

- However, the results are extremely pleasing. Of the 36 students who responded:
    - 100% were either satisfied or very satisfied with the support they received
    - 100% would recommend the service to another student
    - 94.4% reported that they had a clearer idea on what they needed to do to help them achieve their career-related goals
    - 94.4% reported feeling more motivated to achieve and progress
- Examples of the qualitative feedback are below:

    "I found all of my sessions really useful and from them I have been able to consider more options for after BHASVIC. I would definitely recommend the sessions to my friends if they need support…"

    "I would highly advise any student that is at all worried or anxious about what they want to do after college or the future. Adele was extremely helpful… now I know exactly what I'm doing and I know where to look and the people to talk to to help me with my future aspirations."

"I have seen Lynne a number of times throughout my time at BHASVIC, she is always extremely helpful and easy to talk to. If anyone ever has any problems, she'll definitely get them going in the right direction!"

- The online Careers Action Plan via Student Advantage is being tested by the advisers and some teething problems have been identified. The main challenge is to ensure that the tool can be easily used within a one-to-one session, without distracting from the student-adviser interaction.

- We have used some of our Compact Plus funding from the University of Brighton to update our careers library resources, and have also purchased new licences for a number of online tools.

- As part of our commitment to CPD, we have suggested to other advisers in the city that BHASVIC takes a lead in re-introducing the Careers Adviser Network. Whilst there are various IAG groups across the region, there is not currently a regular opportunity for Careers Advisers who work on the frontline to meet, share ideas and develop practice.

- Both Adele and Lynne are presenting as part of the upcoming S7 Conference in June, have represented BHASVIC at local IAG consortium and are liaising with Sussex Learning Network as part of the NCOP pilot.

- Lynne presented to all HoDs in January and we are hoping to build stronger curriculum links next year. There has been some success this year but we intend to further develop this in the future to ensure all departments have access to, and support from, our specialist advisers.

- We continue to be involved in the Enterprise Adviser Network (SMT having recently approved the signing of a Memorandum of Understanding with The Careers and Enterprise Company). However, the full benefits of this network have yet to be realised and further meetings and a review of performance will be necessary before the start of the next academic year.

College Events

- A2 Parents Evening in February went well. We made better use of our larger spaces (e.g. Copper Café, Canteen) in order to provide a better experience for both staff and parents. This was mainly well received by staff but some spaces proved to be more suitable than others. Staff feedback will inform our planning for the next cycle.

- Progression Day planning for A1 students in June is ongoing. Significant changes are being made in order to better differentiate the experience for students, depending on their intended destination. Approx. 1000 students will attend an HE Information Day hosted by Sussex University, the Oxbridge, Medics and Progression Options groups will be supported on-site and the Art Foundation students will be visiting the University of Brighton's Faculty of Art.

- Two HE Information Evenings for Parents / Carers took place in March 2017. These were well received but noticeably quieter than in previous years. There may be numerous reasons for this but, in response, the Student Services Manager has proposed a new format to be trialled in March 2018. Only one evening will run, with two sittings, and a mini-fair will be run alongside with representatives from Guidance & Student Services, local HEI's and other relevant organisations e.g., National Citizen Service. The date will also move so that the event takes places in advance of the A1-A2 transfer deadline for students. It is hoped that these changes will not only help parents to better support their young person to make informed choices around transfer, but it will also provide the opportunity for parents to have longer conversations with key staff if they wish.

- The Specialist Applications Evening took place in May 2017. This event aims to give parents and students an overview of the application processes for the following:

  - Apprenticeships and Employment
  - Art Foundation
  - Oxbridge
  - Medicine, Dentistry and Veterinary Science
  - Music Conservatoires

The event was extremely well attended and will run again in its current format next year.

- Significant changes have been proposed to the Meet the Tutor evenings, which normally take place in September of each academic year. The current three 'Meet the Tutor' evenings will be replaced by two 'New Parents' Information Evenings' in July 2017, and two new-look 'Meet The Tutor' evenings in October. The July events will follow quickly on from Moving On Day, so a good point in the year to engage with our prospective parents. We will have the opportunity to clarify both the next steps in the student journey (Enrolment, Welcome Day etc.) and the support available at BHASVIC. It will also provide the opportunity to encourage further disclosures to facilitate Study Support, and equip parents with the knowledge they need to support the transition of their young person.

  The new look 'Meet The Tutor' evenings will mirror the format of a more traditional parents' evening and will focus on a more meaningful introduction to the Personal Tutor. We will need to look carefully at the logistics of the evenings for Personal Tutors who have more than two groups. The intention is to encourage attendance by those parents whose young person has had difficulty settling at BHASVIC and / or have personal circumstances which may affect their attendance and achievement at BHASVIC.

Counselling

- The Lead College Counsellor, Heather Robinson, has returned to work after suffering with a fractured ankle so we are open to new referrals.

- Referrals this year have reached 142. Of these 142:
    - 105 are closed (includes those who have had counselling, have changed their minds about wanting counselling, those who have completed counselling at BHASVIC and those who have been referred elsewhere)
    - 30 students have received a 'full course' of counselling (i.e., a minimum of 6 sessions)
    - 16 are currently receiving on-going support
    - 6 are on the waiting list for a counsellor to become available
    - 4 are awaiting assessment

- The Student Services Manager is in negotiation with Dialogue about our contract for 2017/18. The most likely change is an additional fully qualified counsellor for between 1 and 2.5 days (depending on cost). This counsellor will assist Heather with assessments so will allow the service to be more resilient and flexible to any future absence.

- We are also hoping to introduce a 'clinic-model' from September 2017 with daily (on the 3 days that Heather is based at BHASVIC) morning and afternoon handover meetings between the Lead Counsellor, the Student Services Manager and the Student Services Assistant. Whilst this may appear more labour-intensive, it will allow for quicker decisions, and more immediate referrals to both internal and external services.

- The joint project with Right Here to produce a 'Talking About Suicide' guide continues and the young volunteers at Right Here are working on a draft. This is being produced after consultation with both staff and students at BHASVIC.

Data Management & Reporting

- New Support Planning system development is going well and will be ready for two departments to trial from June. The new system will enable all interested parties to monitor progress more effectively and will give students more ownership of target setting and review process. Staff will be able to draft a Support Plan, discuss it with the student to get their input and then mark it as 'live' for parents to view. Students will then be responsible for tracking and responding to their targets as part of the review process. Linking the Support Plans to the Advantage database will enable us to monitor trends, for example Support Plans by department, gender, ethnic group or disability. We also hope to be able to track outcomes of support planning as part of the overall picture for a given student or group of students.
- Alongside this, Guidance Manager casework tracking is being incorporated into Advantage. This will enable us to record all kinds of interventions with students so that staff working with them are aware of the latest developments (there will also be a section for confidential information only visible to the Guidance Manager). The system will enable us to review open cases, aiding

workflow planning, and to report more fully on the types of issues being dealt with by the Guidance team. We expect the first trials of the system to take place in June/July and then envisage rolling it out to Personal Tutors in the Autumn term, for the recording of one-to-ones and parent conversations. This will help with communication and collaboration between GMs and tutors, which is limited by tutors' availability.

- The Student Surveys have been completely redesigned this year and the cross-college one now covers all aspects of Personal Development Behaviour and Welfare (PDBW), which is a key area of development for the tutorial programme and a new area of focus for Ofsted. Survey outcomes will enable us to measure success over time and will aid the planning of new tutorial activities and Guidance provision.
- Another key source of information is the Safe and Well in FE survey, compiled by Brighton & Hove Council, which all students completed again this term. We are now building up a picture of changes to students' views of their own health and wellbeing which will help to direct future work on these areas at College.
- A new Emotional Health & Wellbeing strategy paper (currently in draft) outlines approaches for identifying students who may be at risk of social, emotional or academic difficulties or disengagement from education, beyond the tracking of vulnerable students that currently happens as part of the enrolment process. Predisposing factors identified by Boing Boing, the resilience research organisation, will guide the identification process, which will be applied to the new cohort of students starting in September. Welcome Day is also being re-focussed around wellbeing for all. Students identified as potentially at risk during induction will be monitored carefully and a range of agreed support strategies will be put in place in the hope that they can avoid difficulties later on. This will include a focus on developing protective factors which are closely linked to the 6Rs and the 5Ws.
- Lucy Aditi has also been working closely with CIS to streamline and update attendance monitoring on Advantage (in line with new Keeping Children Safe in Education guidelines). This means we will also be picking up students mid-year whose circumstances change, including those missing several consecutive days of lessons.

Employability & Enterprise

- Pilot work through the Enterprise Adviser project occurred in January/February; Riig employees came into six A1 tutor groups and presented employment options as an alternative to full time Higher Education. This was well received by the students and provided balance in terms of potential pathways for their future; Riig also attended the Futures Fair in January 2017.
- The current Progression Option programme being delivered has included speakers from large companies, SMEs and FE providers, as well as input on employability skills, interview technique and CV design. Two events with BBC news presenter, John Young have been organised on employability and presentation skills; one for outgoing PO groups, one with new PO students to be delivered in July. Feedback from those on PO programme has now been written into Year 2 Student Surveys in partnership with Lucy Aditi, and will inform SARAP review and planning for next year.
- Having examined the efficacy of the PO tutor group approach, we intend the Progression Options tutorial programme designed for 2017/18 to be more robust and based on the DOTS system i.e. Decision Making, Opportunity Awareness, Transition and Self Awareness which will include mandatory 25 hours work experience and one-to-one careers guidance as an aid to making well informed and realistic choices. Planning is on-going to redesign the programme for next year, developing closer links with the Careers and Work Experience Co-ordinators. Work will continue on this as part of the launch of the revised induction to the programme in the summer term.
- Together with an ex BHASVIC student (Theo Rogers- currently working as an apprentice with Brighton and Hove Council), Mandy gave a presentation at the HE Information Evening to parents of those interested in opting for Progression Options. This was well received with an increase in numbers asking to join this pathway directly afterwards.
- Mandy, Lynne & Adele attended the Westminster Employment Forum in February and received valuable input on key issues i.e. employability skills, work experience and the impact of the new Careers Strategy, which is also informing planning for next year. Raising the profile of

Employability across the college is starting to happen through the sharing of employability resources e.g. the CV materials shared with other tutor groups during the professionalism-themed tutorials. There is also staff INSET on employability to be delivered in June 2017 by Lynne, Adele and Alison.

Equality, Diversity & Inclusivity – see also separate Leaders In Diversity report

- There have been two further meetings of the BHASVIC Inclusivity Group (BIG) to agree updated terms of reference under new co-ordination from Aoife Tobin which will include standing members from across the College; and to consider key actions arising from the Leaders in Diversity survey results.
- Presentations at Staff Meetings reported on key findings of the Leaders in Diversity surveys and have been followed up with a draft action plan to be taken back to SMT in June. This will also be reviewed by the LiD project consultant in June.
- The LGBTU group have requested £300 to be part of the Brighton Pride march. We agreed to part-fund this, if they co- fundraised for themselves too. This is an on-going project.
- Aoife Tobin has represented BHASVIC at S7 Equality & Diversity group meetings and is running training in June on support for transgender students.
- Aoife has also set up an Office 365 discussion forum (to be launched properly for 17-18) to enable all staff to ask questions and to facilitate better participation in ongoing EDI discussions and ideas sharing.

Financial Support

- We were awarded an additional sum of money for the 16-19 bursary fund in April. This increased our allocation from £203,425 to £237,929, with 10% of this being retained by the College as a contribution towards administrative costs.
- 380 applications (up from 355 at the time of last update) have been processed to date. We have approx. £5k still available in the budget.
- Average award to an individual has fallen slightly in-year from just over £700 to £684. This is still an increase from £667 last academic year.
- Biggest expenditure continues to be travel support with just over £183k being used for this purpose.
- The guidelines and application forms for 2017/18 are currently in draft format and will be published by Moving On Day on 28th June 2017.

HE, FE, Study Abroad & Destinations – see also Destinations report

- Improved reference writing INSET - in the light of the move to three main subjects and the impact of linearity, we ran a compulsory reference training 'reboot' for all teaching staff and tutors w/c 22nd May to include new schedule of predicted grades, guidance on the new length of subject references required and how to include information on extenuating circumstances (for example for trans students). This was supported by a comprehensive updated and revised guide for all staff.
- Improved School Liaison – currently working with admissions to provide HE/Oxbridge/medic advice to selected schools from Autumn 2017
- Improved support for parents/carers - BHASVIC website/VLE has all been updated and improved with comprehensive information to support HE/Oxbridge/Medics/careers pathways
- Oxbridge tutor groups have been more carefully filtered this year, with better IAG in advance of being placed into one of these groups.
- Continued positive liaison with Universities, including arranging staff visits to open days to speak to Admissions tutors and attendance at the annual UCAS conference in February.
- Re-written the "Pathways Project" in the light of new Progression Day arrangements, with a 4 week programme introduced for A1s:

Session 1 University Research Refresher, Open days, WhatUni
Session 2 Types of Degrees, Taster Days & Summer Schools, Further Education & Art Foundation
Session 3 Work Placements, Study Abroad, Gap years
Session 4 Work Skills, Career Paths & Ideas, Apprenticeships, Graduate Jobs, Volunteering

Parent and Alumni Networks

- The Future First Alumni database is now up and running and there were over 150 registrations within the first fortnight. Some of these are our 2017 leavers and others are existing alumni from different eras. We are encouraging sign up in tutorial and will try and encourage others to sign up on Leavers' Day 29 June.
- We have advertised the database on social media and press releases encouraging alumni to sign up were successful in generating coverage in the local papers.
- Nicky Twaites presented to HoDS to introduce the project and Katie Isbell from Future First ran two INSET sessions in May where all departments were asked to send at least one representative. The INSET sessions were positively received and Departments have already started to request access to the database as part of their planning for Careers Enrichment Day in July.
- We have two large posters with tag lines ready to be printed and put up around college to raise awareness of the alumni network and to engender a sense of pride in BHASVIC. Further posters will be generated as the network expands and as part of the BHASVIC rebrand.
- We will also aim to promote this at the Past and Present annual lunch in July – with the aim of generating further employability links and networks.

Safeguarding and Vulnerable Learners

- We have continued to monitor developments locally around safeguarding and the offer to vulnerable learners. In April, we took a decision to act cautiously around a much publicised online cult concerning self-harm and suicide pacts (the Blue Whale group) for fear of raising alarm at a particularly sensitive time regarding exams and revision. We have alerted all staff internally and signposted them to support available in Student Services and online on our parent/carer website.
- We ran mandatory Prevent Duty update training in May, asking for each department to send one representative and then cascade this to teams. The training covered a re-cap of the basic Prevent Duty and how this has been delivered at BHASVIC; some 'on the ground' cases which have required referral or action to illustrate to staff how the Prevent Duty works in practice from a safeguarding point of view; and a refresher of the Run Hide Tell and Strangers on Site advice. The training was well-received and facilitated some useful discussions around security on site which we are now taking forward at different cross-College forums.
- We have had a demo of a new piece of safeguarding reporting software (CPOMS) having heard positive reports about it at local consortium meetings. The CIS manager has been involved in this demo and we are looking to take forward a bid for this (or an alternative piece of software) to be installed before September 2017 which should improve the robustness of our data and the overall security of our record keeping.
- Matt Bannister has been working with Colette McElroy (Study Support) to refine our offer to Vulnerable Learners (including looked after children, care-leavers and those who have experience of care). A new policy has been drafted and agreed by SMT and the whole offer will be brought to a future Q&C when finalised.

Student Union – see also verbal report from Student Governor

- Despite the very low number of students volunteering for the roles, the SU held well-attended hustings and elections, a new SU Executive Committee was elected and the new students have been shadowing the A2s performing their specific roles. Training and team building days are planned for after their exams.
- We have considered ideas for improving the profile and visibility of the Student Union, particularly as a result of this year's nominations, and there is a strong lean towards deciding on a programme of events and campaigns that can be published in advance, around college and

on social media, so that students are always aware of what is coming up. Members of the new Executive will each take on responsibility for organising a specific event or achieving a stated aim during their year in office, thereby easing the burden on the SU Coordinator to lead on most issues.

- A proposal has been forwarded to rename the refectory, which houses the SU office, as the "Student Union", creating an obvious destination for students and removing the stigma of the "Rejectory"! However, this is still in discussion.
- Unfortunately, the much-anticipated leavers' party at the Amex stadium had to be cancelled due to poor ticket sales. We still haven't hit upon the best way to celebrate the end of students' time at BHASVIC.
- We have interviewed and appointed Karl Gill as the new SU Coordinator from September. Joe McTiffen will be working with him on handover and start-of-year events during the summer term. Huge thanks are due to Joe who has innovated and transformed the profile of the SU in his time as SU co-ordinator.
- Nicky Twaites will also be taking over as GM with line-management responsibility for this area in September, and thanks are due to Lucy Aditi for her supportive work with Joe in the last two years.

Tutorial

- It has been a very busy term for all A1 and A2 students in tutorial. The tutorial programme has covered Revision and Stress and how to deal with it for both year groups. The A2 students have completed their **Professionalism and Employability** Project as well as the Independent Living Project. Exit interviews for all A2 students have taken place with their tutor. Whilst the A1 students have successfully completed their A1 to A2 transfer and confirmed their pathway option and tutor groups for next year. They have also begun their new "Pathways Project" (see HE, FE & Study Abroad report) which will help them plan their progression after BHASVIC in line with their A1 to A2 transfer requests. This project will continue after study leave.
- All tutorial observations were completed by March and each Guidance Manager participated in a PTOM (post-tutorial observation meeting) with Alison Cousens and Neil Jones (CQT co-ordinator for lesson observations). This mirrors the process for Heads of Department in curriculum and the discussions were very productive in generating positive reflection, improvement planning and identifying opportunities to share best practice. All GMs then discussed the PTOMs with their tutor teams in May to share best practice and further identify quality improvement priorities. This will inform the summer term Tutorial SARAP for the next academic year.
- All Guidance Managers undertook and passed level 3 online accreditation in Personal Tutoring from FETN and this has now been offered to all Personal Tutors. Three tutors have attended (or have applied to attend) residential courses run by FETN and Val Whittington ran a Tutor Team session in conducting one-to-ones following her course. Induction for all Personal Tutors is now being planned with this in mind.
- A planning awayday is currently being scheduled for the end of June to review the tutorial programme and revise materials. However changes and updates will need to be staged carefully as the existing Tutorial Co-ordinator (Nigel Fisher) is returning from sabbatical in September. Maria McCallum has done an outstanding job as Tutorial Co-ordinator this year in Nigel's absence and credit and huge thanks are due to her.

Welfare

The figures below represent contact with the Welfare Coordinator between January 3rd 2017 and 7th April 2017.

Figures given represent significant interactions with, or about, students. Figures may not represent full numbers of students who have engaged, and does not include students engaged in reception area, through tutorials or outreach events. Particularly likely to be under-represented are brief contacts where signposting is the primary outcome, Facebook and phone contacts.

- The total number of significant interactions during the term stated above was 410. Of these 410, 104 were with staff. This highlights an increase year on year of staff seeking advice and support from the Welfare Coordinator.

- The total number of interactions for this academic year is 1420. The Welfare Coordinator works 24 hours per week, term-time only.

- Safeguarding referrals continue to increase, and more direct referrals to MASH and CAMHS are being made via the Welfare Coordinator. This has in turn led to an increase in contact with external agencies, and more direct work with social workers and other relevant key workers.

- Substance use conversations have steadily increased when compared with previous years, and hopefully this reflects the recent poster and message campaign encouraging students to seek support in this area.

- Concerns over mental health and confidence/self-esteem have both spiked sharply this year with 82 interactions of this nature in this term alone.

Widening Participation

- Our registered A1 WP cohort stands at 338.
- We have been awarded a further 5K from the University of Brighton to support our WP work into the 2017/18 academic year.
- A more effective method for recording WP status has been initiated and is being currently tested. This will allow us to more easily track and report on our WP cohort, including being able to provide curriculum departments with up to date information – something we have struggled with in the past.
- With the introduction of the NCOP, we have some concerns that the WP landscape will become even more difficult to understand and navigate for students and parents. The introduction of another scheme also increases the complexity of the work for BHASVIC as we try to accommodate the needs of another partner, with their own criteria and ways of working. A possible solution to this is to introduce a common application form for WP across our main 3 partners. We have had an initial discussion with the University of Brighton and our idea was received extremely positively. This is another example of BHASVIC leading the way for WP in the south-east.
- It is likely that BHASVIC will bid for some funding through the NCOP, however discussions are in the very early stages.
- The WP newsletter to parents continues to be well-received. From a parent:
  "I would like to feedback about how helpful I find these newsletters; they are comprehensive, informative and their frequency is just right."

Work Experience

- Expansion of our employer network is ongoing. Judith is currently targeting digital media / creative marketing and has approached a number of employers including BozBoz, Mind Orchard and Crespo Communications. BozBoz responding very quickly and positively and we already have a placement confirmed for a student in July 2017.
- A new relationship with Western Sussex Hospitals Trust has led to 20 placements being available from October 2017.
- BSUH have taken on a further 5 H&SC students for a September 2017 start.
- 38 students have signed up for July 2017 enrichment. This is quite a significant drop on last year so we will need to consider whether we continue with this offer, or focus our resources on curriculum and tutorial-related placements.
- As a result of A1-A2 transfer, the Progression Options students for 2017/18 have been identified and a plan is in place to increase the number of these students who complete the WEX element of this tutorial option. We are communicating this expectation much earlier with both students and parents, and have set clear expectations on when their placement should be completed by. This cohort will need to be closely monitored as failure to complete a placement has funding implications for us.

Many thanks to the Guidance and Student Services management team, for their invaluable assistance in generating this report and update.

Alison Cousens
Assistant Principal (Director of Student Services)

BRIGHTON HOVE & SUSSEX SIXTH FORM COLLEGE

Meeting of the Quality & Curriculum Committee
5 June 2017
AGENDA ITEM QC16/28

LEADERS IN DIVERSITY – SURVEY FINDINGS

EXECUTIVE SUMMARY (max 250 words)

BHASVIC has undertaken to participate in the Leaders in Diversity accreditation (http://www.nationalcentrefordiversity.com/home/services/investors-in-diversity). Aoife Tobin, as the newly appointed E&D co-ordinator, has been leading on this since September. The BHASVIC Inclusivity Group (BIG) has been re-established this year, and the terms of reference are currently being reviewed.

The survey was completed in January and February by all staff, students and key stakeholders to benchmark existing EDI awareness and provision. This presentation summarises the findings and was delivered to Staff Meetings on 8th & 10th May. More detailed survey findings were discussed at the last BIG meeting (24th May), together with a revised terms of reference to include standing members from across College provision. The full survey results for both staff and students are available to interested staff and Governors, on request.

An Action Plan arising from these survey findings is currently being drafted, and was refined at the last BIG meeting. This will be submitted for approval by SMT in early June. LiD advisors are assisting and will visit the College again in late June to monitor and advise on progress.

IMPLICATIONS (for learners/staff/finance/E&D/legal/Safeguarding/health & safety etc.)

BHASVIC has a statutory duty to monitor and report on EDIMS. However, there has not been a recent full-scale check and review of the effectiveness of EDI policy, procedures and staff training, and the Leaders in Diversity offered an opportunity to update and refresh this. The project began in January 2017 and will run for 18 months, with a further survey planned for January/February 2018 to monitor progress.

LINK WITH COLLEGE STRATEGY:

College Mission: Respect and Inclusivity, celebrating that BHASVIC is a safe and diverse place to be

Strategic Aims: To be an inclusive and accepting college where every individual feels part of a community and where we play an active role in our local community to help raise standards and aspirations.

To cultivate a 'High Challenge and Low Threat' culture where we strive for the highest possible standards, where staff and students are supported, valued and developed as individuals in a safe environment, knowing that their own well-being is key to our success.

LINK WITH RISK REGISTER:

1.1 Failure to act within Articles and Instruments

2.1 Failure to respond to changes in Government policy and legislation

2.3 Serious reputational damage

3.4 Failure to provide adequate student support including SEND and Equality entitlements

ACTION REQUIRED (Decision/Discussions/Information)

For information – with a focus on student results. This was also discussed at HR committee with a focus on staff results.

Alison Cousens, Assistant Principal (Director of Student Services)

Leaders in Diversity

Initial survey findings

Aoife Tobin, 2017

Staff survey

- 87 responses

- 75.6% felt the College should be awarded the Investors in Diversity standard, either as a role model for others, or with a few improvements needed.

- More likely to give definite 'yes/no' or 'agree/disagree' answers

Student Survey

- 1167 responses

- 52.7% felt the College should be awarded the Investors in Diversity standard, either as a role model for others, or with a few improvements needed.

- More likely to answer 'neither' or 'I don't know' (however, students were also offered more nuanced answer options)

"I could describe how the College tries to foster good relations between people from different backgrounds"

Staff: 54.02% agree or strongly agree

Examples:

- Culture, atmosphere and expectations
- Induction, INSET and other training
- Tutorial programme
- Policies
- Curriculum links
- Recruitment processes
- SWELL
- ESOL department

Students: 30.68% agree or strongly agree

Examples:

- Clubs and societies
- Culture, atmosphere and expectations
- Diverse mix of students
- Posters, website and VLE
- Tutorial programme
- ESOL department
- LGBTU+ inclusion
- Events, enrichment and trips

Do you feel there is fairness for all in your College?

Staff: 66.7% Yes

Students: 91.87% Yes or I think so.

If you were the victim of discrimination, bullying or harassment, would you know where to go for help?

Staff: 96.2% Yes

Students: 68.76% Yes or I think so.

How good is the College at telling you what they have found out about themselves, and the things they are doing as a result?

Staff: 74.4% Good or Very Good

Students: 27.10% Good or Very Good

Staff-specific issues

- Training needs - 74.12% reported having EDI training in the past12 months.
  - Requests for more on: mental health, unconscious bias, transgender awareness and safeguarding
- Flexible working or changes to working times and conditions came up a lot. 35 situations described changes being approved, and 14 where they were denied.
- Some respondents felt there is a tension between teaching and support staff, and some between full time and part time staff.
- 55.7% felt BHASVIC does a good job of including everybody, but some felt we need to do more to include: difference races, nationalities and ethnicities, religions, pregnant women and parents and disabled people.

Staff-specific issues

Most staff told us they had **not** witnessed the following behaviour in the past year:

- Inappropriate behaviour (88.9%)
- Discrimination (87.9%)
- Bullying and harassment (83.8%)

However 32 accounts of such behaviour were reported. Of those, about a third felt it had been handled satisfactorily, a third felt it hadn't, and a third were unsure.

Most respondents who provided more information described something that happened to somebody else, rather than to themselves.

Student specific issues

- Only 4.4% of students told us there isn't fairness for all in the College. Those who went into more detail perceived unfairness relating to academic ability or learning style, teacher favouritism, and access to study spaces.

- Some students felt that it can be difficult to express right wing and anti-feminist views within the College. However, many more expressed praise for our inclusivity and open exchange of ideas.

- A few students identified that unconscious bias and societal structures of oppression can lead to inadvertent discrimination, in particular mentioning gender, sexuality, race and class.

- Curriculum areas that were mentioned as positive examples of EDI embedded in curriculum: Sociology, Drama, Health and Social Care, Politics, Sports

- Many students described being well supported by teachers and other staff, especially when they experienced difficulties.

Concerns

- 4 instances reported by staff of discriminatory language or prejudice-based behaviour
- A handful of comments about unprofessional behaviour – shouting, heated exchanges becoming personal, 'low level teasing', intimidation, divisive language
- 11 instances reported by students of discriminatory language or behaviour

What happens next?

- Non-EDI related feedback will be passed on to relevant departments.
- Students to hear relevant feedback through Tutorial. SU to help plan EDI for year ahead.
- Action Plan being developed to:
  - Complete our Leaders in Diversity assessment process
  - Respond to issues we have identified and pro-actively include students and staff in future EDI planning
- Follow-up survey will happen in the next academic year to see how we have progressed.

BIG Meeting and Team Tool

- Next meeting – 24th May at 4pm
- BIG 'Team' group being created for wider membership and inclusivity
- Look out for more information in the Staff Briefing – full copies of the results will be available to read

BRIGHTON HOVE & SUSSEX SIXTH FORM COLLEGE

STUDENT DESTINATIONS Q&C REPORT

EXECUTIVE SUMMARY

WHY IS ACTION PROPOSED AND WHAT WILL BE DIFFERENT AS A RESULT OF IT?
(for learners/staff/finance/E&D/legal/Safeguarding/health & safety etc.)

By 'destinations' we mean the next steps a student takes on completing their studies at the College. Successful destinations for our students are an important part of the College's mission. At BHASVIC all staff are very aware that a student achieving their desired progression plan is one of the most important outcomes for them.

This is measured through:

- tracking the applications current students make to Higher and Further Education,
- collating reports from local authority data sharing and the University & College Admissions Service (UCAS),
- contacting ex-students who did not progress into an educational institution that provides enrolment data back to us.

This annual report provides an overview of the outcomes for students who completed their studies at the College in summer 2016, along with progress on development of College provision.

Please note that this report contains excerpts from the full 'BHASVIC Student Destinations Report 2016' which runs to over 50 pages. The complete report is provided as an email attachment, for reference, but is not included within governor papers due to its size.

LINK WITH COLLEGE STRATEGY

College Mission: To achieve outstanding levels of performance based on a culture of learning that allows students to achieve above and beyond what they think is possible.
Strategic Aims: To raise aspirations, widen participation and ensure students can progress to their chosen destination. To recognise and celebrate success in all forms regardless of grade predictions, outcomes or choice of destination.

LINK WITH RISK REGISTER
2.3 Serious Reputational Damage
3.1 Failure to provide courses which embed Government policy
3.3 Failure to maintain/improve teaching quality, leading to a decline in results
3.4 Failure to provide adequate student support including SEND and Equality entitlements

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ACTION REQUIRED (Decision/Discussions/Information)

The Q&C Committee is invited to comment upon the information in the report and report findings and ask any relevant questions of senior managers.

Alison Cousens
Assistant Principal (Director of Student Services)

Key Outcomes from summer 2016 student cohort

1. BHASVIC student Higher Education academic success remains very strong in the sector and nationally; most recent Higher Education Statistical Agency benchmarking performance for degree students from 2014/15 show the gap widening yet further (positively) between BHASVIC and the Sixth Form College, state and independent sectors.

2. BHASVIC students who are applying to university are very successfully receiving offers from universities and converting offers into places, particularly for high tariff courses. The College is significantly above national trends, indicating the high achievement, well informed choices and reputation of our students amongst Higher Education Institutions.

3. We have improved information to Parents and Carers through HE and Specialist Application Evenings, website information and documentation.

4. The 'Is Uni for Me?' and 'Pathways' programmes in tutorial have further developed students' research and application abilities, with links to employability sectors and apprenticeships.

5. January's 'Futures Fair' was extremely successful in managing over 120 exhibitors from both the HE and Employability/Apprenticeship sectors. A high number of students attended.

6. We have reviewed the Reference, and Predicted Grades deadline with a view to linear qualifications. All teaching staff and tutors attended mandatory training in May 2017 with an added focus on supporting students with Extenuating Personal Circumstances in their applications. Predicted Grades are now able to be set in June rather than September, aiding students in their university research and choices prior to their applications in the autumn. In addition, we have removed the expectation for teaching staff for September updates for references, reducing workload, while retaining flexibility for any late September changes in light of both the remaining AS results and any additional coursework used for assessment.

7. Progression Day is now held externally for UCAS students with an opportunity to visit the University of Sussex, experience University life and attend a subject taster lecture of their choice. Additionally Oxbridge, Medics, Employability and Visual Arts students are also receiving a dedicated programme for the day.

8. Continued visits and improved links with Universities continue, with both the HE Co-ordinator and Oxbridge Co-ordinator making focussed university visits. We have also attended appropriate conferences such as the national UCAS conference.

9. We are using a high degree of contact with University of Sussex to improve experiences of HE when choosing destinations, and linking with the University of Brighton, for example the Faculty of Arts will be hosting our Visual Arts section of Progression Day. Both Universities and in also our Cambridge links, the Head of Admissions visited to update our Heads of Faculty, are able to give us useful advice, information and guidance on HE staff queries.

10. BHASVIC is represented on the steering group for the South East hosted by the University of Sussex and also the Sussex Widening Participation groups.

11. We continue to encourage students to sign up for Widening Participation, accessing financial support, Taster Days and Summer Schools within the scheme.

12. We have had a recent opportunity to act as consultant for UCAS in development of their improved application process and will continue to do so.

13. Increased numbers of applicants to Oxbridge in particular has led to us developing new systems to ensure we are robust in managing expectations, whilst retaining an 'open door 'policy.

Key Actions for 2017-18

- Continued focus on Information, Advice and Guidance primarily through the tutorial programme for HE research and information.

- Continued development of tutorial programme for Progression Options, UCAS, Visual Arts and Music provision.

- Further research and information regarding university offers for students studying two full A levels and a short course in their second year, including Foundation courses. This is new territory for universities with regard to linear A levels.

- Continued development of our Medics and Oxbridge programmes overseen by a dedicated Oxbridge Co-ordinator to co-ordinate Oxbridge applications as part of the Guidance team and a well-established medical careers enrichment programme.

- Consideration of support for General Office with regard to processing a higher number of applications.

- Improved schools liaison with local secondary schools, particularly those from low participation wards alongside admissions to provide HE and Oxbridge/medics advice.

- Development of our support for ex-students applying to HE.

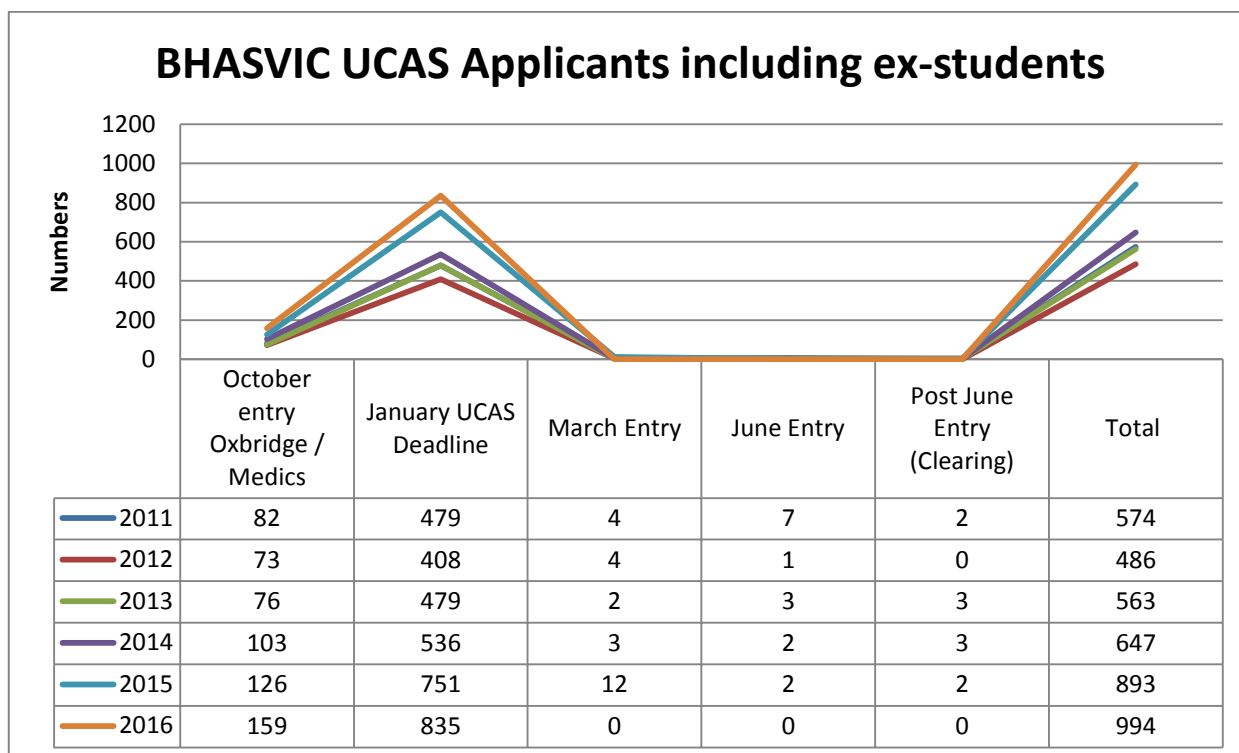- Development of alumni networks to support and advise on University courses and overall HE experiences.

Notes

- *Data regarding students entering HE is provided to us by UCAS.*
- *Destination data for other cohorts is provided internally from CIS.*

Overall Destinations Headline Data (extracts from full report)

1. **Number of UCAS Applicants, including ex-students**

The number of BHASVIC students entering university has increased year on year since 2012. This year saw our highest ever number of applications – 994. This is a substantial increase from 2014 of 647. In addition we can see an increase year on year in early applications for Oxbridge / Medics where the UCAS deadline is October 15th each year. The majority of our students apply by the 15th October early deadline for UCAS Oxbridge and Medics or the 15th January deadline for all other courses.

BHASVIC UCAS Applicants including ex-students

	October entry Oxbridge / Medics	January UCAS Deadline	March Entry	June Entry	Post June Entry (Clearing)	Total
2011	82	479	4	7	2	574
2012	73	408	4	1	0	486
2013	76	479	2	3	3	563
2014	103	536	3	2	3	647
2015	126	751	12	2	2	893
2016	159	835	0	0	0	994

2. Percentage of BHASVIC students making a UCAS Application

In 2016 a higher number than ever % of our A2 cohort (over 75%) made an application to HE.
It must be highlighted that the proportion applying to UCAS is not necessarily indicative of correct student progression choices. Focus on 'Is Uni for Me?' in the early spring term of A1 tutorial, and additional 4 week 'Pathways' programme in summer term of A1 supports students in making informed decisions and explores all progression options available to them, including FE and other forms of education, employment, training and gap years.

% of BHASVIC students making a UCAS Application
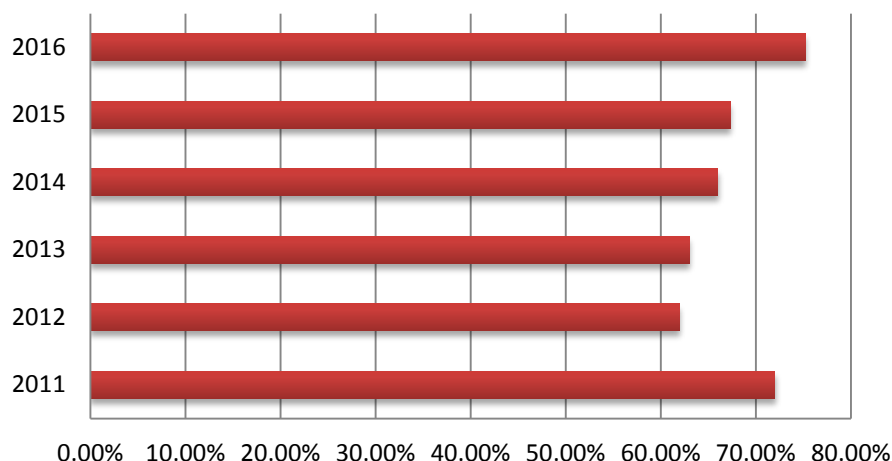
	2011	2012	2013	2014	2015	2016
■ % of BHASVIC students making a UCAS Application	72.00%	62.00%	63.00%	66.00%	67.30%	75.20%

3. Percentage of BHASVIC students making UCAS applications successfully placed on a university course, compared with national figures for post-16 education

Over 87% of our university applicants are subsequently placed on a university course compared to a national figure of almost 75%. Students applying to university through BHASVIC are, year-on-year, increasingly likely to gain a university place compared to national figures. It is worth noting that students may choose to take a different route than HE and this information should be seen in the context of additional data such as offers (Table 6) in this report.
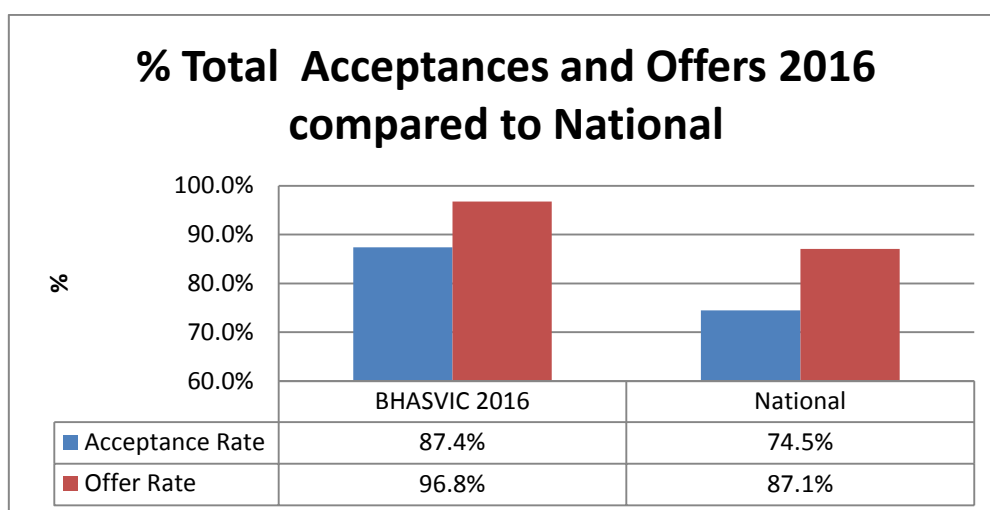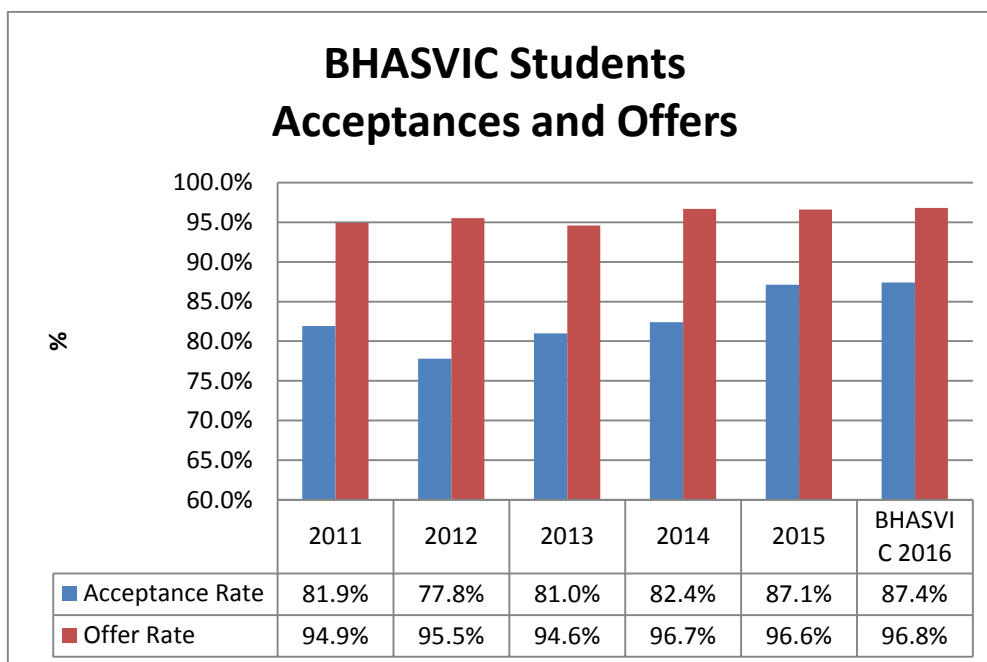
Percentage of BHASVIC students successfully placed on a university course, compared with national figures for post-16 education
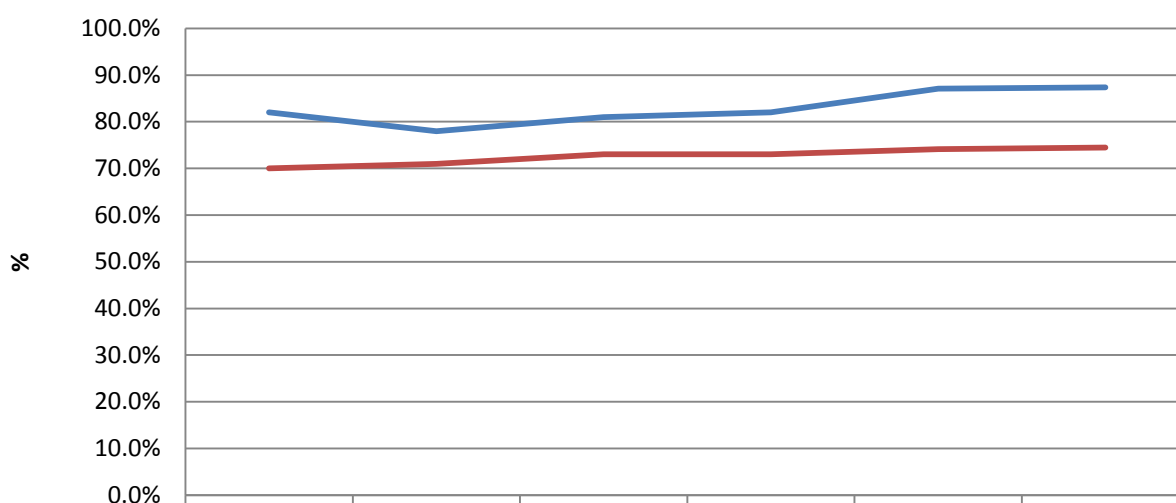
	2011	2012	2013	2014	2015	BHASVIC 2016
BHASVIC	82.0%	78.0%	81.0%	82.0%	87.1%	87.4%
National	70.0%	71.0%	73.0%	73.0%	74.1%	74.5%

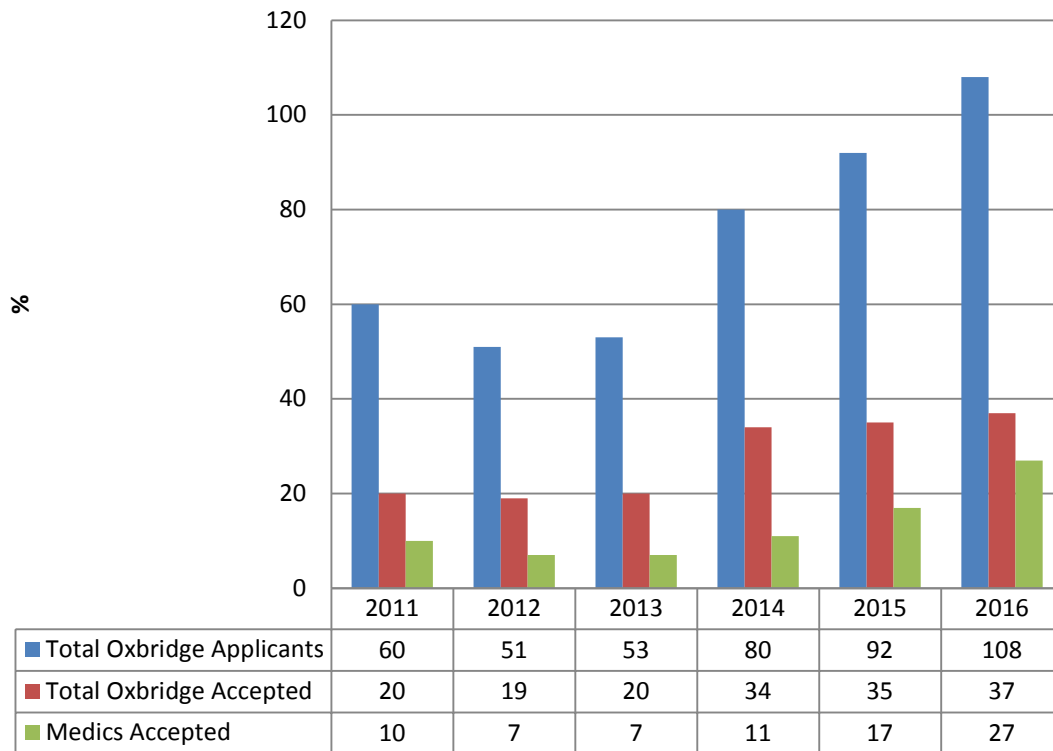### 4. Summary Total BHASVIC Offers and Acceptances

This graph shows the percentage of offers and acceptances our students receive. We have had both an increased offer and acceptance rate. This is considerably higher than national figures. Personal Tutors and teaching staff carefully guide students towards making informed choices on their UCAS application which undoubtedly leads to increased success in individual student applications.

BHASVIC Students Acceptances and Offers

	2011	2012	2013	2014	2015	BHASVIC 2016
Acceptance Rate	81.9%	77.8%	81.0%	82.4%	87.1%	87.4%
Offer Rate	94.9%	95.5%	94.6%	96.7%	96.6%	96.8%

% Total Acceptances and Offers 2016 compared to National

	BHASVIC 2016	National
Acceptance Rate	87.4%	74.5%
Offer Rate	96.8%	87.1%

5. Oxbridge and Medics Applicants and Offers / Acceptances

We are pleased to see our Oxbridge and Medics figures for both applicants and acceptances increase year on year. In 2013-14 we begun a dedicated tutorial programme for Oxbridge and Medics (including dentistry and vetinary science) students. Students with high GCSE point scores are signposted at enrolment and meet with the Oxbridge Coordinator to encourage engagement with the A1 Oxbridge Enrichment Programme. The success of our students over the last two years is due, in part, to major changes in the delivery of the Oxbridge/Medics programmes. Early identification and signposting of suitable students, the support and encouragement of the A1 Enrichment Programme, dedicated tutor groups for and the reputation of the College in this area have played a significant part in this increase. Our 'open-door' policy on applications widens opportunities for students wishing to apply.
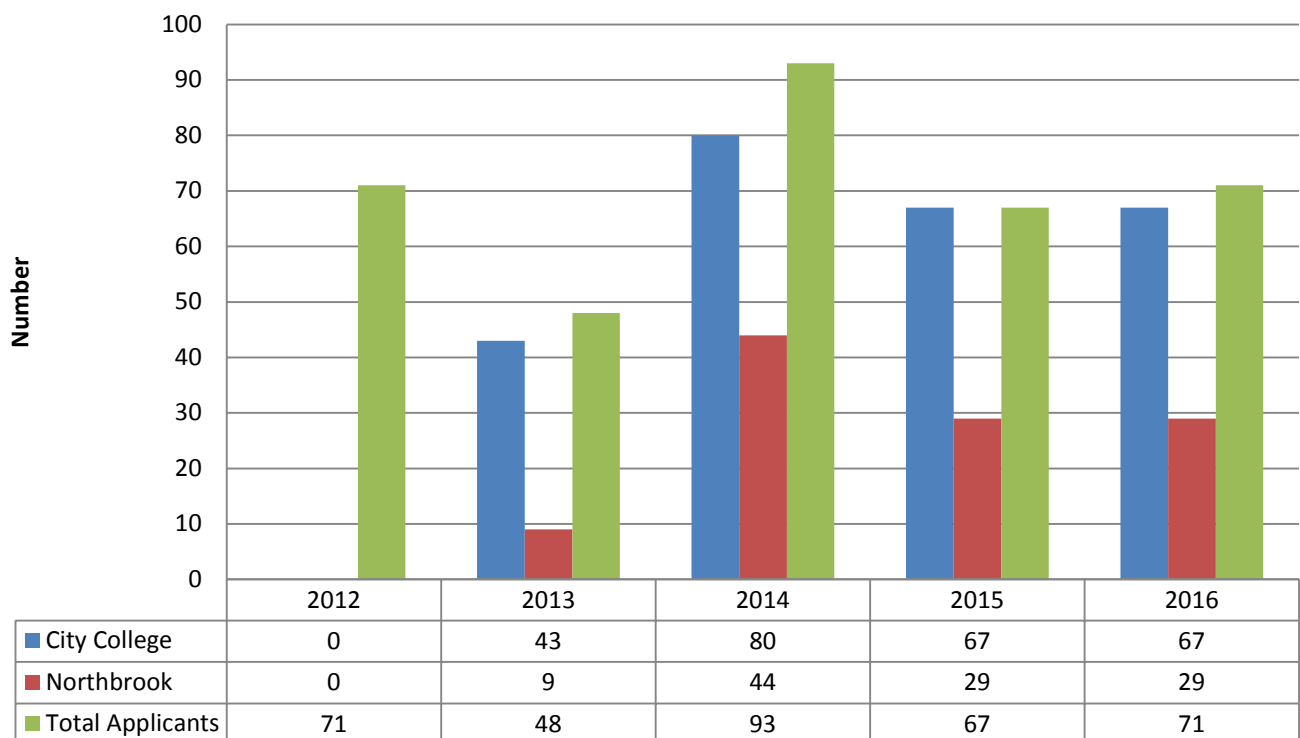
Oxbridge& Medics offers/acceptances

	2011	2012	2013	2014	2015	2016
Total Oxbridge Applicants	60	51	53	80	92	108
Total Oxbridge Accepted	20	19	20	34	35	37
Medics Accepted	10	7	7	11	17	27

6. Number of Applications to Art Foundation Courses 2012 - 2016

The number of students applying to Art Foundation courses post-BHASVIC, prior to applying to a visual arts course, has remained relatively stable with a spike in the 2014 figures. Most students will apply either to City College of Northbrook (now both part of Brighton Metropolitan College).

Art Foundation Applications 2012 - 2016

	2012	2013	2014	2015	2016
City College	0	43	80	67	67
Northbrook	0	9	44	29	29
Total Applicants	71	48	93	67	71

7. Most Popular Provider Acceptances

This table shows actual acceptances to University places – please note that this is through the cycle so students will actually have entered these Universities in September 2016.
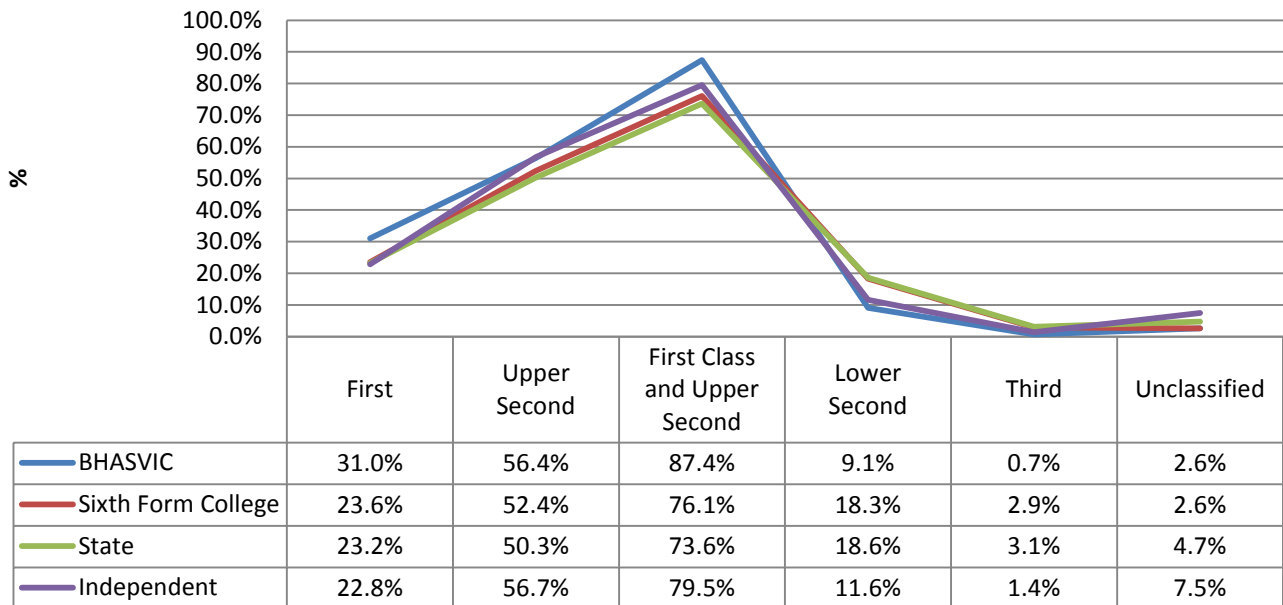University of Sussex has consistently been our preferred provider for our students, closely followed by University of Bristol. This is now Manchester. Last year's top ten are in brackets. Because of our increased number of applications our 6th placed University would equal our top choice from last year.
Of note is the increase in popularity of both Kent and also the impact of Widening Participation schemes from universities such as Reading and Leeds. A greater range of universities has been applied for 2016 entry, hence reduced numbers on a significant increase overall in applications.

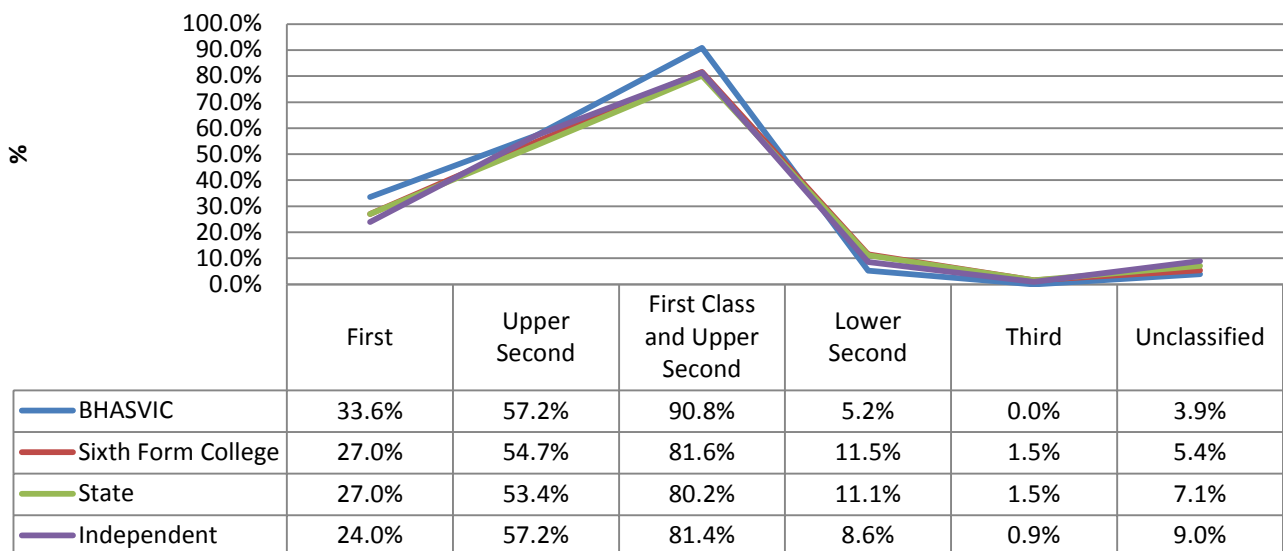| Most Popular Providers Acceptances	2011	2012	2013	2014	2015	2016
1 (1) University of Sussex	22	25	23	30	61	50
2 (3) The University of Manchester	10	6	11	16	37	31
3 (4) University of Brighton	31	28	20	27	35	28
4 (2) University of Bristol	5	4	18	24	40	28
5 (12) The University of Kent	8	9	11	16	18	27
6 (14) University of Leeds	9	6	11	14	16	23
7 (10) University of Portsmouth	12	12	15	17	21	22
7 University of Reading						22
8 (13) University of Bath	10	6	11	10	18	21
8 (6) University of Southampton	16	7	16	28	30	21
9 (8) University of Cambridge	18	13	10	21	24	20
9 (11)University of East Anglia (UEA)	11	12	7	11	20	20
University of Birmingham						18
University of Surrey						18
11 (5) The University of Sheffield	6	8	10	5	31	17

8. Degree Classification obtained by students at UK universities in the 2015/16 academic year

This data, provided to us by the Sixth Form Colleges Association and drawn from the HESA data set, enables us to compare how well BHASVIC students achieve on their degree courses comparable to similar institutions. We can clearly see BHASVIC students achieve higher, and pleasingly particularly from low participation wards by postcode.

All UK HEIs

	First	Upper Second	First Class and Upper Second	Lower Second	Third	Unclassified
BHASVIC	31.0%	56.4%	87.4%	9.1%	0.7%	2.6%
Sixth Form College	23.6%	52.4%	76.1%	18.3%	2.9%	2.6%
State	23.2%	50.3%	73.6%	18.6%	3.1%	4.7%
Independent	22.8%	56.7%	79.5%	11.6%	1.4%	7.5%

Russell Group

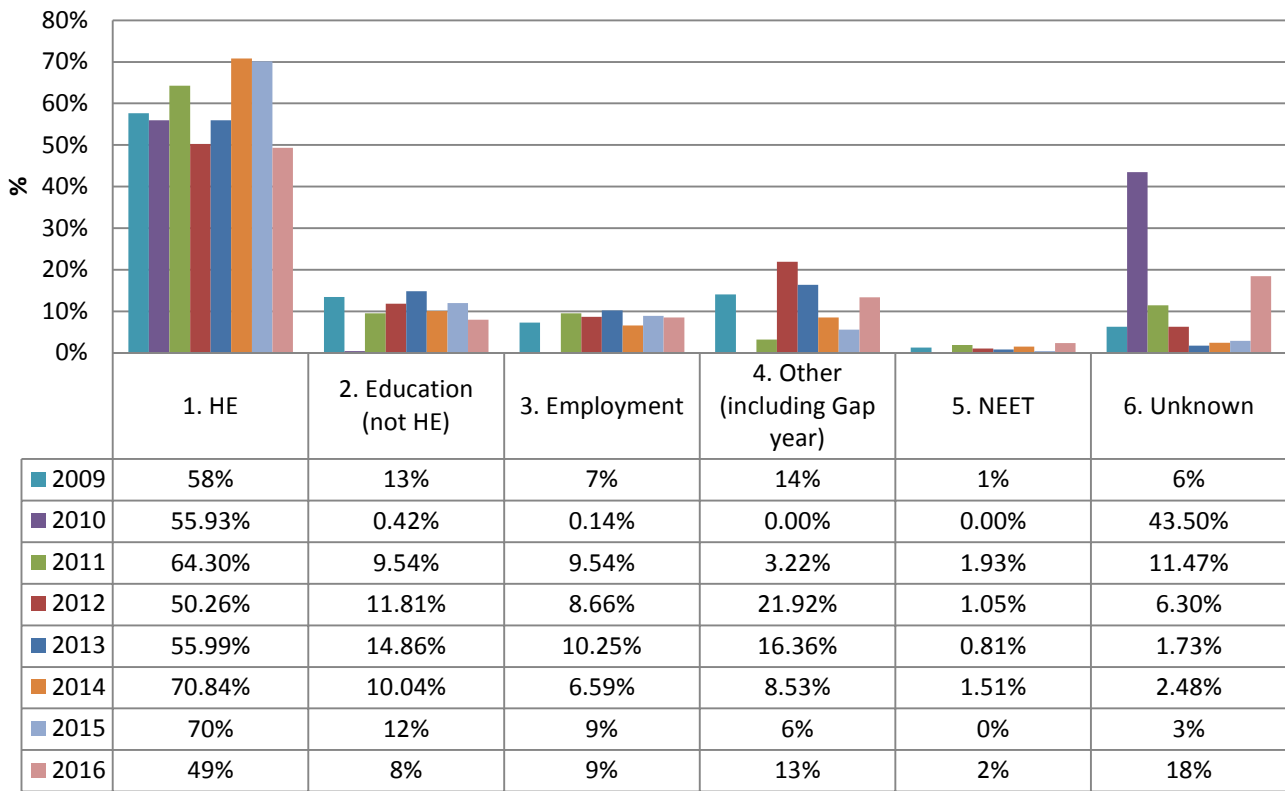|	First	Upper Second	First Class and Upper Second	Lower Second	Third	Unclassified
BHASVIC	33.6%	57.2%	90.8%	5.2%	0.0%	3.9%
Sixth Form College	27.0%	54.7%	81.6%	11.5%	1.5%	5.4%
State	27.0%	53.4%	80.2%	11.1%	1.5%	7.1%
Independent	24.0%	57.2%	81.4%	8.6%	0.9%	9.0%

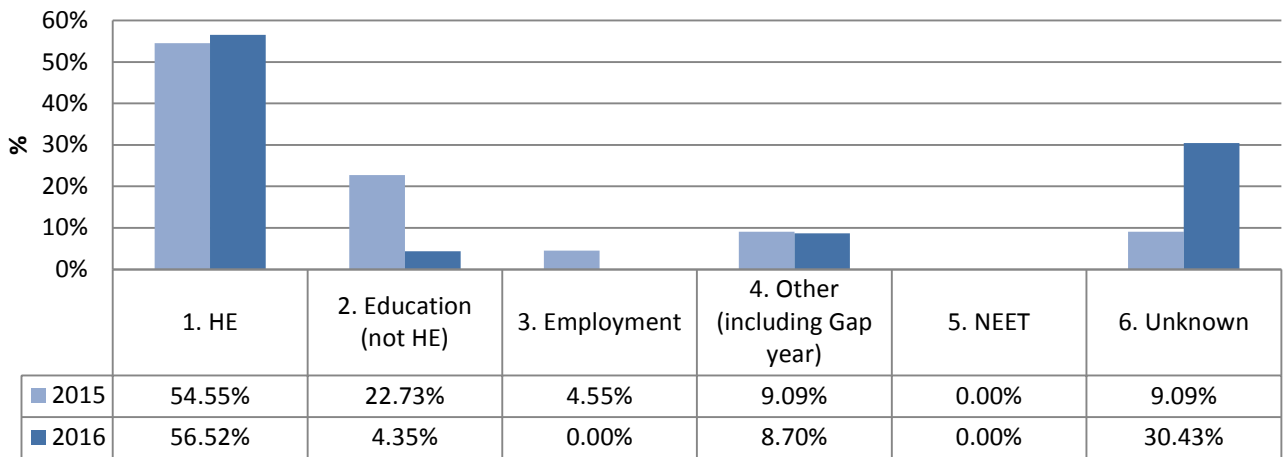## 9. Overall Student Destinations Chart, 2009-2016

NB: Columns 1 (HE) and 4 (Gap Year) inversely relate to each other. Each year after a cohort has left, the College continues to record their destination if they go to university, so earlier years see the column for Higher Education rise and the column for Gap Year decrease. Hence UCAS Application, Offer and Acceptance figures give a more accurate snapshot of Higher Education destination trends. Gap years are becoming increasingly more popular. Student voice indicates that there is an increase in a desire to gain a significant life experience before starting an expensive degree course. Such experiences are less frequently about travelling the world and more frequently about exploring work experience, volunteering and even apprenticeships. Students are only recorded as taking a gap year if they have a confirmed place at university for the following year.

Although NEET numbers remain extremely low, there is an increase in students with mental health problems dropping out of College and restarting the subsequent year – this is primarily the cause of an increasing trend of NEET students. Unknown student destinations continue to be explored through CIS and this number is likely to decrease.
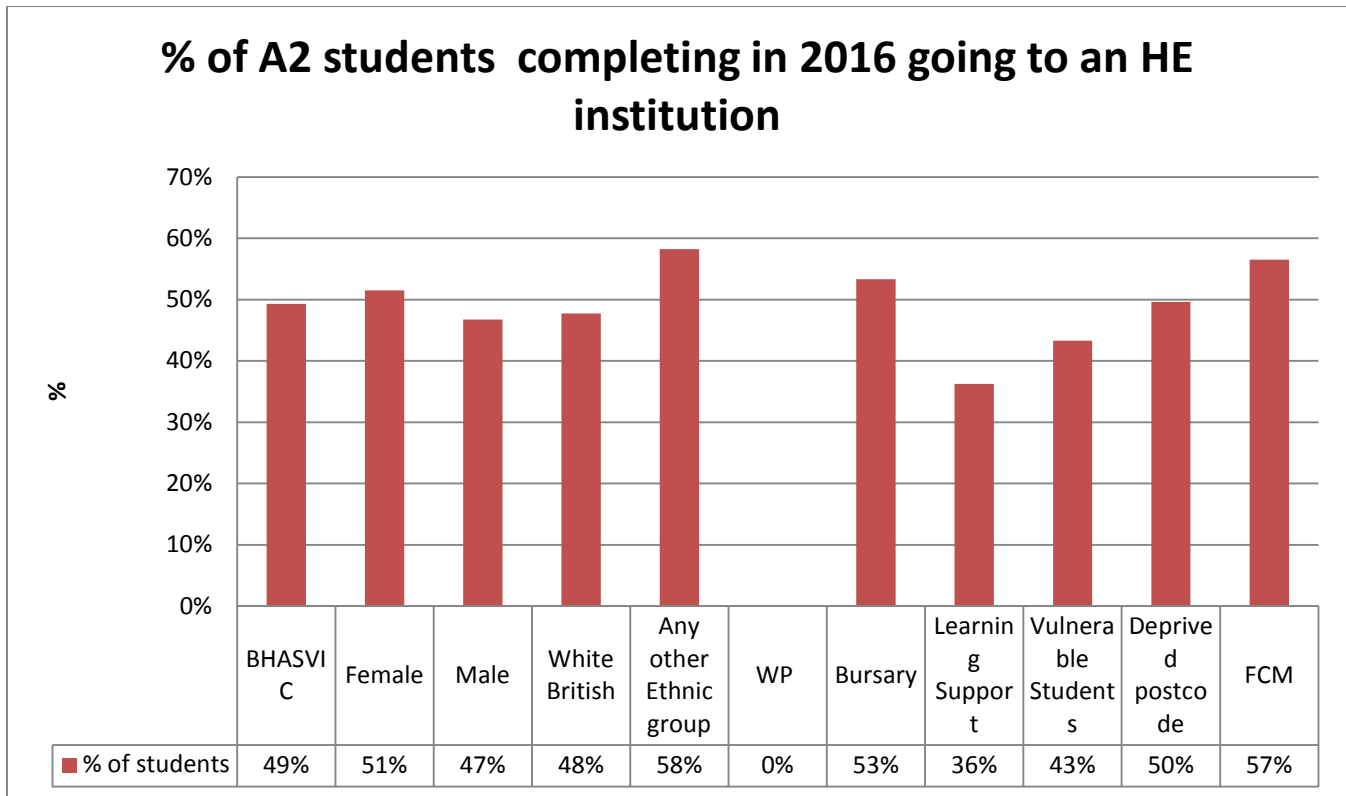
Destinations of all A2 Students 2010 - 2016

	1. HE	2. Education (not HE)	3. Employment	4. Other (including Gap year)	5. NEET	6. Unknown
2009	58%	13%	7%	14%	1%	6%
2010	55.93%	0.42%	0.14%	0.00%	0.00%	43.50%
2011	64.30%	9.54%	9.54%	3.22%	1.93%	11.47%
2012	50.26%	11.81%	8.66%	21.92%	1.05%	6.30%
2013	55.99%	14.86%	10.25%	16.36%	0.81%	1.73%
2014	70.84%	10.04%	6.59%	8.53%	1.51%	2.48%
2015	70%	12%	9%	6%	0%	3%
2016	49%	8%	9%	13%	2%	18%

Destinations of Students in receipt of Free College Meals 2015-16

	1. HE	2. Education (not HE)	3. Employment	4. Other (including Gap year)	5. NEET	6. Unknown
2015	54.55%	22.73%	4.55%	9.09%	0.00%	9.09%
2016	56.52%	4.35%	0.00%	8.70%	0.00%	30.43%

10.   UCAS data by various different Cohorts for 2016

NB: It is very difficult to compare figures year on year due to gap year calculations

% of A2 students completing in 2016 going to an HE institution

	BHASVIC	Female	Male	White British	Any other Ethnic group	WP	Bursary	Learning Support	Vulnerable Students	Deprived postcode	FCM
% of students	49%	51%	47%	48%	58%	0%	53%	36%	43%	50%	57%

Notes:
- BHASVIC - total number on Cohort is the total number of A2 students who completed
- WP – we do not have the figures for WP students as not all eligible students will choose to be active participants in the scheme
- Bursary - number of students recorded on the ILR as having received a discretionary bursary

- Learning Support - number of students receiving structured study
- Vulnerable Students - number of students with an AI indicator

Deprived postcode - number of students in a deprived area receiving an uplift on the ILR because of their postcode.

11. % Destinations of students into HE, FE and Employment by feeder school comparison

NB: Please note that individual students will have a greater impact on those schools such as BACA with a smaller cohort.

Particularly pleasing to see is that the opportunities for progression from BHASVIC for students from state schools with lower local GCSE profiles such as PACA, Longhill and Patcham into HE match those of the local Independent sector, or are significantly higher. This information, alongside Oxbridge and destination data will allow the opportunity for using real examples in our outreach work to local schools.

HE, FE and Employment comparisons for Brighton and Hove Schools 2016

	Blatchington Mill School 11-18	Brighton and Hove High School Ind 11-18	Brighton College Ind 11-18	Cardinal Newman School 11-18	Dorothy Stringer School 11-16	Hove Park 11-18	Longhill 11-16	Patcham High 11-16	PACA 11-18	Varndean 11-16
HE	44%	44%	38%	64%	40%	51%	47%	60%	73%	24%
FE	2%	6%	0%	6%	8%	2%	3%	13%	27%	8%
Emp	12%	6%	0%	3%	9%	6%	21%	0%	7%	6%
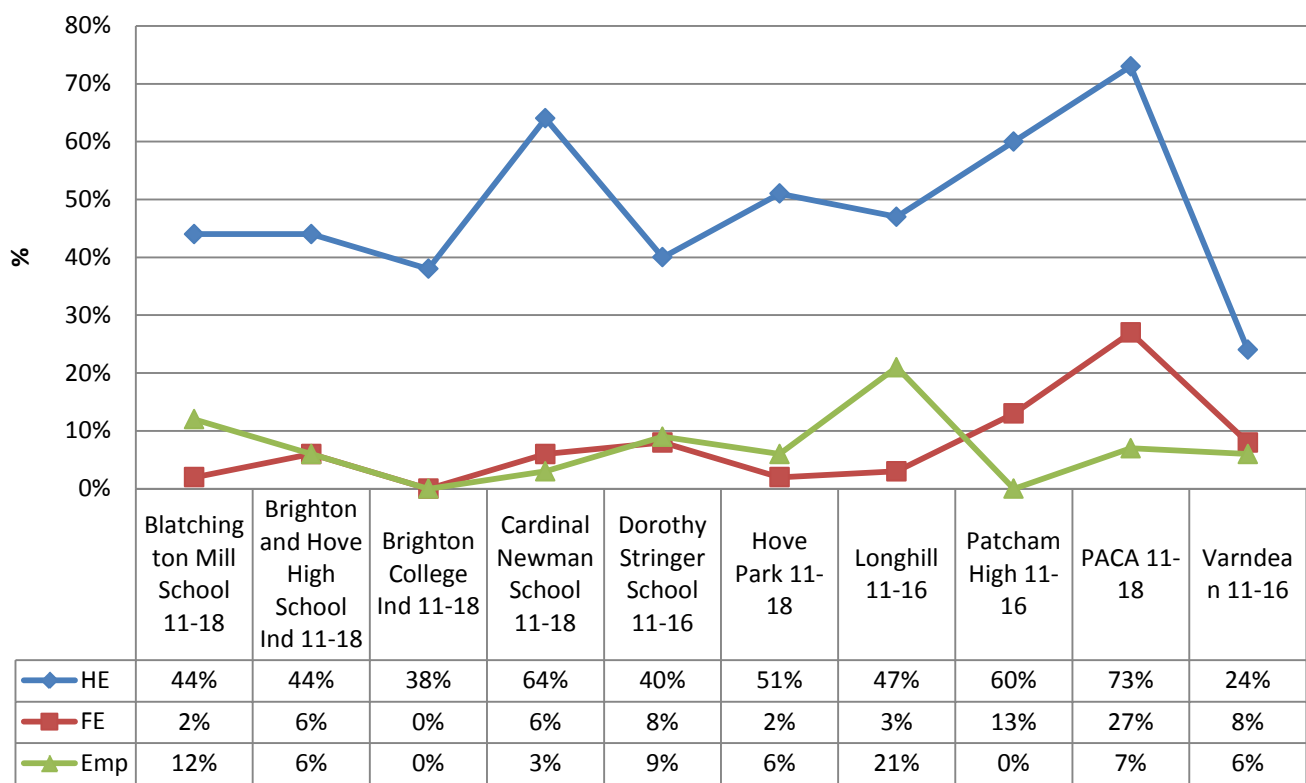
12.   Early Leavers Destinations

Although retention is excellent at BHASVIC, a handful of students leave in year. The destinations of these students are tracked to monitor whether such students are falling out of education having not settled successfully at the College.

Early Leavers, as at 15 January 2017:

Jan 2017	Jan 2016	Reason
21	42	Change of Progression plans - Went to other provider
22	17	Change of Progression plans - Employment and Apprenticeships
14	8	Effort/Engagement
2	7	Unknown
17	4	Health
13	3	Domestic Circumstances
89	**81**	Total (3% of September enrolment numbers)

The only Early Leaver category we should be particularly concerned about is students who have left for another provider.

Went to another provider:

Jan 2017	Jan 2016	
6	17	returned to school sixth form
15	15	changed provider to study a vocational course
0	6	went to Sussex Downs
0	3	went to another sixth form college
0	1	unknown
21	**42**	Total

We can safely surmise that the key issues in terms of early leavers are that quite a few students:

- change to study a vocational course – arguably a successful outcome.

Students who leave to study a vocational course, or to go back to their school sixth form, Cardinal Newman or Hove Park, tend to do so early in the year (80% of all early leavers went before Half Term). Academic difficulty, friendship and teaching style are cited as the most common reasons.

The other key categories here which suggest that a student is falling out of education are:

Jan 2017	Jan 2016	Reason
14	8	Effort/Engagement
2	7	Unknown

These students are given careers guidance and referrals are made to local authority engagement services, especially in cases where the student or family no longer communicate with the College.

It is the view of Guidance that the pastoral effort made to support students and the numbers shown here represent appropriate IAG interventions to move, where possible, to more appropriate provision and no remedial actions are required.

Alison Cousens
Assistant Principal (Director of Student Services)

BRIGHTON HOVE & SUSSEX SIXTH FORM COLLEGE

ADMISSIONS POLICY

EXECUTIVE SUMMARY (max 250 words)

This policy is reviewed annually to ensure it is fit for purpose and matches the needs of the College in terms of strategy, student numbers and funding. It needs to protect us from legal challenge whilst meeting requirements with regard to funding arrangements, equality law, special educational needs and disability codes of practice and public scrutiny. The College's Admissions Policy is at the heart of our values and purpose.

The changes to this policy need a greater summary than can be achieved in 250 words, therefore the following page outlines each significant change in policy, along with the rationale.

IMPLICATIONS (for learners/staff/finance/E&D/legal/Safeguarding/health & safety etc.)

Without a clear policy in place a great deal of management time can be taken up with appeals and complaints based on disagreements in interpretation. The application process for learners and parents/carers can be stressful, especially when the college is perennially oversubscribed and applicants have GCSE exams to focus on. As an oversubscribed college, some applicants' families are attempting to circumvent the spirit of the college's admissions policy, so loopholes need to be continually closed.

LINK WITH COLLEGE STRATEGY:

Community - To be an inclusive and accepting college where every individual feels part of a community and where we play an active role in our local community to help raise standards and aspirations.

Control - To be an efficient, fair and intelligently managed organisation that achieves value for money and functions on a sound business basis with robust financial management.

LINK WITH RISK REGISTER:

KR1 & 3.2: Failure to achieve planned student numbers results in uncertain financial viability

2.3: Serious reputational damage results in reduced recruitment

2.4: Difficult relationships with other institutions results in conflict; competition; distrust and distraction

2.5: Failure in the planning of key College processes and events prevents admissions targets from being met, impacts delivery and has reputational consequences

3.4: Failure to provide adequate student support including SEND and Equality entitlements leads to a reduction in results, loss of reputation and legal breach

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ACTION REQUIRED (Decision/Discussions/Information)

Q&C committee members are asked to approve the updated policy to Corporation.

James Moncrieff
Deputy Principal

Summary of key changes to this policy:

1. **Online applications**: Update to be in line with the move from paper application forms, submitted by post, to the new online only application process.

2. **19+ applicants** (section 2): Change from admitting 19+ students for daytime, level 3 courses to only admitting 19+ students for ESOL courses or applicants with special educational needs or disabilities.

   Rationale:

   - 19+ students attract 17.5% less funding than 16-18 year olds. Due to financial pressures and the fact that the college is oversubscribed, it makes financial sense to maximise funding per student intake.

   - A student starting A levels at 19+ would be 21+ on completion and this age seems incongruent with a Sixth Form College.

   - 19+ students have recourse to an Access to HE course, which is often a much more suitable pathway to Higher Education than A levels.

   - In light of the SEND Code of Practice, it would be advisable to continue to offer young people with a statement of special educational needs or education and health care plan a place at the college if this is appropriate for them.

   - We need to continue to infill 19+ ESOL students to 16-18 classes when there is space, for financial efficiency.

3. **Oversubscription applicant categories** (section 4.6): We have simplified the number of categories from 7 to 4.

   Rationale:

   - The geographical categorisation provides greater certainty of a place to more students than previous categories. Uncertainty will exist for around 130 students next year, as opposed to 530 students over this and last year's oversubscription.

   - The removal of a disadvantage to applicants applying from a school with a sixth form is fairer – many students applying from a school with a sixth form cannot study the subjects they would like and should not be les priority than those from school without a sixth form. School sixth forms are open entry to students from 11-16 schools.

   - The removal of 'moving into area' – previously a very high category – has two effects: a) it stops people gaming or using financial advantage (ie two homes) to circumvent the intentions of supporting families moving into area, and b) it does not lower the priority of families who have been living in the area for many years; it does not seem to make sense to favour people moving into area over those who have been living in the area for some time. The college can use discretion in the Special Consideration category for families moving into area due to hardships, difficult circumstances, etc.

   - Sussex has been added as a criteria – this is to minimise the likelihood of receiving applications from across the country and indeed from across the globe as applications move online. Travel distances are unreasonable beyond Sussex for students, and are likely to lead to failure, as has happened every time in the past that we can recall.

   - Special Consideration has been added as the highest priority. This gives the college flexibility to provide support to students in need of stability and reassurance of their sixth form place and education. It also enables us to minimise families who try to circumvent admissions criteria when we are oversubscribed. In addition, two important and new categories are proposed:

     1. **Sibling link**: this would be supportive and popular with the community and families. In FE Education, a known provider carries a lot of reassurance to applicants who have a wide range of choice. For families with one young person studying at the college already, it can be easier to manage journeys, etc.

     2. Children of members of staff: this would be received as an investment and value in our staff. It could help with recruitment and retention. There are a number of sixth

from colleges, including two S7 colleges, which offer this though it is not common in the sector.

- Proof of address: once again, to help prevent families circumventing the spirit of the admissions policy, we will require the home address to be the address on application and any uncertainties will be corroborated by the school of the applicant. Moving home to get a place at BHASVIC seems unfair to all applicants living in the catchment area.

4. **Restarts, repeats and third years** (section 5.6): I have made clearer the college's position that these are not normally an option. In addition, I have made clearer the importance of the college's professional decision over medical assessments, which are helpful but frequently less accurate in terms of viability of continued study than the college's own assessments.

BHASVIC

ADMISSIONS POLICY

Last Updated: June 2017
Review Date: Annual

BHASVIC

ADMISSIONS POLICY AND PROCEDURES

1. POLICY STATEMENT

1.1. Brighton Hove & Sussex Sixth Form College (BHASVIC) is a state funded sixth form college which is governed by an independent corporation. The Corporation sets its own policies and is solely responsible for admission of students to the college.

1.2. BHASVIC welcomes applications from students irrespective of their race, ethnic or national origin, religion, belief or lack of religion/belief, disability, family responsibility, gender, sexual orientation or transsexual status, marital or civil partnership status.

2. SCOPE

2.1. This policy applies to all:

2.1.1. State funded 16 to 18 year old students who are applying for a full-time, day time, two-year Programme of Study. In this policy, such applicants are referred to as 'mainstream' applicants or students.

2.1.2.

2.1.3. State funded English for speakers of other languages. In this policy such applicants are referred to as 'ESOL' applicants or students.

2.1.4. BHASVIC students already studying at the college who aim to continue into their second or further years of study (see section 5).

2.2. The College only admits 19+ students in the following two circumstances:

2.2.1. 19+ applicants enrolling on an ESOL course, if the college continues to have space, having enrolled all 16 to 18 applicants to ESOL courses.

2.2.2. 19+ applicants, up to the age of 25, with a Statement of Special Educational Need or an Education, Health and Care Plan, where BHASVIC is recorded as their preferred destination and the college has suitable courses and provision to meet needs.

2.3. This policy does not apply to the following and such applicants should contact the College directly or follow procedures on the college's website:

2.3.1. students who are taking evening language courses at the college.

2.3.2. Non-state funded English for speakers of other languages.

2.4. For information on Programmes of Study, subjects, courses and qualifications available at BHASVIC, along with relevant entry requirements, please refer to the Admissions section of the college's website or our prospectus. Please be aware that the printed prospectus will not be as up to date as the website.

3. MAKING AN APPLICATION

3.1. The BHASVIC online application form is available through the college's website. Applications are made by completing an online application form.

3.2. Full details of the application procedure are given in the Guidelines that accompany the application form and are also available from the college's website.

3.3. Prospective applicants are required to read the college's prospectus (either in printed form or on the College's website).

3.4. BHASVIC provides pre-enrolment information, advice and guidance to help students choose appropriate subjects. This includes Taster Days for Year 10 students, Open Evenings, a pre-enrolment interview, school talks, tours of the College, a 'Moving On Day' and a post-GCSE results advisory service and an enrolment interview.

3.5. Applications should be made with consideration to the College's Entry Requirements for Programmes of Study and for individual courses and subjects.

3.6. The College will only accept applications for full-time Programmes of Study and students studying at the college agree a contract to remain on a full time Programme of Study throughout their time at the college.

3.7. BHASVIC operates a common application process with Varndean College and Brighton Metropolitan College. All applicants should complete only one application form for BHASVIC or Varndean College. A second and/or third choice of college may be indicated on the form.

3.8. The College will annually determine the total number of places available for new admissions.

3.9. Priority for places will be given to mainstream and 16 to 18 year old ESOL students whose applications are received by the first Friday in December; the college's Application Deadline. Such applicants are referred to as 'Priority Applicants'. The application deadline is published in the college's prospectus, on the college's website and at all key events and in promotional materials.

3.10. The college will continue to accept applications after the Application Deadline. Such applicants are categorised as 'non-priority'. The Admissions Department will record the date on which the application was received, but these applications are likely to join the college's applicant waiting list and applicants are not guaranteed an interview or offer of a place at BHASVIC; they are therefore advised to have a firm alternative place to study for September.

3.11. Applicants will receive a copy of their submitted application form via a confirmation email. The online application system will also record the time and date of submission with the college admissions team.

3.12.

3.13.

3.14.

ESOL Provision

3.15. The college offers ESOL courses in English, Maths and Information Technology (EIT) specifically for asylum seekers, refugees and members of the local community whose first language is not English.

3.16. ESOL application forms are available from the college's website or Reception.

Special Education Needs and Disability

3.17. BHASVIC welcomes applications from students who may require additional support and endeavours to ensure that information and guidance is in an accessible form.

3.18. Applicants should ensure that they have completed the relevant section in the application form regarding any additional support needs, so that an appointment can be made with an appropriate member of staff to explore these needs with the applicant.

3.19. All relevant supporting documentation (eg medical reports, EHC Plans, school information, etc.) should be provided at interview.

3.20. To comply with statutory regulations, students with specific Access Arrangements for examinations will need to re-apply for these on transfer to the college. Relevant evidence must be up to date (within the previous 12 months) and provided at interview.

3.21. Where applicants require additional support due to disability or special educational, health or care needs, the college will assess the additional support needs and consider the best endeavours to meet these needs. The applicant, parents or carers and other partners supporting the applicant will be consulted with on what reasonable adjustments can be made to meet the applicant's specific needs.

3.22. The level of support available is defined by the limits of the College's resources and not by what it takes to enable a particular student to study at the college and succeed. There may be cases where it is not in the educational interests of the student to study at BHASVIC. 'Educational interests' includes everything to do with the student's educational development and needs but, centrally their likely success in their studies. The sole arbiters of 'educational interests' are the relevant college staff. In making judgements about educational interests, college staff will always be guided, but not determined in their judgement, by all other relevant parties' advice (for example, the student's assessment of their circumstances and what they would like, parent or carers views, medical evidence, statements of need, education, health and care plans, etc.).

4. OFFERS OF PLACES

4.1. Subject to availability of places, BHASVIC will offer a place to students who meet the following general conditions for admission. These conditions apply to all applicants, regardless of their circumstances:

4.1.1. to have the ability to cope with and benefit from one of the Programmes of Study that the College offers;

4.1.2. to have met the entry requirements for both their Programme of Study and the courses they have chosen;

4.1.3. to have chosen courses which the college will be delivering;

4.1.4. to demonstrate (through references, reports and attendance data from their current or previous school) a willingness to adopt a positive attitude to learning;

4.1.5. to have met targets or conditions laid out in any relevant action plan set at interview.

4.2. If given an offer of a place at the college following interview, applicants must accept or decline their place at the college within two weeks of receiving their offer, by returning the reply slip at the bottom of the offer letter. Acceptances must be recorded if posted or signed-in if submitted via the college's Reception. No acknowledgement will be made of the college's receipt of acceptance forms unless a stamped, addressed envelope is provided.

4.3. Applicants are asked only to accept their offer if they are certain that they will take up their place in September.

4.4. Applicants who have not responded to their initial offer within two weeks will have the offer of the place withdrawn. If, at a later stage, the offer is accepted, the applicant will no longer be a Priority Applicant and will be placed on the college's applicant waiting list.

4.5. Applicants who may not achieve the entry requirements for their chosen programme of study and subjects or who are placed on the college's applicant waiting list are strongly advised to have a back-up place of study at another provider.

Interviews and Offers of Places if Oversubscribed

4.6. If the number of places available at the college is fewer than the number of 'priority applicants' who are likely to enrol, allocation of interviews and/ or offers will be made following the rank order of applicant category listed below:

Applicant Category	Criteria
SC	Applicants who are determined by BHASVIC to have Special Consideration (please see detailed explanation below)
1	Applicants who are living in postcodes BN1, BN2, BN3, BN41, BN42 and BN45
2	Applicants who are living in postcodes BN5, BN6, BN7, BN9, BN10, BN15, BN43, BN44, RH15, RH16 and RH17
3	All other applicants living in Sussex or moving into area

4.7. Where the cut-off point for the allocation of places falls within one of the applicant categories above, the college will allocate interviews/ make offers to students within that applicant category based upon the availability of spaces in subjects the applicant has put down on their application form.

4.8. If more than one student fits the profile of the spaces available, the place will be offered to the student whose name is chosen on a random basis.

4.9. Applicants who met the application deadline but who have not received an interview/ offer of a place following the implementation of the above will be placed on a 'priority waiting list'. This list will be reviewed on a regular basis and, if available, interviews or offers of places will be made based upon the availability of spaces in subjects chosen by the applicant.

4.10. The college reserves the right to change these criteria, categories and procedures in exceptional circumstances.

Special Consideration

4.11. *The college considers the following criteria as relevant circumstances for applicant category 'SC'*

- *Looked After Children, in care of Brighton and Hove, East and West Sussex Local Authorities and Care Leavers*

- *Teenage parents or Young Carer (a student who is the primary carer for an ill or disabled person)*

- *Applicants whose sibling is studying at the college or has studied previously at the college*

- *Children of current BHASVIC staff members*

- *Applicants with other extenuating circumstances deemed by the college to warrant Special Consideration*

In all cases, a college senior manager will make a judgement as to the appropriateness of the case and verifiable evidence will need to be provided by the end of February following the December application deadline.

Proof of Address

4.12. The address shown on the application form will be taken as the student's home address.

4.13. *The college will consider an applicant to be living in the relevant postcode category if this is their home address at the application deadline of the first Friday in December and at enrolment the following September. In the event of any uncertainty, the College will require confirmation of the student's normal home address from the student's current school. The*

college will not accept moving into area or a change of address as an acceptable reason to move to a higher priority category.

4.14. .

4.15. .

Priority for Subject Choices

4.16. There are strict limits on places for some subjects.

4.17. If a subject is oversubscribed, the college will endeavour to put on additional teaching groups in those subjects. Where this is not possible due to staffing, rooming, resource or financial constraints, priority will be given to students in the following order:

    4.17.1.   Subject requested on application form, received by the Application Deadline.

    4.17.2.   Subject requested at interview.

    4.17.3.   Subject change request by chronological order of priority.

    4.17.4.   Students who need the qualification for career progression.

4.18. A 'subject waiting list' will operate for students who cannot be given a place on an oversubscribed subject.

4.19. Where a subject is undersubscribed, the college reserves the right to withdraw the subject. In such cases, students will be offered advice on the availability of alternative subjects at the college.

4.20. All decisions are made at the discretion of the Senior Manager responsible for Admissions.

5. ADMISSION FOR CURRENT STUDENTS INTO THEIR NEXT OR FURTHER YEARS OF STUDY

5.1. Enrolment into the second year of study is dependent on the student meeting conditions for progression. These include:

    5.1.1.   passing the end of A1 year exams and assessments;

    5.1.2.   meeting normal college expectations, especially with regard to attendance;

    5.1.3.   passing any final support plans;

    5.1.4.   having two A Levels or equivalent to continue with and gain at the end of the Programme of Study;

    5.1.5.   having a full-time programme of study;

    5.1.6.   having no outstanding charges or unreturned resources.

5.2. All conditions are outlined to students as part of their first year tutorial programme. Parents and carers will be communicated with by the college over any high risks of, or concerns about not meeting these criteria.

Applications for Transfer to A2 Courses from Other Schools and Colleges

5.3. BHASVIC does not accept students transferring part way through a year or transferring from another institution into the second year of study.

5.4. For students wishing to continue with an A-level which they started at school, the college may occasionally be able to accommodate such requests. However, each Awarding Body has its own set of complex rules and regulations which must be satisfied. Prospective applicants should contact the Admissions Manager to discuss their individual situation.

Applications for student to restart a year or return for a third year of study

5.5. BHASVIC does not accept restarts for the first or second year and does not offer a third year of study unless there are severe and exceptional circumstances which have affected a student's progress. Requests must be made to the relevant Guidance Manager, in writing, by the student and should include documentary evidence of circumstances. The Assistant Principal, Student Services, will make a decision about the request and the student's Guidance Manager will liaise with the student regarding the outcome.

5.6. Where approval has been given, due to exceptional circumstances, for the restart of a year or study for a third year, evidence will need to be provided that the student is ready and well enough to commence studies. There may be cases where it is not in the educational interests of the student to restart or continue study at BHASVIC. 'Educational interests' includes everything to do with the student's educational development and needs but, centrally their likely success in their studies. The sole arbiters of 'educational interests' are the relevant college staff. In making judgements about educational interests, college staff will always be guided, but not determined in their judgement, by all other relevant parties' advice (for example, the student's assessment of their circumstances and what they would like, parent or carers views, medical evidence, statements of need, education, health and care plans, etc.).

6. COSTS ASSOCIATED WITH ADMISSION INTO THE COLLEGE

6.1. BHASVIC does not charge tuition fees for State Funded students. However, in line with other colleges, students are required to provide a refundable deposit and are charged for some other items such as trips, postage of examination certificates and certain materials. **Visual and Performing Arts and some Sport subjects have associated charges.**

6.2. Information about charges is available in the college prospectus or on the college website.

6.3. Students may be entitled to financial support, depending on their circumstances. Full details are available from the college's website. The Admissions Office can provide guidance and help to find the appropriate information.

7. INTERVIEWS

7.1. Once the college has compared the number of applicants with the number of places available, students will be invited for interview in line with policy outlined at section 4.

7.2. Interviews for all prospective students will be held at the college between mid-November and Easter. Prospective students should bring their most recent school report with them, which should include predicted grades, attendance and progress. At interview, subject choices will be discussed but please note that final subjects can only be confirmed at enrolment.

7.3. Where an interviewer has any concerns about an applicant's suitability to study at the college, an offer may not be made or an Action Plan may be set which the applicant is responsible for completing.

7.4. Students who disclose Special Educational Needs or a Disability will be seen by a member of the college's Study Support Department and their needs will begin to be assessed.

8. POST-OFFER PROCEDURES

8.1. If, **after receiving an offer** and confirming an acceptance of a place, a student wishes to change any of their provisional subjects, they should contact the Admissions Office as soon as possible.

8.2. All students who have accepted a place at the college are expected to attend the college's Moving On Day, which is usually held in late June or early July (once GCSE exams have finished). It is important that students attend as they will take part in lessons in their chosen subjects and start the enrolment procedures. Students who do not attend Moving On Day

and who do not contact the college about this will have their place withdrawn the day after Moving On Day.

8.3. When GCSE results are received, students will need to contact the college if they have not achieved the required grade for a particular subject or Programme of Study. As part of our Post-GCSE results advisory service, students may be required to come into the college for an early enrolment interview so that possible alternatives can be discussed. For students who do not meet the minimum entry standards to take up a place at BHASVIC, the college will provide guidance and signposting to find a suitable course elsewhere, if needed.

8.4. All students who have accepted a place at BHASVIC must attend an enrolment interview in late August or early September, at which the enrolment process will be completed. Late enrolments are not normally possible and places on subjects cannot be guaranteed to students who enrol after these days unless by prior arrangement.

8.5. At this enrolment interview, students must bring their official examination results slips in order to confirm their Programme of Study and chosen subjects. If not already paid via Parent Pay, students should also bring sufficient money (cash or cheque) to cover the costs of the refundable deposit (£50), postage fee for examination certificates (£10) and any other relevant charges, as outlined within the college's prospectus and website.

9. APPEALS

9.1. If you wish to appeal against a decision made by the college with respect to the admissions process, please contact the Admissions Manager. You will receive an acknowledgement of your appeal within five working days.

9.2. If you would still like to pursue your appeal having received a a response from the Admissions Manager, the Deputy Principal, who is responsible for college admissions, will investigate and respond within five working days.

9.3. A final appeal can be made to the Principal, whose decision is also final.

9.4. Appeals will only be accepted on the grounds that the college has not acted within its policy or procedures.

10. GLOSSARY

- **Mainstream applicant** – see section 2.1.1
- **19+ applicant** – see section 2.1.2
- **ESOL** – see section 2.1.3
- **Programme of Study** – the complete package of subjects and qualifications types, tutorial and additional courses a student studies at the College. Programmes of Study are full-time and normally involve for 3 A Levels or equivalent across two academic years. Each Programme of Study the college offers has entry requirements; please see the Admissions section of the College's website for this information.
- **Subject** – a single qualification and subject area (for example, A Level French or BTEC Double Award in Business Studies)
- **Entry Requirements** - Each Programme of Study and Subject the College offers has entry requirements; please see the Admissions section of the College's website for this information.
- **Full Time** – the College only offers full time Programmes of Study (see Programmes of Study in this glossary)
- **Application Deadline** – the first Friday in December.
- **Applicant Category** – criteria on which the college prioritises applicants' places at the College when oversubscribed. Criteria is based on postcode; type of school (ie whether the school has a sixth form or not); people moving into the area and care status. See section 4.
- **Priority Applicant** – applicants who applied by the College's Application Deadline.

- **EHC Plan** – Education, Health and Care Plan outlining a young person's particular needs. EHC Plans are organised by the Local Authority in which the young person lives.
- **Applicant Waiting List** – applicants who missed the Application Deadline or who did not accept their offer of a place within two weeks of receiving the offer letter.
- **Priority Waiting List** – applicants who applied by the deadline but who were not offered a place following the implementation of oversubscription procedures in section 4.
- **Subject Waiting List** – used for oversubscribed subjects (see section 4.16)
- **Guidance Manager** – a manager responsible for the overall pastoral needs of students, similar to the Head of Year/ Head of House roles in secondary schools.
- **Moving On Day** – An important event for all applicants to attend who have accepted a place at the College. Held at the end of June/ beginning of July of the summer term after GCSE exams and before September Enrolment of the first year of study at the College.

BRIGHTON HOVE & SUSSEX SIXTH FORM COLLEGE

Meeting of the Quality & Curriculum Committee

05 June 2017

AGENDA ITEM QC16/31 (b)

CHILD PROTECTION POLICY

EXECUTIVE SUMMARY (max 250 words)

BHASVIC has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of children and young people receiving education and training at the College. The Corporation is responsible for reviewing this policy on an annual basis.

The College's Child Protection Policy first and foremost is there to support the safety of students and other children and to help mitigate against, as far as possible, any form of child abuse.

There are a few changes and updates to the policy to reflect the fact that the Department for Education has published an updated version of the statutory guidance Keeping children safe in education which revises and replaces the 2015 guidance. This came into force on 5 September 2016.

The September additions cover sexting and children missing from education. Other changes highlighted the importance of regular safeguarding training and the need to keep up to date with the latest safeguarding knowledge and information, including staff understanding their role in early help. There was also an emphasis on strengthening the processes around online safety, responding to female genital mutilation (FGM) and the teaching of safeguarding issues, with wording changing from 'should consider' to 'should ensure' that all students receive instruction on safeguarding, particularly online safety and peer-on-peer abuse.

The appendix has been lengthened to update definitions and to include the listed guidelines around specific safeguarding issues of which staff should be aware. Reference to the new Social Media Policy and IT Strategy has been added.

IMPLICATIONS (for learners/staff/finance/E&D/legal/Safeguarding/health & safety etc.)

Without effective policy and procedures, staffing and staff training there is a higher risk that child abuse may go unnoticed, unreported and not be prevented or stopped. It is important to be aware that the scope of this policy is wider than immediate College members and that any evidence or disclosure of child abuse taking place anywhere and to anyone must be reported by the College.

LINK WITH COLLEGE STRATEGY:

College Mission: meeting the individual learning needs of students and supporting them to achieve and working in partnership with other organisations.

Strategic Aims: Provide the best environment we can for students and staff to learn and work in.

LINK WITH RISK REGISTER:

1.1 Failure to act within Articles and Instruments

2.1 Failure to respond to changes in Government policy and legislation

2.3 Serious reputational damage

3.4 Failure to provide adequate student support

ACTION REQUIRED (Decision/Discussions/Information)

Governors are invited to comment upon the suggested changes and asked to recommend these to corporation for approval.

Alison Cousens, Assistant Principal (Director of Student Services)

BHASVIC

CHILD PROTECTION POLICY

Last Updated: March 2016
Quality & Curriculum Committee: June 2017
Corporation Approval: July 2017
Review Date: Annual

<div align="center">**CHILD PROTECTION POLICY**</div>

1. Policy Statement

1.1. BHASVIC has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of children and young people receiving education and training at the College. This duty will be carried out through three key principles:

   1.1.1. The duty to safeguard our students is everyone's responsibility, including all staff, governors and students.

   1.1.2. Our students' welfare is paramount. The governing body will ensure that the College promotes the welfare of students and staff together with other agencies to ensure that adequate arrangements are in place to identify, assess and support those children who are suffering or likely to suffer harm.

   1.1.3. A student-centred approach will be employed for all child protection matters, where the student's feelings will be respected, their views will be listened to, requests will be treated with respect and we will support them by providing a confidential and stable professional who will provide advocacy, explanation and understanding.

1.2. BHASVIC is a community and all those directly connected, staff members, governors, parents, families and students, have an essential role to play in making it safe and secure.

1.3. This policy and the accompanying procedures have been developed in accordance with the following statutory guidance and local safeguarding procedures:

   - Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children
   - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
   - Pan-Sussex Child Protection and Safeguarding Procedures
   - The Children's Act 2004

2. Policy Scope

2.1. The College has a legal responsibility to protect all children (people under the age of 18) who study at the College. In addition, the College also has a legal duty to report incidents, disclosures or evidence which may indicate that a child not studying at the College is directly experiencing or is at risk of experiencing abuse (see Appendix 1 – Definitions of Abuse). This policy therefore covers all incidents, disclosures or evidence that any member of the College staff may become aware of.

2.2. The scope of this policy will cover all daytime students and any significant risks, incidents, disclosures or evidence of abuse will be assessed by a Designated Person to determine the right course of action. This means that a student who is over 18 should be responded to by members of staff in the same way as a student who is under 18.

2.3. This policy applies to all staff, governors and volunteers, including staff employed on a fixed term contract, but not normally those who are employed through an agency.

2.4. Legal Framework:
   2.4.1 Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children. This means that they should comply with it unless exceptional circumstances arise. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.
   2.4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to

cooperate with the local authority to improve the well-being of children in the local authority area. Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.

3. Policy Aims

3.1. The College is committed to:

    3.1.1. Providing a safe learning environment.

    3.1.2. Identifying children and young people who are suffering, or could suffer any form of abuse, and

    3.1.3. Taking reasonable steps to see that such children and young people are kept safe.

3.2. In pursuit of these aims, the Q&C Committee will receive an annual Safeguarding Report from the Designated Safeguarding Lead and will approve and annually review this policy with the aim of:

    3.2.1.1. Raising awareness of issues relating to the welfare of children and young people and the promotion of a safe environment for children and young people who are learning within the College.

    3.2.1.2. Understanding how those responsible for Child Protection in the College have responded to cases that have occurred, so as to ensure best practice and enable governors to gain insight into any changes that may be needed in policy and/or procedure.

    3.2.1.3. Aiding the reporting and dealing with allegations of abuse against any member of staff, including protecting staff from malicious allegations.

    3.2.1.4. The safe recruitment of staff.

3.3. The Child Protection Policy has been developed with the assistance of a representative of the Local Safeguarding Children Board and follows the outline recommended by the Association of Colleges. BHASVIC child protection procedures are congruent with the Brighton and Hove Local Safeguarding Children Board procedures and Department for Education statutory requirements[1].

3.4. Where evidence or concerns occur which indicate that a child or young person might be experiencing, or be at risk of experiencing significant harm, a Designated Person will contact the relevant local service in the area nearest to the child or young person's home address. Advice and actions will be followed according to the direction of the service to which the case has been referred.

3.5. All staff working with children and young people will receive regular training to familiarise them with child protection responsibilities and procedures as outlined in the College's Safeguarding Training Requirements document.

3.6. The Assistant Principal (Director of Student Services) has special strategic responsibility for child protection issues and is the College's Designated Safeguarding Lead for Child Protection. S/he will be assisted by the Guidance Manager (with lead responsibility for operational safeguarding), the other Guidance Managers and Student Services Manager. The strategic and operational safeguarding leads will receive statutory training every two years.

3.7. The Principal and Lead Governor for Safeguarding will receive statutory training every three years.

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[1] Keeping Children Safe in Education (DfE, September 2016) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf , and Working Together to Safeguard Children (DfE, March 2015) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf

4. Roles and Responsibilities

4.1.   The roles and responsibilities for all staff, students and for those with particular duties are laid out fully in the College's Safeguarding Policy.

4.2.   The key roles and responsibilities specifically in relation to Child Protection are:

4.2.1 The school's lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead.

4.2.2 There are 5 deputy Designated Safeguarding Leads, including the Guidance Manager with lead operational safeguarding responsibilities, to ensure there is appropriate cover for this role at all times.

4.3.   The case manager for dealing with allegations of abuse made against College staff members is the Principal. The case manager for dealing with allegations against the Principal is the chair of governors.

4.4.   The Principal will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

4.5.   The governing body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the College's ethos and reflected in College practice and should ensure that all staff read at least Part One of the Keeping Children Safe in Education (2016) guidance[2].

4.6.   The above persons should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of the Keeping Children Safe in Education guidance.

4.7.   In particular, all staff members, governors, volunteers and external providers should know how to recognise signs and symptoms of abuse, how to respond to disclosures of abuse and what to do if they are concerned about a child, as laid out in Part one[3].

5. Monitoring and Reporting

5.1.   This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

5.2.   The Designated Safeguarding Lead will ensure that staff members are made aware of any amendments to this policy and its procedures.

5.3.   Monitoring and reporting of Child Protection cases within the College is explained in the College's Safeguarding Policy.

6. Related Documents

- BHASVIC Safeguarding Training Requirements
- Bullying and Harassment (Students) Policy
- Children of Staff on the College Site Policy
- Complaints Policy & Procedures
- Disciplinary (Misconduct & Capability) Policy, Procedures and Guidelines
- Instrument and Articles of Government
- IT Strategy
- Keeping Children Safe in Education (DfE, September 2016)
- Safeguarding Policy
- Social Media Policy
- Staff Recruitment and Selection Policy and Procedures

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[2] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
[3] https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

- Staff Development Policy
- Whistleblowing Policy and Procedures
- Working Together to Safeguard Children (DfE, March 2015)

Appendix 1 -   Definitions Of Abuse and other specific safeguarding issues

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Types of abuse and neglect: Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:
- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g., domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying
- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of,
sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g., to take part in sexual activities or to post sexual images of themselves on the internet.

Further information on Child Sexual Exploitation
Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual

bullying including cyber bullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Specific safeguarding issues
Staff should have an awareness of safeguarding issues, some of which are listed below:
- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

Peer on peer abuse: All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed via GOV.UK and other government websites

Further information on Female Genital Mutilation (FGM)
Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Further information on Trafficking Child trafficking is a form of child abuse where children are recruited and moved to be exploited, forced to work or sold. Traffickers trick, force or persuade children to leave their homes and then move them to another location. Trafficked children are often controlled with violence and threats and may be kept captive, resulting in long lasting and devastating effects on their mental and physical health. It is not easy to identify trafficked children, but you may notice unusual behaviour or events that just don't add up. Both boys and girls are victims of trafficking. Trafficked children may be from the UK or have been moved from another country. Poverty, war or discrimination can put children more at risk of trafficking. Traffickers may promise children education or respectable work, or persuade parents that their child can have a better future in another place. It can be very difficult to identify a child who has been trafficked, as they are deliberately hidden and isolated. They may be scared, or they may not realise that they are a victim or are being abused.

While there may not be any obvious signs of distress or harm, a trafficked child is at risk and may experience physical abuse, emotional abuse and/or neglect.

Further information on Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. To reduce the risk from terrorism we need not only to stop terrorist attacks but also to prevent people becoming terrorists. This is one objective of the Prevent Duty, part of CONTEST, the Government's strategy for countering international terrorism. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The aim of *Prevent* is to stop people becoming or supporting terrorists, by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working in key sectors and institutions. Work to safeguard children and adults, providing early intervention to protect and divert people away from being drawn into terrorist activity, is at the heart of the *Prevent* strategy. Supporting vulnerable individuals requires clear frameworks – including guidance on how to identify vulnerability and assess risk, where to seek support and measures to ensure that we do not ever confuse prevention and early intervention with law enforcement. Channel is a key element of the *Prevent* strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs. The Government has launched a website http://educateagainsthate.com/ to support educators in discharging their Prevent Duty.

BRIGHTON HOVE & SUSSEX SIXTH FORM COLLEGE

STUDENT CHARGES SCHEDULE

EXECUTIVE SUMMARY (max 250 words)

Following a hiatus of several years, procedures for reviewing and approving student charges have been re-established by the Curriculum Management Team (CQT). The following Student Charges Schedule outlines the charges made to students, which have not changed for more than two years. All charges made follow strict guidelines, as prescribed in the Education and Skills Funding Agency (ESFA) "Funding Guidelines for 16-19 Study Programmes".

In January 2017, an Internal Audit was carried out by Mazars on Core Financial Systems – Student Monies. In the report findings it was recommended that the college should ensure that student fees and charges are formally approved by SMT and Corporation on an annual basis. The charges below have been approved by SMT on 6th April 2017.

IMPLICATIONS (for learners/staff/finance/E&D/legal/Safeguarding/health & safety etc.)

Inappropriate course charges may be set by the College.

LINK WITH COLLEGE STRATEGY:

Control - To be an efficient, fair and intelligently managed organisation that achieves value for money and functions on a sound business basis with robust financial management.

LINK WITH RISK REGISTER:

2.1: Failure to respond to changes in or breaches of Government policy and legislation including funding agreements leads to potential libel or financial penalties

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ACTION REQUIRED (Decision/Discussions/Information)

Q&C committee members are asked to recommend to Corporation approval of the charges schedule and that an annual review of the student charges is scheduled into relevant agendas.

James Moncrieff

Deputy Principal

BHASVIC

Student Fees and Charges Schedule 2017-18

This schedule applies to all students who are studying day-time courses at the College.
This schedule does not apply to students who are taking evening courses at the College.

Category Of Student	Annual Tuition Fees (see note 1)	Returnable Deposit (see note 2)	Postage Charge for Qualifications Certificates (see note 3)	Assessment & Exam Charges	Course Charges (see note 4)	Low Attendance Charge (see note 5)
Full or part-time UK/EEA 16 – 18	Nil	£50 See note 3	£10	No but see notes 7, 8, 9 & 10	Yes	Yes
Full or part-time UK/EEA adults (19+)	Yes	See note 3	£10	Yes see note 6	Yes	Yes
Asylum seekers and Refugees 16 – 18 and 19+	Nil	No	No	No	No	No
International (non UK/EEA)	Yes	£50	£10	Yes See note 6	Yes	No

Notes:

1. Annual tuition fees, where applicable, are payable in full, at the start of the academic year.

2. Students (except those on an evening language course or an English & IT (EIT) or full Level 1 programme) are required to pay a returnable deposit of £50. This must be paid at or before September Enrolment. It will be returned after the student has completed their studies at the College and leaves, providing that all outstanding fees and charges have been paid and all books and other items loaned by the College are returned in good condition.

3. This postage charge covers the cost of a sturdy envelope and postage by recorded delivery of all qualification certificates gained by the student whilst studying at the College. This charge must be paid at first enrolment. There is no option to opt out of this charge.

4. Some subjects carry a charge to the student for consumables, equipment or where a large number of visits to concerts and other performances are made. More information can be found in the Student Charges Policy. The charge is made at the start of each course, whether it is a two-year or one-year. There is no option to opt out of course charges if the student wishes to study the subject at the College. Course charges comply with ESFA regulations, as outlined in the 16-19 Funding Guidelines. Charges are as follows:

Courses	Charge £	Length (years)
Fine Art A level	180	2
Graphics A level	180	2
Photography A level	180	2
Textiles A level	180	2
Dance A level	100	2
Drama & Theatre Studies A level	100	2
Performing Arts BTEC	100	2
Graphics AS level (Y2 students)	90	1
Digital Art Portfolio	35	1
Graphics Portfolio	35	1
Life Drawing Portfolio	35	1
Painting Portfolio	35	1
Photography Portfolio	35	1
Photography for Beginners Portfolio	35	1
Textiles Portfolio	35	1
Cycle Coaching	28	1

5. Normally, students whose attendance falls below 90% and there is no justifiable reason for this (such as difficult personal circumstances) by the time examination or assessment entries are made, towards the end of the course, will be required to pay a £50 contribution towards the cost of assessment (see College Attendance Policy).

6. Adult students are required to pay for their examination entries and must do so before an entry is made.

7. All students who re-take an examination must pay the full cost before an entry is made, unless this is a GCSE Maths or English retake and they are studying the GCSE at the College.

8. Any student who is withdrawn from an examination may have to pay a 'late withdrawal' charge.

9. All students who request an examination remark/or recheck must pay the appropriate charge before an application is made.

10. Examination charges are only refundable in exceptional cases.

11. Any fees or charges that are not paid by the relevant deadline may result in the student not being entered for assessment or examinations with examination boards and/or the withholding of assessments made by the College. If a student is in debt to the College, this may be reflected in references given to employers/ educational establishments.

Related Documents:

- Student College Contract

- Educational Visits Policy and Procedures

- ESFA Funding Guidance for 16-19 Study Programmes (section 16 g - funding conditions in respect of charges to students)

- Examination and Assessment Policy

- Student Attendance Policy

- Student Financial Support Policy

- Student Charges Policy

- 16-19 Bursary Fund Guideline

- 19+ Discretionary Learner Support Fund Guidelines

How to pay

Please visit the Parents and Carers' page of our website to find information about making payments and for contact details for any questions that may arise:

https://www.bhasvic.ac.uk/parents-and-carers/payments-donations/

Financial Support

Financial support may be available to students who are experiencing levels of financial hardship which are a barrier to them accessing or participating in education. Further information is available from Student Services and the College's website.

The 16-19 Bursary is aimed at providing the most vulnerable young people with a specific level of support. The College will be able to use its discretion to award monies from the Bursary Fund in ways that best fit the needs and circumstances of individual students. This could include providing help with travel, books or other course-related costs.

The College will look to target support to those young people facing the greatest financial barriers to participation e.g., to a student's family who received free school meals, are on a means tested benefit and fall into a priority group. Application forms are available from the Student Services Centre.

BHASVIC

CHANGING LIVES THROUGH LEARNING

Annual Report
2015-2016

A year of success and change

Students and staff at BHASVIC celebrated another outstanding set of results in August 2016 with an A level pass rate of 99.1%. The number of A*-B grades achieved at A level was 62.7% - a fantastic achievement considering that BHASVIC is a non-selective institution. BHASVIC provides the 9th largest cohort for A level entry of any institution nationally with nearly 3,000 A level exams taken in Summer 2016. Results for vocational qualifications are equally (if not more) impressive. These courses achieved a 100% pass rate, with a phenomenal 88.2% at Distinction or above.

These results cement BHASVIC's position as one of the best sixth-form providers in the country and provided a fitting end to retiring Principal Chris Thomson's 18 years in charge at BHASVIC. Chris leaves the College with an outstanding reputation, excellent finances and first class results. During his time in charge, the College grew considerably, with the number of students studying here more than doubling. To help accommodate this growth, the Copper Building came into full use in 2015-16. This £5.4m new building, comprising café and social space, study support and classrooms, helps to provide first class accommodation to match our outstanding results.

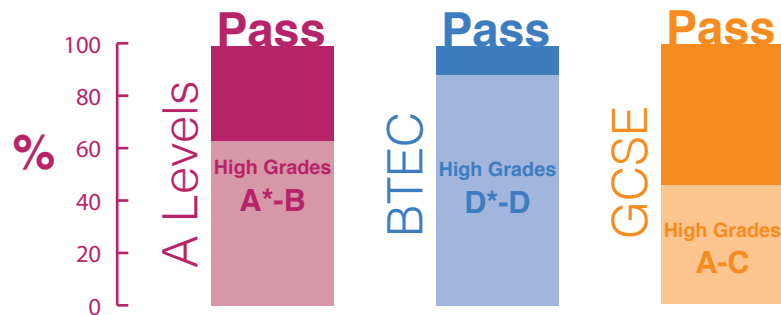It is clear that there is a learning culture at BHASVIC that is responsible for securing such successful outcomes, much of which is underpinned by the hard work and dedication of our teaching and support staff, overseen by the Senior Management Team and well supported by our Governing body. Indeed, the Area Based Review of post-16 education in Sussex endorsed BHASVIC's strong position recommending our continuing independence. As BHASVIC looks to the next era we aim to be a contemporary creative learning community that really does change lives through learning.

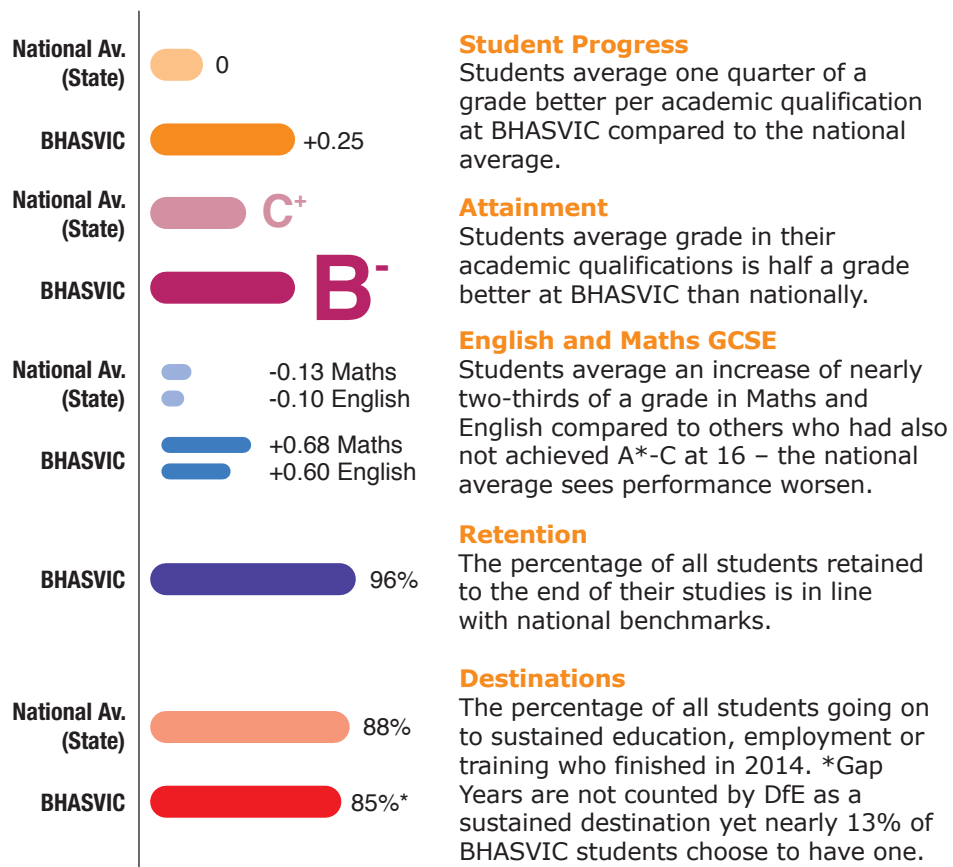**Peter Freeman** (Chair of Governors)

William Baldwin (Principal)

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1

Student Success: Exam Results 2016

In August 2016 we celebrated an outstanding set of results which are significantly above national average.

Pass — A Levels — High Grades **A*-B**

Pass — BTEC — High Grades **D*-D**

Pass — GCSE — High Grades **A-C**

Headline Performance Measures
Provided by the Department for Education.

National Av. (State)	0
BHASVIC	+0.25
National Av. (State)	C+
BHASVIC	B-
National Av. (State)	-0.13 Maths / -0.10 English
BHASVIC	+0.68 Maths / +0.60 English
BHASVIC	96%
National Av. (State)	88%
BHASVIC	85%*

Student Progress
Students average one quarter of a grade better per academic qualification at BHASVIC compared to the national average.

Attainment
Students average grade in their academic qualifications is half a grade better at BHASVIC than nationally.

English and Maths GCSE
Students average an increase of nearly two-thirds of a grade in Maths and English compared to others who had also not achieved A*-C at 16 – the national average sees performance worsen.

Retention
The percentage of all students retained to the end of their studies is in line with national benchmarks.

Destinations
The percentage of all students going on to sustained education, employment or training who finished in 2014. *Gap Years are not counted by DfE as a sustained destination yet nearly 13% of BHASVIC students choose to have one.

Where does this place BHASVIC nationally?

A Student Progress score of +0.25 (i.e. students achieve one quarter of a grade better than predicted in each subject on the basis of their GCSE outcomes) means that for A level outcomes we are:

- 145th out of all 3,244 state providers (Top 5%)
- 54th out of all 3,244 state providers with entry over 100 students

- 3rd best provider nationally with entry over 1000 students

BHASVIC is the only college to feature in the top 5 colleges nationally for both actual results (attainment) and 'value added' (student progress) meaning that we get excellent outcomes for all our students whatever their starting point.
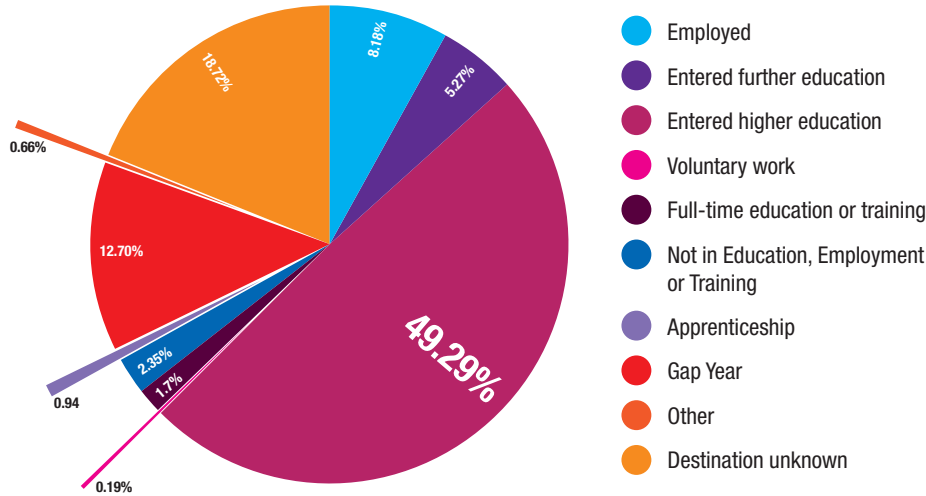
Student Guidance

The Guidance, Student Services and Tutorial provision at **BHASVIC** is highly innovative and student centred with most areas at the cutting edge of developments in pastoral provision for Sixth Form Colleges. Outcomes for students provided by these services are outstanding and students make excellent progression onto university, including highly competitive courses, specialist further education, employment and apprenticeships. 893 UCAS applications were processed in 2015 - 16 with 37 students taking up places at either Oxford or Cambridge, making BHASVIC the highest state provider to Cambridge University. Data shows that 87.1% of BHASVIC students gain a place on their preferred university course compared to a national rate of 74.1%. Applications to employment and apprenticeships are also increasing, supported by our specialist tutorial pathways option.

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Student Destinations 2016

Destinations of all A2 students who completed in 2016

- 8.18%
- 5.27%
- 18.72%
- 0.66%
- 12.70%
- 2.35%
- 1.7%
- 0.94
- 0.19%
- 49.29%

Legend:
- Employed
- Entered further education
- Entered higher education
- Voluntary work
- Full-time education or training
- Not in Education, Employment or Training
- Apprenticeship
- Gap Year
- Other
- Destination unknown

This data is accurate as of March 2017. 'Destination unknown' will reduce over time.
For 2015 leavers 'Destination Unknown' was reduced to 2.89%

Pathway tutorial options

BHASVIC has been developing a highly tailored tutorial programme for second year groups which is differentiated according to the stated destination and the student's preferred pathway. Thus students seeking employment or an apprenticeship, medical careers, a place at Oxbridge, a university place or a visual arts pathway are offered a specific programme during their second year which directly supports their application route, and which places them in a peer group led by a specialist A2 tutor.

Parents, carers, employer networks and partner HE and FE institutions have welcomed our approach,

which has also allowed more targeted information, advice and guidance; for example in our Specialist HE Information Evenings for parents and carers or our employer/apprenticeship visits programme for the Employability tutor groups.

It is worth noting that our preparation for independent study through tutorial pathways suggests students are being equipped to succeed beyond their study at **BHASVIC**. The latest HESA (Higher Education Statistics Agency) data demonstrates outstanding final degree outcomes, when compared with national averages.

Degree Classification obtained by students at UK universities in the 2015/16 academic year

	Provider	First	Upper Second	First class and upper second class honours	Lower Second	Third	Unclassified[1]
All UK HEIs	**BHASVIC**	31.07%	56.40%	87.47%	9.14%	0.78%	2.61%
	Sixth Form College	23.68%	52.44%	76.12%	18.39%	2.89%	2.61%
	State	23.24%	50.38%	73.62%	18.65%	3.09%	4.65%
	Independent	22.81%	56.71%	79.52%	11.63%	1.37%	7.48%

We are particularly proud of the support offered to students who do not come from backgrounds which have a tradition of University education: in 15-16 there were 443 first year students who qualified as "first generation scholars" within HE Widening Participation schemes, and approximately half

of our first year intake qualified for other supportive bursaries or application support. Their success rates at University are outstanding – 91.84% go on to achieve first and upper second class honours (against an average of 69.5% in the state sector).

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Curriculum Developments: Teaching, Learning and Assessment

The first wave of A level subjects moved across to a linear framework in 2015-16 comprising of new specifications, subject content and assessments. Instead of completing an AS level at the end of year one as has previously been the case, the full A level is now assessed at the end of the second year. All A levels will become linear by September 2017. As a result, teachers needed to ensure that they were well acquainted with new specification content and modes of assessment that require students to re-visit content in exams that may have been taught in their first term at BHASVIC.

Whilst recognising that introducing new specifications is a lot of work for teachers, it has also provided a great opportunity to refresh our approaches and look at innovative ways of delivering courses to ensure students are fully prepared for final exams. In particular, departments have been experimenting with 'spiralling' techniques where content is re-visited and built upon at regular intervals throughout the course. We have also embedded 'flipped learning' into more departments where students introduce themselves to a topic outside of the classroom before the teacher builds on this inside the classroom

maximising the use of their time and expertise in front of students. Increasingly this has been done using video technology and department YouTube channels. Indeed, such is the commitment at BHASVIC to experimentation, reflection and innovation that a new initiative this year saw the introduction of a teaching and learning project as part of the Professional Development and Review process for teaching staff.

With the removal of AS exams in some subjects our Curriculum and Quality team needed to ensure that there was a robust assessment process at the end of the first year and thus we saw the introduction of Progression Exams in these areas. Much work was done to ensure that the standard of these exams, the pass rate and grade profile matched that of cohorts who had previously sat the AS level and to ensure that progression to the second year and grade predictions for final outcomes were fair and transparent.

BHASVIC has a 'Bitesize' INSET programme which allows training, development and sharing to occur across our teaching staff and beyond. We were especially pleased to welcome Marcelo Staricoff (Head of Balfour Primary) to one session to outline his philosophy of 'The

Joy of Not Knowing'. There is much that we can learn from cross-phase work with partners in the primary and secondary sector particularly as we navigate the impact of curriculum reforms.
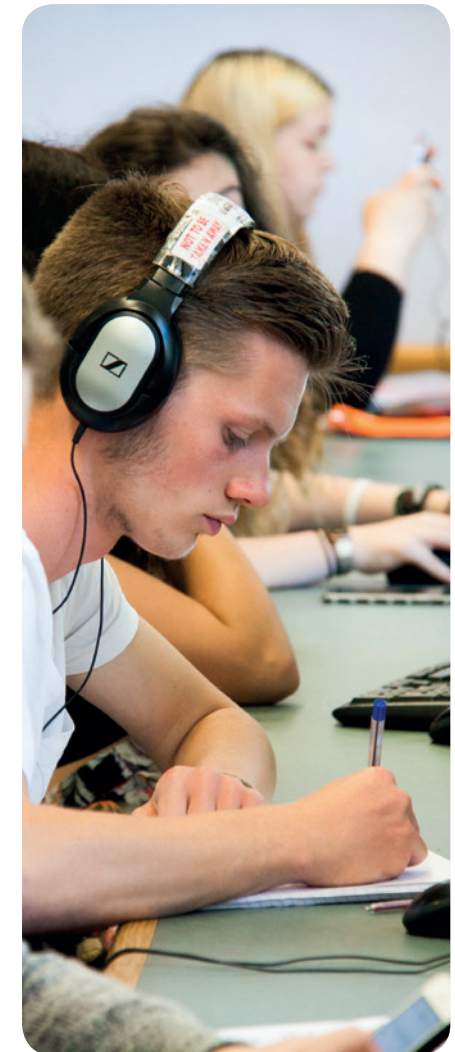
Enrichment

Students got involved in a wide range of social and extra-curricular activities during 2015-16. Whether it was to play sport, go on a trip, take part in a production, join a club or society or engage in personal challenges here is a glimpse of what went on:

Sport: Success was celebrated at the annual Sports Presentation Evening held in May. Stand out achievements for 2016 included:

The Rugby team completed the double winning both the local league and cup; The Netball team came 2nd in the league and won the Sussex Netball tournament and Women's Basketball had a great year becoming champions for the 2nd consecutive year in the local league competing at the highest level in the South East League.

Our boy's football first team finished in 4th position and aimed to improve upon this position in the following season with a number of Sussex representative players starting BHASVIC in September 2016. The girl's football team finished champions of the Sussex Division for the 2nd year running, reached the quarter final of the National Cup and finished 2nd in the AOC South East Division playing against the likes of Chelsea, Reading and Charlton.

BHASVIC student Archie Davis was commended for his achievements as a middle distance athlete - On 7th September 2015 Archie represented England at the Commonwealth Youth Games in Samoa and was 4th in the 1500m, behind two world class Kenyans and an Australian – he narrowly missed out on a bronze medal by 4/100ths of a second.

Music: The annual Christmas concert featured a mix of festive, contemporary and classical music with mince pies and mulled wine adding to the ambience. The audience were treated to a standard of performance that would not have been out of place at the South Bank with our talented students showcasing their well-

honed skills in a professional manner. Exam recitals were also performed to an audience of parents and staff during March 2016 and reflected a diverse range of performers, instruments and music.

Media and Performing Arts

presented 'Twelve Angry Jurors' in January 2016. Set in a Jury room, during one hot afternoon in New York, 1957, a jury decides the fate of a young man accused of killing his father. But what appeared to be an open and shut case soon becomes a huge dilemma as prejudices and preconceived ideas about the accused, the trial and each other turn the tables every which way. The acting talents of our students ensured that audience members were pulled into the palpable tension of the case up to and until the nail-biting climax.

The annual **Creative Arts Festival** in June included:

BHASVICTORs – A celebration of moving image produced by students from Communications and Culture, Media and Film Studies,

InMotion – Drama and Dance students evening contemporary dance event.

The Beards – Celebrating the best written work of the year by students in the English department.

Visual Arts Exhibition – a gallery of student work of Art, Photography, Textiles and Graphic Design.

Café Culture – is the Music department's summer evening event of live music to chill and relax to.

As ever, there were regular visits from high profile speakers during the year. Britain's first ever Shadow Mental Health Minister Luciana Berger visited BHASVIC in April 2016 to talk to students about mental health issues concerning young people. Lord Ahmad Parliamentary Under Secretary of State spoke about democracy to Politics students in October 2015.

Trips & Visits

A great number of trips were organised by departments at BHASVIC last year:

Visual Arts – Barcelona in July
Film & Media – Budapest in July
Archaeology & Classical Civilisation – Naples in July
Chemistry – Stemfest plus Sussex University Lab visits
Creative Media Production BTEC - London Museum of Brands in February
Dance - Akram Khan Dance Company ran a workshop for BHASVIC students in November
Drama & Theatre – 'Things I know to be True' at Chichester Festival Theatre, 'King Lear' at Barbican Theatre and 'Blood Brothers'.
Economics – Spring revision in Portsmouth
Psychology & Sociology – Berlin in July
Philosophy – Athens in April
Geography – Croatia in July, New York in September.

Student Union

BHASVIC's Student Union raised £750 during academic year 15 - 16 for their two nominated charities: Children of Calais and Mind. The SU organised a Christmas show and an end of term BBQ which saw a Leavers event on the field with photo booth, inflatable fun sumo challenge and bungee jump. It was a fantastic way to end the year and students really enjoyed the occasion, despite the weather!
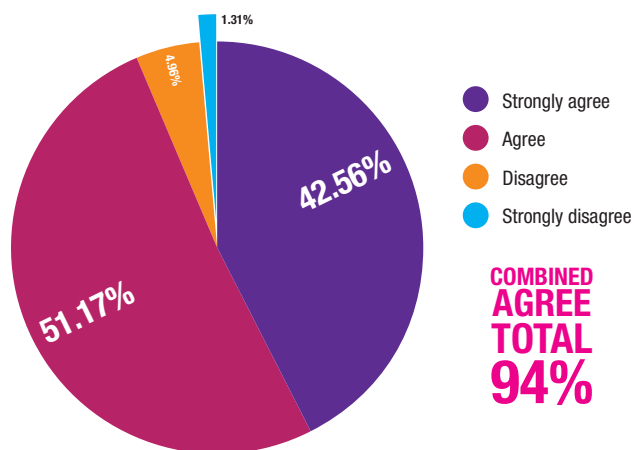
Green Status

BHASVIC was awarded Green Flag Status in 2016 from the Eco Schools family, which is a huge achievement, especially as we are the first sixth form college to do so. Green Flag started with Keep Britain Tidy and has evolved into a significant environmental commitment for institutions.

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Satisfaction survey results

Students – Year 2 Leavers

Overall, I have been satisfied with my experience at BHASVIC.

1.31%
4.96%
42.56%
51.17%

- ● Strongly agree
- ● Agree
- ● Disagree
- ● Strongly disagree

COMBINED
AGREE
TOTAL
94%

93.7% of Year 2 students leaving BHASVIC strongly agree / agree that they are satisfied with their BHASVIC experience.
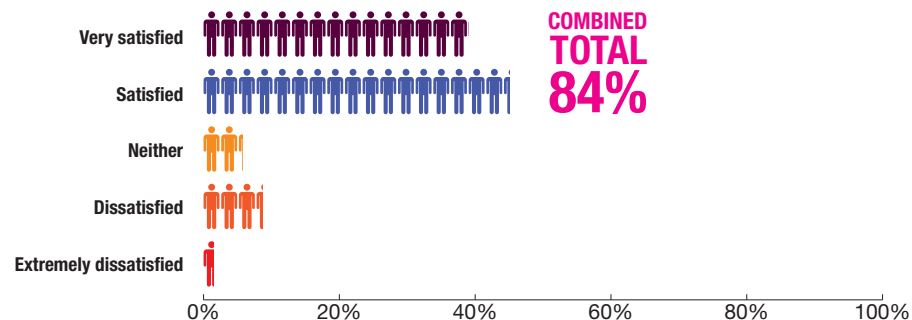
Students – Year 1

Overall, I have been satisfied with my experience at BHASVIC.

0.66%
4.45%
29.21
65.68%

- ● Strongly agree
- ● Agree
- ● Disagree
- ● Strongly disagree

COMBINED
AGREE
TOTAL
95%
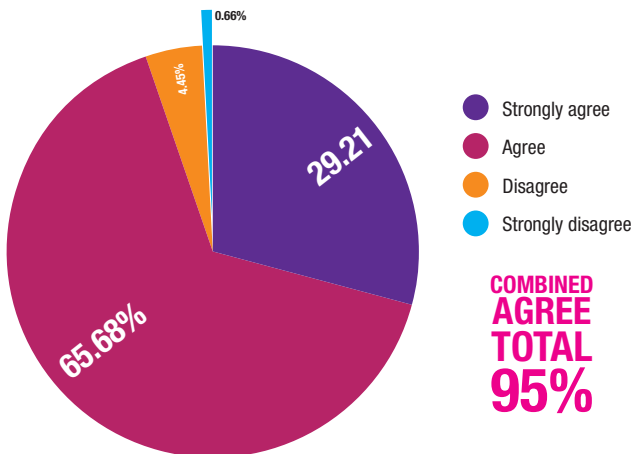
94.8% of Year 1 students at BHASVIC strongly agree / agree that they are satisfied with their experience at BHASVIC.

Parents

How satisfied are you with your son or daughter's experience of teaching and learning at BHASVIC?

	Very satisfied
	Satisfied
	Neither
	Dissatisfied
	Extremely dissatisfied

0%   20%   40%   60%   80%   100%

COMBINED
TOTAL
84%

84% of parents strongly agree / agree that they are satisfied with their son / daughters learning experience of BHASVIC.

Staff

I would recommend BHASVIC as a good place to work.

	Strongly agree
	Agree
	Disagree
	Strongly disagree
	No view point / not sure

0%   20%   40%   60%   80%   100%

COMBINED
TOTAL
94%
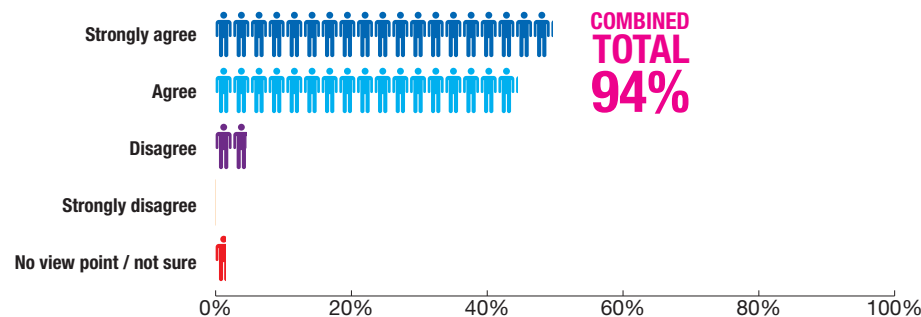
94% of staff would strongly agree / agree recommend BHASVIC as a good place to work.

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Accounts

BRIGHTON HOVE AND SUSSEX SIXTH FORM COLLEGE
Statement of Comprehensive Income and Balance Sheet

	£000's	2016 £000's		£000's	2015 £000's
STATEMENT OF INCOME					
INCOME					
Funding body grants		10,765			10,566
Tuition fees and education contracts		3			3
Other income		760			783
Investment income		0			5
Total income		**11,528**			**11,357**
EXPENDITURE					
Staff costs	7,793			7,441	
Other operating expenses	2,361			2,450	
Depreciation	736			768	
Interest and other finance costs	208			173	
Total expenditure		**11,098**			**10,832**
Surplus/(deficit) before other gains and losses		430			525
Change in market value of investments		8			7
Surplus before tax		438			532
Taxation		0			0
Surplus for the year		**438**			**532**
Actuarial loss in respect of pension schemes		(502)			(267)
Total comprehensive income for the year		**-64**			**265**
Balance sheet at 31 July					
Fixed Assets					
Tangible assets		12,121			12,770
Current Assets					
Stocks		11			9
Debtors		280			64
Investments		1,126			116
Cash at bank and in hand		2,926			3,228
Total current assets		**4,343**			**3,417**
Less: Creditors falling due within one year		(1,810)			(1,812)
Net current assets		**2,533**			**1,605**
Total assets less current liabilities		**14,654**			**14,375**
Less: Creditors falling due after more than one year		(7,599)			(8,044)
Defined benefit obligations		(3,643)			(2,855)
Total net assets		**3,412**			**3,476**
Unrestricted reserves					
Income and Expenditure account		1,095			1,083
Revaluation reserve		2,317			2,393
Total reserves		**3,412**			**3,476**

Brighton Hove and Sussex Sixth Form College (BHASVIC) is an incorporated, independent Corporation (Governing Body), formally constituted under the Further and Higher Education Act 1992. It has exempt charitable status and operates within Instrument and Articles of Association which set down its powers, membership, roles and responsibilities.

Most of the College's provision is funded by the Education and Skills Funding Agency (ESFA), and the Instrument and Articles are supplemented by various rules including the ESFA's Funding Agreement and the Audit Code of Practice, as well as law relating to employment, equality and diversity, health and safety.

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Corporation Membership 2015-16

Name	Profession	Committee
Lucy Aditi	Teacher	Quality & Curriculum
William Baldwin	Principal	Finance & General Purposes; Human Resources; Quality & Curriculum; Search; Premises Group
Stephen Berry	Project Coordinator	Quality & Curriculum
Michael Bewlock	Accountant	Audit
Sarah Bovill	Auditor	Audit
Alison Cousens	Teacher	Quality & Curriculum
Jo Davis	Accountant	Finance & General Purposes
Kerry Doyle	Principal Lecturer in Education	Quality & Curriculum
Gabby Fitzsimmons	Student	Quality & Curriculum
Peter Freeman	Retired - Civil Servant	Finance & General Purposes; Governance; Human Resources; Quality & Curriculum; Remuneration; Search & Premises Group. Chair of Corporation
Lindi Galloway	Retired - Teacher	Governance; Chair of Quality & Curriculum
Elliot Gulliver-Needham	Student	Quality & Curriculum
Neil Jones	Teacher	Human Resources
Howard Kidd	Retired - Accountant	Governance; Chair of Finance & General Purposes; Remuneration; Search; Premises Group
Chris Newson	Chairman and CEO 'The Student Room'	Finance & General Purposes
Lynn O'Meara	Senior Student Life Advisor at Sussex University	Quality & Curriculum
Neil Perry	H.R Generalist	Governance; Chair of Human Resources; Remuneration
Sandra Prail	Independent Consultant	Audit; Human Resources
Anthony Rogers	Teacher	Finance & General Purposes
Sam Smith	HR Director	Human Resources
Sue Smith	Science Technician	Audit; Human Resources
Tom Wolfenden	Project Manager	Chair of Audit; Governance

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CHANGING LIVES THROUGH LEARNING

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Annual Self-Assessment Report on the Role and Effectiveness of the College's Committees

Membership

1. Is the number of Committee members appropriate?

2. Does the Committee have the right balance of skills and expertise to enable it to function properly?

3. Do Committee members have any group training needs to assist them in their work on the Committee?

Operation of the Committee

4. Is the information provided to the Committee sufficiently detailed to facilitate decisions and monitor progress?

5. Are the key issues and discussions arising from Committee meetings the subject of sufficient detail when reported to the Corporation?

6. Are the number of Committee meetings appropriate to deal with the amount of business?

7. Are there any ways to improve the manner in which the Committee conducts its business?

Terms of Reference

8. Is the Committee satisfied that it has carried out its duties as required by the Terms of Reference and effectively monitored issues? (Copy TOR attached).

9. Are the Committee's terms of reference appropriate?

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TERMS OF REFERENCE
QUALITY AND CURRICULUM COMMITTEE

CONSTITUTION
The Committee is a Committee reporting to the Corporation.

MEMBERSHIP
Members will be Members of the Corporation or those who are not Members of the Corporation but who are co-opted by the Corporation and will include: The Principal, a parent governor, a student governor and two other governors.

In addition the Committee will co-opt one member of staff who is not a member of the Corporation. The Chair will be a member of the Corporation other than the Principal, a parent, student or staff member.

The Chairman of the Committee will be selected by the Corporation.

QUORUM
The quorum is three members of whom two must be governors who are not members of staff (including the Principal) or a student.

ATTENDANCE
The Vice Principal and the Assistant Principal (Director of Student Services) will normally attend meetings, together with the Clerk to the Corporation. Others may attend at the invitation of the Chairman.

PURPOSE

1) Approve and monitor the College's Quality Assurance Policy and Procedures,
2) Monitor and provide advice to management on changes in the curriculum,wider student provision and safeguarding at a strategic level,
3) Review the results of the quality assurance processes,
4) Monitor and review performance indicators including achievement and retention statistics,
5) Monitor implementation of action plans falling within its terms of reference,
6) Advise the Corporation on matters within the terms of reference.
7) To consider and advise on the appropriateness of the processes used by the College (including the Corporation) in producing its annual self-assessment report.

FREQUENCY
Meetings will normally be held once a term in advance of a Corporation meeting.

AUTHORITY
The Committee has specific authority as delegated by the Corporation from time to time.

REPORTING
The Clerk will be the Clerk to the Corporation. Formal minutes will be taken of all meetings and will be presented to the next meeting of the Corporation. Minutes will be approved and signed at the next meeting of the Committee.

Corporation Approved: July 2016
Review: Annual

BRIGHTON HOVE & SUSSEX SIXTH FORM COLLEGE

RISK ASSURANCE

EXECUTIVE SUMMARY

It has been agreed with the Audit Committee that some level of assurance should be sought from the respective Corporation Committees which have responsibility for some of the key risks listed in the Risk Assurance Map. These risks are those scoring 6 or 9 on our Risk Register as reviewed by SMT in May 2017. The reporting on controls to mitigate the risks are detailed in the attached report and the Committee is asked to consider whether they feel that the controls are adequate and that they do in fact provide the relevant assurance. The Committee will note that there were no Key or Academic risks scoring 6 or 9.

The previous risk scoring 6 or 9 has since been mitigated by not all controls are reported on and may wish to consider whether they would like some further information on these controls.

There were no ri

IMPLICATIONS (for learners/staff/finance/E&D/legal/Safeguarding/health & safety etc.)

To ensure all significant risks are considered and appropriate mitigating actions taken.

LINK WITH COLLEGE STRATEGY (specify aim/objective/priority) AND RISK REGISTER

Direct links to Key and Academic related risks scoring 6 or 9 on the risk register

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ACTION REQUIRED (Decision/Discussions/Information)

The Committee is asked to confirm the adequacy of the assurance given and report back to the Audit Committee accordingly.

James Moncrieff
Deputy Principal

Risk Management Register – Q&C Committee

All of the risks that are assigned to the Q&C Committee are detailed below.

The Risk Management Register gives a snapshot of the College's risk exposure. Within it the following column headings appear:

Likelihood: the probability of a risk becoming a reality.
1 = low, 2 = medium, 3 = high

Impact: this is an estimate of the impact – financial and/or reputational and /or quality etc. - that there would be on the College if a risk became a reality. The scoring system is the same as 'likelihood' (above).

See Note 1 below for further definition of levels of Likelihood and Impact.

Score: this is the product of the numbers in the two preceding columns

The score of each risk is reviewed each term, reflected by T1, T2 and T3

Controls: these are the controls which the College believes should be in place and functioning effectively in order to manage the risk against which they appear

Explanation/Note/
Mitigation: this column provides comment on risks that are 6 or 9

Note 1: Definition of levels of Likelihood and Impact

Level	Likelihood	Impact
1	The character of the College is such that I would feel really surprised if this risk materialised.	If this happened, I expect it would cause some one, or team, in the College extra work and that some alteration of procedures or intervention in working practices might follow.
2	Either because there is enough beyond the College's control here or else because there are enough higher priorities, I would not be too surprised if this risk materialised.	If this happened, it would probably cause a major review of College policy and procedures and/or disciplinary action to be undertaken. It would be significant enough for me to expect SMT and CMT would be informed.
3	Given the lack of control the College has over this and/or the character of the College and/or because of recent examples of this happening, I think it's likely this risk could materialise.	If this happened, there would be enough impact on the Mission and/or the character of the College to make me expect that it would be reported to the Governors who would require action to be taken.

Key Risks – (ALL SMT, Attention of ALL Committees)						
6+	RISK	T1	T2	T3	CONTROLS	EXPLANATION/NOTE/ MITIGATION/ACTION
KR1	Failure to achieve planned student numbers results in uncertain financial viability – see 3.2, 4.2	2 / 3	2 / 3	1 / 3	Admissions policy; extensive planning and tracking of applicant trends and use of longitudinal conversion rates; waiting list of non-priority applicants to make up numbers	Restriction of 'Category 7' applicants caused some issues in 2015-16 creating shortfall of students. Strategy for Sept 17 needed. Review Policy entirely for Sept 2018.
KR3	Failure to maintain or improve teaching quality leading to a decline in results and reputation thus recruitment and financial viability – see 1.4, 2.5, 3.3	1 / 3	1 / 3	1 / 3	SARAP process; EQR; INSET; Development Plan; Q & C Committee; PDRs	

3. Academic (JAM, AMC, Q&C Committee)						
	RISK	T1	T2	T3	CONTROLS	EXPLANATION/NOTE/ MITIGATION/ACTION
3.1	Failure to provide courses which embed Government policy results in obsolete qualifications	1 / 3	1 / 3	1 / 3	Close liaison with EFA, awarding bodies; JCQ; SMT and CQT.	
3.2	Failure to achieve planned student numbers, leading to loss of EFA funding which is the most significant financial income for the College	2 / 3	2 / 3	1 / 3	Admissions policy; extensive planning and tracking of applicant trends and use of longitudinal conversion rates; waiting list of non-priority applicants to make up numbers	We need roughly 50% of our 'Category 7' applicants to hit target. Delicate balance to achieve. Review Policy for Sept 2018.

3.3	Failure to maintain/improve teaching quality, leading to a decline in results, reputation and admissions	1 / 3	1 / 3	1 / 3	Q&C; SMT; CQT; SARAPS; College Development Plan; Quality Handbook	
3.4	Failure to provide adequate student support including SEND and Equality entitlements leads to a reduction in results, loss of reputation and legal breach	2 / 2	2 / 2	2 / 2	Guidance and support systems; Qualified SEND assessors; E&D Policy; Q&C	Increasing capacity and qualifications within team