

**Contents**

Page 1	Self-Assessment Report 2021-22 - Contents
Page 2	Summary Facts about BHASVIC
Page 3	Headline Performance Charts
Page 4	Summary of Key Strengths and Areas for Development:
Page 4	- Quality of Education
Page 5	- Behaviour and Attitudes
Page 6	- Personal Development
Page 7	- Leadership and Management
Page 8	Headline Exam Results for 2022
Page 8	- Exam Results Key Performance Indicators (KPIs)
Page 9	- Qualification-level Gaps by Student groups
Page 10	- Students with an Education, Health and Care Plan – Outcomes and Gaps
Page 11	- GCSE Maths and English Retake Courses
Page 12-15	- Value-Added for Level 3 Courses
Page 16-17	- Retention
Page 18	- Retention Disadvantage Gap
Page 19	- High Grades at Level 3 – comparison between 2019-2022
Page 20-24	Surveys 2021-2022 Outcomes – students, staff and parents/carers
Page 25	Student Destinations – 2021 Leavers
Page 26	- Data Charts
Page 27	- Destinations for students with Education, Health and Care Plans
Page 28-29	Safeguarding and Student Wellbeing Headline Data Trends
Page 30	Appendix 1: BHASVIC Departmental Self-Assessment Reports and Action Plans
Page 31	Appendix 2: Glossary of terms
Page 32-42	Appendix 3: Exam Results by Course – KPIs Tables/Trends/Benchmarks

Summary Facts about BHASVIC

KEY FACTS ABOUT THE COLLEGE 2022-23

- We remain a designated Sixth Form College.
- The number of funded 16-19 students was 3,406 – a growth of 18 students on 21-22.
- Our main Study Programme consists of three, two-year A levels with tutorial and a portfolio course (including EPQ) and remains both very popular and very successful for our students' results and destinations.
- We had the 6th largest A level cohort in the country.
- Students come from over 65 different schools with 50% coming from within the city of Brighton and Hove.
- There are 15 subject departments for 16-19 education organised into three faculties.
- Student's guided learning hours increased by 40hrs from 21-22 with all students doing 580+ glh. This additionality focused on starting with confidence, essential studies, personal development workshops and skills week activities (including work experience).
- College income was circa. £17m.
- The College was inspected by Ofsted in December 2022 and was judged 'Outstanding' in all areas
- We are a member of the Brighton and Hove Secondary Partnership Group, Accord Group of Brighton and Hove Colleges, the S7 Sixth Form College Consortium, FE Sussex, SFCA and AoC.
- We have spent c£16 million on two new buildings since 2015-16 and have plans for a third significant new build to replace our portacabins and complete our estates masterplan.

SUMMARY OF SELF-ASSESSMENT

- All quality processes reflect the Ofsted EIF framework criteria.
- All department subject areas produce self-assessment reports and action plans (SARAPS) based on clear procedures.
- Each cross-college area and governance produce a SARAP.
- These SARAPs are all discussed and validated by senior staff, a governor and an external observer. The College self-assessment report (SAR) is a distillation of these reports plus evidence from other sources.
- The College Development Plan is an action plan for each academic year, based on evidence gathered during the SARAP process and is structured in alignment with the new Ofsted EIF.
- The College SAR and Development Plan are considered and endorsed by the college Senior Leadership Team and the Corporation and its committees.
- The College Development Plan is reviewed three times in the self-assessment year by Senior Managers and Governors.

EVIDENCE BASE

- College SARAPs (16 curricula, 18 cross-college, 1 governance), including progress updates
- The College Strategic Plan 2021-25
- A number of key college strategies, with action plans
- Raw results data
- DfE national School Performance Tables
- Achievement & Value-Added data produced by DfE, ALPS and SFCA's Six Dimensions
- National Benchmark data on Goldmine and from Six Dimensions
- Progress Central (curriculum data dashboard)
- Internal and External audit reports and External Verification reports
- Previous years' Risk Registers
- Internal Student Satisfaction Surveys
- Subject satisfaction surveys
- Staff satisfaction surveys
- Parent satisfaction survey
- Subject IQR and EQR reports
- Staff Professional Development and Review records
- Various college teams' minutes of meetings

Mission: To transform lives through learning. **Vision:** To be a contemporary creative learning community
OUR STRATEGIC AIMS 2021 – 2025:

Contemporary – To be a modern college prioritising Sustainability and Climate Change; Digital Transformation; The Learner Journey from Applicant to Alumni; First-class Accommodation and Resources

Creative – To encourage creative, innovative and reflective approaches to our Curriculum Intent; Culture; Leadership & Governance; Income Generation

Learning – To achieve outstanding levels of performance based on Curriculum Implementation; Support and Guidance; Impact and Outcomes

Community – Where every individual feels part of a community and where we play an active role in our own community, focusing on Wellbeing; Equality, Diversity and Inclusion; Students as leaders and citizens; Partnerships & Stakeholder engagement

SELF-ASSESSED GRADES (Ofsted grades in brackets)

Overall effectiveness: 1 (1)

Quality of Education: 1 (1)

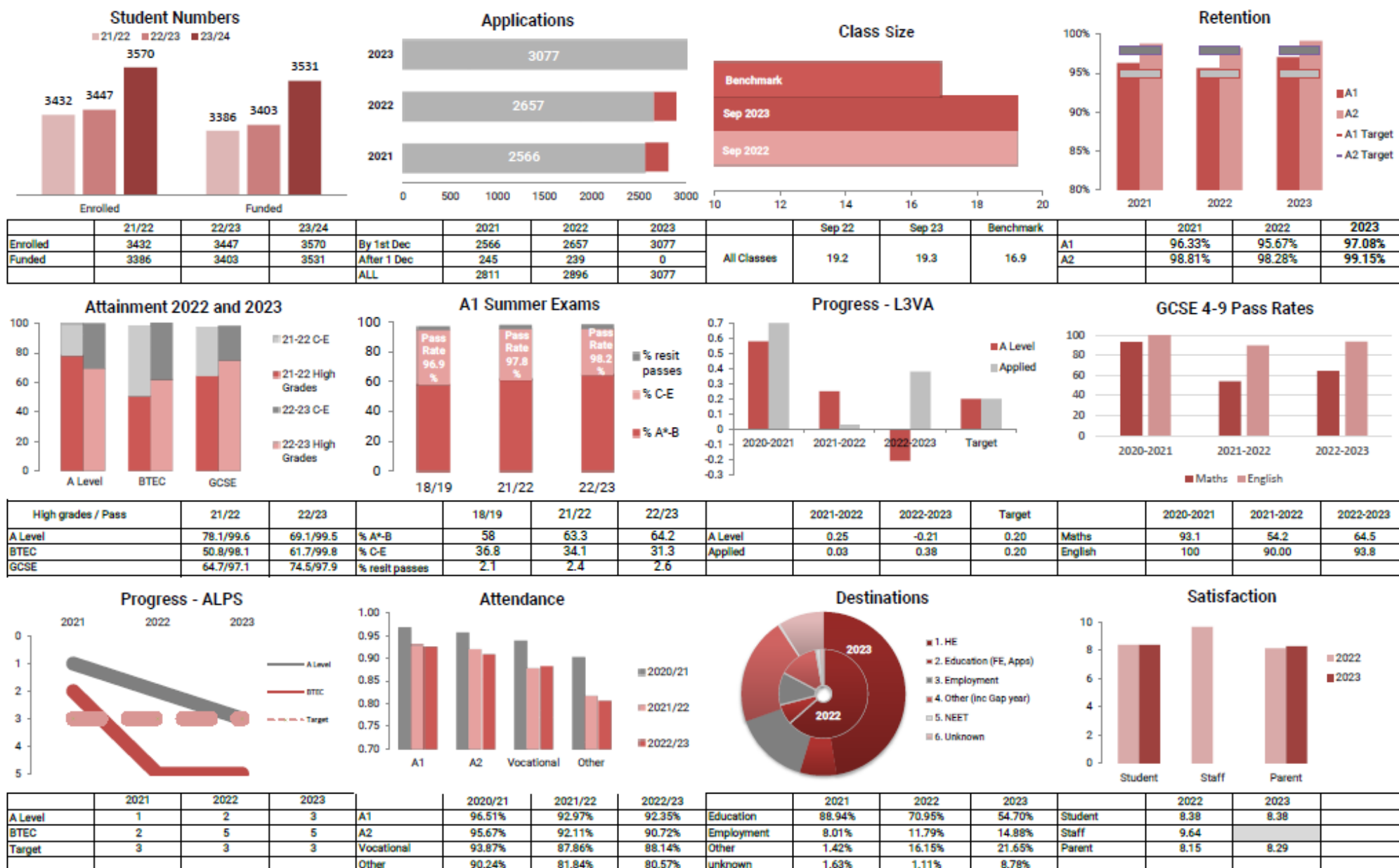
Behaviour and Attitude: 1 (1)

Personal Development: 1 (1)

Leadership and management: 1 (1)

Governance: 1 (1)

Headline Performance Charts (as at 01/12/23)



Quality of Education

Teaching and Learning Development: We have evolved a voluntary, opt-in strand to teacher development at BHASVIC, on the basis that you cannot force people to develop. This approach is embodied by two initiatives. Firstly, our approach to lesson observation is now to encourage all teaching and tutoring staff to observe other practitioners as much as they want to during the year. This is formally arranged through inter-departmental observation weeks, and a whole-college 'Open Classroom Week'. Staff observe each other's practice in order to compare and learn, not to judge. Secondly, the college's formal Professional Development Review process, wherein each member of staff meets with their line-manager on an annual basis to review their performance and agree developmental targets for the following year, now contains a second research-based option. Staff who choose this option, can concentrate all their development for the year into one research-informed project, which will then become the subject of a Bitesize INSET session for all to attend in the summer term. We continue to offer traditional routes for Staff Development, in which staff are required to attend internally provided training to ensure that we are always compliant with, or aware of, contemporary education law, as well national or locally based initiatives. We also continue to fund staff to attend externally provided training courses. The most successful of these are run through the S7 Consortium of South-East Sixth-Form colleges, which ensures that all materials and examples are entirely relevant to our educational context. S7 also run biannual Teaching, and Support Staff one-day Conferences, which are very popular with both sets of staff at college.

Post-Covid catch-up: The college received a second year of national funding to support students with their academic progress via the ESFA's 'Tuition Fund'. BHASVIC used this additional funding to augment an already existing innovation of academic mentoring for students with low prior attainment who are from an economically disadvantaged background, supporting approximately 120 students. The outcomes for these students who received the support has been higher in all key performance indicators, compared to those who qualified and did not access the support. The outcomes are also higher for students in receipt of this support than those who had similar prior attainment but who did not come from a low-income background. The use of this funding for this provision has been a success and the provision will continue in its current format for the third and final year of the Tuition Fund additional funding.

Additional Funded Guided Learning Hours: The most significant curriculum development at BHASVIC for the academic year 2022-23 has been the augmentation of our Study Programme, following the ESFA's increased funding, taking a full-time Study Programme to 580 GLH. We implemented a series of additional learning opportunities for all students across the college with this additional funding. Our Curriculum Intent led us on two main pathways – the first being the broad and holistic personal and skills development for our sixth formers; the second being an opportunity to add depth to our core qualifications via a series of Essential Studies.

The Skills and Personal Development activities have taken the form of a series of highly successful, well-received and well-attended workshops on safety, relationships, EDI and wellbeing. These workshops expressed the cornerstone of the BHASVIC experience right at the start of the year for both year groups of students, and they continued at key points throughout the year. The Skills Development activities have taken a wide range of formats, augmenting our tutorial programme with a series of learning activities, research and CEIAG culminating in a week-long Skills Week in July where 1105 16-17-year-olds took a work experience placement which represents all sectors of employment (Charity, Marketing, Finance, Health & Care and Legal being in the top 5). A total of 29,671 hrs of work placements occurred that week and over 700 employers were delighted with our students - their initiative, maturity and professionalism. In addition, many other students took part in The Duke of Edinburgh Award, overseas studies and on-campus careers development activities including virtual work experience and Carbon Literacy learning. Students self-evaluated their employability skills development (based on the Skills Builder Framework), with Listening, Staying Positive and Aiming High reported as the most used and developed. Nine out of ten students felt the experience broadened their awareness of the world of work.

On our ESOL courses, which provide a core curriculum of English, Maths, ICT and Business Studies for refugees and asylum seekers who are learning to speak English, we have been able to augment the Study Programme with Careers Education and an enriching course learning digital photography, to help them develop their language skills in a broader context, gain creative, communication and IT skills within a creative sector and to enhance their self-esteem.

On-course Essential Studies activity provided by curriculum teams and delivered through the teaching of the A Level and BTEC courses we run represented innovative and creative learning activities, examples of which include additional fieldwork research by Visual Arts students; Practical experimentation skills development and reflection

within our Science A Levels; Speaking Practice and Linguistics in Modern Foreign Languages and work placement reflective practice in Health and Social Care. When funding has been paired-back, what can be provided and delivered in our qualifications for over a decade, BHASVIC has welcomed and embraced the opportunity to create and deliver more learning to our students via this additional funded GLH.

Exams and Destinations: We are delighted that 2023 outcomes at BHASVIC are comparable to those of pre-pandemic years, which place BHASVIC in the top 1% of providers and where high grades account for just under 70% of all results (16% above national average). The A Level pass rate of 99.5% is identical to pre-pandemic years, with a record 13.2% of grades at A* (4.6% above national average) with just under 40% at A*-A (12.7% above national average). BTEC results also match pre-pandemic outcomes with over 60% of results including a Distinction or Distinction Star (10% up on the previous year). These courses have an important place in our curriculum and the college is campaigning for the government to reverse their decision to defund them in 2024-25. Of the 1,502 UCAS applications from BHASVIC, 72.3% have been placed in their first choice with more securing an insurance place. Of those placed, 42 students have been successful in gaining a place at Oxford or Cambridge.

BTEC Controlled Assignments: The delivery of BTEC computer-based controlled assignments, delivered in exam conditions but over several hours/days, continue to be incredibly difficult to deliver and cause disruption to learners across the college. The logistical and resource demands of these assessments are unreasonable and are affecting the normal delivery of lessons, so we continue to lobby our representative bodies (SFCA and AoC) and the relevant Awarding Organisations requesting a review and reform of these assessments.

Curriculum: our two new A level courses at BHASVIC – History of Art and Religious Studies – saw their second year of results (and the first year of results within a national context of ‘normal’ results post-pandemic). Religious Studies gained 100% pass rate with High Grades at an exceptional 86% which is 43% above the national average. Similarly, in History of Art 100% of students passed with High Grades at a remarkable exceptional 91% which is 27% above the national average.

16-19 Qualifications Review: We are monitoring the development of a range of new courses which Awarding Organisations are proposing in response to the DfE’s review of post 16 qualifications. In particular, we are interested in the new BTEC in Sustainability, which would be an excellent addition to our curriculum offer.

College Information System: The college’s new information portal, called CEDAR, has been installed and is now in use. All stakeholders are delighted with it. There are some adjustments that have been made to our existing systems to retro-fit them to the new platform. This platform (which was developed by the Sixth Form College sector) makes reporting and communication of student progress much more accessible for all stakeholders.

Class sizes: the decision to increase the maximum class size from 22 to 24, staggered over two years, was understood by staff. The Sciences and Visual Arts departments were most impacted, on a practical level, and the Heads of Department and Technician Teams Managers were solution-focused in identifying and making adaptations to accommodate larger classes. Their professionalism is commended. SLT and CQT continue to work on supporting a reduction in teacher workload to compensate this increase, which places us around the sector average for class sizes.

Teacher Recruitment: We have been able to recruit to all vacant teaching posts, with strong appointments made, and have also seen an overall reduction in the volume of teachers retiring/leaving. Recruitment pools are still considerably smaller than those we had a few years ago and recruiting sufficient tutors in-year remains a challenge..

Strategic Plan: Curriculum teams have embraced their part in helping BHASVIC move forward in its key strategic priorities (namely sustainability, EDI, digital and skills. In addition, the development of teaching and learning practice has bounced back with renewed impetus (we had one of the best ever Bitesize days this summer) and departments are returning with confidence to a widening of the enrichment offer their students can access.

Emerging Future Issues:

- **Student Numbers:** We seek to increase classroom capacity by creating more modular classrooms, instead of adapting out timetable and study programme. Although this is overall a far less risky strategy, it greatly impacts on some areas of the curriculum (sport, especially) and leads to a busier and more crowded college overall with potentially higher workload volumes for staff. These issues need to be monitored and resolved as best as possible.
- **DfE Review of post-16 education:** The DfE continue to press ahead with the defunding timeline as it stands. Opposition have committed to retaining Applied generals. CQT will develop two timelines to prepare for either eventuality, or a hybrid of the two. Although we do not want to see the deletion of our vocational

course offers, there *are* some very interesting and entirely new courses being proposed by Exam Boards due to the reforms that could serve our Curriculum Intent very well.

- **Educational Developments:** Two important projects are in train this year which explore the future of teaching and learning – one is on artificial intelligence and its uses (and abuses) – it has incredible potential but also poses a threat. The Deputy Principal and Assistant Principal are involved in an S7 Working Party of education leaders to work together to harness the potential and resolve the risks. A second FE Sussex project, funded by the DfE, will provide BHASVIC with a Virtual and Augmented reality immersive classroom toolkit (for free), which will enable us to explore this area’s potential for cross-college collaboration and future ways of teaching and learning.

Behaviour and Attitudes

Attendance: rates remained down on pre-pandemic levels and about 3% below SFCA averages (92.8% - all years). The train strikes had a significant impact given that half the BHASVIC cohort travel from outside the city, and other S7 colleges have reported similar challenges with attendance. We have initiated a Sustainable Study position statement to manage expectations around remote working and the Guidance Management team are using attendance data to monitor and target interventions with specified cohorts. This remains an action point for 23-24 Development Plan and is reflected in the ‘recognition and rewards’ project, led by Head of Guidance to incentivise better attendance.

Student Behaviour Policy and College Contract: underwent significant redraft in 2023, to reflect new digital systems and staffing structures (eg. Community Officer, Student Support, Experience & Guidance) and to better support communication on behaviour management. Support Plans migrated to CEDAR during summer 2023.

Behaviour: There was an average score of 8.1/10 for the statement: “relationships between students are good,” and 8.3/10 for the statement: “staff and students treat each other with respect”. There was a 1-point increase (on previous two years) to the statement: “I have felt well-supported to overcome any difficulties I have faced” (7.1) .

We have already completed our first ID checks in tutor time, with more systematised follow-ups via CEDAR threads. This will need ongoing review to assess impact versus workload implications for tutors and Centre Operations: a face-recognition technological solution for site security is being investigated and would be very welcome.

Tutorial Programme: SharePoint migration of tutorial materials was successfully completed in summer term and Tutors are now getting to grips with the systems of storage and communication which replicate other curriculum teams and makes navigation more streamlined for students.

Emerging Future Issues:

- Mental Health strategy (including policy for suicidal students) is currently being worked on by Student Support team.
- We are also agreeing a position statement on mandatory parent/carers contacts for all students, with an opt-out only available in exceptional circumstances and with suitable alternative agreed with Guidance Manager/Student Support team.
- We continue to work with Action Your Potential to plan holistic wellbeing support workshops for students, parents & carers. Initial feedback from this September suggests we may need to plan for different content for A2s to ensure there is fresh induction material for A2 students, in particular.

Personal Development

Transition Day: The Guidance team piloted a well-received transition day for incoming A1s from non-traditional settings in August which we will expand as part of our CTP support.

Careers Education: In end of year surveys, students felt well supported for their next steps (see also 18 above) and 75% of A1s/78% of A2s felt well prepared for the world of work and employability.

We hosted a Careers Leader Network celebration event in July, led on the Teacher/Employer Encounters project with Gatwick airport and delivered Skills training to all Departments, developing our profile in the local careers & skills networks. We're leading on an LSIF leadership & management project with local employers.

Having set up the Employers' webpage and link employers, we now need to develop and embed a formalised Employer Engagement strategy for 23-24.

Skills Week: was a resounding success, with 1526 students completing an average of 26.8 hours of work experience. Links were made with 698 new employers, 641 of whom said they would be happy to offer a WEX placement in future years. We will be launching Skills Week 2024 for the new A1 cohort in November, looking to build on last year's success. We have just appointed a new events & enrichment manager as maternity cover, and we will need to support an effective hand-over before Christmas. Citizens UK ran a student-led WEX bootcamp during Skills Week, which is now informing our Tutorial Programme redesign for this term – focusing on workers' rights in the workplace for young people. All tutors will attend an INSET session in Reading Week, led by Citizens UK, on running this unit of work.

UCAS: New UCAS references have been launched with Personal Tutors with a focus on contextual info but we are still straddling two MIS systems, before full migration to CEDAR next year. We will take the opportunity to review all our approaches to UCAS in a working group during Spring 2024 and this will be reflected in the Student Experience SARAP.

Guidance and support: Our oversight of student support needs has never been better, leading to more demand on services and teams. Responses to the statement: "I know how to report a concern at college and access help with student support and welfare, if needed." are notably significantly higher in surveys this year: (7.3/10 compared to 6.2/10 in previous years).

Medical Needs: Oversight of student medical needs has passed to a member of the Student Support team, who is now full-time & full year to manage the additional responsibility. We are working with the School Nurse team at local authority to get advice and guidance on drafting role, policy and procedures; but once again, funding for this provision ends at secondary level, despite the school nurse team advertising its support to 18.

ESOL/Colleges of Sanctuary: Support for ESOL is a particular focus to ensure College of Sanctuary work continues to be supported across the college community.

Widening Participation: 938 students are eligible for WP but we need to encourage better engagement in provision and track their uptake of the free support as part of our Closing the Gap work– this is a key focus for the careers team in 23-24.

Alumni: We still want to develop our alumni provision and this is likely to be linked with employer engagement strategy – something the new maternity cover will hopefully be able to pick up from January 2024.

Leadership and Management

Budget: The 23-24 budget has been eased by the July announcement to increase funding by 2.5% to help us meet a 6.5% pay claim and by the confirmation that in-year growth students that exceed 100 will be funded. As we have grown by 125 students this funding for c25 students will equate to an additional c£125k.

Due to the additional funding announced from the DfE we have paused our consultation on creating additional staff efficiencies and have opted to add an additional modular of 8 classrooms on the multi-use games area instead of adding an additional block to the timetable to deal with anticipated growth next year.

For the first time the DfE provided a cost-of-living uplift to colleges as well as schools/16-19 academies. This is significant and feeds into our discussions around Academisation and the operating environment.

Student Enrolment: targets have been met and pressures on growth and unfunded students have been offset by increasing class sizes.

Accommodation: A planning application has been submitted for a new building to replace the modulars – this should help funding bids.

IT Infrastructure: Our ongoing work on improving Cybersecurity continues and we have addressed many of the issues raised in the Audit report. A further audit has been commissioned for November 2023

Our Bring Your Own Device policy, ensuring students have a laptop for study, is now in place (with bursary support available) and we expect all students to be bringing a device as part of their daily working and classroom experience. This has been a point of discussion in a number of SARAPs.

Tutorial Quality assurance observations were completed in Spring 2023. Development points for 1:1s, use of data and group delivery fed into tutor team meetings and individual PDR conversations. This remains a priority for 23-24, including strengthening leadership & management skills of Guidance Managers to support this development of Tutors.

Student Services: Roles and responsibilities of Futures Co-ordinators continue to develop, one year into post, to ensure clarity and consistency. Each Co-ordinator has been asked to complete mini-SARAP to review tutorial pathway provision and impact. The Guidance team have individual development plans for their specialisms, which include specific areas within student Personal Development: Designated Teacher, Children in Care/Previously in Care, ESOL, EDI, Wellbeing, Transitions, Young Carers, Tutorial Quality, HE, FE, Study Abroad – all these areas have action points which will be represented in Student Guidance, Student Experience & Student Support SARAPs.

Student Information through Admissions: The Head of Student Support has worked closely with Communications Manager to refine admissions process and identify student support needs early. These are now identified by 'flags' on CEDAR.

Emerging Future Issues:

- **College Status:** We continue to discuss the long-term consequences of remaining a stand-alone, single site Sixth form college. SLT focused on this at a strategy day in June and the Board discussed it at a strategy meeting in the Autumn term with a view to keep options open and explore possibilities.
- **Curriculum Offer:** The government seem resolute in defunding BTECs, Labour have said they will pause this if elected so we are working to two timelines here. The 'Advanced British Standard' is unlikely to lead to anything unless the Conservatives stay in power. Our job is to try to convince Labour to take the best parts of it (more funding, more hours, more equality) and build that in to their thinking.

Qualification Headline Outcomes 2019-2023

Exam Results Summer 2023: Please see most recent and historic final results by qualification and subject on the college's website by hovering over "The College" in the top, black navigation menu and selecting "[Reports](#)" from the context menu which appears. There is an accordion choice on this page titled "Exam Results". Hopefully by the time of the committee meeting that has been published.

BHASVIC vs Benchmarks	2019				2020 (CAGs)				2021 (TAGs)				2022				2023			
	Retention	Pass	High	VA	Retention	Pass	High	VA	Retention	Pass	High	VA	Retention	Pass	High	VA	Retention	Pass	High	VA
A Level	98	99.7	71.9	0.48	98.5	99.9	76.6	0.5	98.8	99.9	80.7	0.58	89.7	99.6	78.1	0.31	89.3	99.6	78.1	0.33
6D Benchmark*	n/a	97.5	51.1	0	94.5	99.1	65.4	n/a	94.5	99.7	69.8	n/a	87.9	98.4	62.2	0	86.2	97.6	50.7	0
GAP	n/a	2.2	20.8	0.5	4	0.8	11.2	n/a	4.3	0.2	10.9	n/a	1.81	1.2	15.9	0.31	3.1	2	27.4	0.33
AS Level	85.1	94.5	67.5	n/a	91.3	100	78.1	1.26	91.3	100	87.5	1.31	81	100	72.3	n/a	90.4	97.3	70.7	n/a
6D Benchmark*	n/a	86.3	37.4	n/a	94.3	96.9	49.4	n/a	94.5	95.2	49.4	n/a	n/a	89.8	44	n/a	n/a	n/a	n/a	n/a
GAP	n/a	8.2	30.1	n/a	-3	3.1	28.7	n/a	-3.2	4.8	38.1	n/a	n/a	10.2	28.3	n/a	n/a	n/a	n/a	n/a
VTQ	76.4	99.1	61.7	0.32	85.7	100	52.8	0.1	88.4	100	76.6	0.78	85.8	99.3	70.9	0.1	82.7	100	75.7	1.2
6D Benchmark*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.6	98.1	53.6	0
GAP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.1	1.9	22.1	1.2
GCSE Retakes	91.7	95.5	78.8	n/a	95.9	100	90.9	n/a	96.9	100	94.4	n/a	89.5	100	64.7	n/a	100	97.9	74.5	n/a
England	n/a	n/a	32	n/a	93.7	n/a	41	n/a	93.1	n/a	38.5	n/a	n/a	94.8	23.7	n/a	n/a	95.5	20.5	n/a
GAP	n/a	na/	46.8	n/a	2.2	n/a	49.9	n/a	3.8	n/a	55.9	n/a	n/a	5.2	41	n/a	n/a	2.4	54	n/a

A/AS Levels and Vocation and Technical Qualifications (VTQs)

We are delighted that 2023 outcomes at BHASVIC are comparable to those of pre-pandemic years, which place BHASVIC in the top 1% of providers and where high grades account for just under 70% of all results (16% above national average). The A Level pass rate of 99.5% is identical to pre-pandemic years, with a record 13.2% of grades at A* (4.6% above national average) with just under 40% at A*-A (12.7% above national average). BTEC results also match pre-pandemic outcomes with over 60% of results including a Distinction or Distinction Star (10% up on the previous year). These courses have an important place in our curriculum and the college is campaigning for the government to reverse their decision to defund them in 2024-25. In one simple summary, our results are above national average in all four KPIs (green cells in 2023).

GCSE Maths and English Retakes (All figures are a percentage of the cohort who sat the exam and gained a Standard Pass of Grade 4 and above)

GCSE Standard Pass Rates (Grade 4+)	BHASVIC 2019	England 2019	BHASVIC/England Diff. 2019	BHASVIC 2023	England 2023	BHASVIC/England Diff. 2023	BHASVIC/England 2019 & 2023 Direction
English	90.9	30.3	+60.6	93.8	25.9	+67.9	+7.3
Maths	58.5	21.2	+37.3	64.5	16.4	+48.1	+10.8

The results are fantastic and continue to show BHASVIC performing significantly higher than the national average for England's post-16 GCSE retakes. We would expect this, of course, because England benchmarks come from all post-16 learners, many of whom will generally have lower prior attainment than our students studying Level 3 courses with us. However, the scale of the difference does point to continued excellence in our provision for these students.

For GCSE resit students, there was again an increase in top grades relative to 2019 but a small drop in Grade 4s, for the lowest pass rate since the condition of funding was first introduced, including in the sixth form college sector. This is not necessarily surprising, in that standards were tougher than last year, while these resit students also had inflated GCSE grades from 2021 and 2022, and so the resit cohort included far fewer 'borderline' students who would have been close to achieving a 4 in a normal year.

The Pandemic: When considering the college's exam results, it is important to take into consideration the disruption to exams at both GCSE and Advanced Level between 2020 and 2025. The following table illustrates the impact of cancellation of exams and other adjustments made national grade boundaries in Summer 2022 and Summer 2023.

The Grade Awarding Context since the Pandemic	
2019	Standard exams and grade profiles.
2020	Centre Assessed Grades (CAGs) which were much more generous.
2021	Teacher Assessed Grades (TAGs) which were the most generous of all.
2022	Exams with grades that were halfway between 2019's standard and 2021's generosity.
2023	Exams with grade profiles at 2019 standard.

Incoming Student GCSE Grades		Outgoing Student Level 3 Exams		Impact on Value-Added at Level 3
2017	Normal Exams	2019	Normal Exams	None
2018	Normal Exams	2020	Inflated CAGs	Positive skew
2019	Normal Exams	2021	Most Inflated TAGs	Most positive skew
2020	Inflated CAGs	2022	Half-Inflated Exams	Negative skew
2021	Most Inflated TAGs	2023	Normal Exams	Most negative skew
2022	Half-Inflated Exams	2024	Normal Exams	Negative skew
2023	Normal Exams	2025	Normal Exams	None

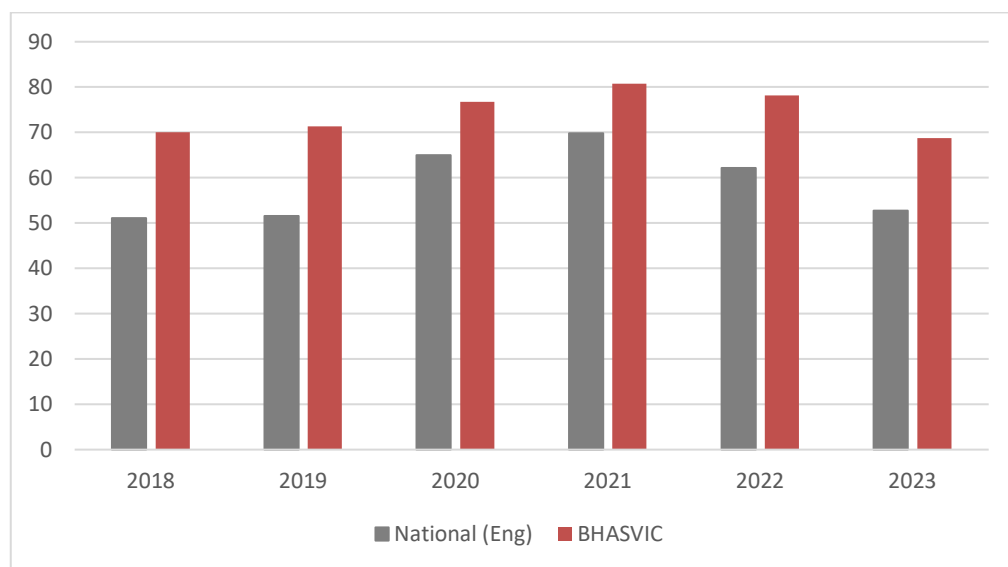
These tables compare the outcomes for specific BHASVIC groups of students with the outcomes for BHASVIC students who do not sit within that group. For example, 14.57% fewer BHASVIC students from low income backgrounds gained an A Level grade than those BHASVIC students who were not from low income backgrounds in 2023; the average attendance at A Level was 2.16% lower for BHASVIC students with Additional Learning Support (ALS) than it was for BHASVIC students who did not require Additional Learning Support in the year 2023-23, and so-on.

A Levels	Student Group	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Thresholds
Achievement % (starters who got a grade)	ALS	-1.8	-2.16	-4.47	-7.52	-5.68	-3.46	Red is above -10
	Low Income	-6.85	-8.32	-10.42	-14.74	-10.15	-14.57	Amber is between -9.99 and -5
	Ethnicity	-5.47	0.09	-0.53	-4.77	-3.72	-0.94	Yellow is between -4.99 and -2
Attendance %	ALS	-1.61	-2.36	-1.3	-2.76	-2.1	-2.16	Red is above -2.5
	Low Income	-1.29	-2.48	-2.63	-2.49	-3.12	-3.83	Amber is between -2.49 and -2
	Ethnicity	-0.88	-0.31	0.32	-1.4	-1.9	-0.41	Yellow is between -1.99 and -0.7
Value-Added (6D)	ALS			-0.02	0.05	0.01	-0.02	Red is above -2.5
	Low Income			0.02	0.15	0	-0.12	Amber is between -2.49 and -1.5
	Ethnicity			0.03	0.02	-0.07	-0.16	Yellow is between -1.49 and -0.7
Vocational Qualifications	Student Group	2018-19	2019-20	2020-21	2021-22	2022-23	Thresholds	
Achievement % (starters who got a grade)	ALS	15.53	0	-2.8	0.03	-4.26	Red is above -6	
	Low Income	-36.51	-2.78	-7.07	-3.89	-2.22	Amber is between -3.9 and -0.5	
	Ethnicity	6.16	7.04	-9.76	-4.08	3.4	Yellow is between -2.9 and -0.5	
Attendance %	ALS	0.86	-2.93	0.4	-1.4	-1.81	Red is above -3	
	Low Income	-8.36	-4.43	-2.59	-0.06	-4.48	Amber is between -2.9 and -1.5	
	Ethnicity	-0.39	1.9	-2.58	1.21	-3.54	Yellow is between -1.49 and -0.3	
Value-Added (6D)	ALS		0.08		-0.17	-0.3	Red is above -2	
	Low Income		-0.19		-0.15	-2.18	Amber is between -1.9 and -1	
	Ethnicity		0.44		-0.37	-1.04	Yellow is between -0.9 and -0.3	

Please note that the table above is not compared to national benchmarks – rather this is longitudinal data comparing different groups of BHASVIC students, internally. The gaps in outcomes for these groups of students are an issue nationally and we cannot determine whether these gaps are narrower or wider at BHASVIC than the national picture. However, the table does act as an internal ‘heat map’ for educational gaps in outcomes for these groups of students and whether those are widening or lessening over time. As far as we can tell, the strategies we have in place at BHASVIC to remove gaps in outcomes lead to positive work and student experiences. Without these strategies and projects in place the gaps would certainly be wider still. This could be an area of college work that we will never fully resolve and will require continual work and innovation. The data above does highlight the need for and importance of our strategic work in these areas. Individual SARAPs provide detailed project analysis at cross-college and departmental level to narrow these gaps in outcomes.

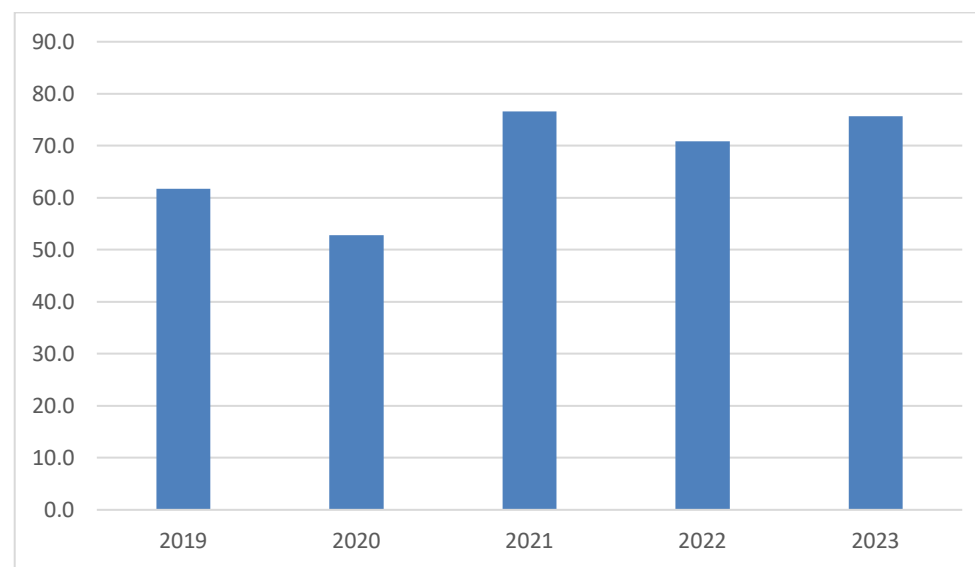
In particular, students who come from Low Income Backgrounds experience the widest gaps in outcomes and the ‘Closing The Gap’ strategy and action plan (formally Social Mobility) exists to tirelessly support better outcomes for this cohort of students. There are significant projects to support Anti-Racism and to improve accessibility and support for students with additional needs. All these key college projects and strategies support the central theme of ‘Belonging’ at BHASVIC and closely relate to each other.

High Grades at A Level



We can see that our proportion of High Grades has held up and is very similar to the dizzy heights of 2019.

High Grades on BTECs (Two-Year/A Level Equivalent)



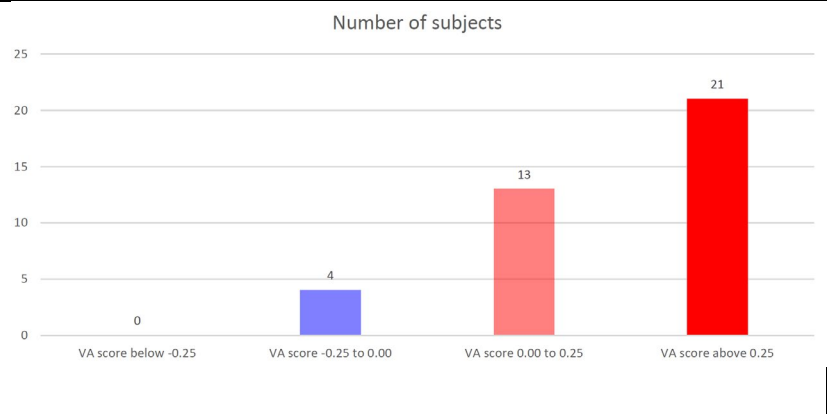
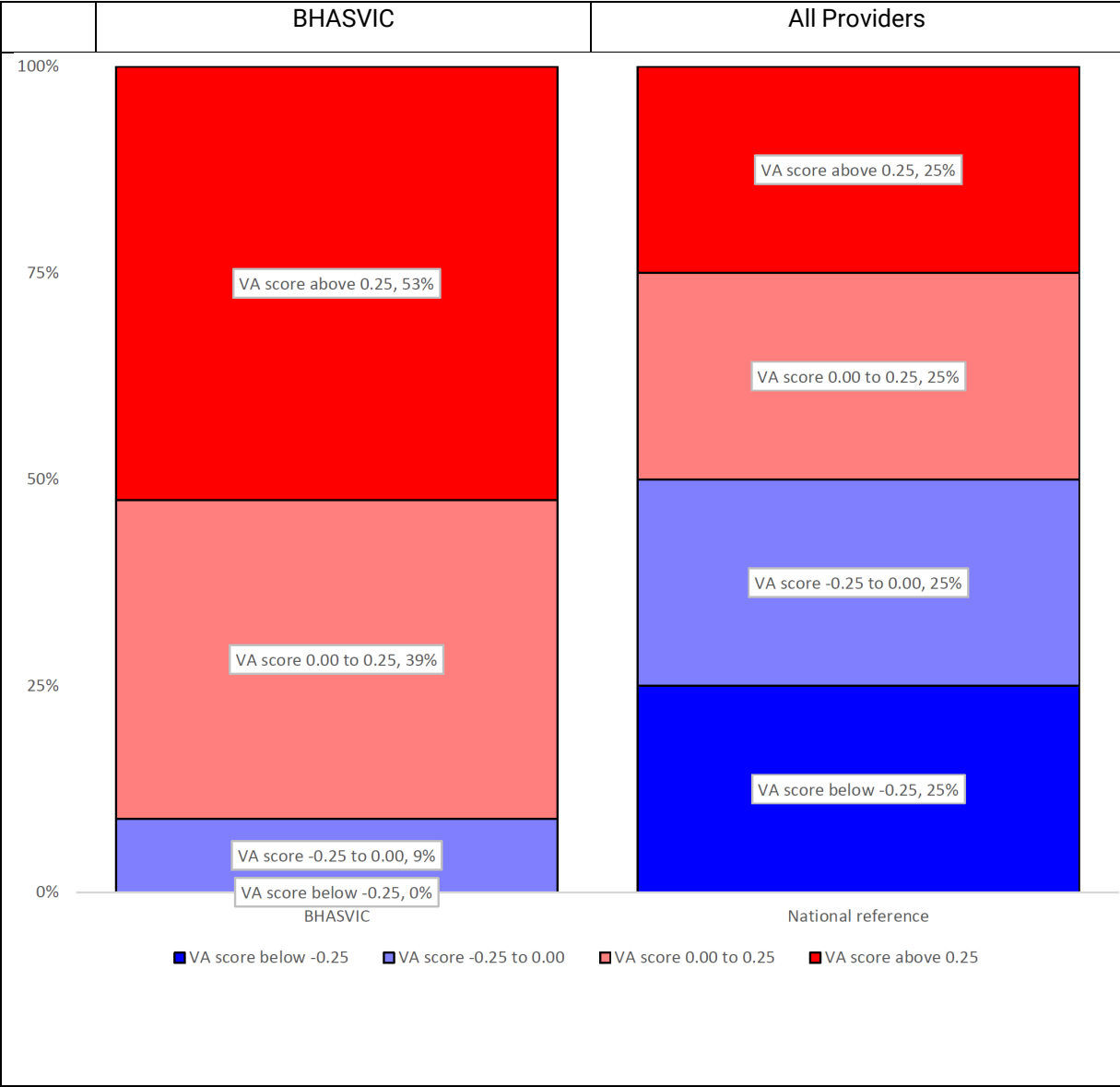
Our BTEC provision has made significant headway with High Grades and has achieved percentages well above pre-pandemic levels – this achievement is particularly impressive in light of the more challenging reformed BTECs with an exam component and lower achievement rates nationally since the reforms of these qualifications.

High Grades Analysis by A Level Subject

A Levels	A*-B					2019/23	Entries	2023	
	2019	2020	2021	2022	2023	Diff	2023	England	Diff
Religious Studies	X	X	X	85.7	85.7	X	14	42.9	42.8
Sociology	84.4	89.0	93.0	93.9	84.5	0.1	206	48.2	36.3
Music	66.7	84.6	88.9	92.0	85.7	19.0	21	49.7	36.0
English Lang and Lit	54.2	69.9	84.9	89.4	75.4	21.3	118	45.2	30.2
German	66.7	75.0	76.5	93.3	100.0	33.3	12	70.2	29.8
History (Modern)	76.9	76.2	82.7	84.3	83.9	7.0	199	55.5	28.4
History of Art	X	X	X	88.9	91.3	X	23	64.3	27.0
Dance	72.2	100.0	100.0	94.4	88.9	16.7	18	60.6	28.3
Media Studies	60.6	72.7	82.9	82.5	72.9	12.3	59	45.2	27.7
Environmental Studies	20.7	52.6	62.0	71.2	57.9	37.2	57	31.9	26.0
History (Early)	69.6	76.2	83.3	83.3	80.4	10.8	51	55.5	24.9
Spanish	88.9	97.9	91.8	75.9	88.0	-0.9	50	64.4	23.6
Film Studies	78.4	75.6	84.8	84.6	78.2	-0.2	78	55.5	22.7
Physical Education	76.2	75.8	77.4	86.4	62.8	-13.4	43	41.6	21.2
Graphic Design	93.9	95.3	90.4	92.6	83.5	-10.4	103	64.2	19.3
English Language	57.1	50.7	69.6	74.2	63.2	6.0	57	44.2	19.0
Philosophy	67.3	80.7	79.0	80.0	67.1	-0.2	85	48.4	18.7
Maths (Double Y1)	96.6	83.3	99.2	100.0	95.2	-1.4	103	76.8	18.4
Maths (Further Double Y2)	90.6	92.8	99.0	90.1	93.1	2.5	101	76.8	16.3
Photography	84.1	90.5	85.0	86.9	71.4	-12.7	84	55.7	15.7
Textiles	91.4	90.0	81.1	83.9	84.2	-7.2	57	68.7	15.5
Biology	63.4	67.7	79.4	69.9	62.2	-1.3	312	47.3	14.9
Politics	79.2	85.1	87.7	83.2	70.5	-8.7	149	56	14.5
Business Studies	72.0	63.8	68.1	69.6	60.0	-12.0	165	45.6	14.4
Computer Science	76.3	68.1	80.4	74.3	58.2	-18.1	110	43.8	14.4
Chemistry	67.1	81.5	73.2	68.8	66.8	-0.3	262	52.7	14.1
English Literature	80.3	82.4	83.7	86.1	71.1	-9.2	135	57.6	13.5
Maths (Single)	80.8	83.3	86.6	73.2	73.3	-7.5	378	60.2	13.1
Psychology	68.9	74.0	77.1	72.6	55.7	-13.2	402	44.4	11.3
Law	70.6	68.1	81.3	60.8	50.8	-19.8	120	39.7	11.1
Classical Civilisation	69.4	78.2	84.2	87.5	71.7	2.3	53	60.6	11.1
Physics	65.2	77.5	69.6	69.4	59.3	-5.9	189	50.4	8.9
Fine Art	79.2	79.5	83.3	85.3	73	-6.2	100	65.7	7.3
French	75.9	77.8	82.0	80.5	68.6	-7.2	51	66.2	2.4
Geography	45.8	52.4	64.3	78.8	55.3	9.5	161	53.3	2.0
Economics	58.0	60.4	67.5	70.0	54.5	-3.5	202	57.9	-3.4
Drama and Theatre Studies	78.8	81.6	86.8	58.5	43.9	-34.9	57	55.5	-11.6
AVERAGE	71.9	76.7	80.7	78.4	68.7	-3.2	-52.7	52.7	16

33 out of 35 A Levels at BHASVIC are above the England average for High Grades, 14 of these over 20% above. Only two subjects were below, one of which (Economics) has very positive Progress/Value-Added. Drama and Theatre Studies has remained below expected performance.

Value-Added at A Level (Six Dimensions)



These two tables show the proportion of BHASVIC A Level Courses that are in the top 25% (red) and 50% (pink) of value-added performance in the Six Dimensions sample (94 sixth form college providers) and those in the bottom 50% (pale blue) and 25% (deep blue).

The very significant majority are positive value-added.

Three of the four courses in the negative value-added position are virtually negligible (Fine Art, Law and Extended Project). None of these courses have been negative in recent years, including pre-pandemic.

One course has been negative value-added in recent years – Drama and Theatre Studies – this course continues to be an area of focused support for the Curriculum and Quality Team (CQT).

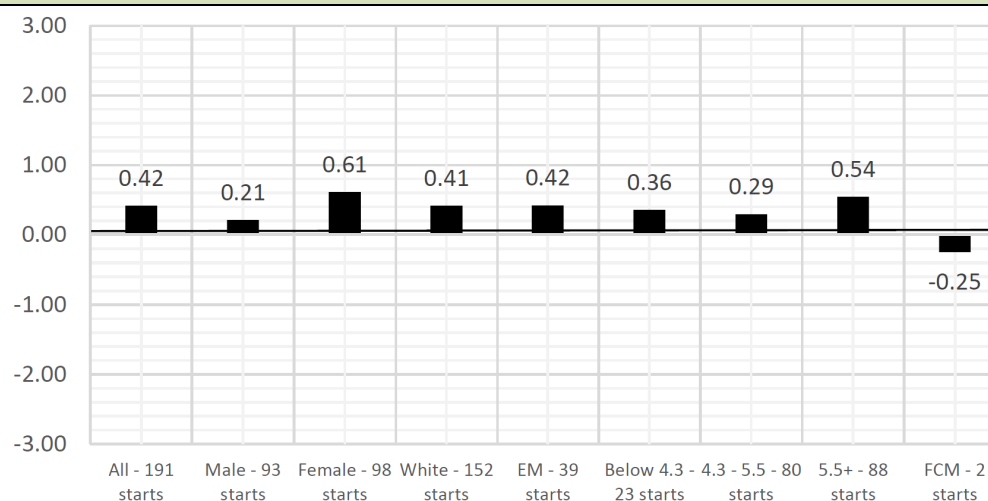
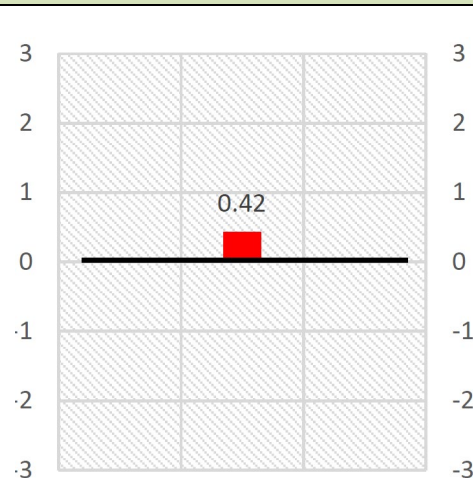
Economics, which has a positive Value-Added of 0.17, placing it above very high-performing subjects such as English Language, Psychology and Graphics – the Economics course performance this year is not of concern to CQT.

Value-Added at BTEC (Six Dimensions)

BTEC Benchmarking and performance data is much more challenging to acquire or use than A Level. Many courses simply do not have benchmarking data due to low numbers. There are also many different types of BTEC qualification in terms of size, length, equivalence and framework. I present the two most common at BHASVIC:

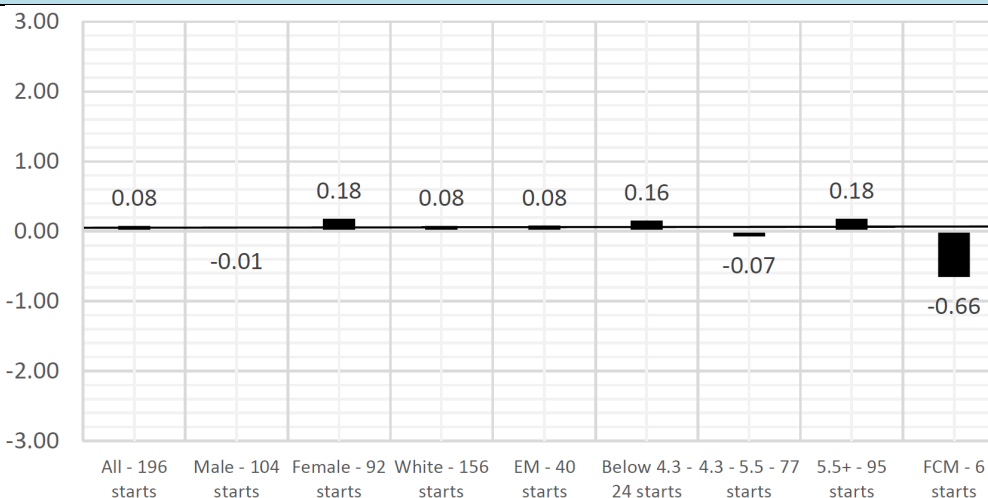
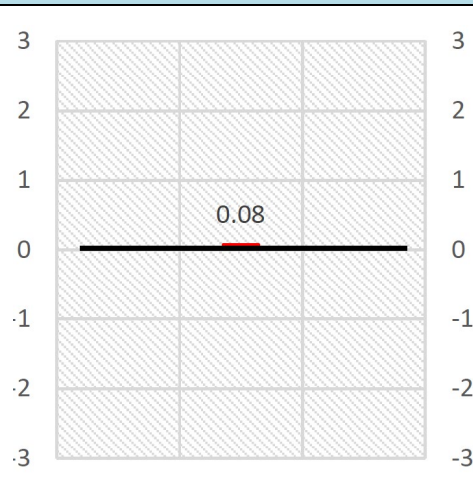
- **Certificates** which are the equivalent to a AS Level and students gain these in their first year or as a 'Recovery Course' in their second year.
- **Extended Certificates** which are the equivalent to an A Level and are either two-year only courses or the qualification gained in the second year after studying and gaining the Certificate in the first year.

BTEC Certificates 2022-23



We are seeing significant improvement in Value-Added with our first-year students this summer. Departments have worked hard to embed the new specifications, support students through the impact of the pandemic and prepare them well for the exam components. The CQT Team and BTEC Quality Nominee developed a project last year to resolve a lot of the challenges faced by the college with its BTEC provision, and it is very pleasing to see this reflected in positive value-added. Low Income (Free College Meals) remains a priority however.

BTEC Extended Certificates 2021-23

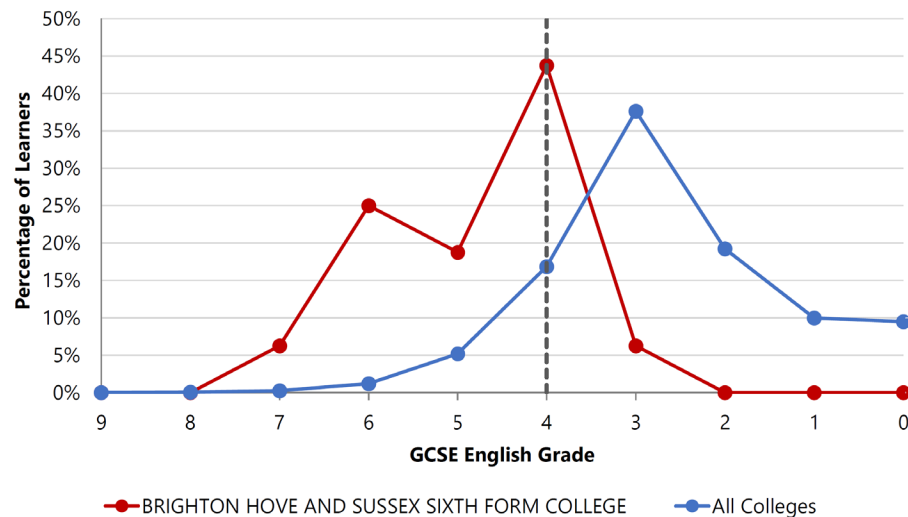


For our Second-Year completers, Value-Added is negligible and on this measure the college is performing at the Six Dimensions average. As modular courses, this year group were hampered by lower outcomes in their first (certificate) year. We expect the developmental work instigated last year (which continues) to lead to better value-added outcomes for the 2022-24 Extended Certificate cohort.

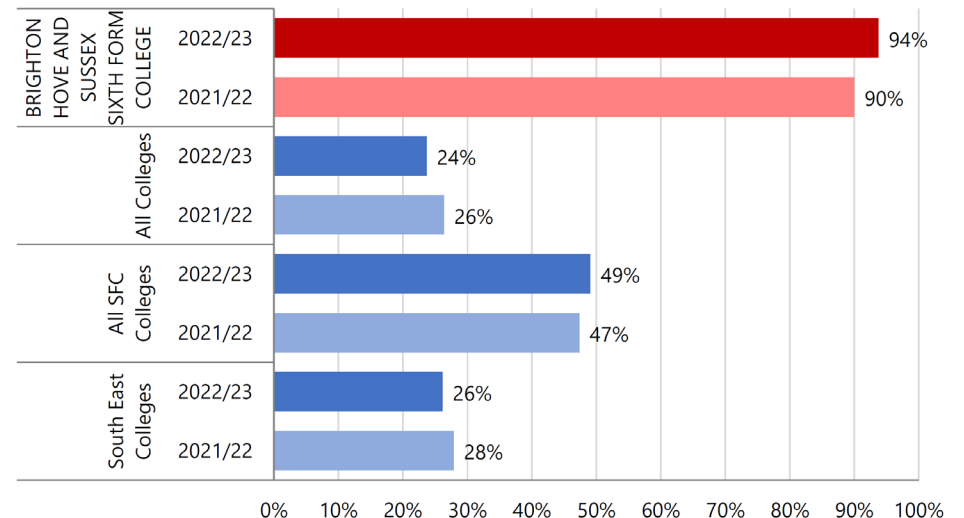
GCSE Maths and English Retake Courses

This data is provided by MiDES - the Association of Colleges national benchmarking dataset. In total, 228 colleges were used in the data sample and final analysis. All outputs are based on 16-19 funded learners aged 16 and above on study programmes, which means that GCSE outcomes are focused on post-secondary school retakes.

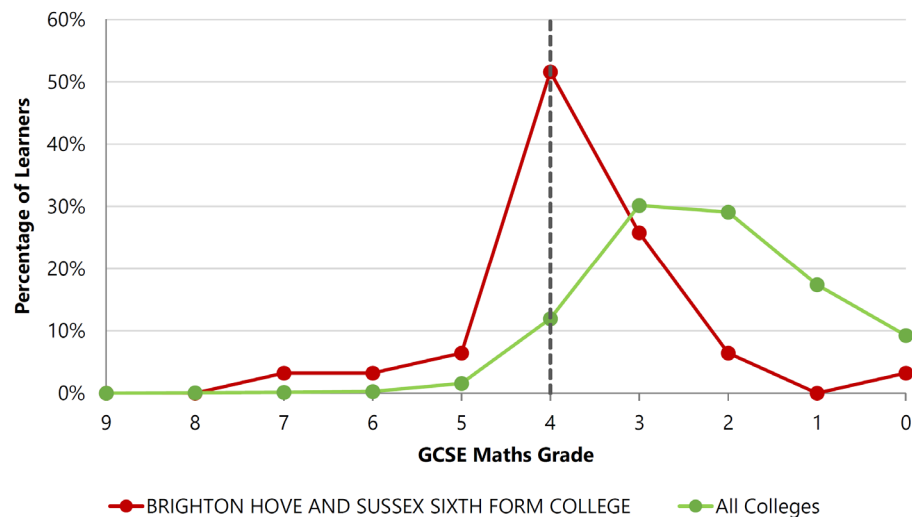
English GCSE Final Grade Outcomes



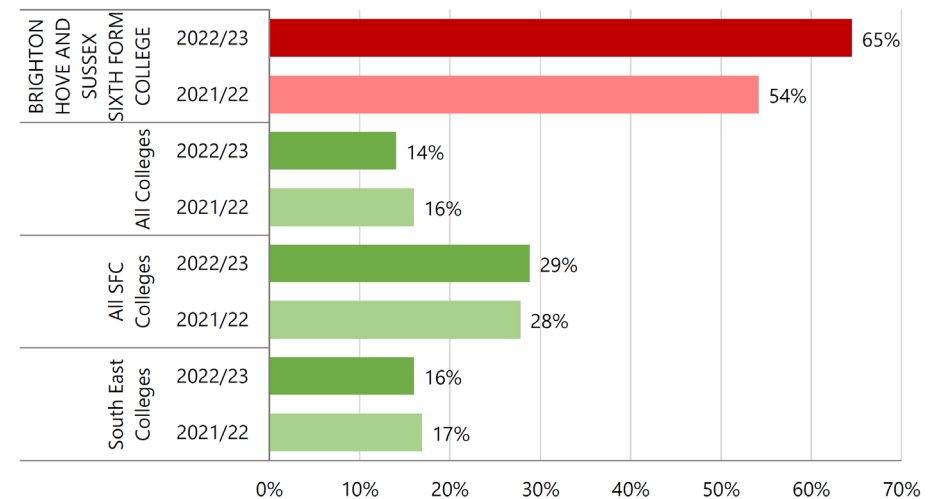
English GCSE Pass Rate (9-4)



Maths GCSE Final Grade Outcomes



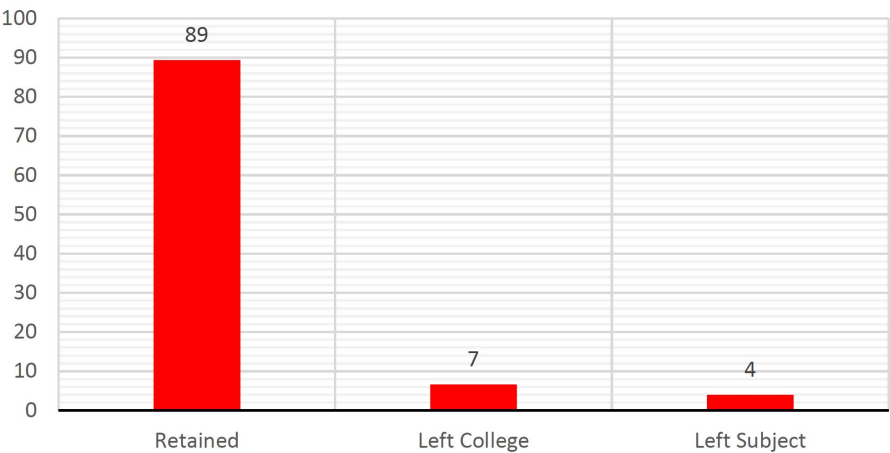
Maths GCSE Pass Rate (9-4)



Retention

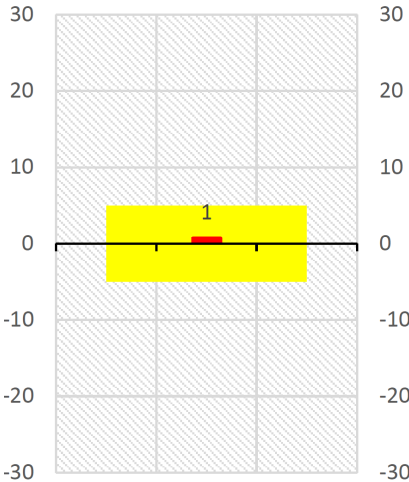
Reviewing Retention alongside Value-Added provides a useful two-part, headline set of data to understand course performance. For example, we may be concerned about the value-added outcomes for a course but when looking at retention we discover that this is significantly above benchmark.

BHASVIC Raw Retention - percentage

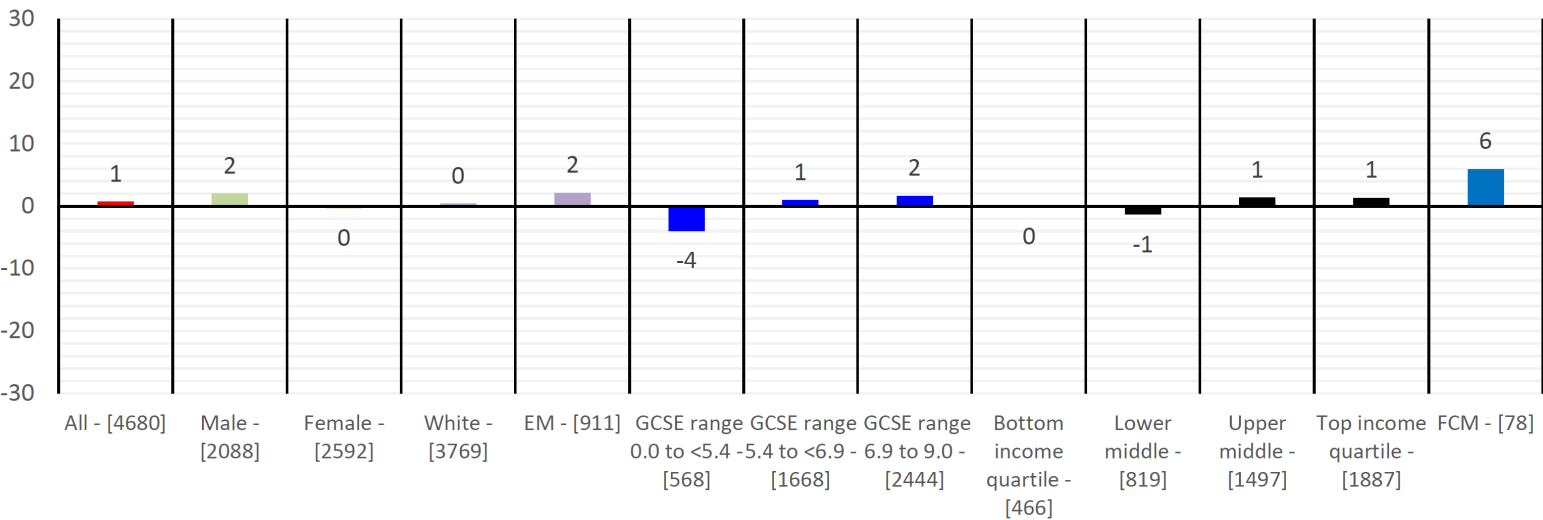


This table of BHASVIC outcomes is interesting in that the percentage is higher for students not completing a Study Programme compared with students dropping one or more courses but staying at the college. Retention has dropped by 1% compared with last year's report.

Retention compared to Six Dimensions Average

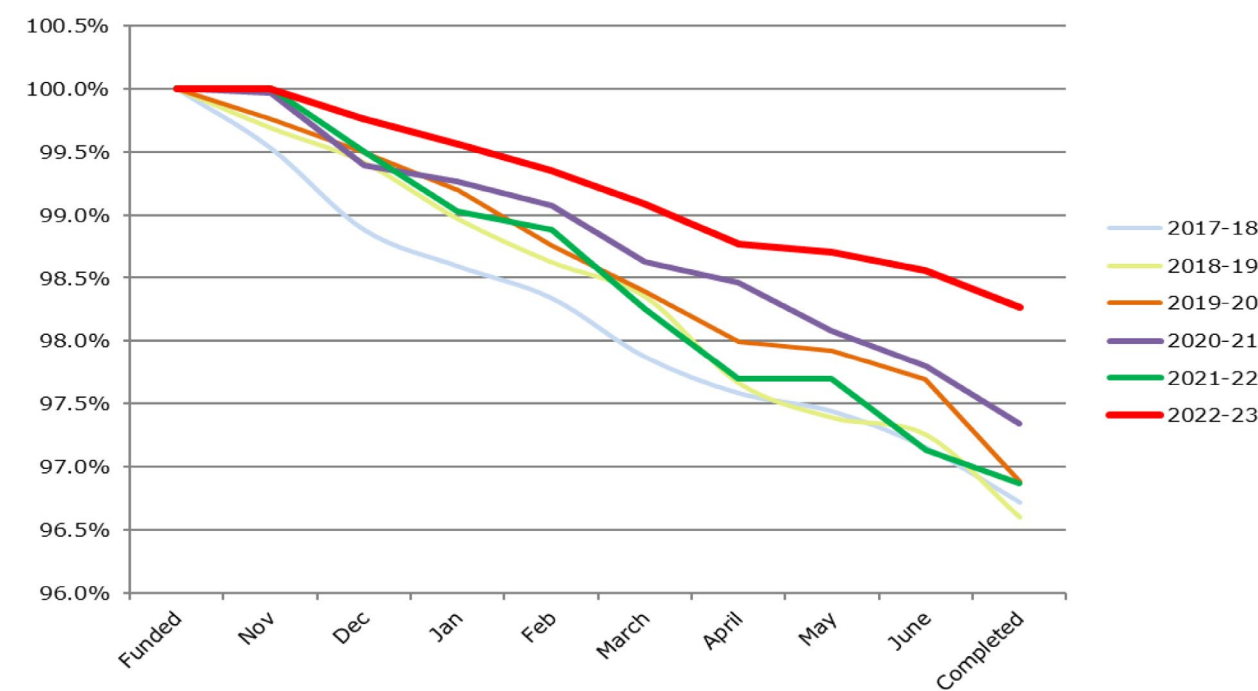


The red bar is BHASVIC. The Yellow background is the range of retention amongst the 94 Six Dimension providers. We can see that retention at BHASVIC is basically in line with the sector.



Retention by student groups: Low Prior Attainment and Low Income Backgrounds are the two highest risk factors for retention. A combination of those two factors presents the greatest statistical risk for a student to drop out of college or off a course. This data endorses the college's Flourish Programme which provides an academic mentoring programme for this precise cohort.

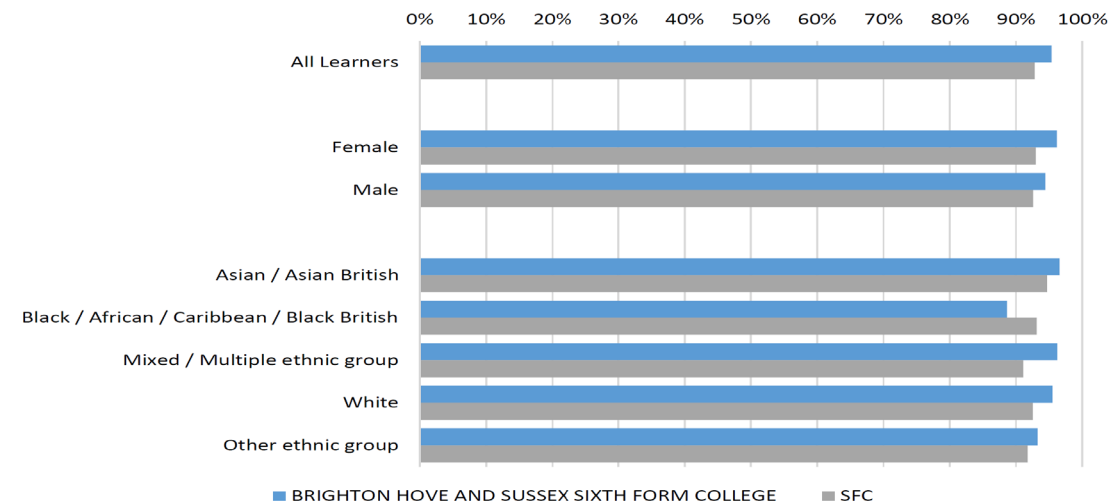
BHASVIC student retention at college and on a Study Programme



We saw the highest retention at the college in recent years. Three core strategies have been in place, which are making an impact:

- 1. A1 to A2 Summer Exams and Transfer: Curriculum teams have been asked to reduce the numbers of students not succeeding on their courses by the end of their first year of study, so that a higher proportion transfer into the second year of their course. This in turn reduces the numbers of students not able to enrol into the second year due to a lack of second-year courses on their programme.
- 2. Guided Learning sessions have been added to students in their second year of study who have dropped one of their main courses. These sessions have helped students remain busy, on a full-time study programme and the guidance aims to help them succeed on their remaining two main courses.
- 3. Flourish Mentoring supports students from low-income backgrounds, with a particular focus on our first year students, who are the least likely to be retained on all courses or successfully transfer into their second year of study.

BHASVIC compared with college average (MiDES Dataset – 228 colleges sample)



Retention levels across providers tend to be relatively similar, with little variance.

The higher level at BHASVIC by a few percent is notable, therefore.

Retention for black students at BHASVIC is notable in being the only cohort below the MiDES sample average, and an area requiring attention within our EDI strategic work.

Additional Learning Support – Student Numbers, Staffing Hours and their proportions over time

All Student Numbers	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Enrolled	2789	2926	3001	3181	3429	3446	3574
Enrolled Increase	73	137	75	180	248	17	128
Enrolled % Increase	2.7	4.9	2.6	6.0	7.8	0.5	3.7

Study Support Student Numbers	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Study Support	309	374	432	429	478	503	515*
Study Support Increase	20*	65	58	-3	49	25	12
Study Support % Increase	10*	17.4	13.4	-0.7	10.3	5.0	2.3
EHCPs	0*	5	7	16	15	13	14

ALS Staffing Hours	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Teaching/Management	65	80	87.5	92	92	95	117.5
Learning Support	180	180	194.5	198.5	194.5	240.5	207
Administration	21	21	21	22	22	22	29
Total	266	281	303	312.5	308.5	357.5	353.5

Proportions as a percentage	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Percentage of all students who have Study Support	11	13	14	13	14	15	14
Percentage of all students with EHCP	0.0	1.3	1.6	3.7	3.1	2.6	2.7
Study Support Students per Staffing Hour	1.16	1.35	1.45	1.42	1.60	1.44	1.50

* Estimated figures, due to no data available at the time or yet.

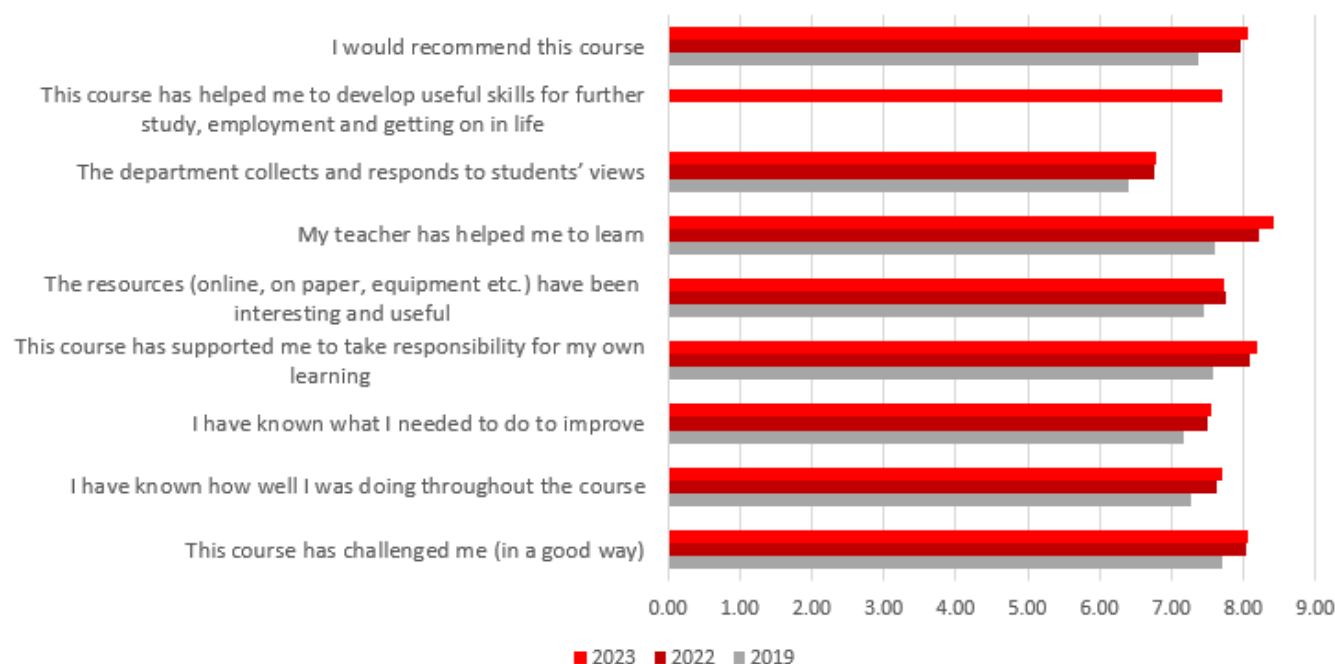
The final table provides a sense of proportion and a heat map, where that proportion has increased. The proportion of students at BHASVIC with an EHCP remains manageable – numbers are relatively low compared to many other providers, primarily due to the nature of our curriculum (Level 3 Advanced only).

The main ratios to continue to monitor are those of students who receive Study Support – the size of the college has increased by 28% in time shown above. However, the volume of students in receipt of Study Support has increased in that time by 67%, representing 3% more of the overall student population this year than 2017-18.

The capacity to manage this increase effectively, whilst the expectations on the college over the nature of the support has also increased (and rightly so), needs to be monitored with possible management and staffing structures adjusted accordingly.

Surveys 2022-23 Outcomes – students, staff and parents/carers

2023 Course Surveys



Students have to choose between 1 and 10 stars (with 10 being best). n=3,158 course level responses.

As can be seen, outcomes are up against all questions in previous years with the bright red bars (2023) consistently higher than the dark red (2022) and grey (2019) responses, which is very pleasing.

The questions that scored the highest were: 'My teacher has helped me to learn' (8.43) followed by 'This course has supported me to take responsibility for my own learning' (8.18) which reflects our underlying educational philosophy.

Questions receiving lowest were 'The department collects and responds to students' views' at 6.78. That student voice is happening is not the issue – we may need to review how we 'close the loop' to students. Second lowest at 7.54 is 'I have known what I needed to do to improve'. This may always be one of the lower scores in such a survey as the learning journey is often difficult and involves uncertainty. Assessment and feedback are routinely a key area of focus and development in course teams and students don't always realise all the multiple ways we can give them feedback – something we need to help them to recognise.

There is a new question for 2023 'This course has helped me to develop useful skills for further study, employment and getting on in life' which scores 7.70

2023 Cross-College Survey – Yr1 and Yr 2 Combined Average



See methodology explanation above for course surveys which are identical to our cross-college surveys. n=1,181 (1,066 in 2022).

In comparison to 2022 outcomes, 11 questions have an increased score for 2023, 9 questions have decreased and 3 have stayed the same.

The biggest increase was seen for 'I know how to report a concern and access help if needed' +0.90 to 7.25. The next highest increase was 'I was well supported to overcome difficulties' +0.87 at 7.07. 'The college provided me with a good range of information to help me look after my mental health' +0.48 to 6.66.

The largest decreases were 'If I want to, I can find space to work at college outside my lessons' -0.31 down to 6.09. Commensurately, 'I regularly make use of the library' is down -0.18 to 6.46.

The highest scoring question is 'I would recommend BHASVIC to others...' at 8.38. The lowest is 'I have attended events organised by the SU' at 3.74, both scores are identical to the previous year.

Positive comments included the standard of teaching and that college is a welcoming community. Negative comments revolved around lack of study space which chimes with the metrics above.

2023 Parent & Carer Survey

Communication from the college (e.g. Regular updates from the Principal, social media, FAQs & parent/carer pages on the website, termly newsletters) has been informative and useful

Parent Portal (our online portal for information) has been useful and informative about my young person's progress (e.g. to access information on attendance, Progress Reviews and Support Plans)

My young person is being well supported in the transition between BHASVIC and their chosen destination

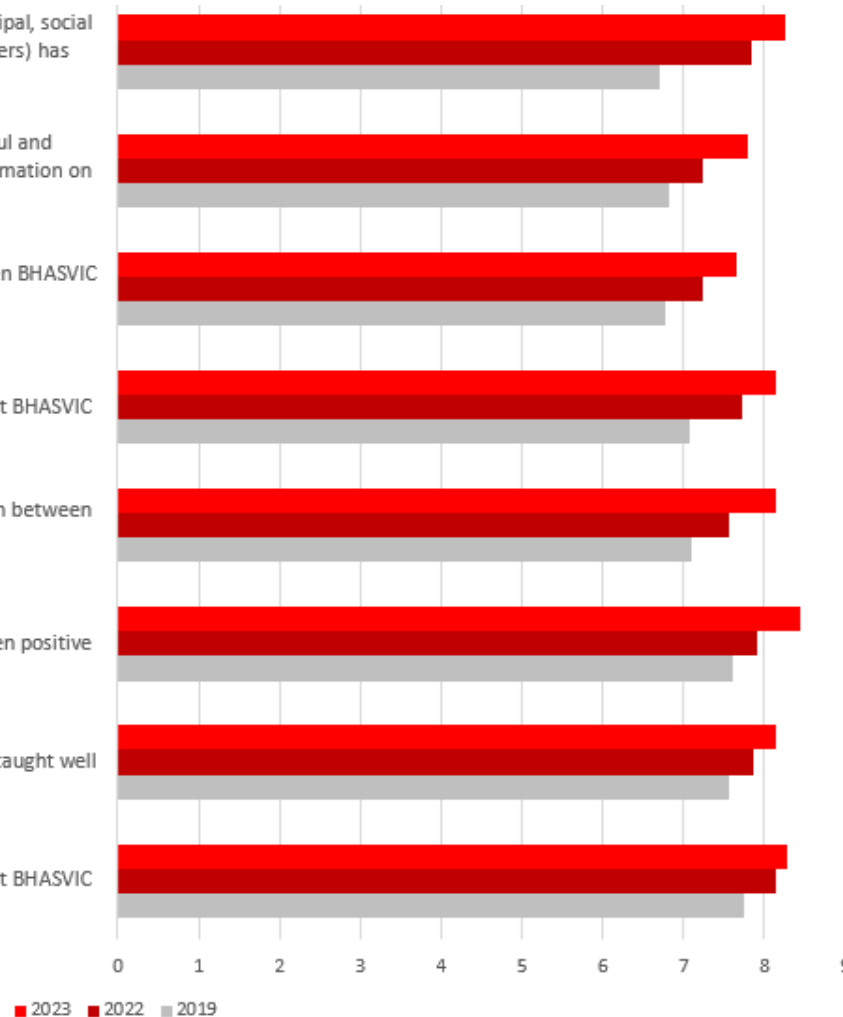
My young person has been well supported whilst at BHASVIC

My young person has been well supported in making the transition between school and College.

My young person's overall experience at BHASVIC has been positive

Overall, my young person has been taught well

My young person has made good progress whilst at BHASVIC



As per the methodology for student surveys, parents and carers have to 'score' a statement out of 10 stars, with 10 being the highest satisfaction. At n=750 there is a significant increase on 2022 (183).

Interestingly, outcomes are up against every question in the Parent & Carer Survey compared to 2022.

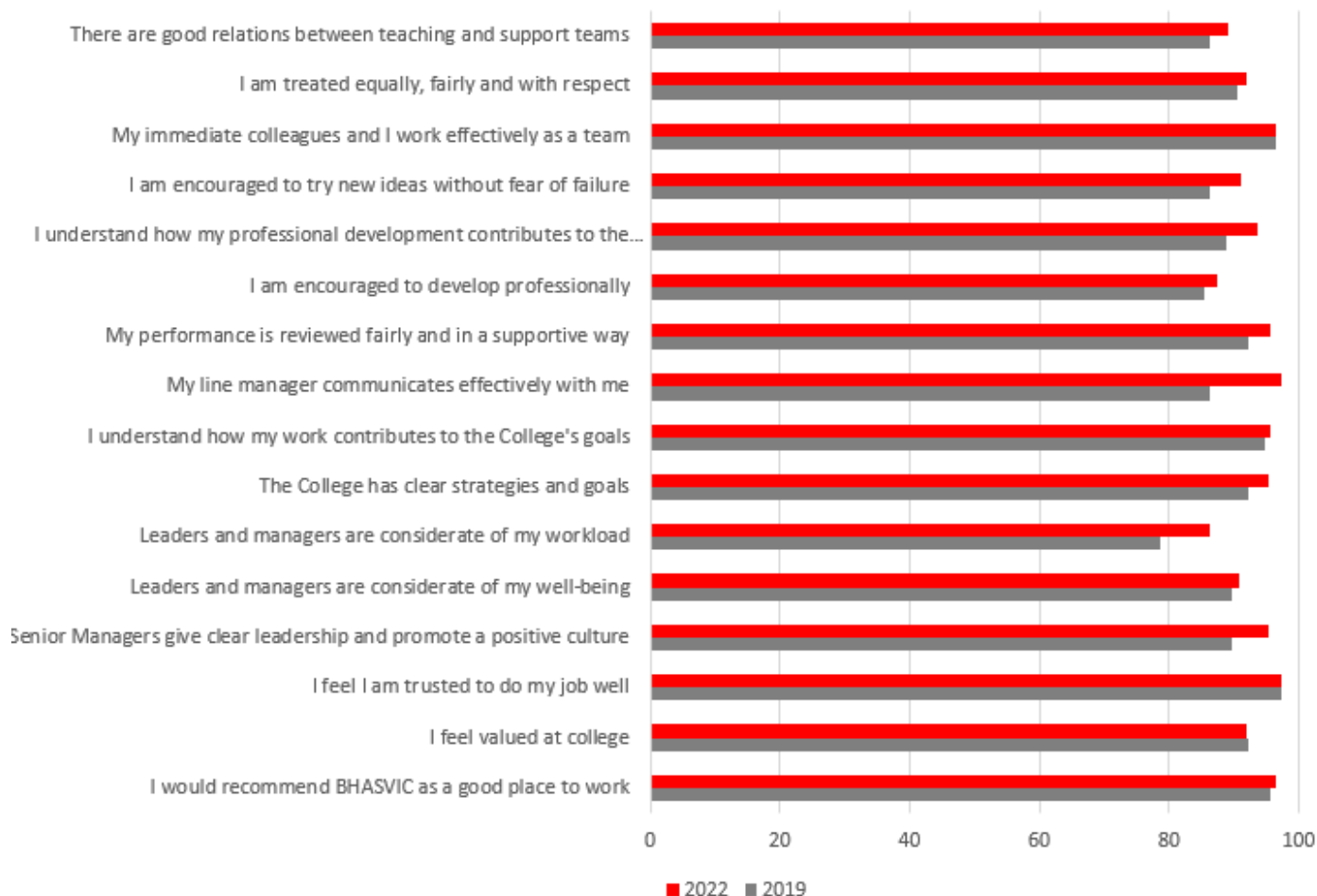
The response with the highest score (8.45) is 'My young person's overall experience at BHASVIC has been positive'. The lowest score (7.70) is for the usefulness of Parent Advantage which is being replaced.

Comments that focused on areas for improvement revolved around the availability of parents' evening slots a lack of study space for students onsite and newsletters that we too long (which is being addressed).

Positive comments often revolved around the excellent teaching here and the helping with the transition to independent young adults.

Staff Satisfaction Survey

Staff Satisfaction Survey 2022



The staff survey is every other year. The most recent is for 2022.

Unlike our student and parent surveys, staff chose either 'strongly agree, agree, not sure/no view, disagree, strongly disagree' for each statement, with the % strongly agree/agree determining the overall satisfaction. At n=111, the response rate is good, but lower than previous years.

Overall the results are very positive, which is pleasing. 96.40% of respondents strongly agreed or agreed that they would recommend BHASVIC as a good place to work. There have also been increases of more than 5% with:

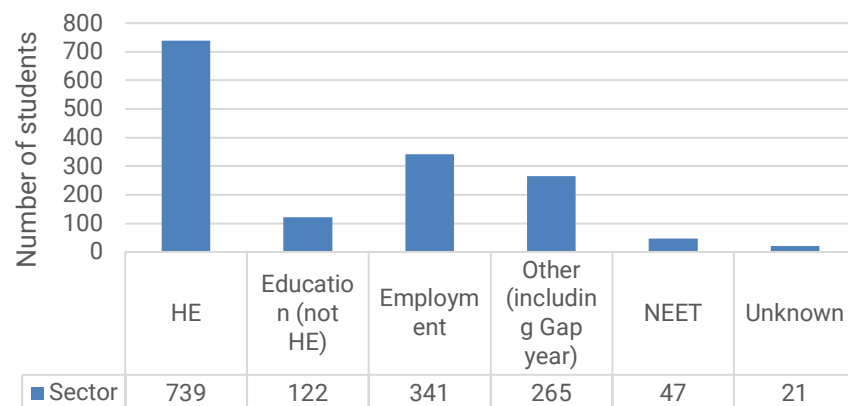
- That Senior Managers give clear leadership and promote a positive culture – 95.45% compared to 89.75% last time.
- That leaders and managers are considerate of my workload – 86.36% compared to 78.36% last time
- That my line manager communicates effectively with me – 97.29% compared with 86.33% last time

These results would appear to indicate that there is effective leadership and communication at the college and that previously expressed concerns have at least been positively addressed in part.

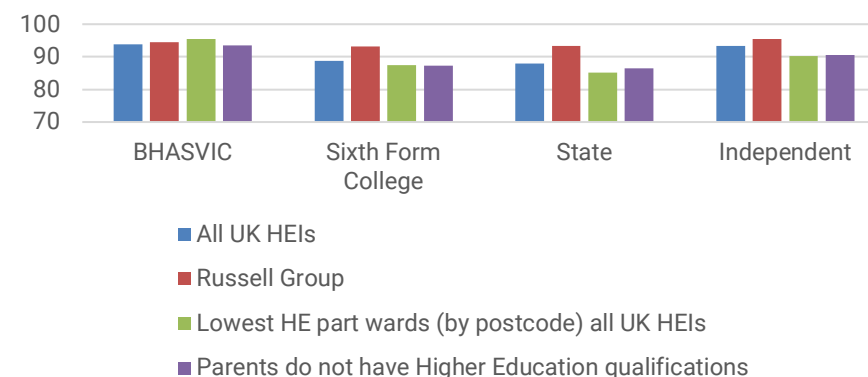
Negative comments revolved around pay and lack of progression opportunities.

Positive comments included: 'Excellent culture, very good management', 'Best place I've ever worked - never been so happy in my job'. 'I love working at BHASVIC, a place of humanity and kindness.'

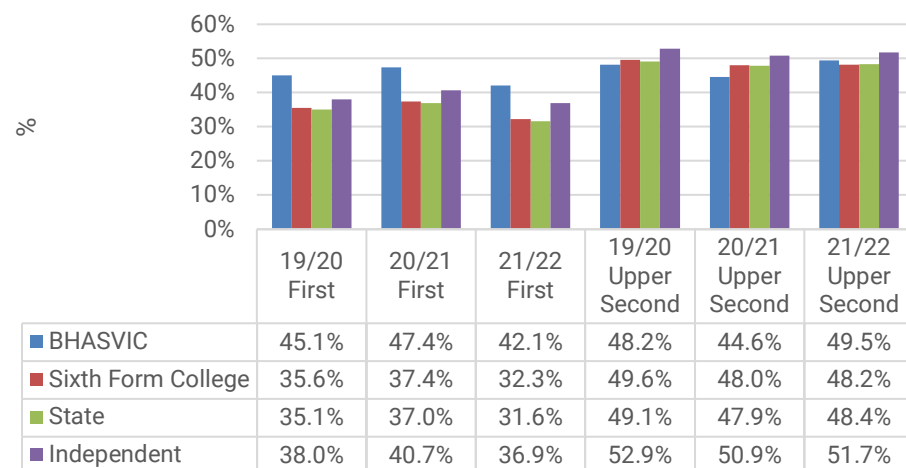
Destinations for students finishing summer 2022



Continuation rates at university after first year of study (2020-1 academic year)



Students gaining First or 2:1



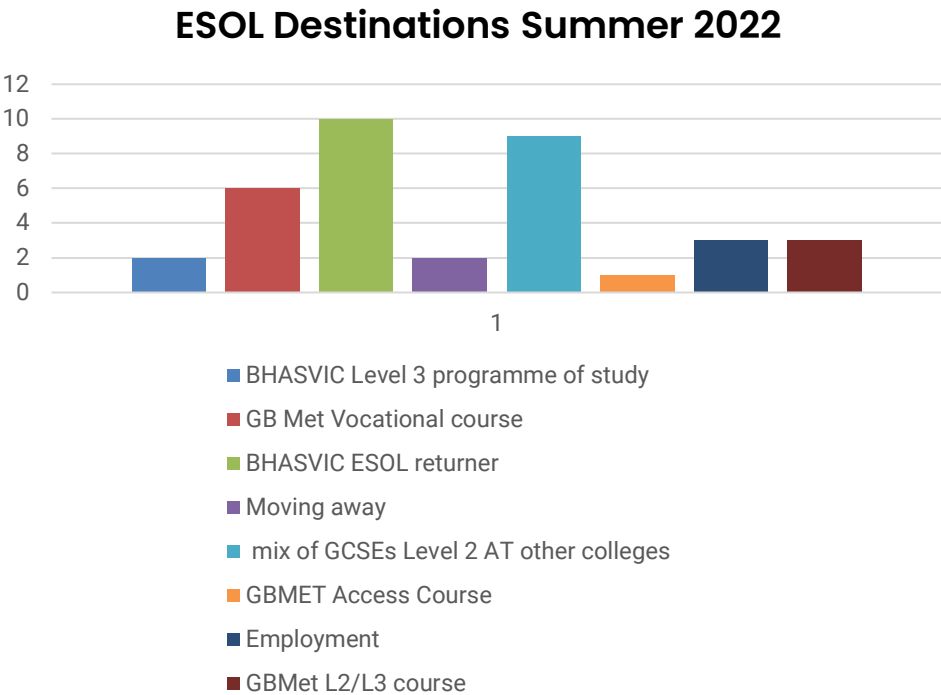
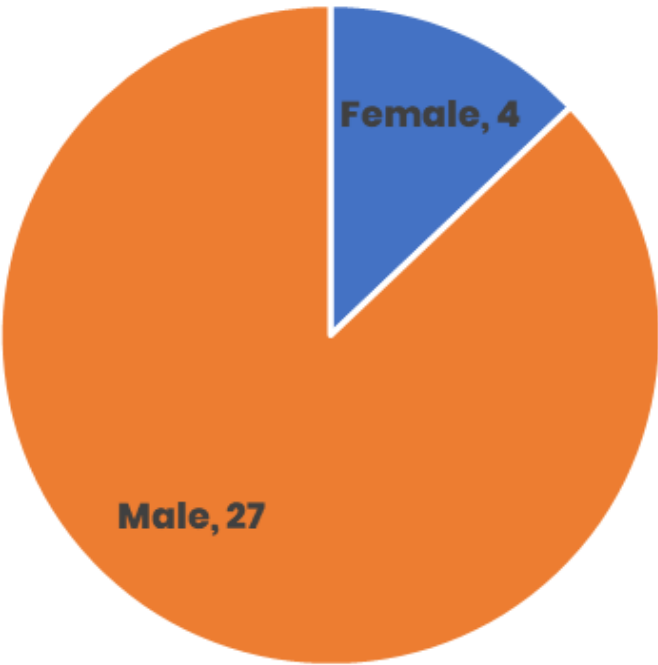
Headline Destinations for Summer 2022 leavers

- 22% of BHASVIC students enter into employment, including apprenticeships, upon completion of their studies.
- 9% of our students' progress into specialised further education, including Art Foundation.
- 70% of our students enter Higher Education with around a quarter taking a gap year before they go.
- The number of Oxbridge offers continues to increase year on year with over 200 offers in the past four years.
- Our sustained success with Medics, Veterinary and Dentistry applications mean an offer rate of around 1:2 compared to 1:10 nationally.
- HESA data shows 93.3% of our students achieve First or 2:1 degrees, including our first generation scholars and vulnerable students, which is substantially higher than the general sixth form sector.

Please note – this section uses data which is lagged by one year, due to the nature of monitoring and reporting of sustained student destinations

BHASVIC Students studying on our English for Speakers of Other Languages (ESOL) Study Programme

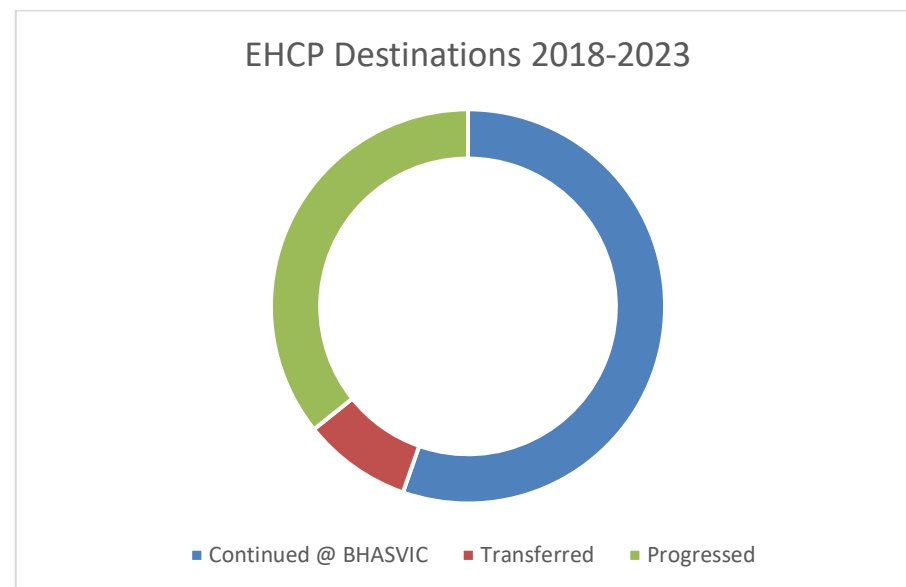
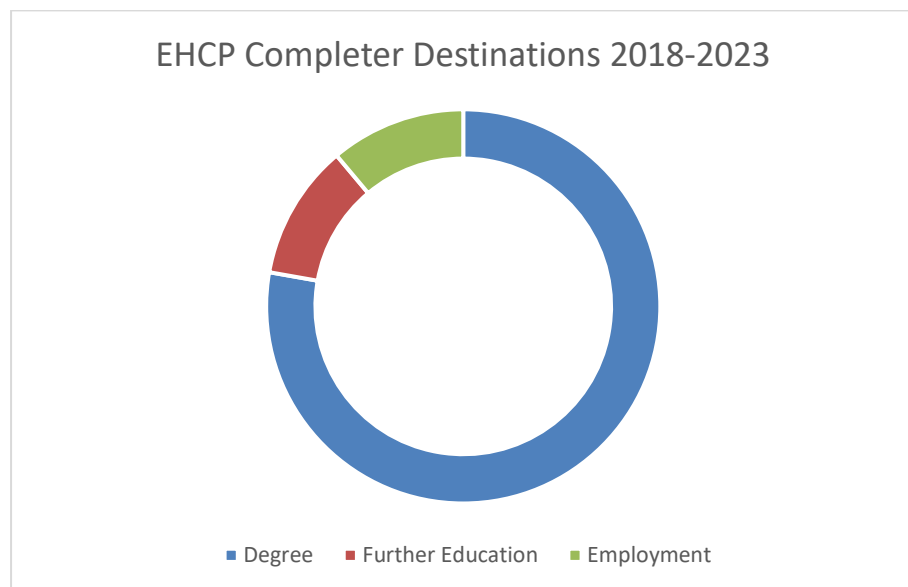
A total of 31 ESOL students completed in Summer 2022. All 31 progressed onto sustained and meaningful destinations.



Destinations for students with Education, Health and Care Plans

- In the four academic years between 2018 and 2022 there were 43 EHCP enrolments. 41 of these students completed their Study Programmes and progressed to Higher or Further Education or employment.
- In this academic year 2022-23, the college had 13 students with an EHCP on role. All 13 students completed their Study Programme.
 - 9 have progressed into their second year of study at the college.
 - 2 have progressed to University (Maths/Engineering and Accountancy/Finance).
 - 1 has progressed onto a T-Level in Digital Production.
 - 1 has taken a Gap Year, intends to do an Art Foundation and then a Degree in Spanish, having gained the required A Levels.
 - 100% of students with an EHCP will progress to sustained and meaningful destinations from the 2022/23 cohort.

These tables illustrate proportionality of destinations for BHASVIC students with an EHCP over the last five academic years



Safeguarding and Student Wellbeing Headline Data Trends

Category	Number of Students 2021-22	Number of Students 2022-23
Students with external agency involvement	117	139
Students with statutory agency involvement (Social Services, Police)	31	46
Referrals made to Children's Social Services	19	38
Incoming Welfare Check Requests	24	37
Urgent referrals made to Child & Adolescent Mental Health Services	21	43
Operation Encompass Referrals Received	12	7

The Student Support team received, read, and had oversight of **2,927 CPOMS alerts during the 2022-23 academic year**, across the full spectrum of safeguarding concerns including abuse, neglect, mental health concerns, radicalisation, sexual violence, exploitation, and online grooming. This is up from 2,155 in the previous academic year – **a 30% increase in activity**.

DDSL oversight of safeguarding concerns, and the development of the processes that make this possible, is an area of significant strength, as is our commitment to shared decision-making and risk assessment. The volume and complexity of casework and therefore the time spent on each case (often by multiple staff) has increased and careful consideration will need to be given to how the team will cope with any further increases in student numbers.

An overall **total of 1010 students had a CPOMS entry in 2022-23, a total of 29.5% when based on a student population of 3,420**. This is up from **894 students last year**. A breakdown of the incidents and number of students per category recorded can be found below. It is important to note that a single student could appear across multiple categories, as well as having multiple incidents.

Staff Responsibility: Staff awareness of safeguarding in all aspects is extremely high and students feel confident to report their concerns. A wide array of staff development and training took place in 2022/23 to ensure all staff were up-to-date with local risks, national guidance and safer recruitment practice.

Incident Type	Number of Reported Incidents 2021-22	Number of Reported Incidents 2022-23	Relating to Number of Students 2021-22	Relating to Number of Students 2022-23
Behaviour	99	111	73	85
Bereavement	37	66	33	58
Bullying	18	27	14	20
Criminal Activity	20	14	15	13
Harmful Sexual Behaviour	11	16	10	15
Home Environment	140	204	109	123
Human Trafficking / Modern Slavery	0	0	0	0
Mental Health	479	704	300	344
Prevent	6	25	5	5
Substance Use	31	38	19	28
Victim of Domestic Abuse	22	20	20	16
Victim of Familial/Carer Abuse	18	24	14	20
Victim of Other Crime	26	22	19	15
Victim of Sexual Abuse / Violence	60	35	41	24
Victim of So-Called Honour Based Abuse/Violence	0	1	0	1

Online safety: The Senso online monitoring system continues to be effective in monitoring online activity on college platforms. Over 10,000 alerts were received in 2022-23. 155 were investigated but only 5 needed an urgent safeguarding intervention.

Prevent: Specific action was taken in relation to four students during 2022-23, with two external referrals being made to Channel. In both cases, there was an online element to the radicalisation and concerns around mental health as well as ideology, which fits the local profile.

Appendix 1: BHASVIC Departmental Self-Assessment Reports and Action Plans (SARAPs)

Self-Assessment Reports and live Action Plans have been devised and validated in the curriculum and cross-college departments and areas of provision listed below. The live Action Plans have three review points in year and are developmental in nature. Meetings were conducted in the Autumn Term by the Principal, with a governor in attendance and the appropriate members of the line management chain for the department or area of provision.

Curriculum Departments	Cross College Departments and Provision
Additional Learning Support & ESOL Biology & Environmental Science BTEC & VTQs Qualifications Business & Economics Chemistry & Physics Computer Science & IT English Extended Project Qualification Humanities Maths Media & Performing Arts Modern Foreign Languages Philosophy, Politics & Law Psychology & Criminology Sociology & Health & Social Care Sport Visual Arts	Admissions & School Liaison Adult Evening Languages Education Catering Centre Operations (Student Services) College Information Systems Equality, Diversity & Inclusivity Estates Finance General Office Human Resources (inc. Staff Development) IT Technical Support Learning Technology Library Marketing Media & Arts Technical Services Reception Science Technical Services Student Support (inc. Safeguarding) Student Experience (inc. Careers Education) Student Guidance & Academic Progress Sustainability
Governance	
Governance SAR	

Quality Improvement processes are leading the college away from self-assessed and moderated overall grading of departments. Instead, appropriate data is used, such as that in the 'outcomes for learners' section of this report, as evidence for self-assessment. A developmental culture is employed throughout the college to encourage ownership of outcomes and actions for improvement, supported by high quality systems and assurance processes.

Curriculum Departments: All curriculum departments employ Alps, L3VA (the DfE Value Added measures) and Achievement as the primary assessment of their outcomes for learners. Departments intend to achieve at least Alps Grade 3, with Grade 4 being considered the minimum outcome for a qualification, and QARs above national benchmarks. All curriculum departments have clear diagnosis and actions to address those qualifications below benchmark and these actions have been quality assured via validation meetings. Retention, pass rates, high grades and student voice are all considered equally as evidence of outcomes for students.

Cross College Departments: by their nature, these departments differ widely in objectives and relevant evidence to use for evaluation. As with curriculum departments, each cross-college area is asked to employ 'user voice' to provide an evidence base for evaluation, along with trends and longitudinal data, where relevant. A diagnostic approach to the quality of services and provision and a focus on the experience and impact for students is sought.

SARAPs and PDRs: All SARAPs should be devised by the team and the quality cycle as BHASVIC is designed for individual team member's Professional Development Reviews (PDRs) and their targets to link with the whole department's Self-Assessments and Action Plans.

Appendix 2: Glossary of Acronyms	
Alps	An education sector-standard value-added measure for A Levels and BTECs at Level 3. Scores of 1-3 are great, 4-6 average, 7-9 of concern.
BHISS	Brighton & Hove Inclusion Support Service – local authority oversight of wellbeing work (providing embedded primary mental health workers)
CDP	College Development Plan (this document)
CEIAG	Careers Education Information, Advice & Guidance
CIS	College Information Systems department (often known as MIS in other colleges)
CPOMS	Safeguarding reporting software system (Child Protection Online Monitoring System)
CQT	Curriculum & Quality Team
EHCP	Education and Health Care Plan (for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs) EHWP – Emotional Health & Wellbeing (BHASVIC strategy around student wellbeing)
EIF	Ofsted Education Inspection Framework -the new framework came out in September 2019
EQR	External Quality Review (a peer review system whereby colleges inspect other college's provision – most commonly a curriculum department, but increasingly a cross-college aspect of provision, for example Safeguarding)
ESOL	English as Second or Other Language – referring to the course, Study Programme or student cohort
IAG	Information, Advice and Guidance (often used in relation to careers or welfare advice)
ILP	Individual Learning Plan (student self-generated targets, based on feedback from teachers and tutors – managed through Progress Review system)
ILT	Information Learning Technology: the use of technology for pedagogical and Teaching, Learning and Assessment advancement
ITCT	Information Technology College Team, with representatives from SLT, CIS, IT, CQT and Student Services to develop IT across the college
KCSIE	Keeping Children Safe in Education – DfE statutory guidance document
L3VA	Level 3 Value Added. A DfE Value Added Measure that uses a grade fraction i.e. +0.5 and students are performing half a grade above expectation
MHFA	Mental Health First Aid
NEET	Not in Education, Employment or Training
PDR	Professional Development Reviews (BHASVIC's staff appraisal cycle).
SAR	Self-Assessment Report – the college's quality and curriculum report which is a key part of the quality cycle and is required by Ofsted each January
SARAP	Self-Assessment Report and Action Plan – a quality review and improvement report created by the manager of each department or area of college provision (by both teaching and support departments)
SAWFE	Safe & Well in FE survey – bi-annual survey across Brighton & Hove to monitor and benchmark safeguarding and wellbeing in schools and colleges
SEND	Special Educational Need and/or Disability
Six Dimensions	The Sixth Form College Associations Benchmarking dataset, consisting of data from members of the association
SLT	Senior Leadership Team
SSEG	Student Support, Experience and Guidance Team
SSELT	Student Support and Experience Leadership Team
TL&A	Teaching, Learning and Assessment
VESPA	a pedagogical acronym which outlines a model for students to become better learners (Vision, Effort, Systems, Practice, Attitude)
VTQs	Vocational and Technical Qualifications (at BHASVIC our BTECs and Criminology Diploma)
WEX	Work Experience
WP	Widening Participation (schemes run by Universities to support disadvantaged students into HE)

**Contents**

Section 1: Quality of Education

Section 2: Behaviour and Attitudes

Section 3: Personal Development

Section 4: Leadership and Management

Objective: This College Development Plan (CDP) distils key targets arising from the College's Self-Assessment Report, last year's CDP, the Strategic Plan and all other relevant strategies, audits and Self-Assessment Reports.

The CDP forms the focus of SLT work, operational discussions at SMT Business meetings and for strategic discussions at Governor Committee meetings.

Monitoring and Reporting: The targets within the CDP have associated actions and performance metrics and a termly update is provided to relevant committees:

Section	Committee
1. Quality of Education – with three sub-sections: Intent, Implementation and Impact	Q&C
2. Behaviour and Attitudes	Q&C
3. Personal Development	Q&C
4. Leadership and Management	Q&C Resources

The Quality Cycle of the CPD and timing of our internal Quality Assurance Processes mean that the termly committee meetings and the December Corporation will:

Autumn Committees	December Corporation	Spring Committees	Summer Committees
Focus on signing off the CDP for the previous year.	Approve SAR and CDP for previous academic	Focus on update 1 of CDP for current academic year.	Focus on update 2 of CDP for current academic year.

Discuss emerging strategic issues for the current academic year.	year and CDP for this academic year.		
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Notes:

- **Previous Year Data:** Figures appearing after another figure in brackets and italics are for previous years, the first italicised figure being last year and so on.
- **Disadvantage:** Wherever figures exist for BHASVIC Disadvantaged students (socio-economic disadvantage, additional learning needs, etc), these are presented in this format **D=x%, highlighted in cyan**. Disadvantaged students are defined as those who were registered as 'Pupil Premium' when they were in year 11 at secondary school. Please note that no benchmarks exist for Disadvantage students. The DfE position is that an institutions disadvantage students should be benchmarked against the national average of all students.
- **Incomplete:** Areas highlighted in yellow are unresolved, still awaiting data, other evidence or further analysis.
- **Retention:** Student Retention is the per capita percentage of funded students at the college who completed the year. One-year retention is the percentage of funded course entries that completed the course. Two-year retention is the percentage of entries onto two-year courses that completed the two-year course.
- **Links** to college [Strategic Plan](#), [Risk Register](#) and [UN Sustainable Development Goals](#) appear for each target. The latter is part of our commitment towards Education for Sustainable Development (**Hyperlinks:** [Strat Plan](#) / [Risk Register](#) in latest [Corporation papers](#) / [Sustainable Dev Goals](#)).

Section updates will be populated from the Spring Term.

Section 1: Quality of Education									
#	Factor	Targets/Objective	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
INTENT									
1.	Closing The Gap SP 1.1, 2.1, 3.1, 3.3, 4.2 RR KR3 SDG 4, 8, 10, 11	Improve all key outcomes for students who are from low-income backgrounds. The gap in retention for these students should be significantly narrowed from the current levels. Value-added, attendance and destinations measures should also rise.	Priority 1: Enhance teacher focus on and support for students within the classroom. Priority 2: Improve students' sense of 'belonging' at BHASVIC. Priority 3: identify and conduct a wider series of strategies and actions to close the gap through the work of a college management team working party and action plan. Priority 4: Review and update admissions policies to increase confidence in applications and success at enrolment for those from low-incomes backgrounds, by reviewing special consideration categories for oversubscription and contextual offers.	JAM	Summer 2024	SAR, CQDP, SARAPs, Reports on progress with action plans			

Section 1: Quality of Education									
#	Factor	Targets/Objective	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
2.	Assessment and Reporting SP 3.1 RR 3.3 SDG 4	Upgrade assessment and reporting at whole-college and at course level, for students, parents/carers and for teachers.	<p>Priority 1: Continue to increase retention on-course and into the second year of A Levels by reducing the numbers of A1 Summer Exams failure rates in a range of courses.</p> <p>Priority 2: Discontinue A1 Summer Exam Resits and replace these with a robust, fair and easily understood alternative method for determining progression into the second year of an A Level course at BHASVIC.</p> <p>Priority 3: Determine the best policy on the use of CEDAR Markbook, allowing for optimal impact at course level whilst ensuring overall consistency of experience for students, parents, teachers and other stakeholders.</p> <p>Priority 4: Update Progress Reviews and Predicted Grade policies, definitions and communications.</p> <p>Priority 5: Complete an Assessment and Reporting Policy for all stakeholders, which outlines the purposes and procedures behind all internal assessments across the college and at course level.</p>	JAM	Summer 2024	Assessment and Reporting Policy and Framework			

Section 1: Quality of Education									
#	Factor	Targets/Objective	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
3.	Curriculum Offer SP 2.1, 3.1 RR 3.3 SDG 4	Prepare for all scenarios that might arise from the DfE's post-16 deletion of Applied General Qualifications and the incoming Alternative Academic Qualifications.	<p>Priority 1: ensure we have accurate information about all proposed changes, including those courses which will be entirely discontinued, those courses which will be converted and entirely new courses which come on line. Ensure we have clear information all timeframes and course specifications.</p> <p>Priority 2: Consult and prepare all admissions, prospectus and guidance processes to advise students and other stakeholders.</p> <p>Priority 3: prepare all staffing and training requirements, as well as accommodation, equipment and resources.</p> <p>Priority 4: Carefully analyse and plan for the admissions and funding implications and scale of new/changed provision, including impact on existing courses and changes in student course choices across all our curriculum offer.</p>	JAM	Summer 2024	Curriculum Course offer adaptation for Autumn 2024 admissions round			

Section 1: Quality of Education									
#	Factor	Targets/Objective	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
4.	Curriculum Management SP 2.1, 3.1, 3.2, 4.2 RR KR3 SDG 4, 8, 10	Ensure that core provision and college strategic priorities can be delivered in curriculum teams whilst the college continues to increase in size and complexity	Enhance the management and leadership within curriculum at BHASVIC: Priority 1: Review the organisation and staffing of some curriculum teams and areas of curriculum, including ALS/ESOL; MPA; Adult Ed; D of E; Flourish. Priority 2: Implement a series of HoD team days to advance a number of core colleges strategic aims through sharing of practice. Priority 3: Ensure staff workload issues and solutions are implemented at team level.	JAM	Summer 2024	Adapted curriculum structures, staffing and responsibilities in place for September 2024			
IMPLEMENTATION									
5.	Exams delivery SP 1.2b RR 6.6 SDG 4	Ensure all computer-based exams (including provision for students with additional needs) run smoothly, without errors, and minimise disruption to other functions (especially delivery of lessons).	Priority 1: Review all systems and procedures for each exam requirement, both technically and operationally (for example, student absences, catch-ups, etc). Priority 2: Ensure Exam Access Arrangements are robust and communication across teams are in place to meet student needs. Priority 3: Review sequencing of exams in the calendar and rooming adjustments across curriculum teams.	JAM	May 2024	No lost work. All access arrangements prepared for in advance. Minimal disruption/loss of rooms for other curriculum.			

Section 1: Quality of Education									
#	Factor	Targets/Objective	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
6.	Artificial Intelligence in Teaching, Learning and Assessment SP 2.1, 3.1, 3.2, 4.2 RR KR3 SDG 4, 8, 10	Exploit the opportunities A.I. developments can offer education. Mitigate the threats to integrity of student learning/assessment.	Priority 1: Scope all objectives and opportunities for evaluating and utilising A.I. at BHASVIC. Participate in the array of working parties and networks that are emerging. Priority 2: Education/pedagogy – identify tools and strategies for use by teachers, especially to help with workload and enhance student learning/feedback. Formulate assessment strategies to mitigate student malpractice. Provide training. Priority 3: Prepare student induction and guidance on constructive use and malpractice pitfalls (whole college and course-level).	JAM	July 2024	Policy updates; projects started; implementation framework/plans.			
7.	Local Skills Improvement Fund SP 2.1, 3.1 RR 3.3 SDG 4	Maximise the long-term gains in resources and professional development opportunities of this project for the college.	Priority 1: Ensure the very best Virtual Reality and other equipment is acquired and installed in the optimal location for its varied use. Funds fully spent. Priority 2: Optimise student experiences for learning and professional development opportunities for staff, as well as progressive experimentation in teaching and learning. Priority 3: Meet DfE compliance needs (KPIs, fiscal duties).	JAM/AMC	April 2024	Full budget spent. Equipment in use. Training in place.			
IMPACT									
8.	Attainment at A level KPI1, SP 3.4, 4.2 RR KR3 SDG 4	To maintain A level pass rate at a minimum of 99% and the overall A*-B grade rate at 70% or above	Sustain high quality teaching and learning; quality cycle and documents; management of departments and subject areas	JAM	Aug 2024	Achievement of targets			

Section 1: Quality of Education									
#	Factor	Targets/Objective	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
9.	Attainment at BTEC level 3 KPI1, SP 3.4, 4.2 RR KR3 SDG 4	To maintain BTEC pass rates at 99% and Distinction rates at a minimum of 65%.	Consolidate systems and culture associated with a changing BTEC assessment framework; Ensure ongoing tracking and robust role of Quality Nominee	JAM	Aug 2024	Achievement of targets			
10.	Progress (Value added) KPI2, SP 3.4, 4.2 RR KR3 SDG 4	To maintain exceptional overall value-added at 0.30 (L3VA/6D) or greater with Alps at 3 or better at A level and BTEC.	Sustain current high levels of performance in context of successful teaching and learning, culture and systems	JAM	Sept 2024	Achievement of targets			
11.	EHCP Outcomes SP 3.4, 4.2 RR KR3, SDG 4, 10	Students with an Education, Health and Care Plan at BHASVIC gain outcomes in line with other students.	These outcomes are monitored, reported upon and strategies to close any gaps are identified.	JAM	Sept 2024	Achievement of targets			
12.	Closing The Gap SP 2.1e, 3.4, 4.2 RR KR3, 3.4 SDG 4, 10	Outcomes for student from low-income backgrounds are equal to or better than the rest of the cohort (SP 2.1e; 3.4; 4.2).	Closing The Gap strategy and action plan.	JAM	Aug 2024	Reducing trend in gap/no gap in outcomes compared to non-disadvantaged .			
13.	Attainment in Eng/Maths GCSE KPI3, SP 3.4, 4.2 RR KR3, SDG 4, 10	To maintain the overall GCSE pass rates (grade 4 or above) at a minimum of 55%.	Departmental action plans; support plans; study support; HOD/HOF monitoring of performance.	JAM	Aug 2024	Achievement of targets			

Section 1: Quality of Education									
#	Factor	Targets/Objective	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
14.	Retention KPI4, SP 2.1e, 3.4, 4.2 RR KR3, SDG 4, 10	To achieve a minimum student retention rate of: By Course: A1 course=95% A2 course=98% Two-year course=85% By Whole Student: Funded starters who complete the year=95%	Monitor retention on linear courses and compare outcomes to emerging benchmarks.	JAM	Aug 2024	Achievement of targets			
15.	A1 Summer Exam Outcomes SP 3.4, 4.2 RR KR3 SDG 4	To ensure an overall pass rate of 99% and a high grade rate of +60%.	Sustain high quality teaching and learning; quality cycle and documents; management of subject areas	JAM	Aug 2024	Achievement of targets			
16.	Destinations KPI5, SP 2.1e, 3.4, 4.2 RR KR3 SDG 4, 8	Ensure all students go on to sustained education, employment, training (including after Gap Years); To maintain 40+ Oxbridge places (conversion rate of 2:3); and 20+ Medics (conversion rate of 1:2); Maintain 70+ Visual Arts applications. Improve tracking of direct employment and apprenticeship pathways.	Maintain three-stage in-year reporting protocol: UCAS (Sept), CIS/DfE (Dec/Jan) & HESA (April); target EE pathway & non-Uni data collection; effective analysis of data (including tracking intended compared to actual destination); utilise & evaluate with DfE benchmark data and continue to lobby local authority for better centralised post-16 data collection; link internally with alumni activity/database. Link all Destinations work to LSIP – Skills Accountability Agreement (actions). Continue to develop co-ordinated Centre Ops support with Destinations gathering.	AMC	Aug 2024	Achievement of targets			

Section 2 –Behaviour and Attitudes									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
17.	Attendance SP 2.1e; 2.2; 3.2a+b;3.4d RR KR3 SDG 4	Achieve a minimum average attendance rate of A1 93% and A2 91% across the year by qualification type (matching 18-19 pre-pandemic totals). Work towards SFCA 22-23 averages of A1 95%/A2 91% - combined total: 93%) (see also 20, 24 & 25 below)	Continue Guidance/Attendance team priority and oversight, with agreed metrics & reporting on cohorts. Devise formal Attendance Strategy and utilise CEDAR for routine attendance reviews, recognition & rewards in tutorial. Regular GM meetings with CIS link person to understand attendance patterns for different cohorts and plan interventions/actions. Ensure better understanding of authorised absence reporting via ParentPortal. Review, refine and publicise Sustainable Study position statement, linked to Attendance and Behaviour.	AMC	July 2024	Achievement of targets			
18.	Student Behaviour & Engagement SP 4.3; 3.2; 4.2; 2.1; 2.2 RR KR3 SDG 3, 4, 8, 11	To maintain a positive learning culture of respect and inclusivity and continue to embed the AOC Student Engagement Charter and Citizens UK community action. To reinforce importance of Community Values and 'Belonging' through the College Contract #BeBHASVIC – Be Happy Active Successful Valued Independent members of the Community Improve student understanding of the importance of site security, safety and welfare (see also 27 below)	Maintain visibility of core values throughout college materials, tutorial and student journey. Work with HoF i/c of Student Voice, Events & Enrichment Manager, SU/Forum, Community Organiser for ongoing student input on embedding the Charter and broadening Citizens UK campaigns. Continue to refine the suite of documents linked to Student Behaviour eg. Absence Reporting, Sustainable Study, College Contract etc. and streamline/align CEDAR reporting, flags and CPOMS. Utilise AI to assist analysis and inform early interventions for those 'at risk' through signs of disengagement (eg. concerning/very concerning approach to learning in Progress Reviews.)	AMC	Jul 2024	College materials Support Plan threads, Progress Review data and other Guidance metrics Safe & Well in FE survey data Site Security metrics End of year surveys Sustainable Study - policy & procedures			

Section 2 –Behaviour and Attitudes									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
19.	Skills, Enrichment & Employability SP 2.1; 3.2; 3.3; 4.3; 4.4 RR KR3 SDG 4, 8	<p>Extend and embed understanding of Skills Duty and LSIP. Build on success of first year to extend employer engagement and formalise strategy.</p> <p>High participation rates (above 85%) in enrichment, social action and skills or employability activities (particular focus on removing barriers for disadvantage/Widening Participation/SEND students).</p> <p>Improved integration and student reflection on this within Progress Reviews and Tutorial activities via CEDAR.</p> <p>Induct new AMEX Enterprise Adviser into BHASVIC careers & employability work and understand best deployment of this and other employer partners for the benefit of student skills development.</p> <p>(see also 24 & 27 below)</p>	<p>Promote a common language of holistic skills development, linked to employability and progression, across the college, utilising the Skillsbuilder framework: listening, speaking, creativity, staying positive, aiming high, leadership & teamwork.</p> <p>Reinforce understanding and achievement of Gatsby benchmark targets within wider curriculum teams (particularly use of LMI, linking curriculum to careers, employer encounters and experiences of the workplace).</p> <p>Maintain Connect app to track skills, employability and enrichment; feed into development of CEDAR to ensure careers & employability tracking aligns.</p> <p>Link Citizens UK Community activity to Skills development and continue widening involvement in local & national social action and community campaigns.</p> <p>Maintain regular meetings with Skills Governor and link with Enterprise Adviser's work, where appropriate.</p>	AMC	Jul 2024	Termly Compass benchmarking / Gatsby audit SARAPs Surveys & evaluations Governor & EA feedback Connect App data; Skills Week, Events & Enrichment and Citizens UK participation data Progress Reviews			

Section 2 –Behaviour and Attitudes									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
20.	Digital Communication, Skills Development and Online Safety SP 1.2, 3.2, 4.4 RR 6.6 SDG 4, 8, 9	<p>Build confidence of staff and students in use of SharePoint for Tutorial and some Personal Development activities.</p> <p>Promote use of myBHASVIC app, aiming for over 90% of students downloading and using it regularly.</p> <p>Maintain regular meetings of Online Safety cross-college team and update 360* audit.</p> <p>Improve professionalism of parent/carer online events and maintain fortnightly student, parent/carer updates.</p>	<p>Continue to migrate and improve tutorial materials on Sharepoint; train tutors; phase out BHASVLE and find an alternative online booking system.</p> <p>Continue to develop understanding of digital platforms, raising the profile of online safety and professionalism to students and staff.</p> <p>Develop and promote online 'Report A Concern' protocols in consultation with SU. Include particular focus on understanding and reporting micro-aggressions, hate crimes, HSB, bullying & harassment.</p> <p>Roll out parent/carer online webinars on TEAMS, fully hosted and produced by BHASVIC technical teams.</p> <p>Review online filtering and monitoring with new AP I/c of Digital to ensure compliance with KCSIE 2023 and updated Prevent Duty</p>	AMC/MM	Jul 2024	<p>Surveys, evaluations & feedback</p> <p>Safe & Well in FE survey data and CPOMS data</p> <p>Online events feedback, participation rates and metrics on readership of centralised college communications</p>			

Section 3: Personal Development									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update

21.	Careers Guidance & Progression SP 2.1e, 2.2; 1.3a; 3.2c; 3.4d; 4.2a+b RR 3.1 SDG 4, 8	<p>To deliver the main careers and progression programme to all students via tutorial, which is differentiated in A2, dependent on chosen progression route.</p> <p>To support all teachers/tutors to offer unbiased, high quality, up-to-date and locally relevant careers guidance, drawing on LMI and LSIP; and offering regular opportunities for encounters with the world of work each year.</p> <p>To offer specialist 1:1 advice to any student, by appointment; but to prioritise targeted 1:1 careers guidance (online or face-to-face) for SEND, ESOL, WP, Bursary and other disadvantaged groups identified in 'Closing the Gap' strategy.</p> <p>To maintain consistently high HE progression data and degree outcomes (above national and</p>	<p>Continue to revise Tutorial programme & Personal Development activity to ensure up-to-date and high quality careers & progression materials.</p> <p>Establish cross-college UCAS working group to review and update IAG linked to this progression pathway and align systems and processes with new tech/AI/CEDAR.</p> <p>Use curriculum SARAPs & Skills audit to understand knowledge gaps and target support to departments. Continue to prioritise close collaboration with BTEC teams. Map careers, skills and employability activity into overall Student Journey.</p> <p>Build on success of Skills Week 23. Continue to promote LSIP cross-college and launch employer engagement strategy, leading on College's LSIP strand linked to Visitor, Hospitality & Cultural sector.</p> <p>Develop Centre Ops links and support for careers and Guidance teams(particularly GM for UCAS/HE, Transitions, Care Experienced). Migrate leadership of Alumni strategy to Student Experience team (Events Manager).</p> <p>Align cross-college stakeholder engagement strategy to employer engagement/LSIP work. Reflect in documents (Accountability Agreement & Action Plan). Utilise c.700 new</p>	AMC	Aug 2024	Attendance and participation data Online careers referral & appointment data Termly Compass benchmarking / Gatsby audit staff/student/parent/carer surveys & evaluations Stakeholder/employer survey Governor & EA feedback SARAPs UCAS & HESA data			
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Section 3: Personal Development									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
		sector benchmarks) and continue to develop data around other progression routes (apprenticeships, employment and visual arts) <i>(see also 21 above & 25, 27 below)</i>	contacts from Skills Week 2023 as well as alumni, Enterprise Adviser Network, Chamber of Commerce and other employer contacts. Further develop Employer webpage and cultivate 'Skills Link' employers. Further embed role of Skills Link Governor. Plan for a 'networking' employer/alumni celebration event.						

22.	Health & Wellbeing (including counselling services and welfare support) SP 4.1; 4.2; 3.2a+b RR 3.4, 3.5 SDG 4, 8, 16	<p>To deliver universal mental health and wellbeing support, advice and guidance via tutorial and Personal Development workshops.</p> <p>To offer specialist 1:1 counselling / welfare interventions and support; or, if the counselling service is full, to ensure assessment and signposting.</p> <p>To build on staff training; co-ordinate student & parent/carer activities and address increasing demand with preventative work.</p> <p><i>(see also 19 & 20 above; 26 & 27 below)</i></p>	<p>Continue to develop broader targeted interventions in discussion with Schools Mental Health Service, Action Your Potential, Flourish Mentoring and other providers (e.g. Emotion Coaching, Exam Anxiety, Mindfulness, sleep clinics)</p> <p>Develop new student wellbeing ambassadors and plan in-year programme of student activities (PD workshops, talks & enrichment). Head of Student Support and GM i/c Wellbeing to continue consulting on Mental Health strategy ready for Sept 2024. Pilot 'quiet reflection space' in association with SU.</p> <p>Continue to lead discussions with local authority/FE Sussex on consistency of practice in post-16 transition information. Work with Admissions team internally to refine online application and collect screening information for better targeted and timely transition support.</p> <p>Refine roles and responsibilities of Mental Health caseworker, to encompass triage of medical info as it emerges; redirect to first aid, ALS and other relevant teams; and link with School Nurse team at local authority for help and advice on more complex cases.</p>	AMC	Aug 2024	Counselling statistics and evaluations CPOMS/Safeguarding data Safe & well in FE survey data End of year surveys Sustainable Study position statement, Behaviour policy/procedures			
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Section 3: Personal Development									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
			Contribute to cross-college working group to refine 'Do not contact home' / over 18 / parent-carer position statement, policy and procedures						

Section 3: Personal Development									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
23.	Quality Assured Guidance and Tutorial Delivery SP 3.2a+b RR 3.3 SDG 4, 8	<p>Consistent and high quality delivery of tutorial and guidance work.</p> <p>Students, parents & carers are positive about the quality of guidance and tutorial support.</p> <p>Tutorial & Guidance activity, clearly mapped to personal development and placed at the centre of BHASVIC curriculum intent, implementation and impact.</p> <p>Accommodation which is fit for purpose to support delivery.</p> <p>(see also 19, 20 & 22 above)</p>	<p>Maintain and develop regular pastoral KPIs and data-tracking with GMs, linked to Support Plan threads, Attendance, 'Cause for Concern' in Progress Reviews. Feed into data reporting development / AI to reflect essential Tutorial & Guidance metrics.</p> <p>GMs to follow-up in regular 1:1 discussions with tutors; GM i/c of tutorial 1:1s and quality improvement – see Development Plan.</p> <p>GMs to develop and expand Guided Learning Sessions.</p> <p>HoSE/HoG to embed training, observation programme. Follow-up in tutor team meetings – ensure quality assurance, student progress tracking on every agenda.</p> <p>Develop Futures Co-ordinator role & responsibilities linked to consistency and Quality Assurance (eg. individual SARAPs and regular KPIs/essential destination tracking).</p> <p>Address issue of Tutorial Cover and propose costed solutions. Evaluate impact of tutorial allowance on quality.</p> <p>SSELT to revisit Tutorial Mission, Vision & Values and consider possible adaptations in light of new digital updates and delayed accommodation strategy. Feed into SLT strategy and planning for 24 and beyond.</p>	AMC	Aug 2024	Attendance and participation data Guidance metrics / Development Plans / SARAPS Parent/carers, student survey data Staff evaluations Observation/ tutor self-assessment notes SSELT agendas and termly KPIs Destination data			

24.	<p>Transition Support – vulnerable students & ESOL.</p> <p>SP 3.2a+b RR 3.1 a+b SDG 1, 4, 8, 10</p>	<p>Effectively identify and strengthen support for the most vulnerable students at key points of transition.</p> <p>Reduce barriers to learning, including economic, social and cultural for disadvantaged and vulnerable students.</p> <p>Further hone our transition support, particularly around young carers, care experienced (including ESOL) and previously in care students, as well as for ‘harder to reach’ students who have had previous or ongoing interventions from external agencies.</p> <p><i>(see also, 24 & 25 above)</i></p>	<p>Work closely across SSEG teams and ALS/ESOL to target priority support for vulnerable students. Continue to monitor and administer financial bursaries already offered, in light of cost-of living crisis.</p> <p>Feed into ‘Closing the Gap’ cross-college working group and EDI core team to remove barriers linked to economic, social and cultural disadvantage. Work with external partners (feeder schools, local authority, Citizens UK, Old Boys network) to signpost and develop appropriate additional support.</p> <p>Strengthen operational links between Designated Teacher (GM i/c vulnerable students) and ESOL Lead with regular meetings. Develop better oversight and tracking of pastoral support and progress of ESOL students via PEPs. Build better understanding of bursary application within wider ESOL team via Centre Operations and Student Support links.</p> <p>Improve identification and tracking of WP eligibility; promote WP opportunities with curriculum leads, use KPIs to assess impact.</p> <p>Further develop GM specialism of ‘Transitions’ and broaden scope and impact of ‘Get Ahead’ induction days for under-represented groups and other targeted interventions in Development Plan.</p>	AMC	Aug 2024	<p>Centre Ops data (bursary, FCM etc) & Guidance metrics</p> <p>Student, parent/carer surveys</p> <p>WP reports</p> <p>Participation rates for disadvantage and other EDIMS metrics</p> <p>Feedback from local partner schools; local authority, SAWFE surveys</p>			
25.	Student Union,	To have a visible and active Student Union,	Continue to develop SU Co-ordinator role within Student Experience team to add	AMC	July 24	Participation figures for SU			

	<p>Societies, Alumni & Citizenship</p> <p>SP 4.3; 4.4; 22.1d, e+f; 1.3</p> <p>RR 3.3</p> <p>SDG 4, 8,</p>	<p>Student Forum and range of Student Societies to help develop all students as leaders and citizens, through a framework of opportunities</p> <p>To utilise alumni and other networks to support enrichment, careers, skills and progression activity; and to promote and improve student and employer engagement.</p> <p>Improved student survey metrics for SU in 2024.</p> <p><i>(see also 20 & 23 above)</i></p>	<p>support. Update SU constitution to reflect new roles. Refine new roles and responsibilities for student ambassadors, clarify terms of reference for Student Forum, embed use of new handbooks.</p> <p>Continue to develop Citizens UK work, expanding core team of staff who lead and embedding the different levels of wider staff involvement in campaigns (level 1 = supporter, level 2 = campaigner & level 3 = organiser). Key campaigns for 24: Mental health & wellbeing; Climate action; Workers' rights; Affordable, reliable & safe transport; Safer spaces and the night-time economy.</p> <p>Leave Future First alumni network and develop new strategy, using our own database. Student Experience team to lead and link explicitly to employer Engagement strategy and Skills development. More consistent deployment of alumni expertise in local target sectors (Engineering & Manufacturing; Construction; Digital; Creative and Cultural; Health & Care – inc pharmaceutical; Visitor & Hospitality; Land-based, horticulture & viticulture)</p> <p>Review Duke of Edinburgh support and consult on new model, embedded in Student Experience team, to develop cross-college support and maintain greater institutional resilience.</p> <p>Explore links with wider networks eg. Youth Parliaments within local authority, as well as community involvement in</p>			<p>events, Forum attendance and societies</p> <p>Staff, student surveys and evaluations</p> <p>Citizens UK numbers and feedback</p> <p>Alumni database / LinkedIn activity</p>			
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Section 3: Personal Development									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
			social action, liaison with police youth community officers etc.						

26.	<p>Equality, Diversity & Inclusivity (EDI)</p> <p>Fundamental British Values 'Community Values' and Prevent Duty</p> <p>SP 4.2 RR 3.4 SDG 4, 8, 10, 11</p>	<p>Ensure that the college remains an open, democratic, respectful and tolerant community and that it meets its inclusion, equality and diversity responsibilities.</p> <p>Maintain College of Sanctuary status. <i>(see 20, 23, 24 & 26 above)</i></p>	<p>Maintain and develop cross-college Core Team and Working Group to build on Insights and Dimensions of Diversity research from 22-23 and build on success of EDI INSET days to plan for next one in Sept 2024.</p> <p>Embed student voice in developing EDI calendar and co-ordination of events, including Personal Development and Culture Day activities.</p> <p>GM with EDI co-ordinator role to focus on student voice activities – see development plan. Consult on Hate Crime reporting of bullying. Continue to involve students in developing an anti-racist strategy, and feed into work on relationships and sex education and harmful sexual behaviours. Review effectiveness of PD days and follow-up materials on sexual harassment, relationships and consent.</p> <p>Continue to facilitate inclusion of ESOL students into wider college community and build active links with FE Colleges of Sanctuary network. Review how SSEG teams can better support ESOL activities (eg. Old Boys funds, DT links, careers & transitions)</p> <p>Streamline EDIMS data reporting and embed in annual report.</p>	AMC	Ongoing / Aug 2024	<p>College of Sanctuary quality award</p> <p>Survey data and evaluations</p> <p>New EDI SARAP report format, data published</p> <p>EDI calendar Student forum schedule and attendance</p> <p>CPOMS stats / SAWFE survey</p>			
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Section 3: Personal Development									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
			The CTLP (counter terrorism local profile) links hate crime with Prevent referrals and identifies males under 20 as consistently vulnerable to radicalisation in our area. Extreme Right Wing terrorism and online gaming remain consistently high threats for radicalisation and extremist language and behaviour. Continue to educate whole college community on emergent local threats and ensure staff and students remain vigilant and able to articulate this duty in the context of safeguarding and the curriculum.						

Section 4: Leadership and Management									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
27.	Student numbers 16-19 KPI 6; SP 1.4 RR KR1 SDG 4, 11	At 2024-25 enumeration, to have 3,670* students including ESOL. *To be refined once application numbers known.	Student numbers analysis, planning and adjustments. Effective school liaison; Marketing; Maintain quality of interviews and IAG;	JAM	By Sept 2024	Enrolments and funded ILR returns			
28.	Financial management KPI 7; SP 1.4 RR KR2 SDG 4, 11	To maintain Good financial health. (KPI 7; SP 1.4b)	Prudent and careful budgeting; Governor and ESFA oversight; sustain student numbers at target funded 16-18 students.	JHK	Ongoing	Financial solvency; Financial health forecasts 'Good' or better; Ensure % income to staff costs remains below 75%.			
29.	Student evaluation of learning KPI 8; SP 2,3 RR KR3 SDG 4, 11	Students 'recommend the College to others' rated at 8.5/10 or higher. Students rate 'my teacher has helped me to learn' at 8.5/10 or higher.	Ensure high quality student experience across all aspects of college; engage with student forum and Student Union; ensure feedback is visible; departmental approaches to student voice.	JAM	Sept 2024	Achievement of targets			
30.	Accommodation SP 1.4a, 4.4 RR 4.4 SDG 4, 9	To have installed a temporary 8 classroom modular block on the all-weather sports courts to help manage demographic growth when at capacity currently. To be ready for occupation September 2024	Work with Vail Williams to secure planning permission; Work with Portacabin on installation of modulars;	JHK	Sept 2024	Planning achieved and modular block installed.			

Section 4: Leadership and Management									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
31.	Accommodation – Masterplan Phase 3 SP 1.4a, 4.4 RR 4.4 SDG 4, 9	To have secured planning permission for a new build to replace the modulars. To investigate funding avenues to pay for this development. (SP 1.4a, 4.4). Explore expansion of social space (Canteen extension) and sports facilities.	Planning outcome; exploit opportunities for capital funds. Progress other options to improve the estate if new build bid not viable.	JHK	July 2024	Planning achieved. Secure capital funding. Options appraisal for alternative developments.			
32.	Post-16 provision locally and nationally SP 4.4 RR 2.4, 2.6 SDG 4, 8,	Investigate opportunities and threats associated with post 16 provision locally and nationally including our designation, by investigating opportunities around Academisation.	Ensure we keep abreast of local and national opportunities and threats to provision; investigate need in Eastbourne; talk to key stakeholders.	WJB	July 2024	Maintain success (outcomes) popularity (enrolments) and solvency (financial health).			
33.	Post-16 Curriculum SP 2.1 RR 1.2, 2.1 SDG 4, 8	To respond to changes to the post-16 curriculum (removal of BTECS, launch of Advanced British Standard) including monitoring Labour policy and plans.	Manage changes to curriculum offer; research alternative qualifications; monitor possible changes/developments	JAM	Sept 2024	Curriculum intent document; enrolments to courses; staffing efficiency.			
34.	ONS reclassification SP 1.4 RR 2.1 SDG 16	To act on any changes arising from reclassification from Private to Public Sector (e.g. Financial returns, change of financial year end).	Discharge actions associated with reclassification.	JHK	July 2024	Reclassification alignment complete.			

Section 4: Leadership and Management									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
35.	Partnerships and Stakeholder Engagement SP 4.4 RR 2.5 SDG 11, 16	Maintain strong partnership work and look to build these further. Continue with actions set out in Stakeholder Engagement Action Plan – particularly with University and Employers. (SP 4.4)	Continued participation in Accord, S7 and FE Sussex; Brighton and Hove Education Partnership; Citizens UK B&H;	WJB	July 2023	Action plan completed; partnerships work effectively; meeting minutes			
36.	Admissions process SP 1.3 RR 6.6 SDG 9	Deliver a contemporary, digital and personalised application and enrolment process.	Develop and implement a digital admissions process which streamlines application, enrolment and timetabling processes within Cedar, with all actions taking place digitally. Improve learner experience throughout the process.	MWM	July 2024	All applications and enrolments happen online, and admissions data is readily available to appropriate stakeholders			
37.	Maximise cybersecurity SP 1.2 RR KR4 SDG 9	To further improve Cyber Resilience through the use better detection tools, and improve preparedness to respond to incidents	Upskilling of IT team and refinement of CS defences and processes; development and testing of IRP; upskilling of staff and students. Build on actions identified in Cyber Review. Implement improved active monitor solutions such as Microsoft Sentinel	MWM	May 2024	External audit review; pen testing; IRP testing; phishing campaign; staff survey.			

Section 4: Leadership and Management									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
38.	Improve Data Protection awareness and protect data assets SP 1.2 RR KR4 SDG 9	Carry out full Data Protection Audit to establish data assets and improve data protection training for all staff.	Complete audit. Review and improve data protection training resources as well as staff induction materials.	MWM	May 2024	DPA complete and up-to-date. DPIAs implemented. Staff training logs, whole staff training completed and evaluated.			
39.	Maximise Cloud solution; reduce capital expenditure SP 1.2 RR 6.6 SDG 9	Continue planned file migration to Cloud, reducing onsite storage and infrastructure requirements,	Identify targets for migration/deletion, including local file storage repositories Actively monitor CIS cloud possibilities. Migration of backup resources to the cloud	MWM	July 2024	Consolidation of on-premises servers; maximised use of MS Cloud storage; structured rolling replacement of devices. Data storage is regularly reviewed.			
40.	Develop BYOD policy for all students SP 1.2c RR 6.6 SDG 9, 10	Further develop BYOD policy in light of second rollout, giving all learners access to their learning resources.	Develop BYOD policy to include considerations of pedagogy; consult with curriculum departments to maximise use of personal devices. Review WiFi coverage and infrastructure, upgrading access points and network connectivity to support the expansion into year 2 of the project.	MWM	Apr 2024	All students accessing the BYOD programme, and network infrastructure is able to support and sustain access for all users. JISC network assessments show sufficient internet capacity. Wifi audits show good connectivity across the site			

41.	Rationalise the digital environment for students SP 1.2 RR 3.7, 6.6 SDG 9	Rationalise the learning platforms to provide an easily navigable and secure access to learning.	<p>Implement the Microsoft as VLE programme, with the use of Blueprint course SharePoint sites to improve consistency across subjects and improve student experience.</p> <p>Implement Staff Digital Development programme to improve the use of key Microsoft tools, including Teams education functions and SharePoint.</p> <p>Formulate guidelines for accessible use, and effective digital pedagogy.</p> <p>Maximise use of SharePoint through training and supported transition, particularly for subjects</p> <p>Phase out the use of BhasVLE for student purposes.</p> <p>Maximise use of MyBHASVIC for cross-college communication.</p>	MWM	July 2024	Guidelines in place which simplify student experience and ensure accessibility. Usage statistics show high engagement with MyBhasvic and an improvement from previous year. SharePoint Blueprints are in place for 90% of subjects.			
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Section 4: Leadership and Management									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
42.	Digital skills development SP 1.2, 2.1 RR 3.3, 3.7, 6.6 SDG 9	Review digital skills induction for staff and students which equips them for teaching and study at BHASVIC, with a focus on the key tools of Teams and Microsoft. Implement an AI policy to support with academic activity, and workload reduction.	Update digital skills induction programme for students with greater focus on the day-to-day tools needed for effective learning at BHASVIC. Integrate induction into BhasVLE as well as tutorial programme. Provide independent digital skills development unit for A2 students. Implement college wide Making the Most of Microsoft Training Programme. Review SAR and PDR documentation to ensure that there are specific prompts and space to record digital targets. Develop an AI policy for the college, create resources and training opportunities to embed AI into routine practice.	MWM	July 2024	Digital induction completion data. Digital skills module completion data. Student voice is positive. All staff record completion of the required annual digital training. SARs show how departments are planning for and integrating digital into their work.			

Section 4: Leadership and Management									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
43.	Communications policy SP 1.2, RR 6.6 SDG 9	Replace the Staff Intranet with key SharePoint sites. Develop and implement a staff communications policy to improve the use of Teams and Email.	Develop a new Intranet using SharePoint tools which make use of Microsoft tools for a more personalised Intranet Experience. Explore the use of AI to develop improved self-service models for staff including HR policies Q&A. Write and implement a communications policy for staff which reduces the burden and complexity of cross college communications.	MWM	June 2024	Critical staff information is easily accessible through new Intranet SharePoint. Usage statistics show high levels of use. Staff feedback is positive.			

Section 4: Leadership and Management									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
44.	Social media and website development SP 1.2, RR 6.6 SDG 9	Improve the use of social media to include more proactive content. Review website content and implement stricter publishing controls to improve content quality. Review website with a view for a future rebuild and overhaul.	Implement a social media calendar to schedule posts. Develop content to provide useful information for existing and potential students which shares useful information about BHASVIC culture, values, events and activities as well as key call to action events. Explore the use of video (reels and shorts) and interactive content to engage audiences. Initiate processes and checks for website content submissions Conduct a website content audit and prepare a site map in preparation for future website overhaul.	MWM/ JB	July 2024	All website content is up-to-date and accessible. College social media is monitored for success criteria, with increased number of posts and greater engagement.			
45.	Staff Recruitment SP 4.1 RR 5.1 SDG 8, 9, 11	Increase applications for posts and streamline/simplify application process	Simplify application process; increase reach of advertising and increase talent pool via social media.	JHK	July 2024	Increased number of applications for vacancies; minimise unfilled vacancies within a challenging environment.			

Section 4: Leadership and Management									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
46.	Staff Development and Satisfaction SP KPI8, 4.1 RR 5.1, 5.6 SDG 3, 8, 11	Provide relevant and effective training that allows staff to develop within our culture; to sustain high levels of Staff satisfaction	Ensure quality development opportunities at individual level; evaluate impact of these; assess against PDR targets; use SWELL; Managers Away Day content, conduct staff satisfaction survey	JHK	July 2024	High levels of satisfaction with INSET; Staff Satisfaction survey outcomes July 24.			
47.	Staff workload and Wellbeing SP 4.1 RR 5.1, 5.6 SDG 3, 8, 11	Ensure we are an employer who is engaged in workload conversations and actively promoting staff wellbeing (SP 4.1)	Meetings with union reps; staff meeting agenda item; key messages about expectations reinforced; satisfaction surveys	JHK	July 2024	Staff wellbeing data; follow-up planning; INSET; Wellbeing day participation; evaluations.			
48.	EDI SP 4.2 RR 5.3 SDG 8, 11, 16	Ensure we are a diverse and inclusive employer reflecting local community, including representation amongst Governing Body.	HR specific project to evaluate current data; review recruitment processes; deliver actions specific to project;	JHK	July 2024	Positive EDIMS; increased diversity in applications / workforce; INSET.			
49.	Non-ESFA Income Streams SP 1.4 RR KR2 SDG 9	Combined income across venue hire, evening languages and catering will provide a net contribution of £100k.	SARAP Action Plans for individual areas met. Monthly budget monitoring against forecast/target income.	JHK	July 2024	Monthly Management Accounts			
50.	Sustainability SP 1.1 RR 2.7 SDG 3, 4, 7, 8, 9, 10, 11, 12, 13, 15	To meet the criteria as a 'leading' provider on the FE Climate Roadmap; To advance the Carbon Action Plan to help meet our 2030 net-zero ambitions; To recalculate our Carbon Footprint for 2023;	To meet actions as set out in the Sustainability SARAP	WJB	July 2024	Performance against roadmap targets to achieve 'Leading' status. Actions from Sustainability SARAP met.			

Section 4: Leadership and Management									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
51.	Safeguarding SP 3.2, 4.1a RR 6.2 SDG 11	To ensure safeguarding responsibilities are fully discharged	Respond to case work, provide and refer to appropriate support. Analyse CPOMS and Senso statistics and action accordingly.	AMC	On-going / Aug 2024	INSET records and feedback; sample survey data; Safeguarding EQR; revised safeguarding meeting structures, SLT Business agendas & minutes; Senso & CPOMS data			
52.	Health & Safety SP 4.2 RR 6.2 SDG 11	To restructure H&S provision away from H&S officer role whilst ensuring our approach remains robust and compliant. Ensure trips procedures update inc. with Cedar and parent pay. Communicate changes and systems to all staff.	To split oversight into: <ul style="list-style-type: none"> Buildings & Hazards – Estates Risk Assessments – Jutta Staff Development – HR High Needs Students – ALS First Aid – Netti/Reception 	JHK	Dec 23	Fire evacuation drills; legionnaires testing; asbestos records; Risk Assessments; training records; PEEPs; First Aid data; Accident Forms.			
53.	Site Security SP 4.2 RR 6.2 SDG 11	Ensure College site safety and security remains robust and in accordance with our site security position statement. Appoint an additional Community Officer/member of the Estates team to help manage capacity. Investigate person identification CCTV as a virtual 'fence'.	Appoint additional staff member. Community Officer to collect and analyse statistics around site security and strangers on site. Ensure students carry BHASVIC ID.	JHK	July 2024 Ongoing	Metrics presented to SMT Business meetings. Installation of person identification CCTV with procedures and protocols if proven affordable and effective.			

Section 4: Leadership and Management									
#	Factor	Targets	Action	Who	When	Performance Indicator	March 24 Update	June 24 Update	Sept 24 Update
54.	Governance: SP 2.3 RR 1.5 SDG 16	Complete actions arising from Governance Action Plan. Adapt accordingly to follow AoC new code of Governance. Induct new Co-Chairs.	Progress actions on the Governance Action Plan. Review processes against new code of conduct. Complete induction process for new co-chairs.	LEP and WJB	By April 2024	Successful induction of co-chairs. Actions completed.			