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## Section 1: Executive Summary of 2018-19

### KEY FACTS ABOUT THE COLLEGE 2018-19

- We remain a designated Sixth Form College.
- Number of funded 16-19 students was 2986 – a growth of 79.
- Our main Study Programme of three, two-year A levels with tutorial and portfolio course (including EPQ) remains both very popular and very successful for our students' results and destinations.
- We had the 6<sup>th</sup> (7<sup>th</sup>) largest A level cohort in the country
- Students come from over 60 different schools with 50% coming from Brighton and Hove.
- There are 15 subject departments for 16-19 education organised into three faculties.
- College income from all sources (excluding capital grant) was circa. £12.4m.
- The College was inspected by Ofsted under a previous framework in November 2012 and was judged 'Outstanding' in all graded areas and judged as 'Outstanding' overall.
- We are a member of the Brighton and Hove Secondary Partnership Group and Accord Group of Colleges.
- We are a member of the S7 sixth form college consortium and FE Sussex.
- Real terms cuts in funding 2011-19 will be in the order of 30% – the College has restructured staffing and grown student numbers to offset financial pressures but we remain at capacity.
- We are constructing a new building to provide better accommodation and allow sustainable growth to offset funding pressures. Works commenced in May 2019, ready for opening in September 2020.

### SUMMARY OF SELF-ASSESSMENT

- This is the final SAR under the old Ofsted Inspection Framework – all quality processes have been updated to the new framework criteria for 2019-20 and beyond.
- All department subject areas produce self-assessment reports and action plans (SARAPs) based on clear procedures
- Each cross-college area of provision produces 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 2019-20 is an action plan 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 Management Team and the Corporation and its committees.
- The College Development Plan is reviewed three times in the self-assessment year by SMT, CMT and the Corporation and its committees.

### EVIDENCE BASE

- College SARAPs (16 curricula, 25 cross-college, 1 governance), including progress updates
- The College Strategic Plan 2017-20
- A number of key college strategies, with action plans
- Raw results data
- DfE national School Performance Tables
- Value added data produced by DfE, ALPS & ALIS
- National Benchmark data on Goldmine and from Six Dimensions
- College Information Systems data in general
- 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 2017 – 2020:** BHASVIC and the 7 C's:

- Commitment** – To achieve outstanding levels of performance
- Curriculum** – to provide facilities to ensure we can deliver a broad curriculum
- Culture** – To cultivate a 'High Challenge, Low Threat' culture
- Contemporary** – to provide a stimulating educational and social environment
- Creative** – to encourage creative and innovative approaches to teaching and learning
- Community** – To be an inclusive and accepting College
- Control** – to be an efficient, fair and intelligently managed organisation

### SELF-ASSESSED GRADES (Previous year's grades in brackets)

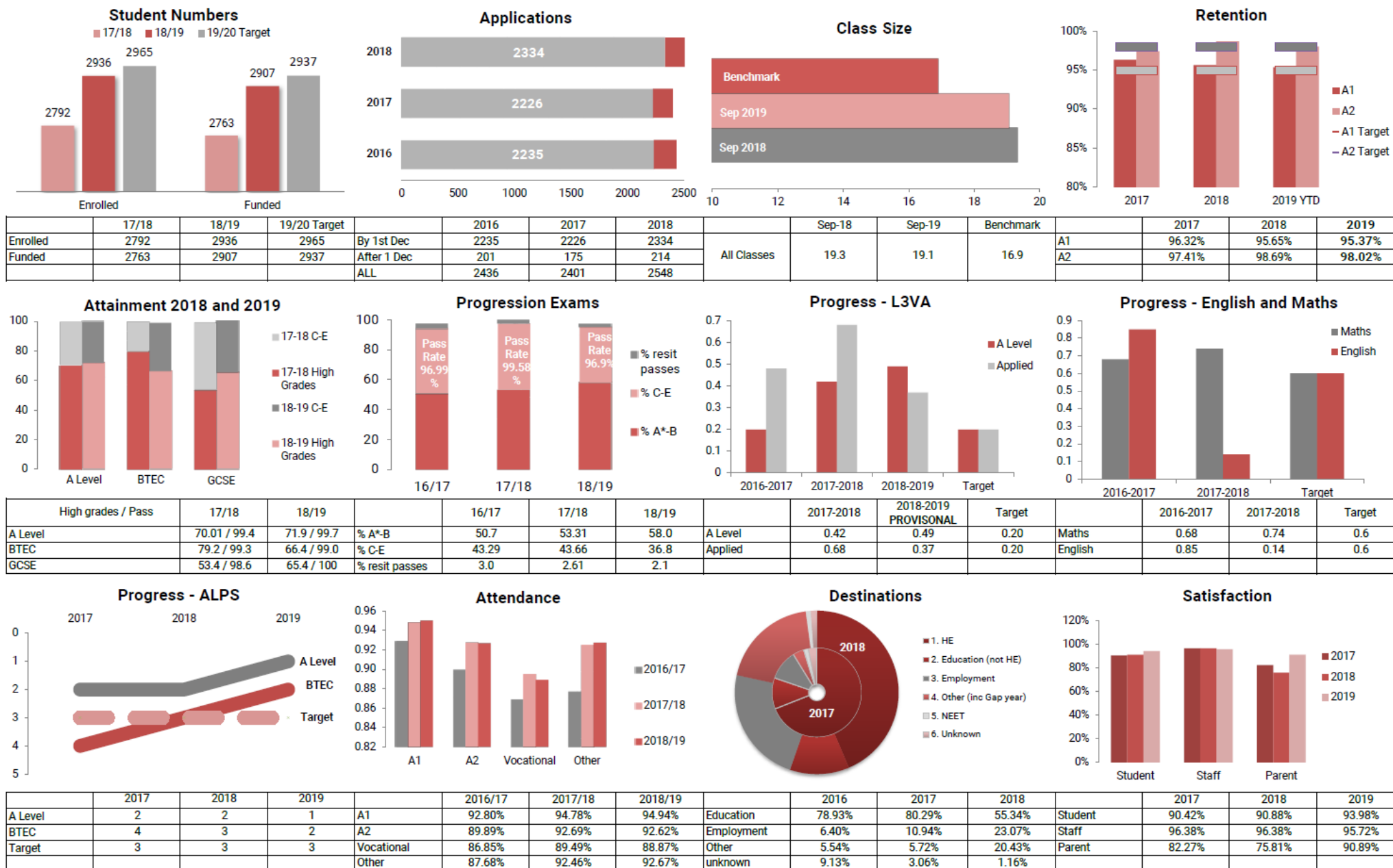
- Overall effectiveness:** 1 (1)
- Outcomes for learners:** 1 (1)
- Quality of teaching, learning and assessment:** 1 (1)
- Personal Development, Behaviour, Welfare:** 1 (1)
- Leadership and management:** 1 (1)
- Governance:** 2 (2)

## Summary of Key Strengths and Areas for Development from 2018-19

Strengths	Areas for Development																																				
<b>Outcomes for Learners</b> <ul style="list-style-type: none"><li>2<sup>nd</sup> highest Sixth Form College, nationally for A level Progress – 0.48 (<i>0.42</i>), top 0.7% of state-funded providers.</li><li>All funded starters who completed the year 97.3% retention</li><li>97.3% of students were retained to the end of the ‘core aim’ of their study programme</li><li>3<sup>rd</sup> state-funded provider nationally with cohort over 90 for A level Progress of Disadvantage students – 0.43 (<i>0.37</i>); top Sixth Form College for A level Progress of Disadvantage students.</li><li>3<sup>rd</sup> highest college nationally for A level Point Score – B, 41.1 (<i>40.68</i>).</li><li>ALPS ‘1’ for A level (top 5% nationally) and ‘2’ for Applied Generals (top 10%).</li><li>More than 2 in every 3 results are high grades for A level and BTEC.</li></ul>	<ul style="list-style-type: none"><li>Aim to further reduce or narrow the gap in outcomes for disadvantaged students.</li><li>Review our BTEC curriculum intent and offer, in light of outcomes from the DfE consultation on Applied General Qualifications, their reformed new framework and our student application trends.</li><li>AS Level Achievement Rate in QAR 2018/19 is <b>incorrect</b>, due to a coding error on the ILR in 2017/18  This is due to course coding error for our first year A Level Politics students on the ILR in 2017/18. At BHASVIC all first-year students enrol on two-year A Level courses. We do not offer AS Level courses to our first year students.  Our <b>164</b> first year A Level Politics students were coded onto AS Level Politics by mistake, and have subsequently all been recorded as not completing AS Level Politics in the 2018/19 QAR.  We have submitted a data correction to the ESFA regarding this.  The correct outcomes for AS Level 2018/19 at BHASVIC are:<table><tr><th>AS Levels 2018/19</th><th>Starts</th><th>Completed</th><th>Passed</th><th>Retention %</th><th>Achievement %</th></tr><tr><td>Graphics</td><td>20</td><td>20</td><td>19</td><td>100.0</td><td>95.0</td></tr><tr><td>Psychology</td><td>16</td><td>15</td><td>13</td><td>93.8</td><td>81.3</td></tr><tr><td>Sociology</td><td>9</td><td>6</td><td>5</td><td>66.7</td><td>55.6</td></tr><tr><td>Further Maths</td><td>33</td><td>33</td><td>33</td><td>100.0</td><td>100.0</td></tr><tr><td><b>Total</b></td><td><b>78</b></td><td><b>74</b></td><td><b>70</b></td><td><b>94.9</b></td><td><b>89.7</b></td></tr></table></li></ul>	AS Levels 2018/19	Starts	Completed	Passed	Retention %	Achievement %	Graphics	20	20	19	100.0	95.0	Psychology	16	15	13	93.8	81.3	Sociology	9	6	5	66.7	55.6	Further Maths	33	33	33	100.0	100.0	<b>Total</b>	<b>78</b>	<b>74</b>	<b>70</b>	<b>94.9</b>	<b>89.7</b>
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<b>Teaching, Learning and Assessment</b> <ul style="list-style-type: none"><li>Curriculum departments use evidence-based self-assessment and improvement plans to ensure a culture of continual improvement in the significant majority of courses.</li><li>BHASVIC pedagogic culture encourages innovation, creativity and sharing of practice in teaching, learning and assessment. Curriculum intent across the college and within each department is entirely student-focused.</li><li>Recent VESPA Mindset training has triggered some excellent developments across the college to support our student independence and lifelong learning.</li></ul>	<ul style="list-style-type: none"><li>Inspired by the new Ofsted Education Inspection Framework, we will outline our Curriculum Intent in a document linked to the college’s three-year Strategic Plan. The Curriculum Intent document will enable the college staff to make sense of and articulate how we define our students’ curriculum experience is and why.</li><li>A new, strategic approach to teaching and learning via digital media and methods needs to be developed.</li><li>A range of Teacher professional development and teaching and learning strategies are in development to compliment the overarching curriculum strategy.</li></ul>																																				

<b>Personal Development, Behaviour and Welfare</b>	
<ul style="list-style-type: none"> <li>• Student progression into sustained and meaningful destinations remains a key strength of the college.</li> <li>• Student wellbeing and experience is woven into the fabric of their experience. Students gain an enriching and holistic education, helping them to become happy, active, safe, valued and involved members of the college community.</li> <li>• Excellent and well-embedded range of enrichment courses, Employer Engagement and careers development activity across all provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Review student pastoral support provision in light of continued increase in students presenting with safeguarding and wellbeing issues, whilst external services have been reduced and intervention thresholds increased.</li> <li>• Continue to develop and improve Parent/Carer communication and satisfaction.</li> </ul>
<b>Leadership and Management</b>	
<ul style="list-style-type: none"> <li>• 'Good' financial health and excellent financial management.</li> <li>• Successfully funding, planning and constructing our new building will significantly improve student study, social and specialist accommodation.</li> <li>• New Digital Strategy, Director and action plan in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Invest in and improve the college's technological infrastructure.</li> <li>• Manage college finances carefully whilst there is still uncertainty about longer-term funding climate.</li> </ul>

## Headline Performance Analysis



## Section 2: Outcomes for Learners

Strengths	Outcomes for Learners	Areas for Development																																																																					
<ul style="list-style-type: none"><li>A*-B grades at A level increased to 72% in 2019 results.</li><li>Alps A level 'T' score of 1 – first time ever achieved at BHASVIC, and BTEC 'T' score of 2 (both increased by one grade from previous year).</li><li>We are delighted that so few of our students did not pass their qualifications - pass rates for A level of 99.7% and BTEC of 99%.</li><li>English and Maths GCSE Retake good passes (grade 4 and above) have increased for the third year in a row and are 71.2% (66.7% last year).</li><li>Retention on courses is well above national benchmark, with retention of first year of courses at 95.4%, second year of courses at 98% and two-year retention of courses at 85.2% (all marginal increases from the previous year).</li><li>The overall completion rate for all funded students at the college (core aim) is the second highest it has been in the previous six years, at 97.3%.</li></ul> <p>Student Retention (students retained as a % of funded students)</p> <table border="1"><caption>Estimated Student Retention Data (%)</caption><thead><tr><th>Month</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th><th>2013-14</th></tr></thead><tbody><tr><td>Funded (Aug)</td><td>100.0</td><td>100.0</td><td>100.0</td><td>100.0</td><td>100.0</td><td>100.0</td></tr><tr><td>Nov</td><td>99.8</td><td>99.5</td><td>99.6</td><td>99.7</td><td>99.8</td><td>99.7</td></tr><tr><td>Dec</td><td>99.5</td><td>99.2</td><td>99.3</td><td>99.4</td><td>99.5</td><td>99.4</td></tr><tr><td>Jan</td><td>99.0</td><td>98.8</td><td>98.9</td><td>99.0</td><td>99.1</td><td>99.0</td></tr><tr><td>Feb</td><td>98.8</td><td>98.5</td><td>98.6</td><td>98.7</td><td>98.8</td><td>98.7</td></tr><tr><td>March</td><td>98.5</td><td>98.2</td><td>98.3</td><td>98.4</td><td>98.5</td><td>98.4</td></tr><tr><td>April</td><td>97.8</td><td>97.5</td><td>97.6</td><td>97.7</td><td>97.8</td><td>97.7</td></tr><tr><td>May</td><td>97.5</td><td>97.2</td><td>97.3</td><td>97.4</td><td>97.5</td><td>97.4</td></tr><tr><td>June</td><td>97.3</td><td>97.0</td><td>97.1</td><td>97.2</td><td>97.3</td><td>96.5</td></tr></tbody></table> <ul style="list-style-type: none"><li>It is also worth noting that, between August 2018 enrolment and November 2018 funding return, we only lost 27 out of 1518 first-year students, and 0 out of 1366 second-year students.</li></ul>	Month	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	Funded (Aug)	100.0	100.0	100.0	100.0	100.0	100.0	Nov	99.8	99.5	99.6	99.7	99.8	99.7	Dec	99.5	99.2	99.3	99.4	99.5	99.4	Jan	99.0	98.8	98.9	99.0	99.1	99.0	Feb	98.8	98.5	98.6	98.7	98.8	98.7	March	98.5	98.2	98.3	98.4	98.5	98.4	April	97.8	97.5	97.6	97.7	97.8	97.7	May	97.5	97.2	97.3	97.4	97.5	97.4	June	97.3	97.0	97.1	97.2	97.3	96.5	<ul style="list-style-type: none"><li>Value-added and retention outcomes for Disadvantage students at BHASVIC, although outstanding, are still lower than all student value-added at BHASVIC. Our Disadvantage Value-Added should be <i>higher</i> than all student value-added, thus genuinely closing the attainment gap and retention should be the same.</li><li>Our two-year retention figure reflects how many students who started in year one, completed year 2. For the first time this reflects full linearity and is 85% for 2017-2019 student cohort – this is new territory now we are fully linear and early indications suggest a national average of around 80%. However, there is still a great deal of variance in what the benchmark figure reports, as some providers still offer AS levels and others still run a 4 in the first year down to 3 in the second year A level programme of study.</li><li>A dip in high grades for new framework BTEC (66% from 80% on old frameworks) correlates with new external assessment frameworks and reflection of fewer distinction grades nationally. However, we need to bed-in strategies to raise these outcomes for our students to previous levels, particularly focusing on the examination components and externally assessed assignments.</li><li>Conduct research to enable the development of our guidance to curriculum departments about the links between end of first-year Progression Exams, on course assessment, UCAS predicted grades, Mock Exams and final A level outcomes. Progression Exams should reflect quite closely the outcomes for A level and accurately inform UCAS predicted grades.</li><li>Outcomes for ESOL students took a dip this year, following a 100% pass rate the previous year. This cohort is very small and the circumstances which students face can be quite chaotic, making targets a less effective method for assessing quality. The team have outlined a clear plan in their SARAP to continually improve outcomes for their students, primarily focusing on further enrichment and inclusivity experiences.</li></ul>
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- Our quality improvement processes depend on timely data. Achievement rates are an important measure for our quality improvement plans for the year ahead, and it is important to analyse and act on data in the Autumn Term. We use internal pass rates and enrolment data to establish our achievement rates for quality assurance purposes. QAR data is not released until later in the year and does also use differing methodology. We monitor the validity of our internal data against validated, QAR and DfE data when it is released.

DfE Performance Tables Outcomes: The data is telling some very positive stories, which include:

- A level Progress score (+0.48) means we are:
  - adding nearly half a grade on average to A level results
  - 2<sup>nd</sup> best Sixth Form College
  - In terms of all state funded post-16 providers, BHASVIC is 26/3720 = Top 0.7% for A level Progress
- Average A level grade at BHASVIC is B, compared to a national average of C+
- At English GCSE retake, 97% of BHASVIC students gained a Grade 4 or higher (national average was 32%).
- At Maths GCSE retake, 65% of BHASVIC students gained a Grade 4 or higher (national average was 22%).

Under the government's Social Mobility agenda, the DfE are also now measuring provider performance based on the outcomes of their Disadvantaged students (measure is those students who qualified for Pupil Premium when they were in Year 11).

- We add over two-fifths of a grade (0.43) on average to A level results for our Disadvantaged students, which places us nationally as the top provider with a Disadvantage student A level cohort of more than 100 students.

#### **Destinations figures:**

- BHASVIC students staying in employment or education for at least 2 terms after 16 to 18 study is higher than the national and local average at 92% (National: 86%, Local Authority: 90%);
- 927 confirmed university places (54% of which for high tariff courses/universities);
- 41 confirmed Oxbridge places;
- 23 confirmed Medicine/Dentistry/Veterinary Science;
- All ESOL students progressed to further education;
- 100 Visual Arts Foundation places;

- All Employability and Enterprise students gained progression to meaningful employment;
- Unknown destinations are now just 1%.

**NB:** Due to changes in methodology of the DfE Performance tables, whereby only new BTEC framework qualifications are being reported, the tables there are no longer an effective measure of student outcomes as only half of our students qualified under new framework BTECs in 2019. As the college moves over to new framework BTECs, these measures will begin to become comprehensive on the outcomes for our students.



### Section 3: Teaching, Learning and Assessment

Strengths	Areas for Development
<ul style="list-style-type: none"> <li>• Department SARAPs have focused on student induction and support for their transition from GCSE and school to Level 3 study and college.</li> <li>• Curriculum are placing much emphasis on their course induction helping the development of their students' metacognitive (learning to learn) skills':             <ul style="list-style-type: none"> <li>○ confidence, happiness and wellbeing through social activity in and out of lessons and teaching activity designed to build these;</li> <li>○ 'skills' for academic study (for example analysis, evaluation, note-taking)</li> <li>○ 'systems' for effective learning (such as planning time, organising course content, making use of online resources);</li> <li>○ 'independent study' –how much time to spend on homework, study tasks which are designed to support students' recapping and reviewing of their learning, researching content ahead of lessons and self-assessment tasks which help the student to understand for themselves what they have and have not yet learnt with confidence;</li> <li>○ 'practice' of their exam, practical and other skills, along with ways to gain feedback</li> </ul> </li> <li>• INSET (VESPA Mindset and Learning to Learn) was arranged in June, July and August to help all departments and student services to develop the ways in which they help students to help themselves, be self-aware and become better learners. The VESPA Mindset INSET was very well received by individuals and teams, and tools from the VESPA model have appeared consistently in departmental SARAP strategies.</li> <li>• Departments have responded excellently to the Learner Voice Strategy, with renewed use of student feedback to genuinely inform and steer quality improvement. The autonomy given to departments has been motivating for them, enabled innovation and encouraged sharing of good practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop our Curriculum, Numeracy and Literacy Strategies in response to the new EIF and the range of developments taking place across curriculum and guidance. We know that there remains some anxiety and misunderstanding in our stakeholders (particularly parents) about Level 3 study, independence and support. We need to use our information, communication and school liaison practices to de-escalate this concern and misunderstanding. In many courses, departments have identified low confidence in literacy and weaker literacy skills as a barrier to students achieving or surpassing their expected grades. We seek to develop a college-wide literacy strategy to raise awareness, promote confidence and a positive ethos, exemplify good practice and clarify support pathways.</li> <li>• Assessment and reporting: The Digital Strategy and both Curriculum and Guidance development plans need to establish how the college moves forward with live, in-year assessment data tracking and reporting. We will update Assessment Policy in accordance with these developments.</li> <li>• We are offering three new courses for September 2020 start – History of Art A level; Religious Studies A level and Mandarin Pre-U (an A level equivalent course). We will monitor take-up of these courses and their impact on other courses. We have already appointed an excellent teacher of Mandarin.</li> </ul>

## Section 4: Personal Development, Behaviour & Welfare of students

Strengths	Areas for Development
<ul style="list-style-type: none"> <li>Safeguarding at the college is excellent with a regional Prevent lead requesting the college be used as a centre of excellence. 97% of students report feeling safe and knowing how to protect themselves from harm.</li> <li>Behaviour Management policy launched and implemented, with wellbeing focus and support from Brighton Hove Inclusion Support Service. Staff, parent/carer &amp; student induction, using this new code of conduct, completed during June/July and early September. We have parent and carer workshops scoped and planned for the coming year.</li> <li>Parent satisfaction is up on last year (76% to 95%). Communication via the regular, termly newsletter has been very well received, with positive comments in the survey. Pastoral support and support with next steps also received positive qualitative comments and excellent percentages of satisfaction.</li> <li>Successful initial launch of new BHASVIC Forum – this is a re-branding of the student council, with BHASVIC ambassadors working with Citizens UK on community projects. SU has also re-located into Student Services building.</li> </ul>	<ul style="list-style-type: none"> <li>The successes with our student behaviour and wellbeing strategies must continue in their momentum, through awareness, training, partnership work and continued embedding of wellbeing in all areas of our student provision, especially curriculum.</li> <li>The college's equality, diversity and inclusivity agenda must focus on our ESOL students and other underrepresented groups, identifying a calendar of promotional and advancement events, as well as the refinement of our reporting and impact assessments.</li> <li>We have seen a spike in the numbers of students presenting with acute and complex emotional health and wellbeing needs, as well as some particularly challenging safeguarding cases. If this trend continues, there are concerns within the Guidance &amp; Student Services team about their capacity to continue to deliver the full range of other non-crisis support services and duties (eg. Help Desk, tutoring, schools' liaison &amp; admissions interviewing etc.). We have a strategy meeting in November to look at ways of working within our existing resources, with a view to presenting to a whole staff meeting in January to re-set staff/student expectations on Guidance &amp; Student Services provision.</li> <li>Develop meaningful work experience for all students who are on BTEC double courses (Sport and Creative Media) and Enterprise and Employability pathway students (those seeking employment after BHASVIC).</li> <li>We seek to continue to develop our tutorial provision for careers education, specifically targeting our most vulnerable students for personal careers and destinations support, as well as refining the schemes of work and delivery across all the specialist and main tutorial pathways.</li> </ul>

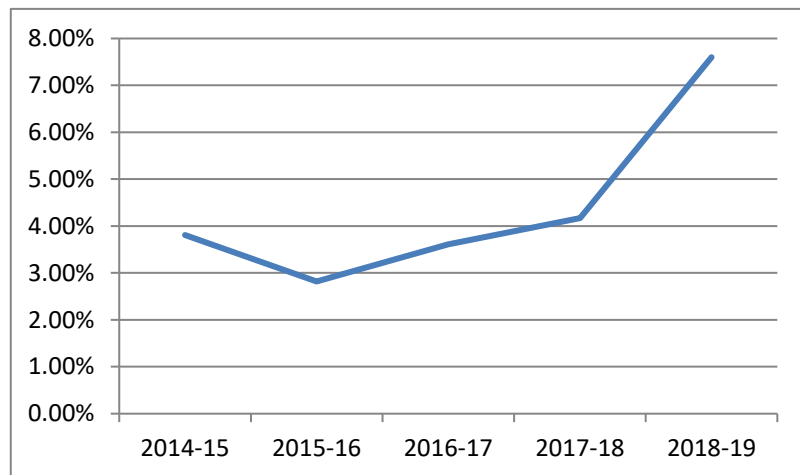
### Student Safeguarding and Wellbeing

It is a requirement of the college's Child Protection and Safeguarding policy that the governing body receives an annual report to review incidents and training over the year. Extracts and data within this college Self-Assessment report have been taken from the three Safeguarding, Student Wellbeing and Welfare and the Equality, Diversity and Inclusivity (EDI) Self-Assessment and Action Plan reports.

BHASVIC has a statutory duty to ensure that students at the college are safeguarded against bullying and harassment. The bi-annual 'Safe & Well in FE' survey, run by Brighton & Hove City Council, was completed by all students early in the Spring Term and reported that **98% of BHASVIC students feel safe at college** (0.5% above local average). 94.1% said there is not much bullying at college and 85.6% said the college is good at dealing with bullying (local average 83.6%; previous survey 91.25%). All bullying data tended to follow this pattern of being better than local averages, but marginally lower than previous internal statistics. Internal casework data suggests bullying

and harassment cases have increased. This may be explained by greater awareness and raised profile of EDI issues and discrimination at both college and national level eg. #MeToo, right wing extremism and rise in reported incidents of racism and sexism.

The Prevent Duty remains an important part of the college's safeguarding work, with ongoing liaison with DfE's Prevent Officer for South East, to help monitor, review and advise on policy and procedures in relation to threats from radicalisation and extremist ideologies. End-of-year internal survey data suggests that **97% of students know how to protect themselves from harmful influences and exploitation** (up from 92.64% in 17-18); and 86% said they have good access to wellbeing information (up from 75.31% in 17-18). New online monitoring software (NetSupport) was installed in summer 2019 and further work with this in 19-20 will assist in identifying safeguarding patterns and targeting welfare needs and interventions.



The five-year data in reported safeguarding incidents at BHASVIC continues its upward trend, with an overall increase from 2.03% in 2013-14 to 4.19% in 2017-18. In 2018-19 this figure nearly doubled again to 7.6%, as a percentage of the overall student population. Although our internal reporting systems have changed, making exact comparisons difficult, this data does reflect a rise in the level and complexity of high level safeguarding cases amongst the 16-24 year-old demographic, particularly in relation to mental health, which is being experienced at both local and national level. Demand for our counselling service continues to grow: in 2018-19, 228 referrals were received, an increase of 34% (170 in 17-18). Between September 2018 and July 2019, more than double the number of students completed the minimum 6 counselling sessions (71, up from 34). In 2019-20 we are piloting a new online referral pathway.

In 2018-19, in common with other post-16 providers in Brighton & Hove, BHASVIC was allocated a Primary Mental Health Worker for 1½ days a week, and additional support from Educational Psychologists, who are attached to the Schools Wellbeing Service (BHISS). They conducted a targeted survey, focused on emotional health and wellbeing, which has informed strategic planning and interventions for 2019-20, including a training programme of peer wellbeing mentors, further research into sleep hygiene, staff training and parent/carers workshops. As part of their survey, 12.8% of respondents (approx. 136 students) said they experience suicidal thoughts often or sometimes. BHISS also worked with us to develop the new Student Behaviour policy (incorporating a number of policies including bullying and harassment, substance misuse and attendance).

Whole staff training was conducted in June 2019 to launch the Behaviour Policy, raise the profile of emotional health and wellbeing, and encourage collective and proactive management of student behaviour and site security. Staff have been trained in new site security and safeguarding short-hands: "If you see something, say something..." and "Recognise / Respond / Report" and a poster campaign is currently in production. Our Designated Safeguarding Operational Lead updated all staff on Keeping Children Safe in Education in September 2019, and sample surveys of **staff suggested that 93% felt confident or extremely confident in dealing with safeguarding issues**; 100% knew about County Lines, 100% knew 'it could happen here' and **100% knew they should act immediately in relation to safeguarding**. A programme of safeguarding information 'drop-ins' for staff has been planned for 2019-20.

Notable Safeguarding Actions achieved in 2018-19		Date
CEOP Ambassador Course		August 2018
Safeguarding Audit draft and conversation with Brighton and Hove City Council		
All Staff Training including introducing the updated Keeping Children Safe Document. Presentation uploaded to Staff Intranet. Emily Andrews sent follow-up email to all staff that did not attend the training asking for a read email receipt.		Sept 2018
A-Z Guide updated with student safeguarding information		
PREVENT Extremism Training on Thursday 27 September		
Trained Student Union on PREVENT		Oct 2018
NA Extremism flyer added to the Student VLE/Bulletin and Staff Briefing News		
Added updated LADO on Staff Intranet section and on Our Support Services Safeguarding for Students/Parents/Carers		
LSCB Safeguarding Children 1, 2 & 3 booked on training – Completed Safeguarding 1 & 2		Nov 2018
PREVENT Strategy Meeting with Regional FE & HE Prevent Coordinator-South East to discuss: A) Review student policies, social media and online activity (AMC/MDB/AZT/KAG and or NAT and JMS/CMM B) Train the trainer WRAP INSET (AMC/MDB/CMM/JMS)		
LSCB Safeguarding Children 1 & 2 booked on training – Safeguarding 3 - 22 November		
Email to Teaching and Support Staff with a link to the power point training on the Prevent duty and tackling extremism.		
Op Encompass Meeting		
Run, Hide, Tell introduced in Tutorial – printed cards will be handed out to all students		
Booked on to the LSCB Safeguarding Children 3: Child Protection Conference Core Group		
PREVENT WRAP Training session – one day with Prevent Regional HE/FE Co-ordinator – SE England - CXD		Dec 2018
Emily Andrews emailed Managers asking them to pass on the Safeguarding email to the staff in their department following MDB Safeguarding Training requesting they read it. Emily would receive confirmation staff have read this.		
Operation Encompass details uploaded on Our Support Services (Student and Parents/Carers webpage). Brief information will be in the Spring Term newsletter Feb 2019 to show that we are part of this.		Jan 2019
Train the Trainer: Leading Inspirational Safeguarding CPD		
ASIST 2 day Training with Grassroots – TLB, JZB, LGC and ZLM.		Feb 2019
Safer Internet Day 5 Feb website link sent from Alamgir Sheriya – sent to all staff with Social Media accounts to promote through their platform.		
Safer Internet resources from YMCA Downs Link Group sent to Student Bulletin and Guidance Management Team. Student Bulletin message reminding students to carry college ID whilst on premises.		
BEYOND REFERRALS – Contextual Safeguarding for schools & colleges		
LSCB – Child Sexual Exploitation Follow On: Working with Young People at Risk		
Governor Safeguarding Meeting with Lynne O'Meara		
LSCB Safeguarding in a Digital Age – A Practical Guide to Keeping Children Safe Online		
Top 3 Priorities – How to Keeping your College and Students Safe - AoC		March 2019
Crisis Duty Rota – Amended and sent to all GM's and Student Services Staff and uploaded on the Staff Intranet		
Safeguarding Survey and update – email sent by Matt Bannister.		
Police and Colleges Intelligence Sharing		April 2019
Train the Trainer: Leading Inspirational Safeguarding CPD		
Education Safeguarding Network Meeting -		June 2019
Youth Mental Health First Aid – 4 & 5 July		July 2019
LSCB – Safeguarding Children 2: Assessment Referral & Investigation		

Notable Safeguarding Actions achieved in 2018-19	Date
Ru-ok? Substance Use and Young People, Recognition, Response and Referral	Sept 2019
All Staff Meeting – Safeguarding power point presentation	
Weekly Safeguarding drop in for staff	
Safeguarding and Prevent talk to Adult Evening Language Tutors	
Online Safety Conference	
Recruitment email sent to Heads of Department reminding staff of Non –BHASVIC employee Safeguarding Procedures.	Oct 2019
Emergency Safeguarding Meeting with BHSS	
Meeting with Prevention Youth Officer for Brighton and Hove – Coming in to BHASVIC in November for 2 x sessions with ESOL regarding knife crime awareness.	
Beat Eating Disorders Training	Nov 2019
Parent and Carer Toolkit link uploaded on the website in <a href="https://www.bhasvic.ac.uk/student-life/our-support-service">https://www.bhasvic.ac.uk/student-life/our-support-service</a> in the Safeguarding section. A link to this has been added to the Noticeboard on the Parents/Carers website.	
Understanding and Challenging Right Wing Terrorism (and other Guidance staff)	
LSCB – Safeguarding Adolescents	Dec 2019
LSCB – Working with Young People at Risk of Exploitation (Day 1)	Jan 2020
County Lines Workshop – London booked	Feb 2020
LSCB – Working with Young People at Risk of Exploitation (Day 2) booked	

## Section 5: Leadership & Management

Strengths	Areas for Development
<ul style="list-style-type: none"><li>• The college is very well-run, with excellent systems, financial oversight, quality culture of continual improvement and high levels of staff satisfaction (95.7% would recommend BHASVIC as a good place to work%).</li><li>• Year-end accounts show a £44k surplus.</li><li>• Section 1 of the New Build is complete (re-location of temporary Science labs). Section 2 (main build) is currently on track for August 2020 delivery</li><li>• A Digital Director was successfully appointed and they have created a Digitals Strategy and Action Plan of high quality, with validation from a range of external specialists, including JISC and Civica.</li></ul>	<ul style="list-style-type: none"><li>• Having adapted our quality systems, documents and guidelines to the new Ofsted EIF, monitor and review their effectiveness for continual improvement of our intent, implementation and impact.</li><li>• Continue to invest in and update our college IT Network. This will be done on a project by project basis with login profiles, security, Cloud storage and SharePoint mapping among the first projects to be tendered. Our Wi-Fi upgrade is ongoing.</li><li>• Reductions in funding per student in cash terms continue to place pressure on the college's ability to deliver high quality teaching, learning and support with increasing workloads for staff and rising costs of living.</li><li>• We aim to become a College of Sanctuary, as part of our Equality, Diversity and Inclusivity agenda.</li><li>• We need to ensure we optimise the opportunities provided by our new building, through an accommodation and communications plan.</li></ul>

### Student and Parent Survey summary

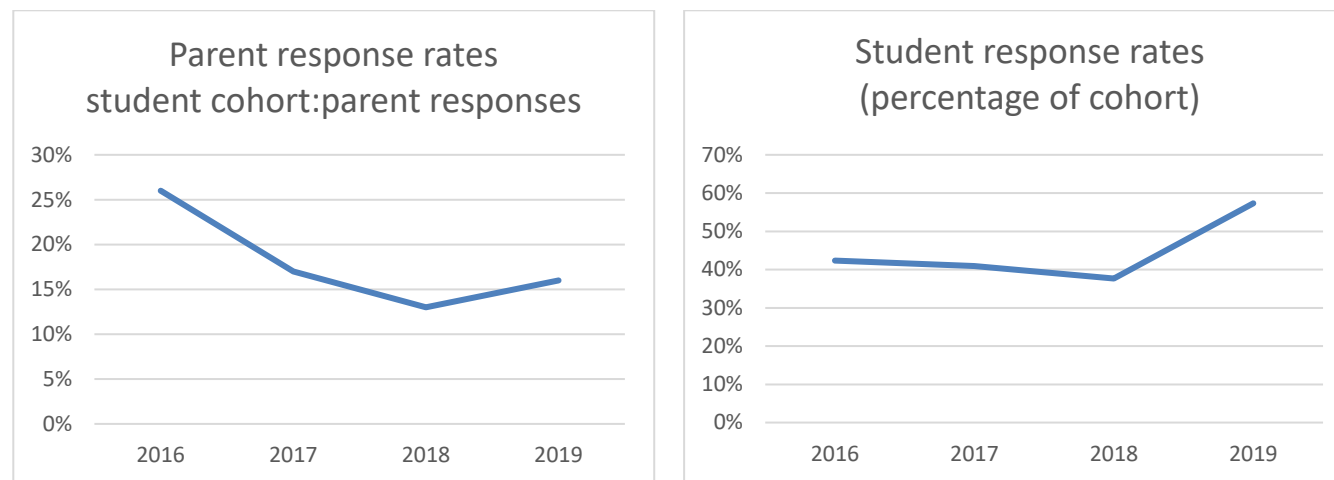
The trend in satisfaction rates for both our students and our parents/carers is not consistent either way currently, though this year rates are higher than the previous year in all key questions. The lack of trend will be exacerbated by the technicalities of running our surveys over the previous three years, with a change in questions and structure three years ago, an unavoidably reduced survey window two years ago and the introduction of "no comment/neither/don't know" to this summer's survey questions (as good survey practice dictates).

It is pleasing to see that satisfaction rates for summer 2019 are a little more in alignment for both students and parents with our students' final outcomes and destinations, which we know place us towards the top, nationally, for large, state-funded and non-selective sixth form providers.

The college's approach to pedagogy, which does not employ one size fits all or top down methods, instead nurturing devolved responsibility, autonomy, reflective practice, sharing, collaboration, experimentation and curiosity through our High Challenge, Low Threat culture and our drive to provide a really well-run college with excellent systems, support and relationships, is believed by SMT to be validated by student satisfaction rates and outcomes.

Arguably, it is unrealistic to expect 20 out of 20 students to all be satisfied. This highlights the college's approach to quality, which is not a target culture, but one of continual improvement – we are not chasing percentages but listening and responding to our stakeholders about their concerns and ideas.

## Response Rates



Response rates have risen this year in all cases. The Parents Survey was open on time and reminders were sent, as in the years prior to 2018.

Following some student feedback, and to increase student response rates, we removed qualitative comments from some of our questions - if students don't feel they ought to write something, they are more likely to complete the survey. We therefore sacrificed a bit of qualitative feedback for a higher completion rate.

There was a concerted effort to get more students to complete the surveys, which has been rewarded to some degree.

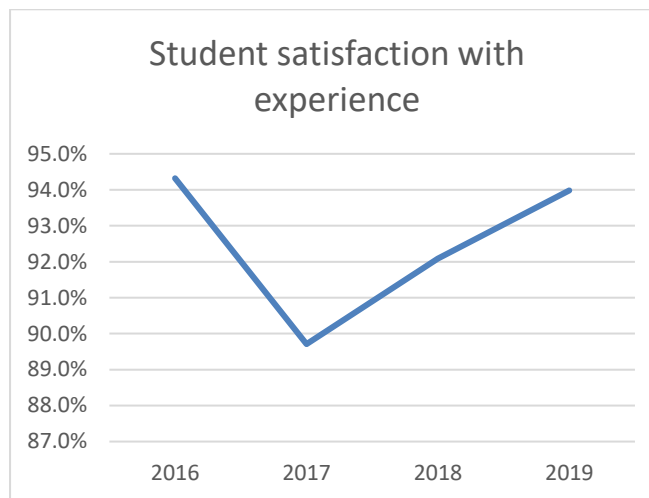
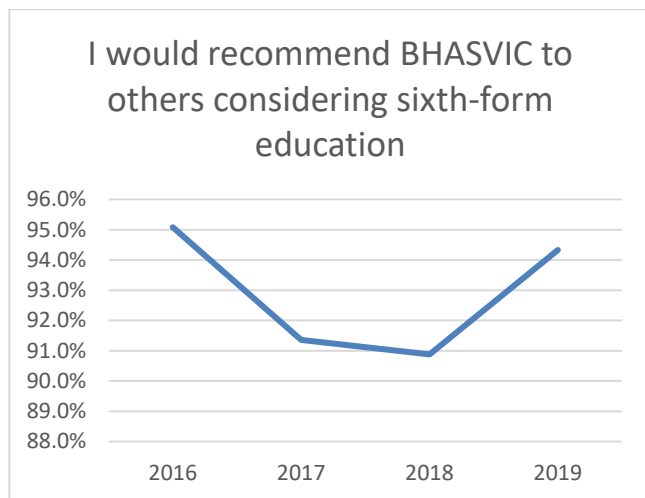
CQT have reviewed the number and content of course surveys across the curriculum to investigate whether we are likely to see "survey fatigue" from students. Individual curriculum departments are being encouraged to increase their Student Voice activity but are also being encouraged to help completion rates for the main college survey.

A higher number of parents and carers completing the survey is very helpful. This provides a more balanced view of satisfaction and more balanced qualitative feedback. The fewer who complete the survey, the more negative the proportion of results appear to be (possibly because parents and carers who are not satisfied appear to be more motivated to complete our survey).

When conducting surveys, it is good practice to help student understanding of their value and purpose; how they will be used; what improvements students can expect to see; the value of Student Voice as a democratic process; student understanding and reminders about what they are commenting upon, what they have experienced and the aims and objectives of what the college has been doing.

**Action 1:** SMT and Tutorial to continue enhance the introduction to and value/purpose of surveys to students, the college, our community and future students. This action should help continually improve the quality and validity of student feedback for all areas of college provision.

## Overall Student Satisfaction



Recommendation and overall satisfaction rates have both risen by over 3% (to 94%) which is very pleasing to see and we hope this return to pre-2017 levels is sustained.

Actions conducted in response to last year's student survey have hopefully contributed toward improved satisfaction rates amongst our students.

One statistical picture does emerge in our survey trends, which is that sometimes one-year group appears to just generally be less satisfied than others. Such a year group can show a drop in satisfaction in their first year compared to previous or following first year cohorts, and then to also appear to be less satisfied in their second year compared to previous or following second year cohorts. This is a more common trend than all first years being more satisfied than all second years. Our assumption here is that the significant reforms and changes in A levels have led to particular cohorts being less satisfied than others. For example, when a very large A level's new specification is being taught for the first time, both teachers and students feel the strain and this impacts on overall confidence from teachers which is in turn reflected in satisfaction levels from students.

Satisfaction rates have risen in all our key question responses.

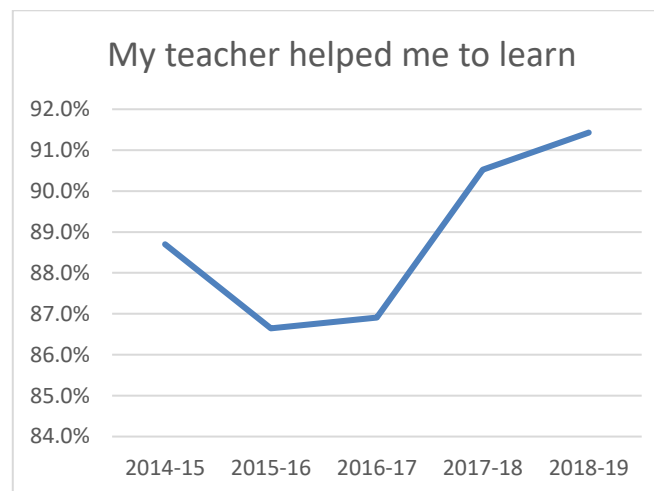
Good relationships between students (98%) and respect between staff and students (98.7%) have remained notably high.

Both satisfaction and recommendation remain above 90%, which is to be celebrated.

**Action 2:** Departments are emphasising their Student Voice work and all SARAPs have student voice development within their quality improvement strategies – they are doing excellent work in moving Student Voice forward at BHASVIC. CQT, and Heads of Faculty in particular, working with Heads of Department and Department Assistants, will continue to develop department-level Student Voice work through sharing contemporary, effective methodology and outcomes. Well run Student Voice can be one of the most powerful quality improvement methods for curriculum.



## Overall Student Teaching & Learning Experience



We are delighted with a three-year trend in increased satisfaction from students regarding their teaching and learning experience. This fits with student outcomes, including raw and value-added results.

We have seen fewer student qualitative comments this year, which is probably related to the increase in more detailed and qualitative Student Voice activity conducted by departments.

**Action 3:** CQT, in partnership with Guidance, to formulate a position and develop understanding of 'independent learning' as part of the outcomes of the VESPA Mindset project (started in August this year). Within our 'curriculum intent' strategy, we should provide a definitive position and explanation for all stakeholders about 'flipped learning' and reframe the language of 'flip' around 'independent study'. Part of our statement should ensure to stakeholders that independent study is nothing new, nothing to fear and is a fundamental part of learning at Level 3 and beyond. We should also seek to remove the phrase from our shared BHASVIC language – it is not a helpful educational phrase!

## Student perceptions of guidance and support for their emotional health and wellbeing

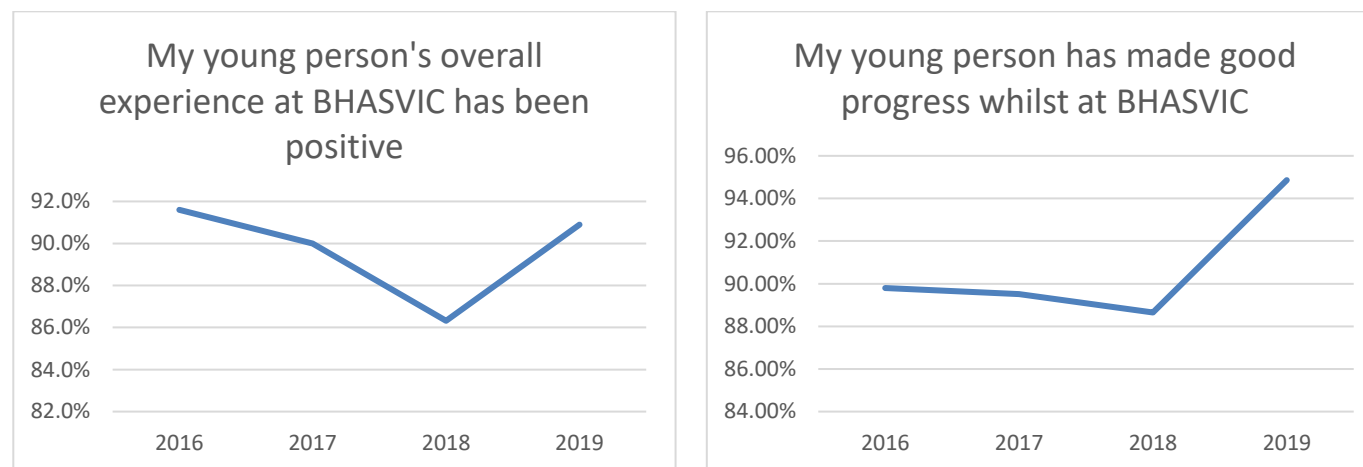


As well as the positive trends above, it is worth noting that:

- 81% of students reported that they welcomed support from Guidance (their Personal Tutor, Guidance Manager, the tutorial programme and Student Services).
- 73% of students said they had accessed direct support from Guidance.
- 97% of students reported that they had been helped in protecting themselves from harm.
- 81% of respondents felt they had been helped to secure employment in the future.

**Action 4:** SMT to develop the tutorial programme in response to VESPA Mindset and increase meaningful employer contacts for the whole student population through the embedding of specific actions to meet the Gatsby benchmarks into all SARAPs.

#### Parent satisfaction and commentary



Parent satisfaction rates have generally returned to, or exceeded, the levels of 2 years ago. Perhaps last year, when the response window was much shorter, it was the less satisfied parents/carers who became a higher overall proportion of respondents.

#### Main threads of positive comments:

- Supportive staff
- BHASVIC's support for their young person's emerging independence
- The college's aspirational ethos, which has advanced their young person's aspirations
- Support for next steps after BHASVIC

#### Main threads of negative comments, in order of frequency:

1. Social stress and wellbeing and access to counselling
2. Lack of library space
3. Complaints about report system not being accessible on mobile phones

4. Concerns regarding 'flipped learning'
5. Clunky systems for parents and carers to report their young person's absence

These concerns are also very much areas for development which we continue to work on and improve. We are expanding our library space and have a CIF bid in for this. The Deputy principal will be writing an article to parents and carers about independent learning and a myth-busting piece about 'flipped learning'

**Action 6:** SMT to investigate the student absence reporting systems and see if streamlining can happen. Microsoft Teams is being used effectively by some departments to communicate with students over unplanned absence of teachers and whether the lesson is concessioned or not and whether work is set to be completed independently. As Teams becomes further embedded in department practice, SMT would like to promote this feature's use more widely.

## Staff Survey

Ofsted's new Education Inspection Framework includes a staff survey which has been updated to include workload and wellbeing. We welcome this additional evidence base for inspection and have mapped our own survey to Ofsted's to ensure that we are using their criteria within our own quality improvement processes. The table below maps our survey to Ofsted's one with strongly agree and agree scores included.

Ofsted Staff Survey Questions	BHASVIC Staff Survey Questions
1. <b>Please select your role from the list below</b> (leave blank if you are concerned that this would identify you)	
2. <b>I am proud to be a member of staff at this provider</b> (agreement level)	Q1. I would recommend BHASVIC as a good place to work <b>95.72%</b>
3. <b>The provider is well led and managed</b> (agreement level)	Q4. Senior Managers give clear leadership and promote a positive culture <b>89.75%</b> Q7. The College has clear strategies and goals <b>92.30%</b> Q8. I understand how my work contributes to the College's goals <b>94.87%</b> Q9. My line manager communicates effectively with me <b>86.33%</b>
4. <b>Leaders motivate me to take pride in my work and do my best</b> (agreement level)	Q2. I feel valued at college <b>92.31%</b> Q3. I feel I am trusted to do my job well <b>97.43%</b> Q10. My performance is reviewed fairly and in a supportive way <b>92.31%</b> Q13. I am encouraged to try new ideas without fear of failure <b>86.33%</b>
5. <b>I receive sufficient professional development which makes me more effective in my work</b> (agreement level)	Q11. I am encouraged to develop professionally <b>85.47%</b> Q12. I understand how my professional development contributes to the improved performance of my team <b>88.89%</b>

6. <b>Leaders and managers are considerate of my workload and well-being</b> (agreement level)	Q5. Leaders and managers are considerate of my well-being <b>89.75%</b> Q6. Leaders and managers are considerate of my workload <b>78.63%</b> Q15. I am treated equally, fairly and with respect <b>90.60%</b>
7. <b>Learners are supported to develop positive attitudes to learning and work</b> (agreement level)	We don't explicitly ask this
8. <b>Safeguarding arrangements are effective at this provider</b> (agreement level)	We conduct a separate safeguarding staff questionnaire

**Respondents:** 117 staff responded, 67 were teaching staff, 44 were support staff, and 6 have both a support staff and teaching staff contract. It may be that we consider the need to differentiate between job roles, but it is interesting that the split of respondees between teaching and support is the same as last year at 57% teaching staff and 43% support staff and those with two contracts.

**Analysis:** Overall the results are very positive, with 95.72% strongly agreeing or agreeing that they would recommend BHASVIC as a good place to work. There has also been a significant increase in those who strongly agree or agree that they feel valued at college – 92.31% compared to 81.89% last year.

There is just one question where more than 10% disagreed or strongly disagreed. Probably unsurprisingly as this is a new question this year and relates to workload, which SMT are aware is an issue. Last year's responses are in red for comparison purposes.

Apart from workload the other main issues are of being encouraged to try new ideas and being encouraged to develop professionally. These are different from those raised previously which shows that SMT listen and address concerns raised.

As with all surveys, most is often learnt from the comments, which are often very personal but indicate how the member of staff was feeling. We included a comments box under every question this year as requested.

Overall, the survey gives a sense of where the College is and provides the Senior Management team with a snapshot of staff feeling to hopefully move forward with through the year. However, it should be noted that 96% of staff who completed the survey said that they would recommend BHASVIC as a good place to work.

## Curriculum Efficiency

Under our Strategic plan of 'control' the effective and efficient planning and timetabling of curriculum, teacher recruitment and deployment, class/course capacity and student take-up all contribute significantly to the college operating within its means and with financial health to improve and deliver our curriculum intentions. Staffing budget is 74% of overall income and curriculum efficiency is reported annually to governors for assurances that we are managing this area effectively, whilst continuing to nurture and offer a broad and balanced curriculum for our students.

Curriculum Efficiency	Ave Class Size		Efficiency %	
	2018	2019	2018	2019
<b>All Main Courses</b>	18.8	19.4	85.5	88.1
<b>All Main A1 Courses</b>	19	19.8	86.4	90.0
<b>Portfolios</b>	15.6	14.1	70.9	63.9
<b>Tutorial</b>	21.5	21.4	97.7	97.2

Tutorial is *extremely* efficient at 97% and apart from portfolios we are more efficient in curriculum as well.

Looking at the year groups for curriculum (I didn't do this last year, but will from now on), Our A1 is most efficient and our BTEC Yr 2 least efficient. We would completely expect this as second year courses will always be less efficient across college due to leavers. We'd also expect A levels to be more efficient than BTECs because generally there are many more classes per subject.

Cohort	Efficiency	Av. Class Size
<b>A level 1</b>	92.5	20.1
<b>A level 2</b>	90.5	19.7
<b>BTEC 1</b>	86.2	18.8
<b>BTEC 2</b>	71.4	15.6

There is no benchmarking data for us and this has not been possible to develop with other S7 colleges. We therefore have our own, longitudinal data as our point of reference. However, where we have most flexibility (tutorial, large A level courses, Year 1 subjects) we are extremely efficient, with the majority of classes full.

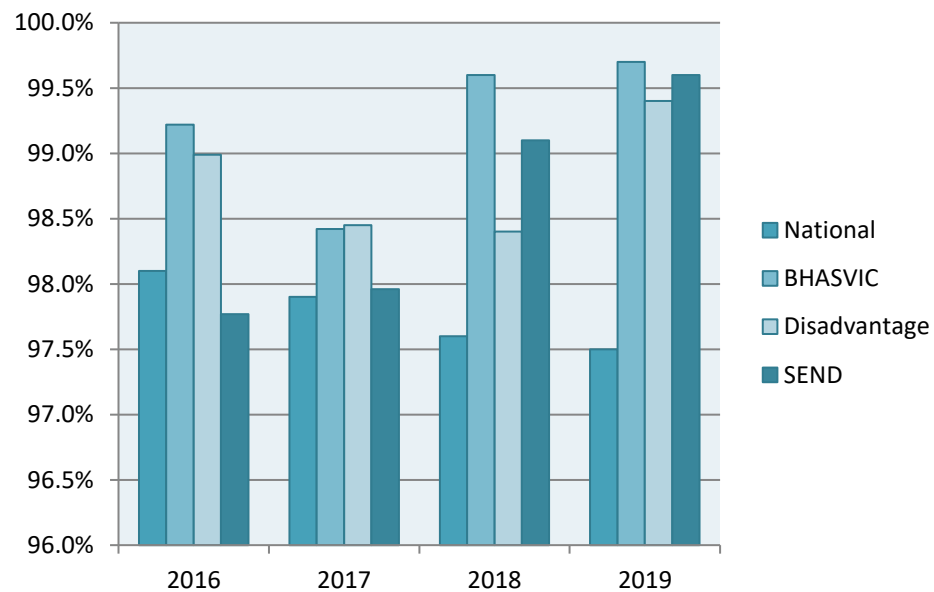
Looking at the balance of our teaching, we have staffed the curriculum demand with teaching hours very effectively. We have 3.5 hours out of 2687.5 hours which is not used for delivering teaching, interviewing or lesson observation. Another way of looking at this is from 117 full-time teacher equivalents (FTE), we have not used 0.15 FTE.

Dept	Teaching Hours	Subject Extensions	Observation & Interviewing	Other
<b>TOTALS</b>	2567	97.5	19.5	3.5
<b>Percentage</b>	95.52	3.63	0.73	0.13

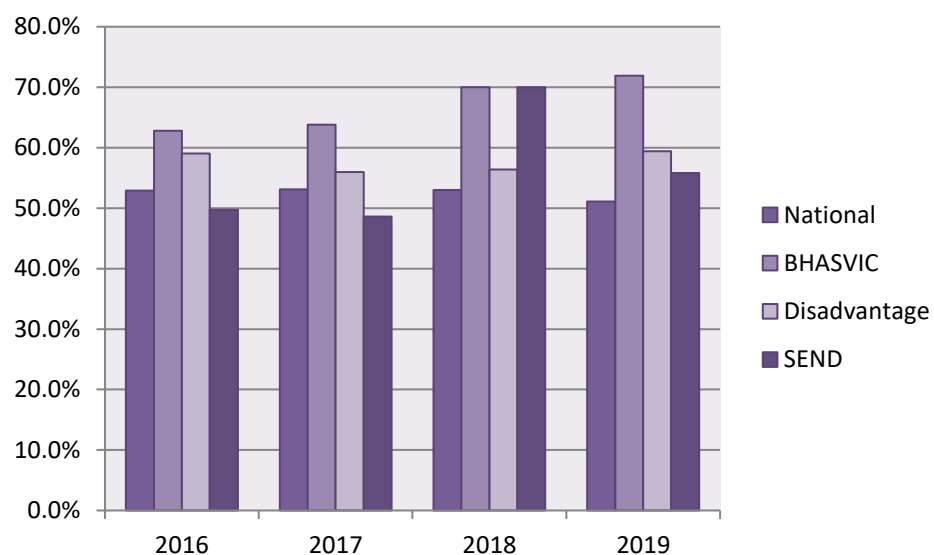
In the future, as we expand our curriculum (wider range of BTEC offers, second year of Criminology, History of Art and Religious Studies A levels, etc) we are likely to see an overall drop in curriculum efficiency but the payoff here is that we also then have greater potential to have even more of our students on courses they really want to do and will be successful in.

## Section 6a: College Headline Student Outcomes Tables and Charts

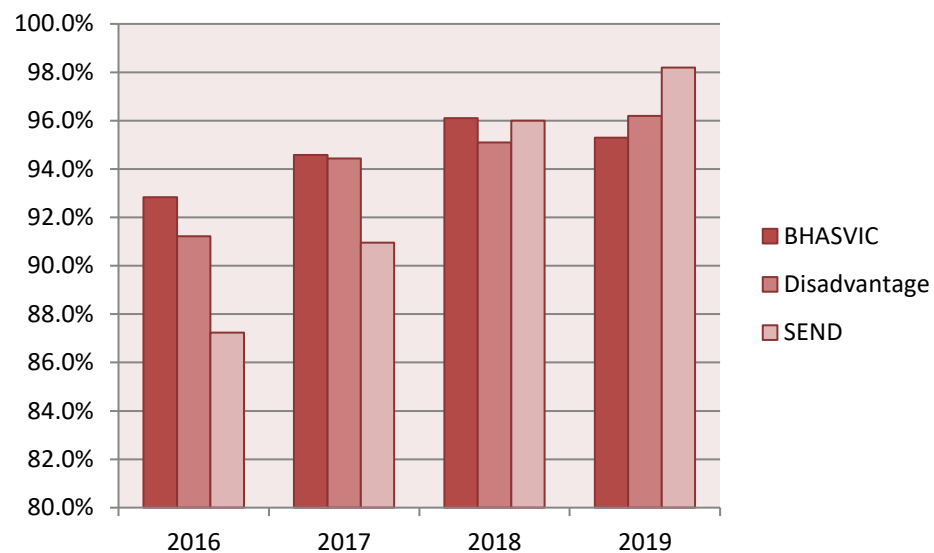
A level Pass rate	2016	2017	2018	2019
National	98.1%	97.9%	97.6%	97.5%
BHASVIC	99.2%	98.4%	99.6%	99.7%
Disadvantage	99.0%	98.5%	98.4%	99.4%
SEND	97.8%	98.0%	99.1%	99.6%



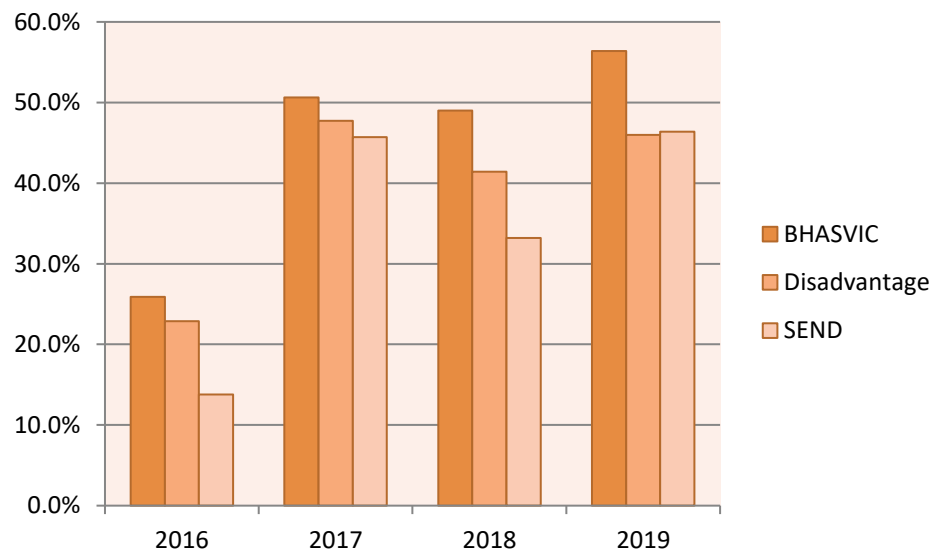
A level High Grades	2016	2017	2018	2019
National	52.9%	53.1%	53.0%	51.1%
BHASVIC	62.8%	63.8%	70.0%	71.9%
Disadvantage	59.1%	56.0%	56.4%	59.4%
SEND	49.7%	48.6%	70.0%	55.8%



A1 Pass rate	2016	2017	2018	2019
BHASVIC	92.8%	94.6%	96.1%	95.3%
Disadvantage	91.2%	94.4%	95.1%	96.2%
SEND	87.2%	91.0%	96.0%	98.2%

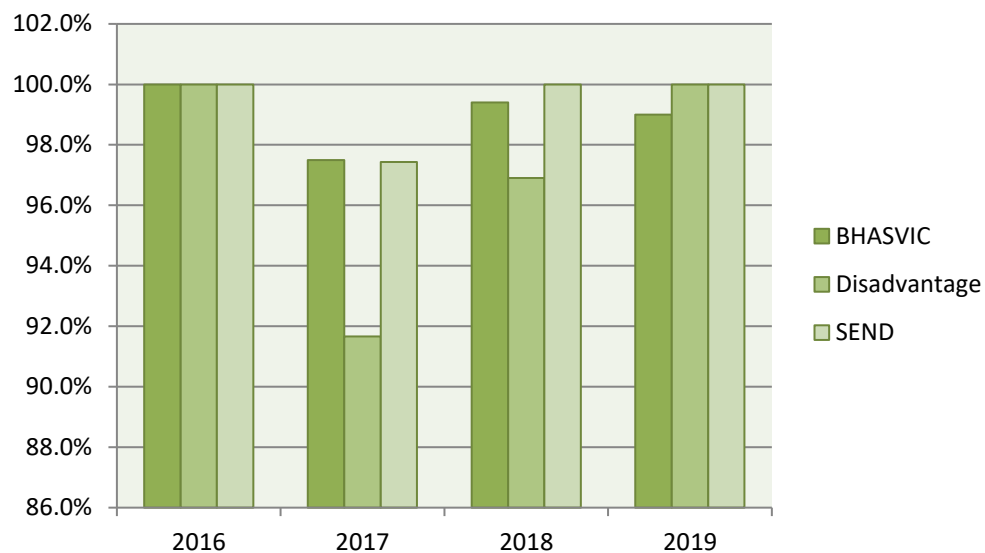


A1 High Grades	2016	2017	2018	2019
BHASVIC	25.9%	50.7%	49.0%	56.4%
Disadvantage	22.9%	47.7%	41.4%	46.0%
SEND	13.8%	45.7%	33.2%	46.4%

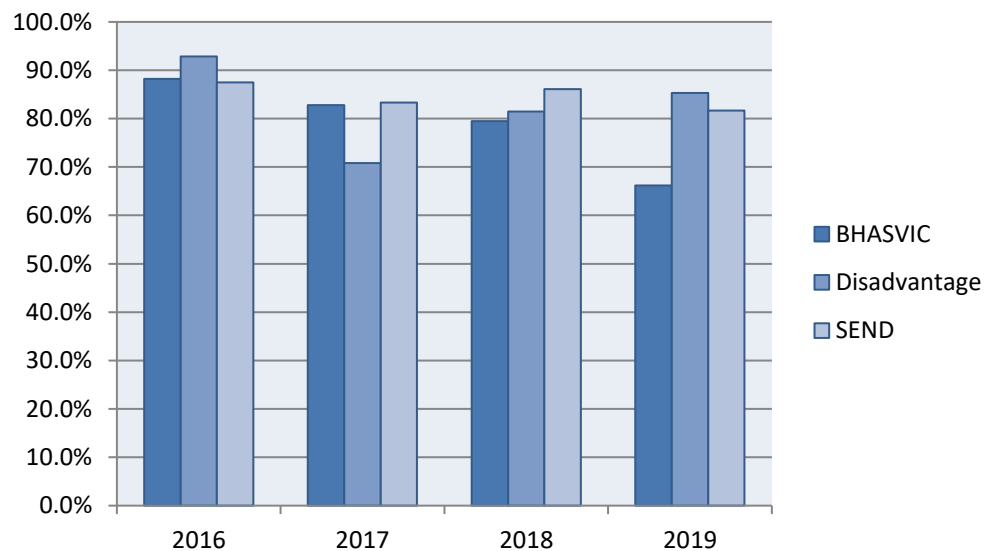




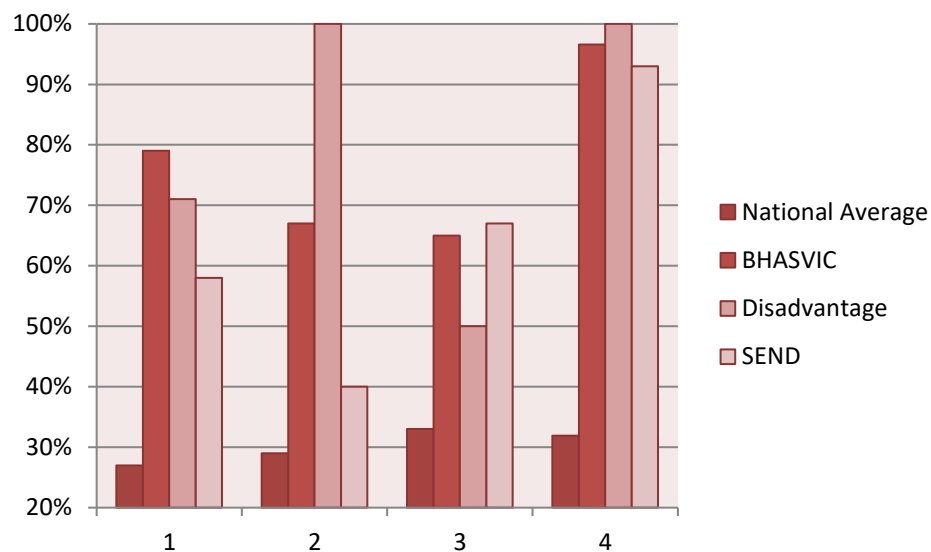
BTEC Pass rate	2016	2017	2018	2019
BHASVIC	100.0%	97.5%	99.4%	99.0%
Disadvantage	100.0%	91.7%	96.9%	100.0%
SEND	100.0%	97.4%	100.0%	100.0%



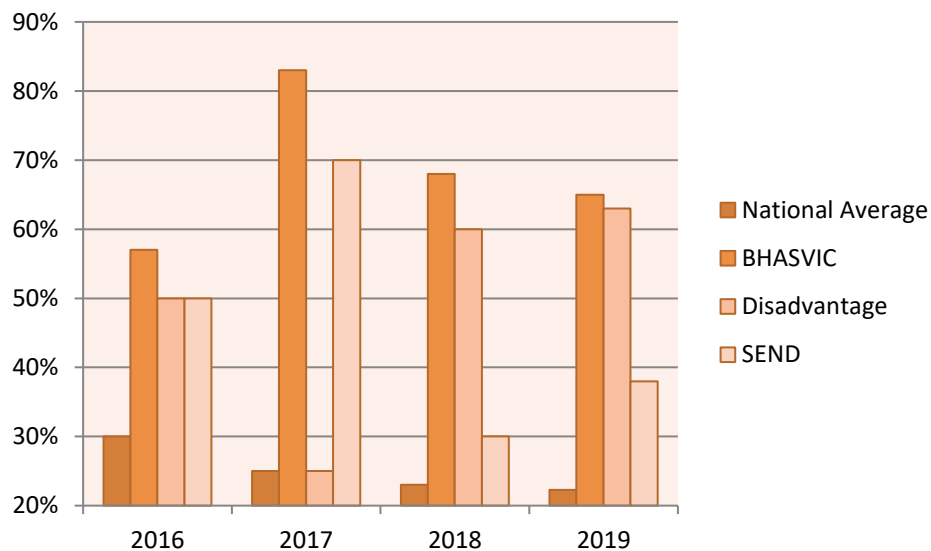
BTEC High Grades	2016	2017	2018	2019
BHASVIC	88.2%	82.8%	79.5%	66.2%
Disadvantage	92.9%	70.8%	81.5%	85.3%
SEND	87.5%	83.3%	86.1%	81.7%



GCSE English Retake	2016	2017	2018	2019
National Average	27%	29%	33%	32%
BHASVIC	79%	67%	65%	97%
Disadvantage	71%	100%	50%	100%
SEND	58%	40%	67%	93%



GCSE Maths Retake	2016	2017	2018	2019
National Average	30%	25%	23%	22%
BHASVIC	57%	83%	68%	65%
Disadvantage	50%	25%	60%	63%
SEND	50%	70%	30%	38%



# **DfE Qualification Achievement Rates (QAR) Table**

BHASVIC 16-18 Leavers – 2018/19

Qualification Type	Provider Leavers	Provider QAR
A Level	4,167	85.9%
AS Level	242	28.9%
Award	71	97.2%
Basic Skills Maths and English	33	90.9%
Certificate	478	81.2%
Diploma	241	95.4%
ESOL	110	80.0%
GCSE Maths and English	77	87.0%
Other Regulated	205	85.9%
<b>Total</b>	<b>5,624</b>	<b>83.6%</b>

# **BHASVIC Corrected Table, in light of ILR coding error (see page 3 above, Areas for Development)**

Corrected QAR Achievement Rate	Leavers	Passes	Achievement Rate
A Level	4167	3579	85.9
AS Level	<i>78</i>	<i>70</i>	<i>89.7</i>
Award	71	69	97.2
Basic Skills Maths and English	33	30	90.9
Certificate	478	388	81.2
Diploma	241	230	95.4
ESOL	110	88	80
GCSE Maths and English	77	67	87
Other Regulated	205	176	85.9
<b>Total</b>	<b><i>5460</i></b>	<b><i>4698</i></b>	<b><i>86.0</i></b>

The figures in the right hand table, italicised in red, correct the administrative coding error in the college's ILR return, giving an achievement rate of 86% for our 16-18 leavers (College QAR was 85.9% in 2017/18 and National rate was 85.2% in 2017/18 – national rate 2018/19 not yet released).

## Section 6b: Course Headline Student Outcomes Tables

A level Raw Results	A*		A		B		C		D		E		U		Total	A*-B		A*-E	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%		No	%	No	%
Biology	26	9.7	63	23.5	82	30.6	56	20.9	31	11.6	8	3.0	2	0.7	268	171	<b>63.8</b>	266	<b>99.3</b>
Business Studies	5	4.8	22	21.0	32	30.5	36	34.3	9	8.6	1	1.0			105	59	<b>56.2</b>	105	<b>100.0</b>
Chemistry	23	9.2	67	26.9	77	30.9	53	21.3	20	8.0	9	3.6			249	167	<b>67.1</b>	249	<b>100.0</b>
Classical Civilisation	1	2.0	13	26.5	21	42.9	13	26.5			1	2.0			49	35	<b>71.4</b>	49	<b>100.0</b>
Computer Science	5	6.6	26	34.2	27	35.5	15	19.7	2	2.6	1	1.3			76	58	<b>76.3</b>	76	<b>100.0</b>
Dance	3	16.7	6	33.3	6	33.3	3	16.7							18	15	<b>83.3</b>	18	<b>100.0</b>
Drama and Theatre Studies	4	12.1	4	12.1	18	54.5	6	18.2	1	3.0					33	26	<b>78.8</b>	33	<b>100.0</b>
Economics	8	5.1	41	26.1	42	26.8	49	31.2	16	10.2	1	0.6			157	91	<b>58.0</b>	157	<b>100.0</b>
English Language	2	4.1	6	12.2	20	40.8	14	28.6	4	8.2	3	6.1			49	28	<b>57.1</b>	49	<b>100.0</b>
English Lang and Lit	6	5.0	15	12.5	47	39.2	40	33.3	10	8.3	2	1.7			120	68	<b>56.7</b>	120	<b>100.0</b>
English Literature	20	14.1	50	35.2	46	32.4	19	13.4	7	4.9					142	116	<b>81.7</b>	142	<b>100.0</b>
Environmental Science	1	3.4	1	3.4	4	13.8	11	37.9	6	20.7	4	13.8	2	6.9	29	6	<b>20.7</b>	27	<b>93.1</b>
Film Studies	6	16.2	10	27.0	13	35.1	6	16.2	2	5.4					37	29	<b>78.4</b>	37	<b>100.0</b>
Fine Art	12	11.9	29	28.7	39	38.6	16	15.8	5	5.0					101	80	<b>79.2</b>	101	<b>100.0</b>
French	6	10.3	14	24.1	24	41.4	8	13.8	6	10.3					58	44	<b>75.9</b>	58	<b>100.0</b>
Geography	2	1.5	25	19.1	34	26.0	36	27.5	25	19.1	4	3.1	5	3.8	131	61	<b>46.6</b>	126	<b>96.2</b>
German			3	20.0	7	46.7	2	13.3	3	20.0					15	10	<b>66.7</b>	15	<b>100.0</b>
Graphic Design	14	17.1	25	30.5	38	46.3	5	6.1							82	77	<b>93.9</b>	82	<b>100.0</b>
History	22	8.4	74	28.2	101	38.5	52	19.8	10	3.8	3	1.1			262	197	<b>75.2</b>	262	<b>100.0</b>
Law	11	16.2	15	22.1	22	32.4	14	20.6	5	7.4	1	1.5			68	48	<b>70.6</b>	68	<b>100.0</b>
Mathematics	144	33.7	150	35.1	53	12.4	52	12.2	23	5.4	5	1.2			427	347	<b>81.3</b>	427	<b>100.0</b>
Mathematics (Further)	33	38.8	33	38.8	11	12.9	5	5.9	3	3.5					85	77	<b>90.6</b>	85	<b>100.0</b>
Media Studies	4	12.1	5	15.2	11	33.3	11	33.3	2	6.1					33	20	<b>60.6</b>	33	<b>100.0</b>
Music	1	8.3	3	25.0	4	33.3	3	25.0	1	8.3					12	8	<b>66.7</b>	12	<b>100.0</b>
Philosophy	2	3.8	14	26.9	19	36.5	9	17.3	6	11.5	1	1.9	1	1.9	52	35	<b>67.3</b>	51	<b>98.1</b>
Photography	6	6.8	34	38.6	34	38.6	13	14.8	1	1.1					88	74	<b>84.1</b>	88	<b>100.0</b>
Physical Education	1	4.8	7	33.3	8	38.1	2	9.5	3	14.3					21	16	<b>76.2</b>	21	<b>100.0</b>
Physics	17	10.6	42	26.1	46	28.6	26	16.1	28	17.4	2	1.2			161	105	<b>65.2</b>	161	<b>100.0</b>
Politics	32	22.2	33	22.9	49	34.0	22	15.3	5	3.5	3	2.1			144	114	<b>79.2</b>	144	<b>100.0</b>
Psychology	19	6.6	80	27.7	100	34.6	49	17.0	28	9.7	12	4.2	1	0.3	289	199	<b>68.9</b>	288	<b>99.7</b>
Sociology	15	10.2	45	30.6	65	44.2	17	11.6	5	3.4					147	125	<b>85.0</b>	147	<b>100.0</b>
Spanish	11	20.4	18	33.3	20	37.0	5	9.3							54	49	<b>90.7</b>	54	<b>100.0</b>
Textiles	5	14.3	14	40.0	13	37.1	2	5.7	1	2.9					35	32	<b>91.4</b>	35	<b>100.0</b>

Triple BTEC Raw Results	D*D*D*		D*D*D		D*DD		DDD		DDM		MPP		MPP		Other		Total	Pass Rate		High Grades	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%		No	%	No	%
Sport and Exercise Sciences	4	57.1			1	14.3	2	28.6									7	7	100.0	5	71.4

Double BTEC Raw Results	D*D*		D*D		DD		DM		MM		MP		PP		Other		Total	Pass Rate		High Grades	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%		No	%	No	%
Business	1	14.3	1	14.3	2	28.6	1	14.3	2	28.6							7	7	100.0	5	71.4
Creative Digital Media Production	1	14.3	1	14.3	3	42.9	1	14.3	1	14.3							7	7	100.0	6	85.7
Sport and Exercise Sciences	12	63.2	1	5.3	3	15.8	2	10.5	1	5.3							19	19	100.0	18	94.7
Sport	8	44.4	5	27.8	3	16.7	2	11.1									18	18	100.0	18	100.0

Single BTEC Raw Results				DS*		DS		ME		PA		Other		Total	Pass Rate		High Grades	
				No	%	No	%	No	%	No	%	No	%		No	%	No	%
Business				29	70.7	5	12.2	7	17.1					41	41	100.0	34	82.9
Computing				2	13.3	5	33.3	6	40.0	2	13.3			15	15	100.0	7	46.7
Creative Media Production				14	48.3	6	20.7	7	24.1	2	6.9			29	29	100.0	20	69.0
Health and Social Care				2	8.0	13	52.0	7	28.0	3	12.0			25	25	100.0	15	60.0
IT				6	26.1	5	21.7	11	47.8			1	4.3	23	22	95.7	11	47.8
Law				20	69.0	8	27.6	1	3.4					29	29	100.0	28	96.6
Music				5	55.6	3	33.3	1	11.1					9	9	100.0	8	88.9
Performing Arts				3	37.5	3	37.5	2	25.0					8	8	100.0	6	75.0
Sport and Exercise Sciences				9	81.8	2	18.2							11	11	100.0	11	100.0
Sport				19	90.5	2	9.5							21	21	100.0	21	100.0

Single Diploma Raw Results				A		B		C		D		E		U		Total	Pass Rate		High Grades	
				No	%	No	%	No	%	No	%	No	%	No	%		No	%	No	%
Criminology				5	25.0	6	30.0	5	25.0	2	10.0	2	10.0			20	20	100.0	11	55.0

GCSE Retake	8		7		6		5		4		3		2		1		U			8-4		8-1	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	Total	No	%	No	%
English					2	18.2	3	27.3	5	45.5	1	9.1							11	10	90.9	11	100.0
Mathematics							3	7.3	21	51.2	14	34.1	1	2.4	2	4.9			41	24	58.5	41	100.0
Totals	0		0		2	3.8	6	11.5	26	50.0	15	28.8	1	1.9	2	3.8	0		52	34	65.4	52	100.0

<b>ESOL (English and Second or Other Language students)</b>	<b>Pass</b>	<b>Fail</b>	<b>Total</b>	<b>Pass Rate</b>
<b>Speaking and Listening</b>				
ESOL Skills for Life - Speaking & Listening Entry Level 1	4	1	5	<b>80.00%</b>
ESOL Skills for Life - Speaking & Listening Entry Level 2	10	0	10	<b>100.00%</b>
ESOL Skills for Life - Speaking & Listening Entry Level 3	12	1	13	<b>92.31%</b>
ESOL Skills for Life - Speaking & Listening Level 1	8	4	12	<b>66.67%</b>
ESOL Skills for Life - Speaking & Listening Level 2	6	1	7	<b>85.71%</b>
<b>Reading</b>				
ESOL Skills for Life- Reading Entry Level 1	2	1	3	<b>66.67%</b>
ESOL Skills for Life- Reading Entry Level 2	4	8	12	<b>33.33%</b>
ESOL Skills for Life- Reading Entry Level 3	10	3	13	<b>76.92%</b>
ESOL Skills for Life- Reading Level 1	8	2	10	<b>80.00%</b>
ESOL Skills for Life- Reading Level 2	5	2	7	<b>71.43%</b>
<b>Writing</b>				
ESOL Skills for Life- Writing Entry Level 2	9	1	10	<b>90.00%</b>
ESOL Skills for Life- Writing Entry Level 3	17	2	19	<b>89.47%</b>
ESOL Skills for Life- Writing Level 1	2	0	2	<b>100.00%</b>
ESOL Skills for Life- Writing Level 2	4	1	5	<b>80.00%</b>
<b>Total</b>	<b>101</b>	<b>27</b>	<b>128</b>	<b>78.91%</b>
<b>IT Functional Skills</b>				
Entry Level 1	9	2	11	<b>81.82%</b>
Entry Level 2	7	1	8	<b>87.50%</b>
Entry Level 3	17	1	18	<b>94.44%</b>
Level 1	1	6	7	<b>14.29%</b>
Level 2	0	1	1	<b>0.00%</b>
<b>Total</b>	<b>34</b>	<b>11</b>	<b>45</b>	<b>75.56%</b>
<b>Overall Pass Rate</b>	<b>135</b>	<b>38</b>	<b>173</b>	<b>78.03%</b>

## Section 6c: Value-Added (Alps)



Value added (along with retention and pass rate) is one of the most important measures of student outcome and the quality of the college's performance. Of the many important measures of value added available, **Alps** provides the earliest benchmark performance measure which gives us comparison to other institutions both at whole college and individual qualification level. About 70% of educational institutions delivering A levels and BTECs nationally use Alps. It works on the following scale, called the 'thermometer':

1	As good as the top institution (at the last benchmarking point)
2	Top 10% of institutions
3	Top 25%
4	Top 40%
5	Middle 20%
6	Bottom 40%
7	Bottom 25%
8	Bottom 10%
9	As poor as the bottom institution

The top three grades are coloured red while the bottom three are blue. Curriculum departments aim to be 4 as a minimum standard. Being in the red is good. Grade 2 is outstanding. We present four years of data for each qualification measured by Alps, along with the cohort size.

### BHASVIC Alps outcomes by course – 2019

BTEC Courses	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade
Business	60	1.14	2	33	1.06	3	18	1.05	4	14	0.96	5
Computing	-	-	-	-	-	-	-	-	-	14	0.97	2
Digital Film and Video Production	-	-	-	-	-	-	-	-	-	21	0.86	-
Film & Television Production	-	-	-	-	-	-	-	-	-	18	0.97	-
Health & Social Care	-	-	-	14	1.11	4	16	1.13	3	22	1.1	2
Information Technology	-	-	-	12	0.9	4	-	-	-	22	1.15	2
Performing Arts	-	-	-	-	-	-	-	-	-	6	1.21	2
Sport	30	1.02	4	18	1.04	3	24	1.11	3	36	1.15	2
Sport & Exercise Sciences	24	1.05	3	45	1.1	2	24	1.06	3	21	1.14	2

A level Courses	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade
Art (Fine Art)	74	1.09	4	78	1.03	6	90	1.02	5	101	1.1	5
Art (Graphic Design)	59	1.28	2	54	1.24	2	55	1.22	3	82	1.29	2
Art (Photography)	87	1.18	3	54	1.19	3	71	1.22	3	88	1.25	2
Art (Textiles)	32	1.2	3	44	1.25	3	34	1.13	4	35	1.22	3
Biology	222	0.93	3	276	0.87	5	227	0.99	2	268	0.96	2
Business Studies	69	0.98	5	87	0.98	5	116	1.05	3	105	1.13	2
Chemistry	168	0.92	4	263	0.93	3	206	0.98	2	248	0.95	3
Classical Civilisation	60	0.91	7	52	1.05	3	51	0.91	7	49	1.05	3
Computer Science	46	0.89	5	54	0.85	5	52	0.97	3	76	1.02	2
Dance	11	1.2	3	8	1.27	2	14	1.16	3	18	1.12	4
Drama & Theatre Studies	45	0.92	6	41	0.91	6	48	0.89	7	33	1.11	3
Economics	102	0.95	5	127	0.97	5	143	1.03	3	157	1.07	2
English Lang. & Lit.	66	0.99	5	96	1.07	3	78	1.07	3	120	1.05	3
English Language	70	1	4	69	1.03	3	56	0.99	4	49	1.05	3
English Literature	173	1.03	3	161	0.96	6	160	1.09	2	142	1.05	3
Environmental Science	15	0.93	3	19	0.8	6	12	0.84	5	29	0.91	4
Film Studies	33	1.13	3	39	1.09	4	35	1.04	6	37	1.15	3
French	25	0.97	4	38	0.88	6	44	0.95	5	58	0.99	4
Geography	96	0.91	7	108	0.97	5	114	0.96	5	131	0.94	6
German	7	0.97	4	13	0.81	7	10	1.03	3	15	0.93	5
Government & Politics	100	0.97	5	114	1	5	106	1.01	4	144	1.14	2
History	213	1.01	3	243	1.02	3	227	1.04	3	262	1.05	2
Law	75	1.02	3	62	0.89	6	59	1.02	4	68	1.11	2
Mathematics	359	1.04	2	389	1.05	2	458	1.08	2	427	1.1	2
Maths (Further)	72	1.18	2	69	1.06	4	68	1.12	3	84	1.05	4
Media Studies	37	1.1	3	47	1.07	4	36	1.16	2	33	1.16	2
Music	21	0.82	6	18	0.88	5	19	0.92	5	12	1.07	2
Philosophy	34	0.92	4	53	0.88	5	49	0.92	4	52	1.02	3
Physical Education	27	1.03	3	25	1.03	3	40	1.03	3	21	1.08	2
Physics	130	0.86	5	144	0.88	4	183	0.96	3	161	0.96	3
Psychology	257	0.98	3	258	0.97	4	243	1.05	2	290	1.09	2
Sociology	109	1.07	4	102	1.19	2	142	1.2	2	147	1.24	2
Spanish	38	0.92	5	37	1.01	4	37	1.04	3	54	1.1	3



Section 6d: Student Destinations

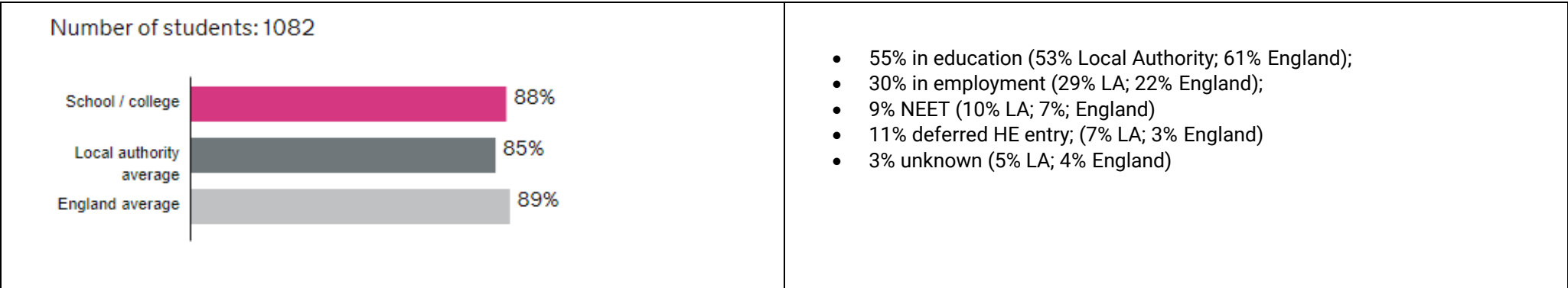
‘Destination’ provides evidence and effectiveness of our provision at helping our students into sustained participation throughout the 6 months following the summer they left college, from October to March. This means attending for all of the first two terms of the academic year at one or more education provider; or spending 5 of the 6 months in continuous employment.

The lagged data presented here evidences destination outcomes for students who completed their studies at the college in summer 2018, and contains the most up-to-date information we have. This has been gathered through:

- collating reports and data from the University & College Admissions Service (UCAS) and Higher Education Statistics Agency (HESA)
- contacting ex-students who did not progress into an educational institution
- reviewing our internal early leavers’ information forms for key headlines see pages 4 and 5 of the main report.

The data for destinations is notoriously challenging to measure and compare, as it necessarily contains a time-lag. The most recent published government data nationally, relates to students who left college in summer 2016, however, there are some statistical variations between our historically reported data for 2016, based on internal collection methods, and that which is published by the government.

Key local/national benchmarks and destinations headlines – (from data published in January 2019, for 2016 leavers)



We have committed in the strategic plan to ensure the % of students who progress on to employment, education or training will be above DfE benchmarks. The most recent DfE data, published in January 2019, relates to students who left in summer 2016 and stayed in education or employment for at least two terms after this. Nationally, the figure stands at 89% for 2016 leavers, but, although marginally lower than this, BHASVIC is above the local authority average of 85%.

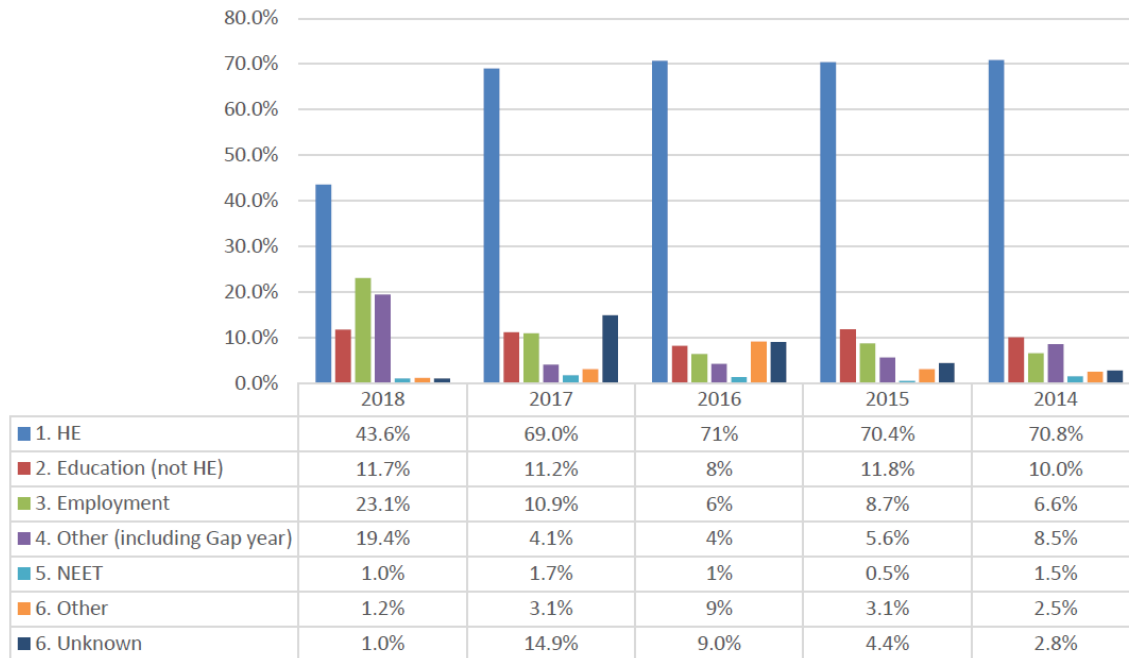
More disadvantaged students (92%) sustained education or employment after leaving BHASVIC (compared with local authority average of 86%) and significantly more progressed to HE (52%, compared with 38% locally) and when looking at progression to top third HE institutions, BHASVIC students are nearly 9-10% above local and national averages (28% compared with 18% locally and 19% nationally). This trend correlates with the 2018 HESA and UCAS reports suggesting that cohorts of disadvantaged students perform comparatively well.

It is important to note that high numbers of BHASVIC students take a gap year and so where 3+ year trends are marked; we see an increase in the % of each year group going into HE. For example, in the Destinations graphs in Part 3 (from page 40 of the main report), the HE column (1) is inversely proportional to the gap year column (4) over a period of time.

Nevertheless, we are constantly reviewing our procedures for gathering destination data to ensure our data sources are as clear and robust as we can make them.

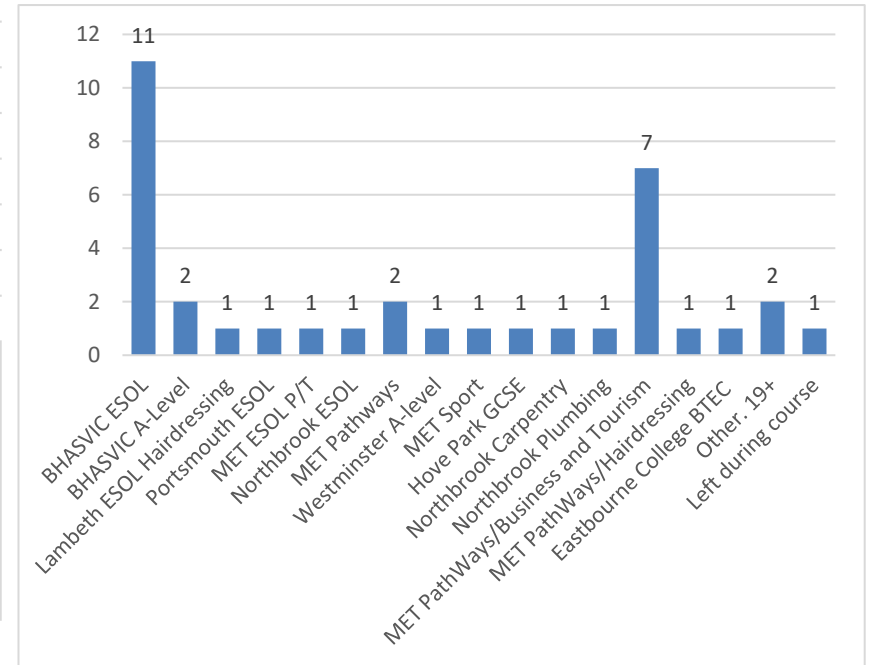
- BHASVIC processed 1024 University applications last year from current and ex-students - an increase from 893 in 2015
- 97.7% of BHASVIC students applying to University successfully began a university course, compared with a national figure of 74.5% for post-16 education.
- 97.6% of our applicants receive offers compared to 87.1% nationally, showing we are successful in guiding students to make appropriate course choices, usually a mix of aspirational, solid and safe.
- We have seen a large increase in Unconditional offers from 0.9% in 2014 to 12.3% in 2018.
- 82.9% of BHASVIC students accepted their firm offer.
- We continue to be pleased that our percentage of acceptance routes for BAME groups is significantly higher than the national average.
- 53.9% of BHASVIC students accepted a place at a high tariff university (including Oxbridge & Russell Group universities), substantially higher than the national average of 20.2%.
- Number of Oxbridge offers continues to increase year on year with over 120 offers in the past three years – making us the highest non-selective state provider to Cambridge. Our Oxford offers also increase year on year.
- We are also seeing an increase in Medics, Veterinary and Dentistry offers from 17 in 2015 to 22 in 2018 with an offer rate of around 1:2 compared to 1:10 nationally.
- HESA data shows our students are more likely to complete university compared to the general sixth form, state and independent sectors
- 70% of our vulnerable and disadvantaged students (low income, young carers, in care, care leavers) go onto university and 60% of our students receiving learning support – figures equal to our main student cohort
- 92.5% of our students achieve first and 2:1 degrees, substantially higher than the independent, state and sixth form sector in general. For students from low participation wards for all UK universities the figure is 92% compared to 69% for the state sector.
- 14% of our students progress into specialised further education, including very successful art foundation entry.

## Destinations of all A2 students 2014-2018



Please note HE figures are cumulative due to students taking gap years /applying at a later date

## Destinations of ESOL students 2019



## BHASVIC Students who leave within year

### Students in their first year of study

Jan 2019	Jan 2018	Jan 2017	Jan 2016	Reason
24	12	21	42	Change of Progression - other provider (school / VI Form)
4	20			Change of Progression - other provider (Vocational)
4	11	22	17	Change of Progression - Employment / Apprenticeships
3	2	14	8	Effort/Engagement
3	2	2	7	Unknown
3	9			Mental health (from 2018)
		17	4	Physical Health (inc. Mental health to 2017)
	4	13	3	Domestic Circumstances
<b>41</b>	<b>60</b>	<b>89</b>	<b>81</b>	Total (% of September enrolment numbers)

### Students in their second or third year of study

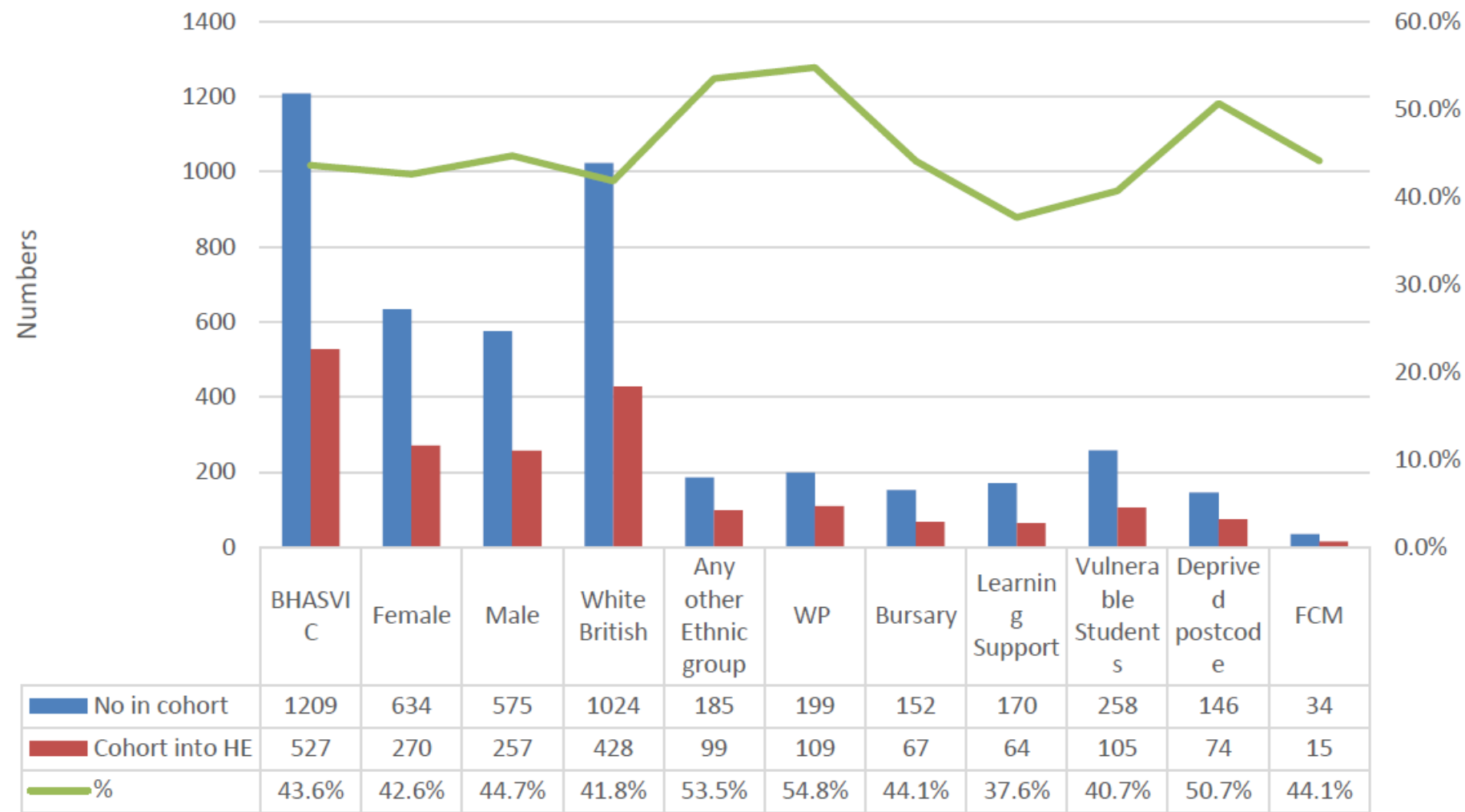
Jan 2019	Reason
11	Change of Progression - other provider (school / VI Form)
2	Change of Progression - other provider (Vocational)
8	Change of Progression - Employment / Apprenticeships
1	Effort/Engagement
1	Unknown
6	Mental health (from 2018)
0	Physical Health (inc. Mental health to 2017)
0	Domestic Circumstances
<b>29</b>	Total (% of September enrolment numbers)

Although retention is excellent at BHASVIC, some students leave in year. The destinations of these students are tracked to monitor whether such students are falling out of education having not settled successfully at the College, and as to whether we could have done more to support them. Students who leave to study a vocational course, or to go back to their school sixth form tend to do so early in the year (80% of all early leavers went before Half Term). Academic difficulty, friendship and teaching style are cited as the most common reasons.

All students leaving in either A1 or A2 year are offered both welfare and careers guidance. We are pleased to note the decrease in unknowns and those with little effort/engagement. It is the view of Guidance that the pastoral effort made to support students and the numbers shown here are acceptable and no remedial actions are required.

Higher Education - BHASVIC compared to national and sector averages

Students into Higher Education by student group



# Apply Centre Progression Summary Page

UCAS

Confidential analysis for Apply centres  
Brighton Hove And Sussex Sixth Form College

Changes in brackets refer to the previous cycle. PP refers to a percentage point change.

Cycle:

2018

Applicants  
1,024 (+2%)

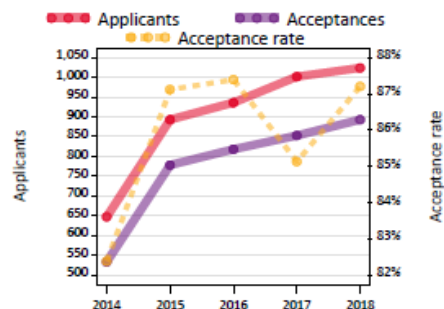
Acceptances  
893 (+5%)

Acceptance Rate  
87% (+2pp)

Offers (Applicants)  
995 (+3%)

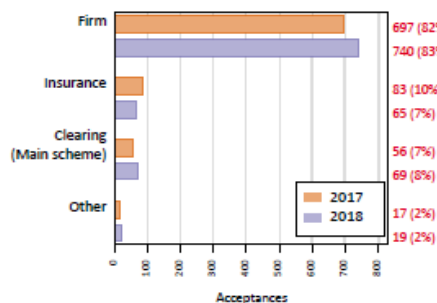
Applicant Offer Rate  
98% (+0pp)

Applicants and acceptances (2014 — 2018)

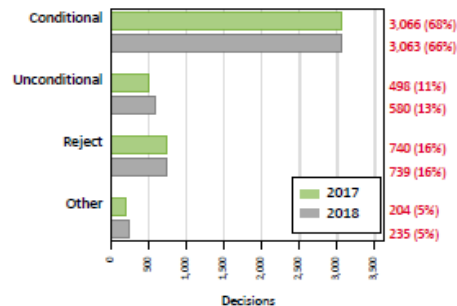


Deadline applied by	2018	2017
Applied by 15 Oct deadline	18%	16%
Applied by 15 Jan deadline	98%	97%
Applied after 15 Jan, before 30 Jun	1%	2%
Applied after 30 Jun deadline	1%	1%

Acceptance routes



Provider decisions



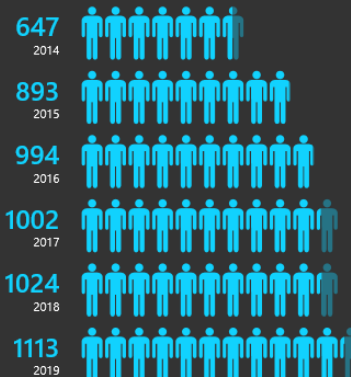
Top 5 HEPs by acceptances (2018 ranking)

	2018	2017
University of Sussex	59	69
University of Manchester	50	29
University of Bristol	49	36
University of Leeds	41	33
University of Brighton	35	28

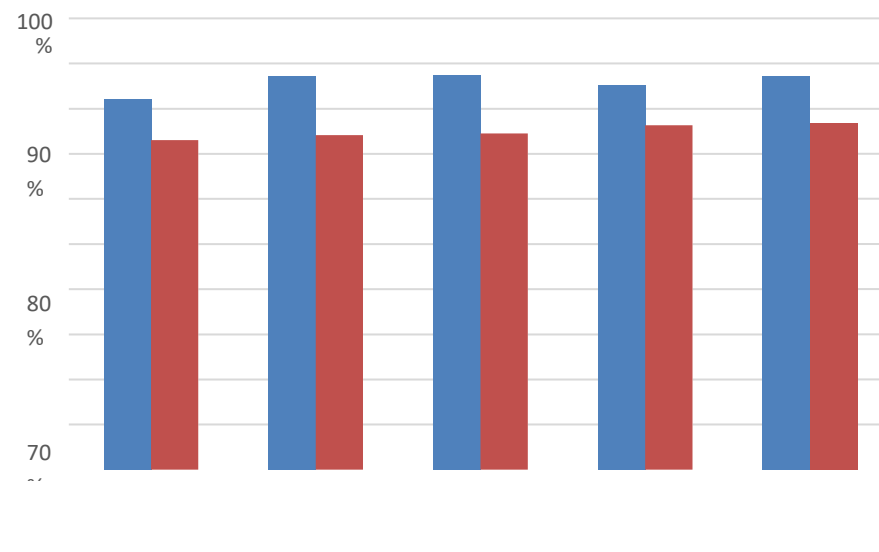
Top 5 subjects (JACS3) by acceptances (2018 ranking)

	2018	2017
C8 - Psychology	61	43
G1 - Mathematics	50	49
M1 - Law by Area	40	36
Z Combs of 3 subjects, or other general courses	30	25
C6 - Sport and Exercise Science	29	21

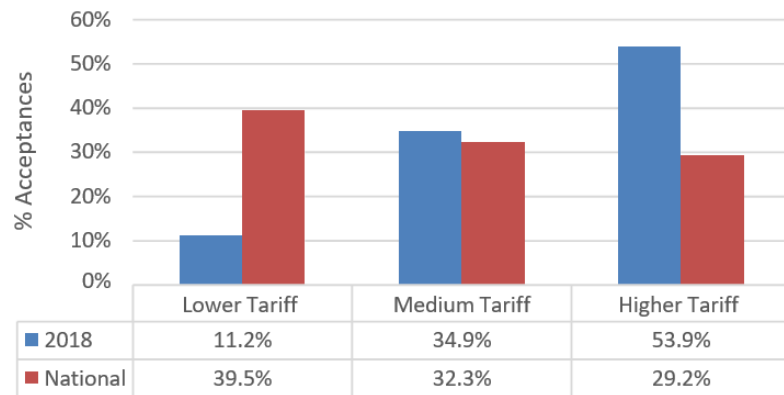
## UCAS Applicants 2014-19



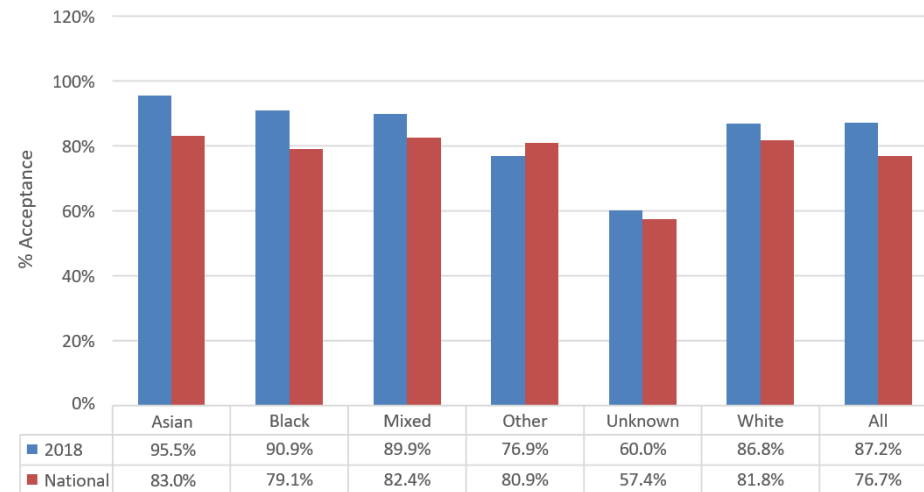
## Percentage of BHASVIC students successfully placed on a university



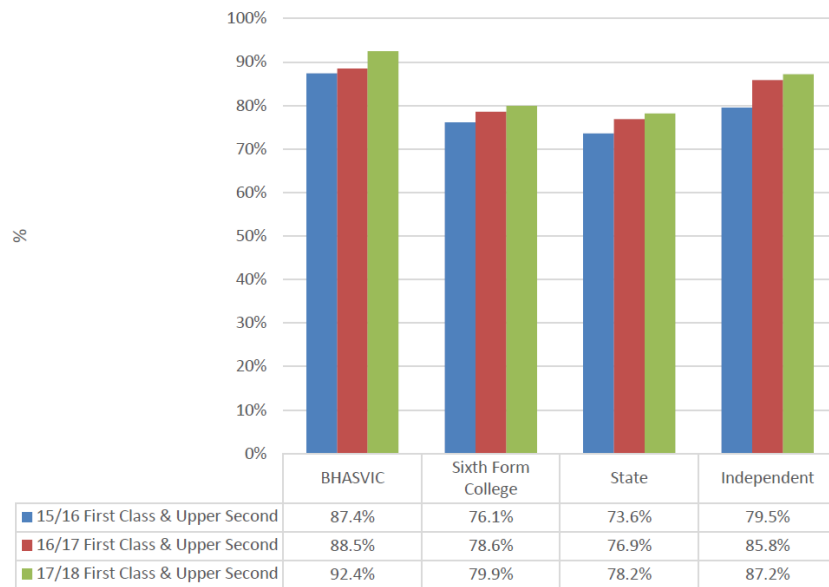
**Percentage Acceptances by tariff university**



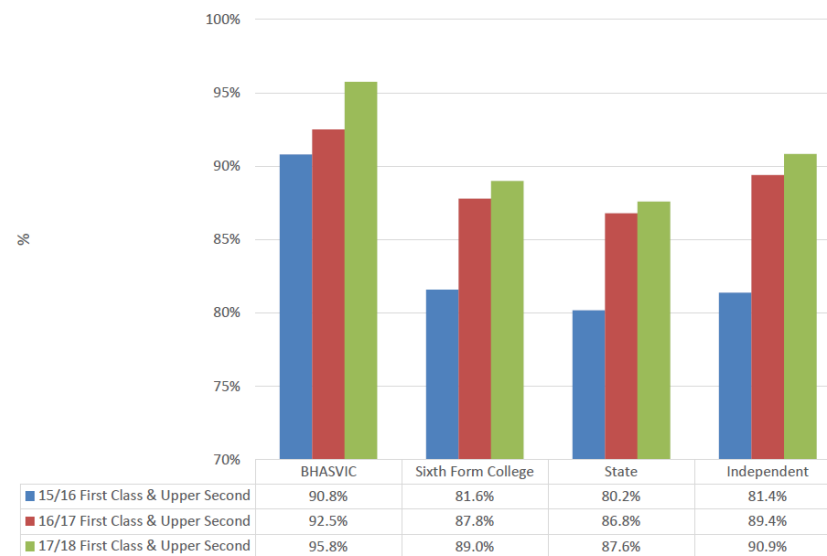
**Percentage Acceptances by Ethnic Group**



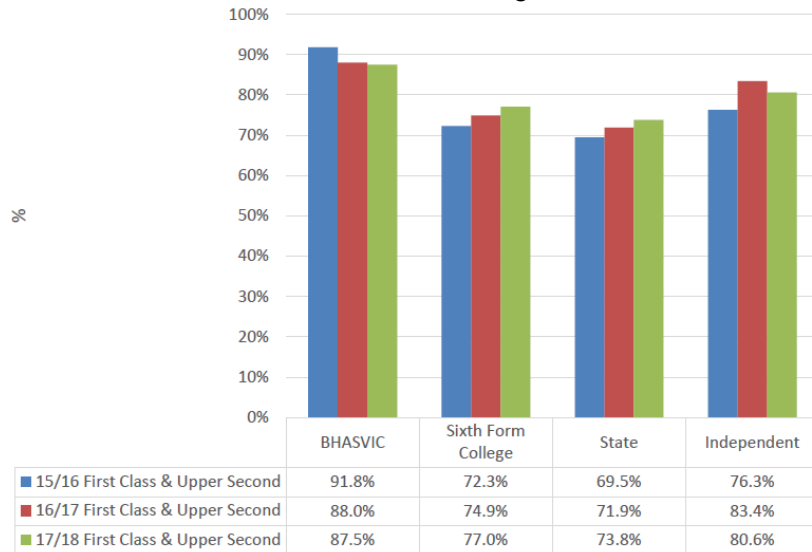
**HESA Data - All UK HEIs - First and 2:1 Class Degrees**



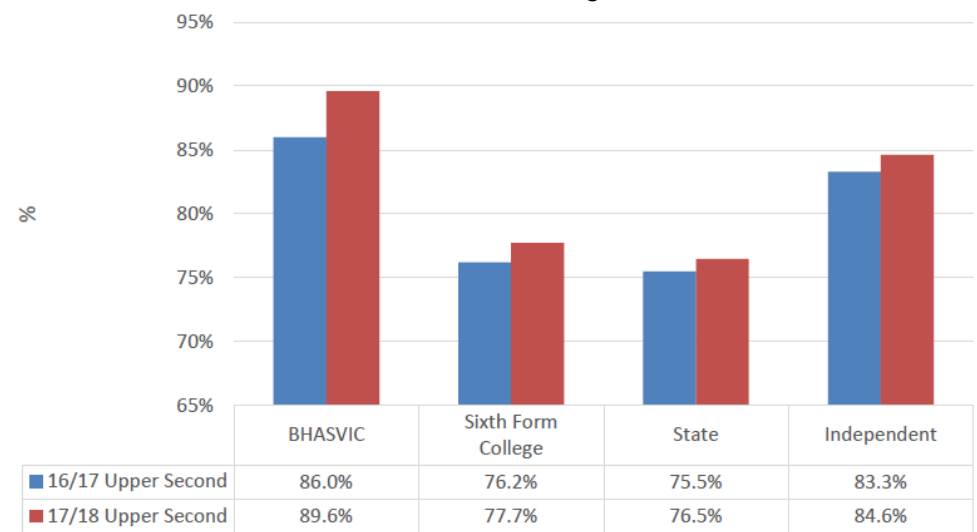
**HESA Data - Russell Group - First and 2:1 Class Degrees**



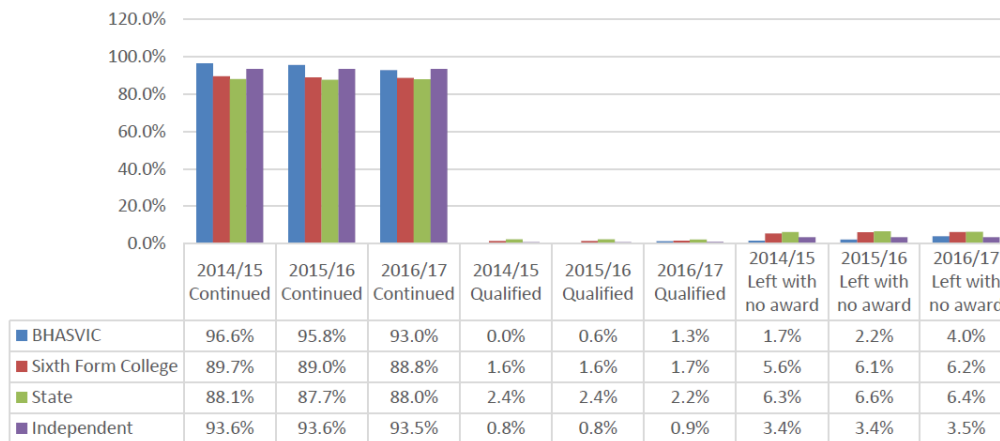
**Students from Lowest participation wards (by postcode)  
First class and 2:1 Degrees**



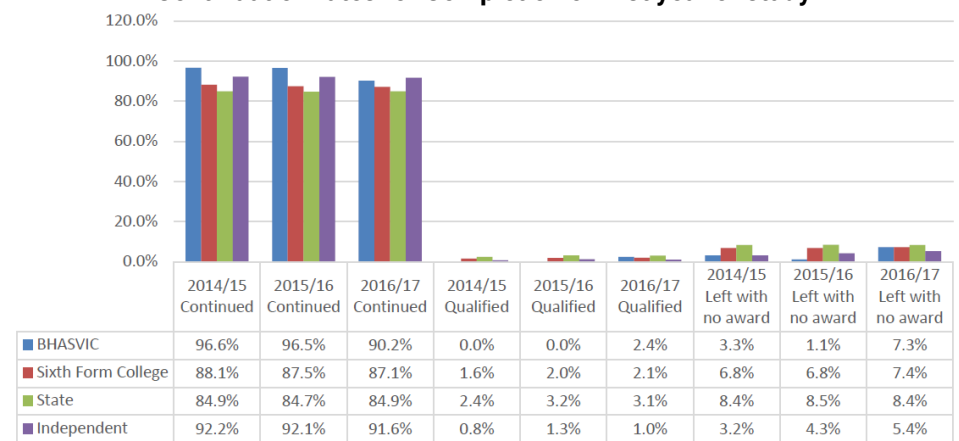
**Students whose parents do not have Higher Education Qualifications  
First class and 2:1 Degrees**



**ALL HEIs -Continuation rates for Completion of first year of study**



**Students from lowest HE participation wards (by postcode) all UK HEIs -  
Continuation rates for Completion of first year of study**





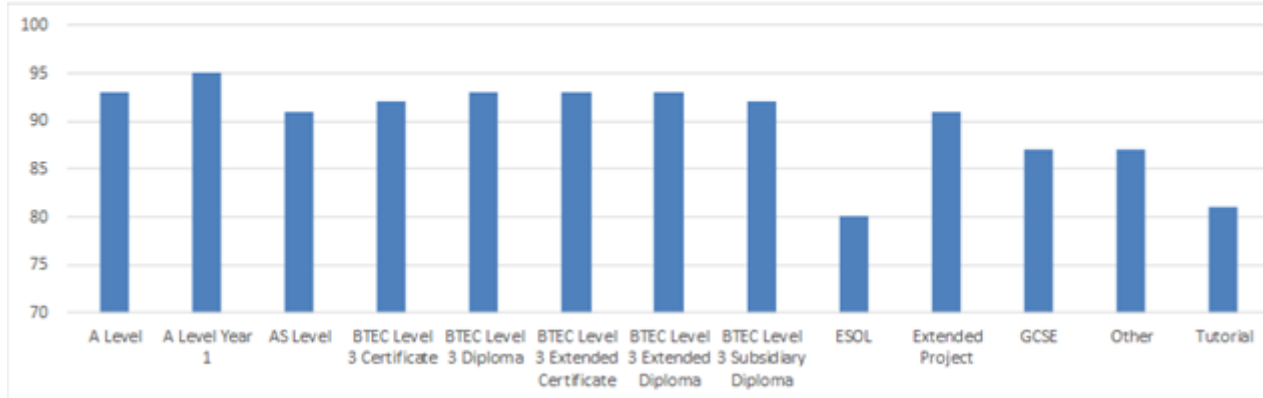
## Section 6e: Student Attendance

Attendance is measured in different ways within our sector and is difficult to benchmark. We focus on internal, longitudinal measures for quality improvement and development purposes.

	15/16	16/17	17/18	18/19	
A Level	93	93	93	93	
A Level Year 1	95	94	95	95	
AS Level				91	
BTEC Level 3 Certificate	93	91	92	92	
BTEC Level 3 Diploma	92	91	94	93	
BTEC Level 3 Extended Certificate			94	93	
BTEC Level 3 Extended Diploma	94	94	92	93	
BTEC Level 3 Subsidiary Diploma	93	91	91	92	
ESOL	88	82	80	80	
Extended Project	92	90	91	91	
GCSE	93	86	88	87	
Other	90	88	88	87	
Tutorial	91	88	87	81	
<b>Total</b>	<b>92</b>	<b>89</b>	<b>93</b>	<b>93</b>	

### Tutor Group Attendance

	15/16	16/17	17/18	18/19	
A1-18	94	90	90	88.03	
A2-18	90	85	85	83.53	
A2-19 (specialist Tutor groups)				92.78	
A3-18				70.58	



Attendance remains on target for nearly all provision, though drops in ESOL and Tutorial attendance are an area of focus and development for these departments.

## Section 6f: Disadvantage and Vulnerable Student Summary

Successes	Areas for Improvement
The creation of the Vulnerability Index as a way of identifying the most vulnerable students by Guidance cohort. This will enable the college to target interventions such as the Flourish Project, at the students most at risk of academic underachievement and retention.	The Vulnerability Index (VI) was created this year but is not being used widely by Guidance as of yet. Ideally the VI should enable GUIDANCES/Tutors to prioritise students for 1:1s and regular check ins etc. The VI has not been updated Sept 2019 due to staffing in CIS therefore hasn't supported early identification of Year 1 students. In the future the VI is a tool which should be made available to Curriculum areas in order to identify and support academically vulnerable students.
The creation of the disadvantaged working party which brought together a number of stakeholders to begin working on a whole college social mobility strategy. This led to the creation and planning of the Flourish Project. The Flourish Project has appointed 6 mentors who will deliver the academic study skills project. The working party have undertaken a high level of INSET training and research this year which has created a clear method of delivery taking influence from the East Framework, The Learning Scientist and A-Level Mind-set. The project will begin working with the identified cohort in September.	We need to ensure that boundaries for this project are clear and that all stakeholders are aware of their role within the individual student's BHASVIC experience. We will be raising the profile of the Flourish project at whole college staff meetings which will also help to raise the profile of all disadvantaged students. We need to work more collaboratively as a student services/Guidance/leadership team to apply/access funding, such as NCOP, which can support the financial cost of this project to ensure sustainability and longevity.
<p>The profile of disadvantage and students living in poverty has been raised within the college through the delivery of Bitesize and INSET sessions which were attended by 35 colleagues who work in a variety of areas within BHASVIC. There was excellent evaluative feedback from this training;</p> <p><i>"The session was really insightful and thought provoking. I'll definitely consider more the ways in which some of our more stringent attendance rules can be applied more sensitively and raise the idea of being more poverty aware with the wider team. There is a huge case to be made I think for 'normalising' the subject to help remove the stigma students/parents may feel in disclosing these issues"</i></p> <p><i>"I loved it! It was great to hear about 'cultural capital' Very useful statistics as well"</i></p> <p><i>"I was so pleased I came to this excellent session. It was a very interesting 45 minutes which I hope will have a lasting effect at college"</i></p>	<p>There are still some departments within the college that did not attend the training and therefore are not considering some of the issues that may be affecting disadvantaged/vulnerable learners and this could impact on the students BHASVIC experience. Therefore, we will need to use a multi-pronged approach to infiltrating all areas with information, research, positive ways of support e.g. staff briefing, department meetings as well as the continuation of training including focusing on support within the classroom such as improving academic literacy.</p> <p>We also need to continue encouraging thinking beyond academic outcomes e.g. how can we best prepare disadvantaged students for employment if they lack social and cultural capital? Are they proportionally represented in trips/enrichment activities?</p>
The destination data for disadvantaged/vulnerable students continues to be a real strength with more students from this cohort 70% going onto higher education	Although destination data for the majority of this cohort is excellent the students identified in the deprivation index are still the highest percentage of any students

than the whole BHASVIC cohort. This cohort also has a smaller proportion of students who are NEET after leaving BHASVIC with all bursary students either in education or employment.	at 1.4% to be NEET. Therefore we need to consider the support package offered to this group towards the end of their time at BHASVIC that supports them into meaningful education/employment.
We have been approved by Fare Share to receive weekly food deliveries that will be used to support students who are in or vulnerable to Food Poverty. We had a successful inspection visit and meeting to discuss the planning required for this and we have launched this project in September.	We need to remove the stigma/shame students may feel in asking for food support. Therefore, we need to think more about how we market/package this support so it is normalised and perhaps not solely about accessing food but about opportunities to meet new people/space to revise in the evenings etc. Tania needs to undertake the Food Hygiene training in order to manage the Food Project which will be taking place in September.
We are working more cohesively as a college to support all vulnerable learners. There have been regular meetings with the ESOL team including meetings with external agencies/support such as the Virtual School and termly supervision where there has been a platform to discuss challenging cases.	Although as a staff team we have improved whole college working to support vulnerable students there are still not many opportunities for students to come together. The ESOL students still feel very separate from the whole college community. Improvements have already been agreed for next year, including tutoring taking place in the student services building. Tania and Zoe are working on an evening supper club to bring ESOL/Level 3 students together as well as exploring regular co-tutoring opportunities.
Our relationships with our WP partner organisations continue to go from strength to strength and we remain the largest provider of WP student registrations for all three of our local partners. Of particular note in 2018-19, the partnership with 'IntoUniversity' has grown steadily and we have seen an increase in the number of students engaging in activities. 37 students participated in the FOCUS programme with 100% of participants saying they enjoyed the workshops, 86% reporting increased knowledge and confidence regarding post-18 options, and 57% feeling more able to achieve their career goals. 32 students were also successfully placed on one of the corporate schemes e.g. the Social Mobility Business Partnership, Big City Bright Future Internships and the Black Rock Paid Internships.	Further improvements to data collection, analysis and reporting. Identifying our WP cohort should not continue to be the sole responsibility of Student Services, and should instead be embedded into existing college processes. By identifying student vulnerabilities at the earliest opportunity (i.e. via the Admissions process) we could ensure that our actions are in response to <b>evidence</b> ; are we deploying staff effectively, are we making the best use of external funds, are we putting strategies in place to ensure that we intervene early. We should be looking at our cohort's data carefully and often.
	<p>Transition for disadvantaged and vulnerable students.</p> <p>A difficult transition from school to college can have a negative impact on both wellbeing and academic achievement. Carefully managing transition for students identified as being more vulnerable could not only improve their experience but could lessen the burden on staff time / welfare &amp; counselling services later in the academic year.</p>

## Section 7: Guidance on Information Used in this Self-Assessment Report

**DfE Performance Tables Outcomes:** The Department for Education has been developing a set of performance measures which seek to present key data about student outcomes within educational institutions in a way which can be understood by a range of stakeholders. The information is available on a DfE [website](#). This website allows the user to compare providers in a number of ways, including a self-selected list.

**Local Comparison Group:** As a state-funded further education Sixth Form College (SFC), based in the South East and primarily delivering A levels, we believe it is helpful and important to assess the quality of outcomes for our students through use of this comparison tool. We have therefore looked at the outcomes for students in similar institutions (ie SFCs and other FE colleges based in the South East which offer A levels as a significant part of their provision). These are: Alton; Barton Peveril; Colchester; Collyer's; Esher; Farnborough; Godalming; Hills Road; Queen Mary's; Peter Symonds; Reigate; Varndean; Woking and Worthing. All except Worthing are designated Sixth Form Colleges, though some have academised. Of the 6 colleges which have higher numbers of A level students than BHASVIC, four sit within the local comparison group. The exact composition of the local comparison group is susceptible to change.

**Disadvantage:** The DfE calculate this student group as students who were registered for 'Pupil Premium' in their final year 11 of school. Primarily, this group consists of economically disadvantaged students who were in receipt of Free School Meals and 'Looked After' children (in care with the Local Authority). Where Pupil Premium data is not available, the college uses students who were in receipt of the 16-19 Bursary; the criteria are very similar and receipt of bursary is actually a more current measure of disadvantage.

**SEND:** Students with Special Educational Needs and/or Disabilities. At BHASVIC, this means all students who receive Additional Learning Support from the college, with a session of support on their timetable and Exam Access Arrangements.

**A note on BHASVIC Entry Requirements:** The College has an inclusive approach to entry for all students, requiring five C/4 grades and one B/5 grade at GCSE for entry to a full-time, 3 A level programme of study. This bar is set at a point that enables students to succeed who chose the programme but is also as low as, or lower, than other local, regional and national A level providers. Students may also study a Level 3 Applied general (ie BTEC) programme of study with just 5 grades of C/4 at GCSE. Students wishing to study 4 A levels are required to achieve significantly higher GCSE grades.

**Self-assessment by departments and key areas of provision:** Self-Assessment Reports for 2017-18 and live Action Plans for 2018-19 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 Business & Economics Chemistry & Physics Computing & ITC English Extended Project Qualification Humanities Maths Media & Performing Arts Modern Languages Philosophy, Politics & Law Psychology Sociology & Health & Social Care Sport Visual Arts	Admissions & School Liaison Adult Evening Languages Education Careers & Employability Catering College Information Systems Disadvantage & Vulnerable Learners Equality, Diversity & Inclusivity Estates Finance General Office Guidance & Tutorial Higher Education, FE & Study Abroad Human Resources IT Technical Support Library Marketing Media Arts Technical Services Reception Safeguarding Science Technical Services Staff Development Student, Parent & Alumni Engagement Student Services Student Union Student Wellbeing & Experience
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, ALIS and the DfE Value Added measures 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. All curriculum departments have clear diagnosis and actions to address those qualifications below Alps Grade 4 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.

Eleven of the sixteen curriculum departments have been assessed by the Senior Management Team as Outstanding and four as Good with one of the sixteen requiring some improvement. The criteria used for these internal assessments follows the Ofsted Common Inspection Framework and Handbook for Inspectors.



### Contents

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

### Notes:

- Figures appearing after another figure in brackets and italics are for previous years, the first italicised figure being last year and so on.
- 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.
- 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.

### 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 – Quality and Curriculum Team
- EHWB – Emotional Health & Wellbeing (BHASVIC strategy around student wellbeing)
- EIF – Ofsted Education Inspection Framework
- 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
- 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 SMT, 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 or Employment

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

SMT – Senior Management Team

TLA – Teaching, Learning and Assessment

VESPA Mindset – a pedagogical acronym which outlines a model for students to become better learners (Vision, Effort, Systems, Practice, Attitude)

WEX – Work Experience

WP – Widening Participation (schemes run by Universities to support disadvantaged students into HE)

Section 1: Outcomes for Learners (including overall examination results, surveys and other headline data)									
#	Factor	Targets/Objective (Link to KPI/Strat Plan)	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
1.	<b>Student numbers 16-19</b>	To achieve student numbers at a minimum of 2,922 funded students for 2019-20 including ESOL (KPI 6; SP: 7.1;7.4)	Effective school liaison; Marketing; Maintain quality of interviews and IAG; Review new admissions policy categories for effectiveness	JAM	By Sept 19	2,962 Enrolments with 2,922 Funded students	<b>On target:</b> Oversubscribed applications for 2019-20. 2,334 applications (2,226 previous year) with a target of 1,540 first year enrolments.	<b>On target:</b> Some Category 3 students have been offered places after Easter. Planned Moving On Day numbers indicate that we will meet enrolment target.	<b>On target:</b> Target enrolment was 2,965 (2928). First day of teaching total students 3,015 which is +50 over. <b>D=260/8.8%</b>
2.	<b>Attainment at A level</b>	To maintain A level pass rate at a minimum of 99% and the overall A*-B grade rate at 60% or above (KPI 1;SP: 1.1)	Sustain high quality teaching and learning; quality cycle and documents; management of departments and subject areas	JAM	Aug 2019	Achievement of targets	Results to follow in August.	Results to follow in August.	<b>Above target:</b> A level pass rate 99.7% (99.6%) <b>D=99.4% (98.4%)</b>  A*-B grades 71.9% (70%) <b>D=59.4% (56.5%)</b>
3.	<b>Attainment at BTEC level 3</b>	To maintain BTEC pass rates at 99% and Distinction rates at a minimum of 80% (KPI 1; SP: 1.1)	Consolidate systems and culture associated with a changing BTEC assessment framework; Ensure ongoing tracking and robust role of Quality Nominee	JAM	Aug 2019	Achievement of targets	Results to follow in August.	Results to follow in August.	<b>On target:</b>  BTEC pass rate 99% <b>D=100% (96.9%)</b>  <b>Below target:</b>  D*-D 66.2% (Impact of new external assessments) <b>D=85.3% (81.5%)</b>



Section 1: Outcomes for Learners (including overall examination results, surveys and other headline data)									
#	Factor	Targets/Objective (Link to KPI/Strat Plan)	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
4.	Progress (Value added)	To maintain exceptional overall value-added at 0.20 or greater with Alps at 3 or better at A level and BTEC (KPI 2; SP: 1.1)	Sustain current high levels of performance in context of successful teaching and learning, culture and systems	JAM	By Jan 2020	Achievement of targets	Results to follow in August. Although see summary page for DfE outcomes for 2017-18.	Results to follow in August.	<b>Above target:</b>  ALPS = 1 L3VA = 0.49 (provisional) (0.42) D=0.42 (provisional) (0.37)

Section 1: Outcomes for Learners (including overall examination results, surveys and other headline data)									
#	Factor	Targets/Objective (Link to KPI/Strat Plan)	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
5.	Disadvantage Outcomes	Progress of Disadvantaged students is equal to the rest of the cohort (KPI 2: SP: 1.2; 1.3; 1.4)	Use Vulnerability Index to identify disadvantaged students and target support; complete disadvantage audit and raise staff awareness of poverty proofing	JAM/AMC	Aug 2019	Target groups identified; KPIs and staff awareness improving. Smaller/no gap in outcomes compared to all.	<p><b>On target:</b> Disadvantage gap 0.05 is the same for 2017-18 as previous year. Tools being developed to help teachers identify disadvantage students more easily – <i>see also 17 below</i>. Disadvantage working group established. 281 bursary students (9.7%). 52 receiving free college meals (1.8%) -<i>see also 30 below</i>.</p>	<p><b>On target:</b> Disadvantage project in full development and will be implemented in September. Two external partnerships in development (Student Room and Elevate Education). Legal and General governor grant of £500 being used to support this work. Project being promoted now. NOTE: Latest Govt figures on Destinations of 2016 BHASVIC leavers show positive progression for disadvantaged cohorts which are significantly above local and national averages – <i>see also 10 and 30 below</i>.</p>	<p><b>Achieved:</b> Flourish Project launched and externally funded.</p> <p>Destination outcomes: <b>70% of vulnerable/disadvantaged students go onto university – equal to main student cohort</b>. Particular success in Oxbridge / Medic offers where <b>43% &amp; 48%</b> (respectively) were from widening participation cohort – higher than BHASVIC average (<b>41% WP in total</b>)</p> <p><i>See also 10 &amp; 30 below</i></p>

Section 1: Outcomes for Learners (including overall examination results, surveys and other headline data)									
#	Factor	Targets/Objective (Link to KPI/Strat Plan)	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
6.	<b>Attainment in Eng/Maths GCSE</b>	To maintain the overall GCSE pass rates (grade 4 or above) at a minimum of 55% (KPI 3; SP: 1.1)	Departmental action plans; support plans; study support; HOD/HOF monitoring of performance	JAM	Aug 2019	Achievement of targets	Results to follow in August.	Results to follow in August.	<b>Above target:</b>  Overall GCSE pass (November and June) 71.21% (53.4%) <b>D=67% (55.6%)</b>
7.	<b>16-18 achievement rates (Starters who pass)</b>	To ensure an overall achievement rate at a minimum of 85% (SP: 1.1; 1.3)	IAG; Enrol students on right courses; high quality of student experience; teaching and learning culture; guidance and pastoral support	JAM	Aug 2019	Achievement of targets	Results to follow in August.	Results to follow in August.	<b>Above target:</b>  For all levels 93.4% (86.1%) <b>D=92.6% (75.1%)</b>  L3-95% (n=4,766) <b>D=93.3%</b> L2-77.1% (n=192) <b>D=93.8%</b>  <b>Below target:</b>  L1-60% (n=30) <b>D=70%</b> (L1 are our ESOL cohort)

Section 1: Outcomes for Learners (including overall examination results, surveys and other headline data)									
#	Factor	Targets/Objective (Link to KPI/Strat Plan)	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
8.	Retention	To achieve a minimum student retention rate of 95% on one year courses and 82% on two year courses (KPI 4; SP: 1.3)	Monitor retention on new linear courses and compare outcomes to emerging benchmarks.	JAM, AMC	Aug 2019	Achievement of targets	<b>On target:</b> At December 98.5% of students retained (as a % of all students). Slightly higher than previous years.	<b>On target:</b> At March 97.3% of students retained (as a % of all students). 96.9% at same point last year and higher rate than previous 5 years.	<b>Above target:</b>  Not achieved for Disadvantage students!  A1 Course Retention: 95.37% (94.5%) <b>D=91.2% (94.7%)</b>  A2 Course Retention: 98.02% (96.8%) <b>D=97.5% (94.7%)</b>  Two-year: 85.2% (84.7%) (2017 starters who passed in 2019) <b>D=84.8% (86.9%)</b>

Section 1: Outcomes for Learners (including overall examination results, surveys and other headline data)									
#	Factor	Targets/Objective (Link to KPI/Strat Plan)	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
9.	<b>A1 Progression Exam Outcomes</b>	To ensure an overall pass rate of 99.5% (which includes re-take passes) and a high grade rate of 55% (SP: 1.1; 1.3; 2.1)	Sustain high quality teaching and learning; quality cycle and documents; management of subject areas	JAM	Aug 2019	Achievement of targets	Results to follow in June.	Results to follow in June.	<p><b>Below Target:</b></p> <p>Pass (including re-takes) = 96.9%  <b>D=93.2%</b>  (in 2018 pass rate was 93.1% - over time we expect progression exams pass rates to continue to increase and are conducting research to enable the development of our guidance to departments about the links between Progression Exams, on course assessment, UCAS predicted grades, Mock Exams and final A level outcomes).</p> <p><b>Above target:</b></p> <p>High grades = 60.8% (<b>48.6%</b>)  <b>D=46%</b></p>

Section 1: Outcomes for Learners (including overall examination results, surveys and other headline data)									
#	Factor	Targets/Objective (Link to KPI/Strat Plan)	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
10.	Destinations	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. (KPI 5; SP: 1.3)	Recording destinations accurately; effective analysis of data (including tracking intended compared to actual destination); DfE benchmark data;	AMC	Aug 2019	Achievement of targets	<b>On target:</b> Destinations data for 2017-18 released with 0.07% NEET and 3% 'unknown'. 46 Oxbridge offers for 2019 entry (down 11 on previous record-breaking year). Medic offers come through after 8 May UCAS deadline, and Visual Arts and EE destinations will also be updated after May.	<b>On target:</b> Internal 2018 figures now show only 1.16 'unknown'. 55.34% in education; 43.5% in employment or other (including gap year). These figures will change as students take up deferred HE places. (see <i>Destinations Report</i> ). 100 Visual Arts applicants processed in 2018. 42 applicants for Medicine and 22 acceptances.	<b>Achieved:</b> 927 accepted university places (from 1135 applications – which were up 111 on previous year).  54% of BHASVIC students accepted a place at a high tariff university (including Oxbridge & Russell Group universities), substantially higher than the national average of 20% 23 acceptances for Medicine; 41 for Oxbridge; 100 Art Foundation (up from 69 last year) Focus on internal information gathering more effective: Unknown destinations – down to 1%. Direct entry to employment 23% (compared with 11% in 2017 and 6% in 2016)

Section 1: Outcomes for Learners (including overall examination results, surveys and other headline data)									
#	Factor	Targets/Objective (Link to KPI/Strat Plan)	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
11.	Attendance	To achieve a minimum average attendance rate of A1 92% and A2 90% across the year by qualification type. (SP: 1.1)	Maintain approach: teacher, tutor and GM follow-up, spot checks, parent texts, Advantage information; Attendance team	AMC	July 2019	Achievement of targets	<b>On target:</b> Current attendance Yr 1 A level 96.8% and Yr 2 93.4% (95.1% combined overall). At same point last year, overall attendance stood at 93.75%.	<b>On target:</b> Year to date attendance shows trends very similar to previous year. A2 the same, A1 slightly up. Overall attendance 93.36%.	<b>Achieved:</b>  18-19 overall attendance:  A1 = 94% (94.1%) D=89.9% (97.6%)  A2 = 96.45% (89.8%) D=93.2% (87.6%)
12.	Student evaluation of learning	93% of students say they would recommend the College and 88% of students, averaged across all course surveys, felt they were helped to learn. (two-year, Level 3 qualifications, EPQ and GCSE Retakes only) (SP: 1.1; 1.4)	Ensure high quality student experience across all aspects of college; engage with student council; Student Union and ensure feedback is visible; departmental approaches to student voice.	JAM	Aug 2019	Achievement of targets	Results to follow in August.	Results to follow in August. Survey currently live. Higher completion rate for A2 student responses than at same point last year.	<b>Achieved:</b>  94.3% (97%) of students would recommend the college; 91.4% (97%) helped to learn.  Parents: 91% (76%) 'Overall positive experience of BHASVIC'
13.	Evening Language Courses	Ensure Evening Language courses are profitable and remain popular with a 90% student satisfaction rate. (SP: 6.3; 7.1)	Review course offer; ensure demand is met	JAM	Sept 2019	Evening Languages enrolment, finances and satisfaction	Results to follow in July, though student recruitment is very positive this term, with the addition of new courses.	Results to follow in July, student recruitment round imminent, but Autumn update will provide final outcomes.	<b>Achieved:</b>  651 adult learners (up 93), 47 courses (up 7) with £25k profit (up £3k). High rate of returners (32%) with 91% satisfaction.

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

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
14.	<b>Curriculum Improvement Plan</b>	Ensure departments are ready to deliver new BTEC framework, including the externally assessed component (SP: 1.1; 3.2)	To establish BTEC subjects and qualification sizes under Tech level and Applied General courses; Ensure new Quality Nominee oversees a consistent approach	JAM	Sept 18	Departments ready to deliver new specifications	<b>On target:</b> New BTEC frameworks being successfully delivered in 3 departments. 3 other departments to convert when they are obliged to. Logistics of externally set assignment being bedded-in. EQR on BTEC provision scheduled for next year.	<b>On target:</b> See Jan update, left.	<b>On target:</b> This is ongoing work as BHASVIC continues through the national reforms of Applied General Qualifications and BTECs in particular. This year we are conducting a cross-college 'External Quality Review' of our BTEC provision, with the lead reviewer coming from Farnborough Sixth Form College, who is very experienced in his field. We eagerly anticipate the outcomes, advice and areas for development which will come from this review.



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

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
15.	<b>Departmental performance</b>	To see an upward quality trend in those courses with the lowest Alps trends and outcomes (SP: 1.1; 3.2)	Lead CQT through a new 'Curriculum Improvement Plan' to investigate and intervene in courses with three-year Alps trend of 5 or above, four-year trend of blue 'yo-yoing' or sudden downward trend of Alps grades.	JAM	Sept 2019	Areas identified; KPIs improving	<b>On target:</b> 11 A levels and 6 BTECs are within supervision by CQT through its CIP (Curriculum Improvement Plan). Bespoke strategies are in place for the delivery of each qualification, under direct supervision by a HoF. Improvement of college's live quality data is much needed to inform the efficacy of CIP work.	<b>On target:</b> CIP function and reporting is being developed further. Deputy is leading development with direct involvement from Principal and Chair of Governors. Improvement of college's live quality data is in development with appointment of Director of Digital Strategy.	<b>Achieved:</b> Three A level courses were low Alps scores last year (two have moved from 7 to 3 and one from 6 to 3). A further five courses were average at 5 – three have improved, one remains the same and one has dropped from 5 to 6.
16.	<b>Assessment and Reporting strategy and implementation</b>	Ensure our assessment and reporting is optimal for linearity and contributes effectively to outstanding student outcomes. (SP: 1.1; 1.4; 3.1; 4.3; 5.2)	Update our assessment strategy, framework and reporting. Re-configure Subject Reviews as termly Progress Review and develop reporting format to stakeholders. Research and implement centralised assessment tracking and develop formative & summative assessment practices from these.	JAM / AMC	Sept 2019	Strategy published. Systems piloted and in place. Staff training in place.	<b>On target:</b> Assessment & Reporting consultation paper & timeframe published in January – due to end May 13.	<b>On target:</b> Assessment & Reporting consultation completed. Collegewide assessment schedule agreed and new assessment grading methodology defined. Assessment Strategy to be written once live data systems have been scoped and are in development, next year. 2019-20 ILP and Progress Review planning in place.	<b>Partially achieved:</b> 19-20 ILP and Progress Review launch has been hindered by CIS staffing issues during key final development period. Progress Reviews have been updated but full online launch now deferred until Sept 20.

Section 2: Quality of Teaching, Learning and Assessment (including the information on programmes and courses and how well these meet the needs and interests of students)									
#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
17.	<b>Curriculum and Guidance Data tracking</b>	Improve our teachers', tutors' and managers' ability to monitor student, in-year performance, leading to improved student support and outcomes. (SP: 1.1; 3.1; 3.2; 3.4; 4.3; 5.2)	Work with CIS to develop 'Department Dashboards' which allow in-year metrics and guidance-related interventions to be analysed. Allow monitoring of support plans, attendance, progress reviews, casework tracking, ILP in one place and align with curriculum data dashboards: GMs, CQT and CIS to refine	JAM / AMC	July 2019	Prototype Department Dashboard for Curriculum and Guidance teams in place	<b>Partially on target:</b> Concerns about Capita's ability to deliver remain. New Director of Digital Strategy appointed to take forward cross-college.	<b>Partially on target:</b> Although the July 2019 deadline will not be met, the scoping and specification for new systems is being taken forward by the Director of Digital Strategy, in partnership with CQT.	<b>Partially achieved:</b> Our Digital Strategy provides opportunity for review of core staffing needs and collegewide approaches to data.  Director of Digital Strategy will work with CQT and Guidance on approaches to in-year data tracking.
18.	<b>BHASVIC Calendar</b>	Provide more momentum in learning for A1 students under linearity in the summer term and make the summer term more manageable for Heads of Department. (SP: 1.4; 2.1; 2.4; 3.4)	Refine the college's structure of curriculum events in the summer term for <i>some</i> gains in 2019.  Consult on comprehensive restructure of summer term for 2020.	JAM / AMC	Jan/Feb 2019  May 2019	Revised 2018/19 Calendar of business  2019/20 Calendar of business	<b>Completed:</b> Summer Term calendar of events for 2019 published.  <b>On target:</b> Review of Summer Term 2020 and 19/20 calendar of business pending.	<b>Completed:</b> Calendar of Business for 2018/19 (summer term) and for 2019/20 all consulted upon, completed and published to staff and publically. May study leave for A1s rebranded as 'Progression Leave' with specific individual future planning work set, and Progression Day moved forward a week.	<b>Achieved:</b> See May 19 update.

Section 2: Quality of Teaching, Learning and Assessment (including the information on programmes and courses and how well these meet the needs and interests of students)									
#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
19.	<b>Literacy and Numeracy</b>	The college needs both a Literacy and a Numeracy Strategy to ensure good practice occurs across our students' educational experience at BHASVIC. (SP: 1.1; 2.5)	Liaise with Esher College in peer support and review of each other's developing strategies.	JAM	July 2019	Two strategies completed and in implementation.	<b>Partially on target:</b> Liaison with Esher College (who have recently devised new strategies and are implementing them this year) has taken place.	<b>Not on target:</b> This work has been postponed with the move of the Head of Faculty responsible to the role of Director of Digital Strategy. All other members of CQT have increased management and strategic responsibilities and the development of this strategy will be restarted next academic year.	<b>Not achieved:</b> See May update left. This work returns to development for 2019/20 and is part of the CQDP and CDP for this academic year
20.	<b>Information Learning Technology</b>	Develop the college's ILT Strategy to support sustained future development of hard and soft resources for learning. Promote the college as a contemporary and creative learning community. (SP: 2.1; 3.2)	Information Learning Technology strategy to guide departments on the opportunities available. Provide staff skills development.	WJB	July 2019	ILT Strategy updated; Fundamental IT needs are met in the classroom; Development of curriculum projects	<b>On target:</b> Director of Digital Strategy appointed. External consultation from Civica has been commissioned. Both of these events will significantly inform the development of ILT at BHASVIC for the future.	<b>On target:</b> Director of Digital Strategy developing this strategy which will be reported via training at Corporation.	<b>On target:</b> Digital Strategy and action plan have been written and are being implemented.

Section 2: Quality of Teaching, Learning and Assessment (including the information on programmes and courses and how well these meet the needs and interests of students)									
#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
21.	<b>Progression Exam and Predicted Grades Review</b>	Ensure Progression Exam grades for students meet targets in Section 1 and are fair to students in terms of UCAS predicted grades as a true reflection of their performance and achievements in their first year. Ensure that students continue to receive accurate predicted grades.  (SP: 1.1; 2.1; 3.2)	Generate grade boundary guidelines for departments. CQT to work closely with departments on implementing. Recalibrate pass thresholds, ideally norm-referenced (ie as a percentage of cohort rather than as a grade boundary). Attention to smaller courses in particular. Use UCAS data on final accuracy of predictions against results	JAM	Sept 2019	Pass rates, high grades set out in Section 1. Analyse results in conjunction with Predicted Grades target in this section.	<b>On target:</b> Revised Guidelines ready to circulate. HoFs to discuss implementation with HoDs and course teams. Grade boundaries and thresholds moderated this summer to align more closely with final A level grades.	<b>Met:</b> CQT have prepared guidance and data sets to use with departments for setting grade boundaries. With all courses having final A level grade profiles to refer to, Progression Exam grades awarded will be better aligned with A level outcomes and will lead to further accuracy with UCAS predicted grades.	<b>Achieved:</b>  See May update left.  Note, however, the September Update for Action 9 in Section 1 above.
22.	<b>Curriculum Offer and Course Choices</b>	Ensure that student course choices are well-informed and that curriculum planning enables as many students as possible to study their courses of choice, whilst meeting overall student number targets in Section 1. (SP: 1.4; 2.3; 2.4; 5.1)	Develop conversion rate data by course choice – use to predict staffing and accommodation needs. Monitor conversion rates to enable fair, consistent and transparent offers to students. Develop IAG and admissions events to give students even better understanding of courses.	JAM	Oct 2019	Enrolment targets met; Maintain curriculum efficiency at 89%; Analysis of course changes show an overall reduction in student change requests post-enrolment.	<b>Completed:</b> In use for curriculum planning Sept. 2019.	<b>Completed:</b> Final student enrolment numbers and curriculum efficiency data will be available in September.	<b>Completed:</b> See May 19 update.

Section 2: Quality of Teaching, Learning and Assessment (including the information on programmes and courses and how well these meet the needs and interests of students)									
#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
23.	<b>Student Awards Event</b>	Develop an event to celebrate A2 student achievements publicly, via an awards event (SP: 1.2)	Redefine the college's student awards event to increase student and staff attendance and focus on A2 leavers. Devise an event with an emphasis on showcasing students' wider curriculum achievements.	JAM	April 2019	New event successfully run, with positive feedback and refinements for the following year	<b>On target:</b> Date set. Majority of curriculum departments involved.	<b>Met:</b> Event successfully delivered. Participation levels were good. As a pilot first year, there is much to refine, improve upon and develop, but the college community and staff, in particular, have a better understanding of the ready for next year.	<b>Completed:</b> See May 19 update.
24.	<b>Teacher Development Strategy</b>	Augment and refine the college's approach to its development of teachers and pedagogy. (SP: 1.1; 3.1; 3.2; 3.3; 3.5)	Create an Action Research team; Organise programmes into a clear offer; Augment Bitesize; Link Lesson Observation more effectively to PDR targets, particularly Action Research; Deploy teaching staff who have studied 'advanced teacher' courses.	JAM	June 2019	Strategic offer in place; Bitesize diary of events; Action research outcome; Teacher uptake in development opportunities	<b>On target:</b> Paper drafted by CQT; will now be considered as part of wider discussion on T&L Quality improvement work at CQT Away Day (1/3/19).	<b>On target:</b> Strategy to be written, shared and implemented. Thinking and ideas have moved forward significantly. There have been a number of achievements already which will fit within the final strategy (such as Action Research group, uptake of Advanced Teacher courses, S7 teaching Excellence course developed and delivered and many more).	<b>On target:</b> This strategy will continue to be developed through this academic year.

Section 3: Personal Development, Behaviour and Welfare (including how well students are guided and supported)									
#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
25.	Careers Education and Employability	Students make informed decisions about their choice of destination (SP: 1.2; 1.3; 2.1; 2.2; 2.3; 2.4; 6.3; 6.4)	Refine, publish and implement Futures Framework (CEIAG) strategy in accordance with national guidelines; complete Compass FE self-assessment to benchmark against Gatsby measures; identify gaps in curriculum and support improvements to CEIAG provision; map learner journey and continue to develop tutorial programme with focus on employability; continue to work with Enterprise Adviser Network to monitor strategy	AMC	June 2019 and December 2019	Use student and staff survey data to measure attitudes and awareness of CEIAG strategy and impact on curriculum offer and design; Use benchmark tool to track progress: aim to be above national average for Gatsby measures after one year.	<b>On target:</b> Compass Benchmark assessment completed in Dec 18 – progress being made on all benchmarks. ( <i>see also 31 – WEX data below</i> ). Meetings at local & national level to share best practice and develop strategy with other Careers Leaders. AMC completing national Careers Leader training programme. Progress needed on student data-tracking / ILPs to track careers-related interventions.	<b>On target:</b> see previous column.  CEIAG built into new SARAP proforma and guidelines, and follow up department audit if not completed in 2018.  Tutorial programme has progression and employability research now built-in to all strands/pathways.  Enterprise Adviser has expanded support in various aspects of college delivery.	<b>Completed/ongoing</b> see previous columns  Student Survey data suggest 93% of students felt advice about next steps were helpful. 91% of A2s were aware of options in education after BHASVIC; whilst 65% were specifically aware of employment options. Parent/Carer survey data suggests 88% felt their young person had been well supported at college, with 60% feeling the transition support to next destination was a particular strength.  Careers Advisers training on neuro-diversity, working with ESOL, neuro-linguistic programming, young carers – increased targeting of SEND/non-traditional backgrounds

Section 3: Personal Development, Behaviour and Welfare (including how well students are guided and supported)									
#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
26.	<b>Safeguarding</b>	To ensure safeguarding responsibilities are fully discharged (SP 6.1; 2.4; 2.5; 3.1; 3.2; 3.3; 3.5)	Training for staff and Governors (including KCSIE 2018, Prevent Duty and online safety); Maintain Run Hide Tell awareness for all students and staff; implement use of CPOMs cross-college; audit activity and awareness in staff/students; annual Corporation approval of policy; research and install online monitoring software if affordable.	AMC	On-going	Accurate and positive INSET records and feedback; sample survey data which shows knowledge and understanding of safeguarding culture and awareness; BHCC Safe & Well data	<b>On target:</b> CPOMS rolled out to all staff as safeguarding reporting system – further training offered at departmental level through GM links; Governor / staff training on KCSIE completed – audit and surveys to follow in Spring Term; Safe & Well in FE survey to be completed in tutorial by Easter; research into online monitoring software ongoing – recommendations pending for inclusion in planning for Sept 19.	<b>On target:</b> 72 staff completed survey; 9 Governors. Data being analysed to feed into training and development for 19-20. Deputy DSL has now completed two day safeguarding leadership course. NetSupport safeguarding monitoring software purchased and installed – will be fed into all staff training in Sept 19. DDSL researching best way to improve student reporting of safeguarding concerns – eg. Button on dashboard. College signed up to Operation Encompass - national initiative re-reporting of domestic violence incidents.	<b>Completed/ongoing</b> see previous columns.  DDSL ran successful whole staff training update in September 2019, including clarification on reporting processes.  New staff 'safeguarding drop-ins' launched.  Governors sent KCSIE 2019 update in September 2019.

Section 3: Personal Development, Behaviour and Welfare (including how well students are guided and supported)									
#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
27.	<b>Emotional Health &amp; Wellbeing</b>	Devise an Emotional Health & Wellbeing strategy for students, to promote better awareness, co-ordinate activities and address increasing demand (3.5; 6.1; 1.4; 2.1; 2.2; 2.3; 2.4; 2.5)	Work with BHISS to devise EHWP action plan in line with local schools and colleges; complete audit of cross-college activities; promote staff training and awareness around mental health; promote wellbeing workshops and 'wellbeing-focused' portfolio / enrichment courses (youth MHFA, community gardening etc.)	AMC	April 2019; June 2019 and December 2019	BHISS EHWP survey data demonstrates improved wellbeing of students / staff; BHCC Safe & Well in FE survey data shows progress against local & national benchmarks; satisfaction surveys	<b>On target:</b> BHISS primary mental health worker embedded at college and working with frontline staff. Tutor training planned for 25/2 and Managers' Away Day 22/3. Youth MHFA portfolio course approved for Sept 19. BHISS student survey complete & SAWFE survey due in tutorial Spring 19.	<b>On target:</b> Whole college INSET in June, led by BHISS mental health team on promoting student wellbeing, involving all staff in awareness and development of EHWP strategy. Successful day of free student wellbeing workshops – now planned to extend offer to parent/carers.	<p><b>Completed/ongoing</b> see previous columns.</p> <p>Wellbeing Peer Mentoring (inc Mental Health First Aid certificate) has recruited 11 students and launched in September 2019.</p> <p>Student survey data suggests 86% of students felt they had good access to wellbeing information at college; 97% know how to protect themselves from harmful influences.</p> <p>Parent/Carer survey data suggests 91% feel their young person's experience at BHASVIC has been positive.</p> <p>Programme of Parent/Carer workshops planned for 19-20.</p>



Section 3: Personal Development, Behaviour and Welfare (including how well students are guided and supported)									
#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
28.	<b>Student Behaviour, (onsite and online) including EDI</b>	Devise a new Student Behaviour policy which integrates and updates pre-existing student discipline, attendance, social media, bullying & harassment policies and college contract; and improves knowledge and understanding from students and staff of appropriate behaviour, interventions and consequences (SP: 6.1; 3.5; 3.3)	Consult with staff and students on appropriate and expected standards of student language and behaviour onsite, offsite and online; integrate with EDI policy and SARAP; write Student Behaviour Policy and take to corporation; promote staff confidence and raise awareness through INSET and workshops	AMC	June 2019	New Student Behaviour policy understood and being implemented; BHCC Safe & Well in FE survey data; end of year student/staff surveys	<b>On target:</b> Cross-college consultation launched at staff meetings – Jan 19. Dept link feedback and working group activity throughout Spring Term.	<b>Completed:</b> New Student Behaviour policy written, following consultation with staff, students & parents, together with new college contract and student code of conduct. All staff INSET on promoting positive student behaviour led by SMT in June 19. New EDI & Welfare Officer appointed: she is running INSET in June and is very proactive in addressing student EDI / Welfare concerns.	<b>Completed:</b> see previous columns.

Section 3: Personal Development, Behaviour and Welfare (including how well students are guided and supported)									
#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
29.	<b>Student Services Profile</b>	Students and parents are positive about their experience at college and the quality of guidance and student services provision (SP: 4.1; 2.4)	Build on remodelled Tutorial, Guidance and Student Service provision through internal and external partnership work and feedback; finalise refurbishment of Student Services building (including screens, waiting areas etc); continue to refine parent/carer and student communication and improve response rates	AMC	By Sept 2019	Guidance / Student Service SARAPs and user survey data	<b>On target:</b> Positive parent feedback re online Parent Eve booking system and Parent/Carer newsletter. Spring term issue focused on wellbeing, community & enrichment. Parent/carer focus group scheduled for March 19. Further work needed on student feedback regarding re-modelled tutorial & student services provision. Bids still to be tabled for Sept 19 refurbishment.	<b>On target:</b> Parent/carer focus group positive about experiences and communication. Consulted on new College Contract and Student Code of Conduct, as well as the Assessment & Reporting Review. Current parent/carer survey has been refined and is currently live (earlier than last year). Summer works for SS building are now scheduled in. SARAP work to evaluate re-modelled tutorial and SS is ongoing.	<b>Completed/ongoing</b> : see previous columns.  Student survey data suggests 78% (A1) & 83% (A2) feel well supported by Personal Tutor.  Parent/carer surveys suggest termly newsletters were informative and useful. 91% felt they had been kept well informed.  Internal refurbishment ongoing (screens pending).

Section 3: Personal Development, Behaviour and Welfare (including how well students are guided and supported)									
#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
30.	<b>Widening Participation / HE</b>	Continue to develop and support initiatives to raise participation in level 4 learning from certain wards, raise aspirations, widen participation and access to HE (SP: 1.3; 1.1; 1.2; 2.2; 2.4)	See also Disadvantage (5 above) and Destinations (10 above). Continue to utilise funds from NCOP project; improve identification and tracking of WP eligibility (see 17 data tracking above); develop Oxbridge outreach work to local schools; promote and embed opportunities with curriculum leads	AMC	Sept 2019	NCOP report; participation rate increased; feedback from local partner schools; curriculum SARAPs	<b>On target:</b> NCOP project received extension to 2020 – currently we have 117 (A2) and 165 (A1) students eligible (282 = 9.7% of total BHASVIC students); 555 (A2) and 686 (A1) eligible for WP (1241 = 43% of total students) although work still ongoing to raise active WP participation rates.	<b>On target:</b> See also Disadvantage (5 above) and Destinations (10 above). Latest Govt figures suggest more disadvantaged students (92%) sustain education or employment after leaving BHASVIC (compared with local authority average of 86%) and significantly more progress to HE (52%, compared with 38% locally). Progression to top third HE institutions, are nearly 9-10% above local and national averages (28% compared with 18% locally and 19% nationally). This correlates with the 2018 HESA and UCAS reports suggesting that comparative performance of disadvantaged students is excellent (see main Destinations report).	<b>Completed/ongoing</b> : see previous columns.  NCOP participation was only 6% so needs to be raised in 19-20. (see <i>Disadvantage/Flourish Project above</i> )  Approx. £10,000 funding granted for NCOP work, tied into Flourish Project (see 5 above)  BHASVIC remains biggest feeder of WP students to both Brighton & Sussex Uni.  Data-sharing agreement with Brighton Uni in place and one pending with Sussex Uni for 19-20 to streamline identification and registration of WP students.

Section 3: Personal Development, Behaviour and Welfare (including how well students are guided and supported)									
#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
31.	<b>Work Experience (WEX)</b>	Standardise and develop BHASVIC WEX offer to targeted student groups (SP: 1.2; 1.3; 2.1; 2.2; 2.4; 2.5)	Ensure that all students who are on BTEC double and Enterprise and Employability pathway have meaningful work experience; WEX coordinator to work with tutors/curriculum staff to ensure opportunities occur; exploit Alumni, EAN and other employer contacts	AMC	July 2019	WEX participation rate	<b>Partially on target:</b> Numbers continue to increase year-on-year (60 placements in 16/17, 88 in 17/18 and 94 so far in 18/19). 53 EE students have completed WEX (63%); 41 Health & Social Care (67%); 70 Hospital volunteers. Progress needs to be made on utilising alumni, governor & other potential networks.	<b>Partially on target:</b> Some increases in participation rates since January but awaiting final updated figures, ready for SARAP meetings in June. The EE offer has been refined and WEX co-ordinator will be at Progression Day launch. Work still required on standardising BTEC offer, and use of alumni and governor networks. Will be built into SARAP for 19-20.	<b>Not achieved.</b> Full year data unavailable. Some improvements made in terms of WEX take-up during 18-19, however WEX offer being reviewed at management level following departure of co-ordinator in August.
32.	<b>Student Union</b>	Review structure and delivery of SU activity (SP 1.4, 2.3)	Research best practice in other colleges and make recommendations for change to maximise impact of SU activities	AMC	July 2019	Revised Terms of Reference for SU and societies; revised schedule of engagement activities	<b>Partially on target:</b> S7 survey of SU provision showed mix of approaches; interim SU officer appointed to July 19; review and recommendations for revised TOR due to be completed by May 19. The Re-Freshers' fair was not well attended (affected by snow) and work is needed to re-boot SU/student societies activity.	<b>On target:</b> Revised TOR for SU Officer and GM i/c SU have been drafted and will be finalised by July. Good meetings held to plan re-launch with SU Officer – to be implemented over June/July. Further work needed in 19-20 to develop student engagement cross-college.	<b>Completed:</b> New Student Ambassadors programme launched at BHASVIC Forum.  Citizens UK supporting training.  SU re-located to SS building and lunchtime drop-ins scheduled for 19-20

Section 4: Leadership and Management (including Governance and how effective leadership and management are in raising achievement and supporting all learners)									
#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
33.	<b>Financial management</b>	To maintain the solvency of the College in the face of continuing real terms cuts to resources and rises in costs (KPI 7; SP 7.1)	Modelling of implications of funding cuts and student recruitment 2019-2023; prudent and careful budgeting; trying to sustain student numbers at target funded 16-18 students.	JHK	Ongoing	Financial solvency secured; Financial health forecasts 'Satisfactory' or better	Lagged funding secured for 2,910 students for 2019-20 per October ILR. Additional £168k from HMT budget allows for IT investment. Cost of living pay rise for staff still not agreed.	Staff cost of living pay rise nationally agreed and within our budgeted costs. 9 Month Accounts show small surplus for this year. Budget for next year set – extremely tight. Pension contribution increase covered for 2019-20. Still no date for Spending Review.	Year-end accounts show a surplus of £44k with only minor variance from original budget. Over-recruited this September and Spending Review announcement to increase base rate give us headroom for 2020-21.
34.	<b>Accommodation – New Build</b>	Break ground on New build in May 2019 with completion July 2020. Manage project with minimal impact on day to day business. Plan changes of use in other areas of college. (SP 4.2, 7.2)	Regular Design team meetings; Meetings with contractor; Premises team meetings and Governor updates. SMT and CQT to plan, communicate and implement knock-on changes to accommodation in College House, Main Building and other areas for Sept 2020.	JHK	July 2020	Building delivered on time and in budget  Internal spaces re-rolled	Initial contractor (Wilmott Dixon) could not bring the project in on budget, therefore we are re-tendering for a new contractor using a one stage design and build process which should allow for more cost certainty from appointment. Programme still on time despite this. Loan of £1.5m agreed in principle.	New contractor appointed (Brymor) with max £9m project cost established. Breaking ground in June with timetable on track to deliver building in Aug 2020. This is tight and flagged on the Risk Register. Knock-on accommodation changes for 2019-20 finalised. Plans to locate depts. And re-roll areas from 2020 and beyond being finalised.	Section 1 of the New Build is complete (re-location of temporary Science labs). Section 2 (main build) is two weeks behind but contractors are confident this time can be made up to ensure August 2020 delivery. Work on finalising knock-on changes continues. Planning permission for library stairs granted and next CIF hopefully to be announced.

Section 4: Leadership and Management (including Governance and how effective leadership and management are in raising achievement and supporting all learners)									
#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
35.	<b>Post-16 provision locally and nationally</b>	Investigate opportunities and threats associated with post 16 provision locally and nationally (SP 6.2, 6.3)	Ensure we keep abreast of local and national opportunities and threats to provision in terms of both providers and qualifications.	WJB	Ongoing	Maintain success (outcomes) and popularity (enrolments) and curriculum efficiency	Chichester college have been successful in taking on Worthing College and the empty Haywards Heath site. As a GFE their USP is rather different to ours. PACA have followed Blatch and have closed their sixth form.	Council data shows an additional 200 Yr12s in B&H by Sept 2023 with further 5 yrs of growth beyond this. Kings School have delayed opening of 6 <sup>th</sup> form to 2020. Varndean and MET both have capital projects underway or in the pipeline.	Haywards Heath set to open in Sept 2020.  Varndean Principal advertised for Sept 2020.
36.	<b>Equality, Diversity &amp; Inclusivity (EDI)</b>	To ensure that the college remains an open, democratic and accepting community and that it meets its inclusion, equality and diversity responsibilities (SP 1.4, 6.1)	Continue to build on Leaders in Diversity action plan. Develop staff / student awareness of Mental Health support, address unconscious bias, focus on specific needs of under-represented groups - BAME & transgender staff/ students etc.) Complete EDI audit of SARAPs for 17-18 and integrate into EDI SARAP for 18-19, including actions from curriculum and HR EDIMS data. Report to Governors in Spring 2019.	AMC	July 2019	New EDI SARAP report format, data published appropriately ; Staff / student survey data to measure impact;	EDI SARAP to be presented to Q&C committee in the Spring Term integrating a number of reporting areas. New EDI/Welfare Officer to take forward EDI SARAP and further developments in report format for 19-20.	New look EDI SARAP discussed by Governors. Jackie Davies has taken up post as EDI/Welfare officer.  See also PDBW summary and 27, 28 above – BHISS student wellbeing has some useful EDI data on BAME & transgender cohorts, which will be built into SARAP for 19-20.	New EDI reporting section distributed as part of this year's SARAP process.  Re-worked EDI SARAP schedule, to include HR & curriculum data reports, planned for 19-20.  BIG meetings reconvened for 19-20.  College of Sanctuary project launched.

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#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
37.	Marketing	To produce a marketing strategy and further embed our rebrand to continue to promote and market the College effectively (SP 4.1)	Analyse performance of website; analysis of advertising; success of Open Evenings; feedback	JHK	Ongoing	Website metrics; student applications;	Not yet started.	Long-term absence of Marketing manager means this is delayed.	First draft produced, to be finalised by Christmas 2019
38.	Partnerships	To work constructively with local and national government and partners including the ESFA, SFCA, AoC, S7, FE Sussex; Brighton and Hove Council and local schools. (SP 6.2, 6.3)	Continued participation in Accord, S7 and FE Sussex; Brighton and Hove Education Partnership, involvement in Pavillion & Downs TSA. Further develop working practices;	WJB	Ongoing	Partnerships continue to work effectively; meeting minutes	Ongoing. WJB has joined the Association of Colleges policy group for Academic provision.  Founding member of Citizens UK Brighton and Hove.	FE Sussex members have agreed to wind-down operations from Sept 2020 as local college mergers have meant a smaller and more disparate group. Collaboration with Durrington High has been growing which has strategic importance given their research school status	Pavillion & Downs Teaching School Alliance under threat from national changes and delivery preferences. Aim to keep collaborative approach regardless.  Formal membership of Citizens UK B&H agreed.
39.	IT/ILT	Ensure fast, stable and reliable network, with robust hardware and software. Review staffing structure (SP 4.3)	Commission consultancy and implement recommendations in a cost effective manner. Add capacity to management of this area	WJB	July 2019	Effective, reliable systems in place; feedback and metrics	Remediation work has meant the network is stable. CIVICA report due in March (Stage 1). Director of Digital Strategy appointed.	2.5 day internet outage in April caused disruption. CIVICA have presented their Strategy blueprint from which the DDS will make recommendations to Governors.	Draft Digital Strategy and Development Plan documents outlines steps to upgrade and migrate network.

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#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
40.	ITCT	Contemporary use of learning technologies with clear strategic direction (SP 4.3, 5.1, 5.3)	Devise a Digital Strategy to supersede our ITCT Action Plan. Use outcomes from consultancy. Make new appointment with mandate to deliver.	WJB	March 2019	Clear vision in place with strategy for deployment	Director of Digital Strategy appointed.	Digital Strategy being developed to cover three key areas: Network Information Systems Teaching and learning	Draft Digital Strategy and Development Plan documents outlines approach to Teaching and Learning technologies.
41.	CIS	Monitor development of Advantage/CAPITA A and assess against alternative providers (SP 1.1, 3.2)	Fortnightly contact with Advantage/CAPITA; monitor development of esp. Markbook and scope alternatives; Timeline for decisions and deployment	WJB	April 2019	Effective Quality reporting; effective Markbook; Effective UI	Progress being monitored with option assessment ongoing.	Continued stagnation of CAPITA/Advantage. Digital Strategy to cover short and long term goals. A centralised Markbook will not be in place for Sept 19.	Options assessment for best way forward part of the Digital Strategy.
42.	Staff Development and Satisfaction	Provide relevant and effective training that allows staff to develop within our High Challenge Low Threat Culture; to sustain high levels of Staff satisfaction (SP 3.5, 5.2, 6.1)	Ensure quality development opportunities at individual level; evaluate impact of these; assess against PDR targets; use SWELL; conduct staff satisfaction survey	JHK	July 2019	High levels of satisfaction with INSET; Staff Satisfaction survey outcomes	Results to follow in August.	Satisfaction survey results to follow in August.  Comprehensive INSET programme for June.  Re-written absence policy includes wellbeing at core.	95.7% of staff (96.4% prev yr) would recommend BHASVIC as a good place to work  92.3% (81.9%) feel valued at college
43.	Management and structure of Teams	Upper management and leadership teams provide the right composition of skills and level of challenge (SP 7, 7.3)	Review size and capacity of SMT; review effectiveness of CMT; consider different ways of working	WJB	July 2019	Clear team structures and line management reporting in place	Discussions occurring following the appointment of Director of Digital Strategy.	Move from 4 HOFs to 3. Meetings review underway with likely recommendation to add an extended upper management meeting once a month to subsume other meetings.	New 'SMT Business' Meetings to subsume a number of other meetings. Three HOFs working well.



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44.	<b>Other income streams</b>	Continue to develop lettings and aim for catering provision to achieve at least a break-even year end (SP 7.1)	Monthly monitoring of accounts; SARAP action plans;	JHK	July 2019	Year-end outturn	Lettings on track to hit £150k target income. Catering staffing reduced to help manage outturn.	Lettings income on track to meet target. Catering operating at a loss.	Lettings income £176k Catering £219k Languages £141k  Overall contribution: £88k
45.	<b>Estates</b>	Ensure College Security remains robust (SP 7)	Roll out security training to Estates team, review CCTV provision, all staff training updates	JHK	July 2019	Security of site maintained, minimal incidents	Ongoing.	Security is a monthly item at SMT. Enhanced training during June INSET for frontline staff.	Relocation of smoking area and upgrade to site safety posters.
46.	<b>Governance</b>	To establish new Chair and Vice-Chairs of Governors with new ways of working (SP 7)	Continue to adopt practices highlighted in the Boyle Review; implement new ways of working; refine and evaluate	SP	July 2019	Effectiveness of Governance as measured by Committee audits	New Chair and VCs well established. An IT Task and Finish group has been convened to help oversee direction here.	Governance leadership working extremely well. Five new Governors appointed last term (plus 2 new students)	New Chair has held 1:1s with all Governors. A very successful year for Governance.