



**BRIGHTON HOVE AND SUSSEX SIXTH FORM COLLEGE
MINUTES OF THE MEETING OF THE QUALITY AND CURRICULUM COMMITTEE
HELD ON MONDAY 9th JUNE 2025 AT 6.00 P.M- ONLINE VIA TEAMS**

Present: William Baldwin (Principal), Jasmine Howard, Chris Piper (Governor and Co-Chair of Q & C Committee), Wilhelmenia Rantala (Governor), Jo Redfern-Evans (Governor), Reeya Reesaul (Student Governor), Tom Trafford (Governor – Teaching Staff), Neil Wells (Governor), Andrew Wright (Governor and Co-Chair of Q & C Committee)

In attendance: Simon Porges (Governor and Co-Chair of Corporation), James Moncrieff (Deputy Principal), Alison Cousens (Vice-Principal – Student Services), Mark Monahan (Vice-Principal – Digital and Communications), Louise Pennington (Governance Director/Clerk) and Nikki Fabry (for item 2.1)

It was noted that Andrew Wright (Co-Chair) would chair the meeting.

Subject to the agreement of the Committee, following item 1.1, the Meeting will commence with item 2.1 to enable Nikki Fabry to leave the meeting after this item.

The meeting was quorate.

NOTE: FOR EASE OF REFERENCE QUESTIONS (AND RESPONSES) AND COMMENTS FROM GOVERNORS HAVE BEEN INCLUDED IN BOLD ITALICS

SECTION 1: ROUTINE AND STANDING ITEMS

1.1 Apologies and Welcomes

Apologies: Eve Liu, Nachi Subramanian

It was noted that Jasmine Howard would be leaving the meeting after the Student Governors' report owing to a College Netball Match.

Welcomes: Reeya Reesaul and Jasmine Howard (Student Governors)

1.2 Minutes of the Last Meeting held on 3rd March 2025 (NON-CONFIDENTIAL BUSINESS)

The minutes were considered and approved by the Committee and the Chair authorised to sign. **ACTION: Chair**

1.3 Matters Arising

Referring to the actions' schedule, it was noted that all actions had been completed and that there were no further matters arising from the Minutes of the last meeting.

1.4 Declaration of Interests - none

1.5 Principal's Update (Resources and Audit Committees' related matters)

William Baldwin gave the following Report focusing upon 2 areas – general updates and the new Strategic Plan (item 1.6):

- DfE Funding announcements since the last Q & C Committee – 16-19 funding will increase by 5.4% for next year, which enables the College to sustain the nationally agreed pay rise for this year and offer the proposed 4% pay rise for next year which will go through the National Joint Council (NJC) (unions and SFCA) via the usual national pay negotiation process. It is hoped that the Unions will accept the 4% pay rise for this year. Regarding the following 2 years, it was noted that the Government's spending review was due to be announced by the Chancellor on Wednesday.
- New Ofsted Framework – it's likely that the consultation responses will be published slightly later than anticipated – date to be advised, so there remains uncertainty regarding when the new Framework will be applied – either November 2025 as currently planned or pushed into the 2026 calendar year.
- Moving on Day is on 26th June – following this an update to Corporation regarding next year's Student numbers, will be made available.
- Estates – the College had a pre-application meeting with the Local Authority/Council regarding the proposed artificial pitch and netball court on the field. This has meant, following advice from the College's lawyers, that BHASVIC would have to withdraw from the Joint User Agreement (which has a clause in it which states that no one may develop on the field) – approval from Corporation will be sought at the July 2025 meeting.
Regarding the planning application, stakeholders are being kept informed via a dedicated website. In reality, it was noted that there will be no change to the use and purpose of the field (aside from our new pitches).
- Stakeholder Engagement: discussions have been held with the local FE Colleges and Universities via the newly created Strategic Alliance, with the aim of aligning more closely regarding pathways, resources, skills agenda etc.

Questions from Governors:

- Regarding the stakeholder engagement item above, Governors asked how this initiative had been established and in response the Principal informed the Committee that this was part of FE Sussex work on the Skills Agenda, together with the LSIF (Local Skills Improvement Fund) work – along side the Secretary of State's letter to Universities requiring them to do more within their communities, hence the meetings between Principals and University Vice-Chancellors. It was noted that this information should be shared with the new Skills Link Governor due to be appointed when Jo Redfern-Evans retires as a Governor at the end of December 2025, along with various other key aspects such as the new Ofsted Framework. **ACTION: JR-E/SLT/LEP**

Thanks, were recorded to William Baldwin for his report.

1.6 Draft Strategic Plan 2025-30

At this point the Principal, shared the Strategic Plan online for the Committee to view and highlighted the following points, regarding the Plan and the consultation process:

- The Plan has been aligned with the term of this Government in parliament.



- The existing Strategic structure remains with the 4 key areas ie contemporary, creative, learning community and the aim is to keep the overall plan succinct.
- Re-visited and reviewed the current Plan, with proposals identified for updating the Strategy going forward, including new key areas such as Skills Duty, Cyber Security and AI, although regarding the latter point, the current Plan does have a related section on digital transformation.
- Progress on the previous Strategic Plan was highlighted – particularly the gains made in sustainability and digital strategies. Other areas of progress include Student outcomes – which remain good, together with developments in guidance and wellbeing, including partnership arrangements and stakeholder engagement, all of which are now well-embedded into the College's operations. Some areas, particularly those which are data driven, have not progressed as much as would have liked in terms of improving efficiencies and noting that for example it's still unlikely that net zero will be achieved by 2030, remaining a more aspirational target.
- Reference was made to initiatives in the old plan which have not been taken forward relating to income generation – diversifying income in respect of the Skills for Jobs White Paper.
- Accommodation developments and future planned initiatives which are depending upon funding, noting that commercial/bank borrowing is no longer available following the ONS reclassification of Colleges back into the public sector.
- The current Strategic Plan has broadly worked well and therefore the new document has been aligned with the main structure of the existing plan, with updates to the existing template and format.
- KPIs are DfE driven.
- Curriculum Intent has been moved from "Creative" to the learning section.
- The Principal asked whether the plan was 'SMART' enough given an Audit recommendation on our strategic planning was to sharpen this. Some areas have been more difficult to quantify/and thus develop SMART targets for, such as culture.
- The Principal drew attention to pre-meeting questions and suggestions submitted by Simon Porges and Jo Redfern-Evans relating to adding information around context in general, a new Ofsted framework, demographic changes, fiscal pressures, social media influences etc
- The latest version of the Plan is due to be shared for input, with Staff and the Student Union and it was noted that there was also some stakeholder engagement which Alison Cousens was leading on, details of which would be reviewed and taken into account, with updates to the Plan where thought appropriate.

Other questions invited from the Committee:

- Neil Wells, the new SEND Link Governor, suggested that information could be added to the Plan relating to additional needs including work underway at the College, elements which are embedded etc which would highlight the importance of diversity and inclusion. James Moncrieff referred to curriculum areas under the learning section (curriculum intent), where mention is made to

removing barriers in order to make learning inclusive, with explicit mention also of impact and outcomes.

- Reflecting upon whether to include more specific information about skills and destinations.
- Key KPIs – it was suggested that the details in the Plan focused mainly on academic measures and it was wondered whether other KPIs should be added relating to sustainability, collaboration and culture/working environment with information obtained from HR etc. and perhaps extending this to cover governors.
- Consider adding details arising from employer engagement surveys
- Clarity of document was welcomed.
- Following a query and suggestion from governors regarding input from Governors and how this could be measured, it was suggested that a question could be included in the annual Governor self-assessment questionnaire on how content Governors were that contributions from governors to the future of the College were taken into account. **ACTION: LEP**

Once the consultation period has ended, noting that input from all of the Corporation Committees would also be taken into account, along with input from Staff, Students and employers, once SLT has reviewed and revised the latest Plan, the intention will be to bring the final draft to Corporation in July for review and approval.

ACTION: William Baldwin

1.7 Termly Update – Student Governor Perspectives

The Student Governors gave the following Report:

Jasmine:

- First SU meeting was held today at which planning for the first Student Forum on Wednesday was considered.
- Main goals this term
 - events including Hawaiian Shirt Day, Pride celebrations
 - Raising awareness of SU with the aim of making the SU more visible and informing Students – using TikTok and a new Instagram account.
 - Recruiting Student Ambassadors and inviting suggestions for events or other ideas

Reeya:

- A1 to A2 transition – student feedback indicates a need for connecting with Students to see their experiences, and ensuring they are aware of all options and opportunities including applying to Universities or Apprenticeships etc
- GCSE to A Level transition – SU aim to raise awareness of common issues, experiences etc – plus Transitional Ambassadors to help with this.
- Could SLT consider a Buddy System for A1 Students and workload management – preparation and organisational skills etc.



- Progression and Skills Week: University trips have been useful but there has been some disappointing feedback received from some Students relating to the Skills element with difficulties preparing and finding suitable work placements which were limited in some employment areas, despite significant efforts made by the Students. The Student Governors suggested that more information could be provided earlier on via the tutorial systems which may benefit Students and give them more time to find a placement. SLT also advised that Skills Week was due to be reviewed and that they may liaise with the Student Governors to obtain more detailed feedback.

Other feedback:

- Application deadlines – a clear schedule, with deadline dates, was provided to Students which was helpful
- A1 Summer Exams – feedback from Students confirmed that overall the support was good, with extra support sessions provided by Teachers during lunchtimes. It was also thought that this was useful from a perspective of what to prepare for in A2.
- The volume of work set for progression week – variable feedback from Students, with some not necessarily using the full week. More detail and explanations could be provided to Students next year. Furthermore, the Guidance Team are in the process of reviewing the tutorial activities for next year which may ensure a more consistent approach for all Students, including assignment details and expectations which will be discussed in the first year tutorials.

SLT to take the various points and feedback from student governors forward for consideration. **ACTION: SLT**

At this point Jasmine Howard left the meeting.

SECTION 2: CURRICULUM AND GUIDANCE ITEMS

2.1 Student Destinations' Report – Nikki Fabry (Guidance Manager) to attend meeting for this item

Alison Cousens and Nikki Fabry presented the Report and the following key aspects were highlighted, followed by questions from the Committee members, as recorded below:

- Page 17 overview summary and nationally published data sets for 2022/2023 academic year leavers' progression scores but noting that this was DfE data. As calculations have changed its not possible to accurately make comparisons with previous years. The College has more up to date data for 23/24; UCAS data which is more up to date than the DfE figures too, which the College also references and is more meaningful and therefore referenced to in this Destinations report.
- BHASVIC figures compare well nationally and locally.
- The increase in the high tariff acceptances at BHASVIC and across the sector generally, was also highlighted.
- Apprenticeships have increased by 1% to 2%, compared to the national figure of 7% which also reflects the College's cohort.
- Noting Jo Redfern-Evans' pre-meeting question regarding the gap year statistics, the gap year impact on the figures was also noted, where a significant proportion of BHASVIC Students have a gap year.

- There was a spike in HE applications during Covid which then post Covid levelled out, making it difficult to compare, going forward. UCAS applications nationally have been reducing. BHASVIC Students have submitted 1,725 UCAS applications this year, being 200 more than last year, notwithstanding the usual gap year impact.

Questions from the Committee:

- How is data used in tutorials?: the intention will be to use this in students' first year tutorials on IAG, to inform Students regarding their pathways into year 2 and future UCAS submissions or alternative career paths, and graduate careers.
- UCAS data (which is based upon the forms submitted by Students), is available usually around the end of September which can then be used in tutorials, along with the College's curriculum data in readiness to use for guidance for guidance, and also for open evening marketing information. UCAS information is also collected and shared regarding free school meals, and for the first time this year, includes your carers' data.

At this point Wilhelmenia Rantala joined the meeting.

- UCAS data, along with the College's own analysis, provides useful information for both Staff and Students.
- SLT agreed that Jo Redfern-Evans could share the positive feedback regarding the UCAS data provided to the College.
- Taking into account the high tariff universities, the College has ensured that sufficient information is provided and brought to Students' attention from a wide range of Universities, which provides a broader spectrum of grade offers, from other good and competitive Universities.
- The Committee discussed the apprenticeship rates and in response to a question from the Committee regarding the low level of apprenticeships, SLT agreed that part of the reason for the lower numbers was the limited number of local apprenticeship options currently available. It was also noted that there was an increasing interest from Students in degree apprenticeships too, but again there was limited availability. At this point James Moncrieff provided further information on apprenticeships, noting that a higher proportion of early leavers (post A1) go into apprenticeship, more so than those leaving for direct employment. He also explained that there were challenges in Level 4 apprenticeships, with older people being more successful having usually gained some work experience. However, it was noted that the Government has brought in legislation to cap the age for apprenticeship applicants, which should improve the options available for sixth form leavers and post HE leavers.

Nikki Fabry confirmed that the College was also currently working on local skills initiatives and that details would be provided in the next report.

Nikky Fabry was thanked for her report and input and at this point, she left the meeting.

2.2 College SAR and College Development Plan (CDP)

James Moncrieff introduced this item, referencing the update and explanations given at the last meeting regarding the new document and gave the following summary and highlighted key points:



- The SAR has been reformatted and revised with a new KPIs structure and data formatting, with charts and tables. The aim is to improve the timeliness, consistency and accuracy of the data utilised. The data in the SAR should be automated, so that the time spent on the SAR is analysis, evaluation and development, rather than sorting data.
- The Vice Principal for Digital will work closely with the Deputy Principal to ensure college data systems are developed as required. New systems will need to enable further developments and changes over time, as greater depth and new features are needed.
- It's also the intention to enable departments to extend the use of the SAR information via dashboards and other tools, as a replacement for 'Progress Central'.
- It was noted that some areas of the new SAR document had not yet been created (marked in yellow) and will be included in next year's SAR and taking that into account the Committee recommended the new SAR to Corporation for approval. **ACTION: James Moncrieff**

CDP

The new CDP format was also reviewed by the Committee, noting that this has moved away from the old Inspection framework regarding quality of education and has also incorporated a horizontal format which it was thought would be easier to read. The CDP actions link directly to the key strategies within the Strategic Plan.

The CDP goes to Corporation for final sign-off, with the assurance at committee level for specific sections assigned to them. **ACTION: SLT**

2.3 Ofsted Framework- BHASVIC Quality Processes

James Moncrieff updated the Committee on the proposed new Ofsted Framework noting that 1st November 2025 is Ofsted's intended date for implementation of the new Framework, noting that the pilot stage had not yet been completed. SLT thought it most likely that BHASVIC would be inspected under the new Framework in 2026/2027 academic year. He provided a PowerPoint highlighting the new processes explaining the changes and challenges.

The PowerPoint slides can be reviewed in BHA Governance Team > General > Files > Ofsted > [New Inspection Framework - Q&C June 2025.pptx](#)

2.4 Link/Lead Governors – Updates

a) Skills Link Governor – Annual Report

It was noted that regular meetings were held between Jo Redfern-Evans (Skill Link Governor) and Alison Cousens.

The Key points relating to Skills matters were reported by Alison Cousens and reference was also made to the relevant sections of the CDP:

- *The Tutorial Transformation working group made key recommendations to SLT before Easter, which have been approved for roll-out from Sept 25*
- *We have adopted B&H Employability Standards for the cross-college 'skills' development*
- *These are based on the SkillsBuilder framework (which many teams & depts already use)*

- *At the centre, is Accountability & Attitude, then Communication, Willingness to Learn, Team Working, Initiative, Problem-Solving, Reliability*
- *In May, Jess Jung & James Barton ran All Staff Training on Tutorial Transformation and developing skills through a holistic student journey in both curriculum & tutorial*
- *More work will be done on this in Skills Week, via INSET, following 'Teacher Encounters' industry placements (with keystone local employers like Gatwick Thameslink & Rolls Royce), which are happening now.*
- *New to Destinations work this year - each of the A2 Tutorial pathway co-ordinators have been asked to provide an updated summary and evaluation of cohort destinations, with brief action plan for their tutorial pathway (this includes ESOL). The primary aim is part of the leadership & management strand of the CDP, to improve accountability and understanding of impact, quality reviews and KPIs within some areas. All drafts have now been received but I've not had a chance to pull together a summary.*
- *For Skills Link employers, stakeholder engagement and alumni, the CRM (Zoho) should help us to manage our external contacts and communication much more effectively and our Careers & Events & Enrichment team are leading the pilot with Mark Monahan*
- *We have appointed a new Careers Adviser with lots of experience in stakeholder engagement and finding students work placements*
- *Skills Week continues to be a success with all 1850 A1 students now booked for some form of placement (1200 self-sourced) for 7-12 July.*
- *Enterprise & Employability A2 pathway continues to grow - now at 8 or 9 groups - from 3 in 2019*
- *Further work to be done on impact of new Gatsby Benchmarks (particularly requirement for 2 weeks of WEX during secondary phase) and entitlement to Personal Guidance for all students. Work on impact of this at moment.*

b) Designated Safeguarding Lead – Andrew Wright

It was confirmed that the report would be made at Corporation at its July 2025 meeting, following Andrew Wright's meeting with the safeguarding lead staff member. **ACTION: Andrew Wright**

c) SEND Link Governor – introduction from newly appointed Link Governor - Neil Wells

Neil Wells provided the following report to the Committee:

- 2 meetings so far with James Moncrieff and Linda Lab (SENDCo, Head of Additional Learning Support & ESOL) which has been useful in gaining information and understanding of the processes and approach at BHASVIC to Students with additional learning support needs. Impressed with work of team and details highlighted in both Strategic Plan and CDP priorities and representative of the culture of the College regarding Student needs.
- Also looked at increase in student numbers and ALS resources, with challenges experienced together with expectations from learners/parents etc and challenges this creates. It's clear what the College is adapting procedures and strategies to support and benefit those with additional needs, but also of benefit to everyone in each class. Regarding the latter point, this is sometimes difficult for parents and learners to acknowledge this as the expectation in some cases is for a



personal approach and accordingly noting the emphasis on resolving such issues via developing and exploring communications with Students and Parents.

- Also learnt from James & Linda, the College's experience of case tracking over time in respect of Student experiences with different needs, combined with input from families, together with input from external support teams – in order to obtain a detailed picture per Student and to provide the most appropriate support; survey data on this demonstrates a high level of satisfaction.
- Through his discussions with Linda Lab, Neil has learned the extent of support provided by different College teams including a willingness and interest from non-teaching departments in learning ways to support neurodiverse students.

The Committee thanked Neil Wells for his input.

2.5 Risk Assurance

The contents of the paper were considered and endorsed by the Committee, being the key risks from the Risk Register which rest with the Committee, subject to the point made below.

Following a question raised by the Committee relating to risk S4 impact of industrial action on the quality of teaching, SLT agreed to revise the entry on the heat map and risk assurance map accordingly.

ACTION: Will Baldwin

SECTION 3: CONSENT AGENDA

3.1 Front cover sheets

Admissions Policy

The Policy was considered by the Committee and recommended to Corporation for approval. **ACTION: James Moncrieff.**

SECTION 4: OTHER ITEMS

4.1 Any Other Business

a) Committee Annual Self-Assessment

The Committee considered the various questions listed on the schedule and made the following comments:

- Group Training needs – noted the Finance and funding training provide by Jutta Knapp last year.
- Recognition of the Link Governor roles and expertise provided by each Governor recruited for the specific roles, was welcomed by the Committee and by SLT, the latter finding this very helpful in liaising with Staff and learning, exchange views and knowledge etc for the overall benefit of the College and understanding of the Corporation. At this point Jo Redfern-Evans (Skills Link Governor) retirement due at the end of the year was noted and the fact that the Search and Governance Committee was looking for a suitable successor. The Committee was also reminded

that Alison Cousens would be stepping down in the Summer from her VP role, but that an internal appointment had been made for her successor.

As it was Alison Cousens last Q & C Committee meeting, thanks were recorded to her for her many years of support and guidance to the Governing Body.

At this point, Governors were invited to submit feedback directly to the Co-Chairs by email after the meeting.

Post meeting feedback from Governors:

- *The capabilities required to be a Link Governor was reviewed by the S & G committee and as a result an opportunity was identified to improve our Link Governor Team by sourcing and appointing a SEND Link Governor with the capabilities and experiences best suited to the role.*
- *A successful SARAPs process with wide Governor engagement (not just Q and C).*
- *I think the training and updates within meetings i.e. not just churning through business at meetings, has been good.*
- *Attendance has been good across the board.*
- *The new Student Governors were impressive at their first meeting.*

b) **Review of Committee Terms of Reference** – the housekeeping changes were noted and endorsed and recommended to Corporation for approval. **ACTION: LEP**

c) **Other Matters - None**

4.2 Date of Next Meeting – TBC

SECTION 5: CONFIDENTIAL BUSINESS - *Refer separate confidential minutes if applicable*

5.1 Confidential Minutes from the Last Meeting in March 2025 – None.

5.2 Matters Arising – not applicable

5. Any Other Business (Confidential Matters) – None

The meeting ended at 7.49 p.m.

Chair..... Date.....