



**BRIGHTON HOVE AND SUSSEX IXTH FORM COLLEGE
MINUTES OF THE MEETING OF THE QUALITY AND CURRICULUM COMMITTEE
HELD ON MONDAY 7th NOVEMBER AT 6.00 P.M. – Room 20, Main Building**

Present: Raphaella Badua (Governor – Student), William Baldwin (Governor/Principal), Gillian Hampden-Thompson (Governor and Chair of Q & C Committee), Kathryn MacVarish (Governor – Teaching Staff), Ava Peevers (Governor – Student), Chris Piper (Governor), Jacquie Punter (co-opted Teaching Staff Member and Digital Director), Jo Redfern (Governor), Andrew Wright (Governor)

In attendance: Sandra Prail (Chair of Governors), Alison Cousens (Assistant Principal – Student Services), James Moncrieff (Deputy Principal), Louise Pennington (Governance Director/Clerk),

The meeting was quorate.

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

The Committee commenced with a Governor Training Session on Careers/Gatsby Benchmarks given by Alison Cousens (Assistant Principal), followed by questions. The powerpoint presentation has been saved into the Governors Q & C folder.

SECTION 1: ROUTINE AND STANDING ITEMS

1.1 Apologies and Welcomes

Louise Serpell (Parent Governor) and it was noted that this was her last meeting. Thanks were recorded for her time on the Board.

Thanks were recorded to Jacquie Punter for her 6 years' service to the Governing body, as this was her last meeting as co-opted Teaching Staff governor. A successor is being sought.

1.2 Minutes of the Last Meeting held on 13th June 2022

The minutes were considered and approved by the Committee and the Chair authorised to sign them.

ACTION: Chair

1.3 Matters Arising

The contents of the actions' schedule were considered and updates were provided where necessary in respect of on-going and completed actions, together with references to other items on the agenda. It was noted that the schedule would be updated for the next meeting.

In response to a question from the Committee arising from the EDI SARAP and the governance impact, it was resolved that Sandra Prail and Alison Cousens should take the action forward via a discussion after the meeting to provide the Board diversity information prior to the production of the governance EDIM.

ACTION: Sandra Prail/Alison Cousens

It was also noted that regarding the second action (Student attendance differences), the information was incorporated into the CDP (page 53, row 22 which provides the necessary breakdown) – refer item 2.2 below.

1.4 Declaration of Interests - None declared.

1.5 Principal's Update – Summer Term 2022

William Baldwin reported the following updates and key headlines to Governors as summarised below:

- Planning permission has been granted in respect of the temporary portacabins.
- Exam Results – for the College were very similar to the previous year's TAG (Teacher Assessment Grades). The College also had good BTEC outcomes, and did not experience the well published issues reported nationally by many other providers.
- Last term there were 3 unfilled Teacher vacancies and these have now been filled; the new staff having commenced in September.
- There is 1 unfilled post iro a Careers Advisor, which has been re-advertised.
- Student numbers enrolled for 2022/2023 – achieved target.
- Skills Agenda – 2 documents (included in the papers – refer below Item 2.3) have been piloted by the DfE/ESFA – Board Review of Curriculum and Accountability Agreement.
- New additional 40GLH provision – has been implemented successfully from the start of this academic year via a personal development programme for Students, which is on-going. Andrew Wright provided some wellbeing sessions for Students with a very good 75% attendance rate and good reviews obtained via a Student survey. A Skills week for Students has been scheduled for January. To date the implementation and impact of the new provision for Students has worked well and has been very well received.
- Since the return to normality post Covid, the College is now able to offer a full enrichment experience for Students, being the first time for this in 3 years, since the start of the pandemic.
- Financial constraints were highlighted in this difficult climate, in the context of the continued financial pressures on the FE sector over many years. The additional funding in respect of the 40 GLH provision was welcomed, but this has been fully allocated, with a significant proportion being spent on the temporary portacabins, without which the additional provision would not have been possible, owing to estates' capacity limitations. National pay negotiations are ongoing, but despite an offer of 5% to both Teaching and Support Staff, the Teaching unions have balloted for strike action, which is highly likely to result in a strike – noting that this was as a result of a dispute with the Government over underfunding and not a dispute with Management.
- Safeguarding EQR (External Quality Review) – refer safeguarding papers included within the meeting pack – the slight delay in issuing the meeting papers was noted owing to SLT awaiting the EQR report so that details could be included in the Annual Safeguarding Paper. In summary, the EQR recorded that there was a good support within this area (partly as a result of the additional staffing capacity established last year to cater for the increased demand from Students) and SLT were commended for improving the Staffing in this area as a priority.
- SARAP meetings – thanks were recorded to Governors for attending the many curriculum and support SARAP meetings which reflected well on the College in terms ensuring that Governors were well informed and gained valuable assurance, whilst at the same time ensuring good communications between Staff and Governors. Refer also agenda item below on SARAPs, noting that although all curriculum SARAPs were now completed there were some Support area SARAPs to finish, after which Governors' feedback would be collated and shared with Governors and SLT.
- Open evening events due later this week for prospective Students and managing the potential over-subscription of the later evening sessions was noted.



- Ofsted – no news yet on the College's visit.

Thanks were recorded to William Baldwin for his report.

1.6 Termly Update - Student Governor Perspectives

The Student Governors gave the following update to Governors based on feedback gained from Students via the Student Union and BHASVIC Forum etc, which included references to the following subjects:

a) Student Experience of Enrolment (A1 and A2)

There has been some initial confusion and stress for A1 Students regarding timetables owing to the timing of issuing the final timetables, but the Committee noted that the date of issue was based on allocation of all Student choices which had to be resolved, prior to the overall timetable being finalised. Staff provided support and answered Students questions etc as necessary over this period. Regarding A2 Students, some had been unsure regarding "mini-lessons" and the starting date for returning to College, during the transition period.

b) The transition from School to College and the transition from A1 year to A2 year

For the A1 intake it was recognised that this was a significant transition to A Levels from GCSEs and the Students Governors recommended that more information and warning about this might be useful particularly with respect to managing workload – and possibly providing more preparatory work over the Summer period prior to the commencement of the new year.

It was also suggested that a greater focus on the social aspect for new Students at the start of term – ice-breakers etc via the Tutor groups so that Students integrated better.

c) The handover from the previous Student Union and the new Student Union priorities and objectives for the coming year.

The handover was not as smooth as anticipated owing to a change in Staffing in this area and there was no shadowing of SU members, as in previous years.

Regarding objectives for the year the SU include the following: training, Citizens UK, widening diversity in College, cultural events for Students for information/education and to ensure that everyone feels welcome and included.

d) BHASVIC Forum – key issues and the matters discussed or raised (Student Governors bring the minutes as prompts)

Similar issues as above were reported via the Forum but additionally included the following key issues:

High cost of train fares – especially for A2 Students who were 18 – with no option to have a reduced fare to reflect that there were still in FE education;
train strikes – problems for some Students in getting to College and SU keen to ensure that Teachers and other Staff were understanding of Students being later or being unable to get to College;
Recent Police survey regarding Students thoughts on safety in the local community and attitudes towards the local Police force: there had been mixed responses from Student in terms of walking home in the dark etc and it was noted that some Students did feel intimidated by Police, in light of the current issues highlighted in the media, so Students are generally less trusting of the Police force;
Citizens Assembly on Thursday which Student Ambassadors will be attending – to ensure that Student voice is heard in the wider local community.

- e) Common Matters arising at the SU Help Desk

As above.

- f) Feedback on the Student experience of the College's IT network, online learning environment and resources

The Student Governors reported on the initial issues which new Students experienced regarding IT etc owing to the fact that many were unfamiliar with Teams etc and that the transition from School to College working, had taken some time. It was also reported that confusion had also arisen owing to Teachers using different options eg Teams or Sharepoint or Moodle. However, the IT Team had been really helpful in resolving Student issues, but it suggested that in future it would be useful for one of the early Tutorials in year 1 to cover IT related matters.

- g) The "feeling" of BHASVIC – reputation, support and wider opportunities – SU Perspective

Overall feeling was very good in terms of environment and social options. It was observed that there seemed to be a continuing misconception that BHASVIC was only for academic Students and that those following more creative courses, thought that a greater promotion of this area would be of benefit to change the misconception.

- h) Any Other Matters

Noting that there had been a change in the Staffing lead for Oxbridge Students, the general feedback from those looking to apply to Oxbridge, was that they were not supported as well as expected based on the College's reputation in this area.

Nicki Fabry was identified as being very helpful regarding careers advice and also Staff had provided good advice and support for UCAS applications.

Tutor Groups – some confusion for Students relating to various deadlines and that some Students felt their Teachers knew them better than their Tutors and, in this regard, would probably rather report a problem to their Teacher. The Tutor Group size was identified by several Students as being too big and larger than the average class size, making it less likely that individuals would raise issues. It was suggested that smaller Tutor Group sizes may therefore be more effective and beneficial for Students.

In response, the Principal advised that changes to the tutorial pathways had been implemented, embedding new teams and Tutors and with regard to Oxbridge staffing, the College had moved to a team approach, rather than relying on 1 individual.

The Student Governors confirmed that feedback from Students as recorded above had mainly been obtained from the SU Group chat, which is an effective central process for this purpose.

The Student Governors were thanked for their Report and the Principal confirmed that the various issues and suggestions raised above, would be discussed at a future SLT Meeting. SLT also offered to meeting with the SU to go through some of the issues raised and James Moncrieff also offered to attend a future Student Forum meeting – Student Governors to send him invitation. **ACTION:SLT/Student Governors**



SECTION 2: CURRICULUM AND GUIDANCE ITEM

The paper was presented by James Moncrieff who highlighted the key points and also answered Governors' questions, including those received prior to the Meeting via the Q & C Teams posts.

2.1 Qualifications Outcomes Headlines, including areas for improvement

- Front sheet content was welcomed by the Committee and provided a good level of assurance for Governors regarding qualification outcomes, noting that greater detail would be provided to Governors via the College SAR. The final benchmarking analysis and exam results, post any appeal outcomes, would be incorporated into the final SAR too. The Committee congratulated the Staff and Students for the excellent results achieved during 2022.
- Page 23 BTEC project and reference to the value-added measures for the year from the Six Dimensions Report, which provided the best measure being based upon SFC sector and the only benchmark having been recalibrated to GCSE 2020 CAGs results. Reference was also made to similar analysis regarding the College's A Level outcomes in terms of value-added, which places the College very favourably within the sector.
- Page 24 – analysis here is from ALPs (A Level Performance system) data (using a 1- 9 scale (1,2,3 highest outcomes) but it was noted that the College's value-added outcomes were slightly less favourable, although still very good, but unlike Six Dimensions, the ALPs figures had not been – re-based to enable comparison with 2019/2020 TAGs.
- ***In response to a question from the Committee, James Moncrieff explained the format with analytical text and inferences provided with alongside the data table etc, which was thought to be preferential compared to tables, following by text at the end of the report. It was suggested that visual symbol to flag the analysis/inferences could be added to improve clarity for Governors but recognised that this would create additional work, and it was agreed that James Moncrieff would keep this option under review.***
- ***The Committee asked which curriculum areas had been identified by SLT as requiring the most support and improvement and in response, James Moncrieff highlighted the issues experienced over the last 3 years owing to the pandemic, change in specification, exams/course work changes etc affecting the BTECs. A Level Drama was also identified of an area requiring attention which has had mixed outcomes, not caused by the quality of provision or teaching, but owing to unit option choices and lack of consistency in what arises in the written exam papers; a detailed action plan has been put in place which is being supported by CQT (Curriculum and Quality Team). Assurance was provided to Governors that appropriate levels of monitoring and support were in place and that departments and SLT monitored various metrics closely in order to address any issues or concerns quickly.***
- The use of the word "spiky" has been replaced with "uneven" – with reference to value added. James Moncrieff referenced this to the fact that value added appeared to be uneven, having consulted with S7 Colleges, with some courses having a lower value added score than expected, but without an obvious cause. Hence further investigation in and beyond the college's own provision is underway to understand the issues rather than focusing upon immediate intervention. He also explained that the analysis demonstrated that different cohorts of Students compared better than others depending upon the precise nature of course admissions (for example, students already known to have struggled in their first year picking up a BTEC in their second year). Following the investigation, the College may have to develop a more nuanced set of quality

measures than standard to ensure the data doesn't hide good work done by the students and teachers on these courses.

2.2 College Development Plan – 2021/2022 – FINAL UPDATE

The contents of the paper were taken as read and the following points were recorded, including responses to Governors questions, some of which had been received via the Q & C Teams posts.

Governors were reminded that this final version would not be included in the Corporation Meeting papers and that the details would be incorporated into the latest College SAR; the new CDP will be presented at the December 2022 Corporation meeting.

a) Quality of Education

Question 1 on page 36 regarding 40 GLHs and querying whether there were any impact measures in place. In response James Moncrieff confirmed that impact measures were in place and he reported on a number of the new curriculum provision strands arising from the 40 GLH including auditing of 'Starting With Confidence' learning activities for Students being 100% completed – a reporting requirement of the funding. The next stage will involve some course Student level sampling, in effect carrying out an internal audit. The next phase of activity delivered via courses is being implemented. Subsequently a range of workshops will be provided to Students covering personal development, behaviour and attitude – delivered by the Student Support Team. There has been both good attendance and very positive feedback to date on this new provision.

The next stage of the 40 GLH programme, now that the above has been implemented, will be to complete a review and determine whether to continue with a similar programme next year, to ensure ongoing success and continuing funding. The Digital Director has also led on work in the area to develop systems to support the offer, which has progressed well.

Governors questioned the work underway relating to the retention of Students from disadvantaged backgrounds and whether this had improved. In response the Deputy Principal reported that this was one of the key areas being monitored and explained the various causes for retention issues and referred Governors to the Social Mobility strategy and action plan item on the agenda – below. Governors were keen to ensure that they were kept up to date and it was also recorded that SLT reviewed retention figures monthly, with figures incorporated into the College Development Plan termly updates for Governors to view.

Question 2 on page 37 regarding curriculum planning and admissions – James Moncrieff advised that the Report on Student Admissions Numbers and the impact of the Flourish project, were next to be completed and reviewed by SLT.

Regarding the admissions policy, special consideration measures/sibling link etc. The College made 22 concessions in respect of this year's applications, with 8 appeals regarding extenuating circumstances – 4 of which were not approved, 6 Ukrainians had successful cases this year but broadly the overall numbers for Special Consideration were similar to that experienced in previous years. There has been an increase in the Education Health and Plan cases category which have priority, and the number to date is 9. The special consideration numbers

Question 3: Referring to page 48 and commentary on Progress Central, James Moncrieff explained that there was no quantitative information on the use of Progress Central by Heads of Department/Staff etc SLT were encouraging Staff to use Progress Central at every opportunity, with guidance and reminders given at Staff/HoDs Meetings. At this point the Teaching Staff Governor informed the Committee that Teachers used Progress Central to inform SARAPs and PDR targets, comparing subject groups too, to see if there were any significant differences, confirming that Progress Central was embedded within the Teaching Departments.



b) Behaviour and Attitude

Attendance data cross College is available on Progress Central. Regarding behaviour, there is a new Head of guidance, who is focusing upon KPIs and triangulating attendance information, including in respect of tutorials – to ensure that intervention is made before any problem becomes acute.

In advance of the Careers' enrichment day, Alison Cousens confirmed that this was included in the overall data evaluation.

Student feedback has been good regarding support provided to them, from both A1 and A2 years.

c. **Personal Development** – noted with no further questions.

d. **Leadership and Management**

The Committee questioned the likely impact of any Teaching strike action and it was reported that the impact would not be clear until the decision is made to strike and what form that would take – e.g. 1 day off or several consecutive days etc. The 28th November is the first date on which strike action could be taken, if the outcome of the ballot is in favour of taking strike action.

2.3 Skills Act

a) **Board Curriculum Review**

b) **Accountability Agreement**

The papers were presented by the Principal, the contents of which were noted, following by the comments and observations recorded below:

- Content overlap between the 2 documents was highlighted by the Principal who had suggested to the Department for Education (DfE) that one document may be more appropriate; direct feedback will be received from the DfE as the College is one of the first College's to draft these documents and is being used as a pilot exercise.
- Governors were reminded that the duty of care rested with Governors, to ensure that the curriculum was reviewed and had taken into account the new Skills duties.
- The draft documents had been prepared by SLT with input from Sandra Prail.
- ***The Committee queried progress of the new T Levels in the sector and it was noted that there was limited interest to date from prospective Students in the various offers made by local Colleges. The Committee also noted the continuing high demand for A Levels in Brighton and Hove, and Sussex which was BHASVIC's core business, hence it had decided, following investigation of this new provision, not to provide a separate T Level offer, as this would have meant turning away Students wanting to do A Levels and not then meeting the needs of the local community.***
- ***In response to a question from the Committee, the Principal confirmed that the paper had been prepared specifically for Governors and would also be useful as evidence to the ESFA etc to show that the College has reviewed its curriculum offer in light of the new Skills Act.***
- The Principal confirmed that the documents would be updated as needed once input has been received from the employment representative body.

The documents were recommended to Corporation for approval. **ACTION: William Baldwin**

2.4 Social Mobility Strategy and Action Plan

James Moncrieff introduced this item, reminding the Committee that this arose as an action from the last meeting which agreed that the Action Plan arising from the Social Mobility Strategy, should be presented to the next Committee meeting.

The following questions were raised:

- **Timetable for adoption of the Strategy/action plan** – James Moncrieff reported that the Strategy was now live and that the document was for managers', SLT and governors' use. SLT will lead on taking forward the action plan including both further development and including any marketing communications to encourage prospective Students from all areas of the community.
- **Governors queried the ongoing reporting on this to the Corporation:** It was noted that actions and details arising from this Strategy, would be incorporated within the College's SAR and CDP to ensure that Governors are kept informed. Where actions and strategies were not covered in those quality documents, these would be brought to Q&C as an agenda item.
- Input is also being obtained from the City Council to gain their expertise and as a key partner in delivering the strategy.

2.5 SARAPs: Feedback from Governor validation visits

A paper will be prepared once the SARAP meetings have finished and feedback has been obtained from all Governors who attended SARAPs, and this will be shared with SLT and the Committee once finalised.

ACTION: Chair of Governors/Chair of Q & C Committee

It was agreed that the College's SARAPs process a great learning opportunity for Governors.

From a staffing point of view, the Principal advised that they found it useful for Governors to attend the SARAP meetings and to have discussions with Governors regarding their curriculum or support area. It was also recorded that there are very few other Colleges who are offering this level of opportunity for Governors to attend every SARAP meeting.

2.6 Skills Link Governor – Termly Report (Careers) – Jo Redfern

Reference was made to the revised Governor Link Role description in this area – previously entitled "Careers Lead Governor" and following recommendations from the recent Search and Governance Committee and in consultation with Jo Redfern and Alison Cousens, a revised role – "Skills Link Governor" would be presented to Corporation for approval at its December 2022 meeting.

Over recent months, Jo Redfern confirmed the following activities with which she had been involved at College:

- Regular meetings with Alison Cousens to discuss Careers' information and guidance for Students and the new Skills Agenda requirements, including employment opportunities post sixth form, for those Students not aiming to opt for Higher Education pathways
- Review Destinations Report
- Kept informed of new systems of producing analysis for Students progress to employment.
- Attending Coast to Capital termly Meeting/s
- Various College careers offers eg enrichment fayre etc



The Committee was informed that in January 2023 each Student is offered at least 2 opportunities to talk about careers/skills etc with the College's careers department/lead

Thanks were recorded to Jo Redfern for her ongoing work in this area.

2.7 Tutorial Report

Alison Cousens presented the Report to Governors and the following was recorded:

- Governors were reminded that this item was on the agenda as an action following an issue raised by the Parent and Student Governors last Summer Term, where assurance was sought regarding tutorial provision.
- Gill Hampden-Thompson met with Alison Cousens and Nigel Fisher (Tutorial lead) to gain a better understanding of the tutorial organisation.
- The second phase of the tutorial reorganisation has been implemented with a team focus, having a tutorial co-ordinator within each programme strand. The Team which is overseen by Nigel Fisher meets regularly to ensure the tutorial programme has been embedded effectively; a tutorial SARAP has also been carried out to ensure an improvement in the quality assurance process in this area.
- Tutorial observations were carried out over the Summer Term by the Guidance Managers and feedback incorporated into the relevant SARAPs and Staff PDRs.
- The process of recruited tutors was also highlighted, noting that additional tutors were appointed over the Summer term, followed by an induction/training process, including taking account the new systems and processes which have been introduced.
- One of the aims of the new process is to improve more targeted careers progression information for Students and the content delivery will continue to be monitored and reviewed.
- There remains concern about tutorial attendance levels, noting that this wasn't solely a BHASVIC issue, but was lower than desired. The impact of Covid on the level of attendance was noted, whereby there was a more relaxed approach to tutorial attendance, but it was recognised that this needed to improve, now that the College community had returned on site, full time.
- Reference was made to the Student Governors' report above and also to further input from the Student Governors that some Students didn't find their Tutorials very helpful or essential, once their UCAS applications had been processed.
- As a Tutor, Katharine McVarish provided some context and Staffing perspective with regard to Tutorials and that the Tutors aimed to provide a sense of belonging for Students and encouraged attendance, with a mix of importance topics, in addition to the usual UCAS guidance.
- Alison Cousens and Nigel Fisher are scheduled to meet later this term to review progress with the new tutorial process and also repeat this review session in the Spring Term too.

For assurance purposes, it was resolved that the Q & C Committee draft minutes on this item should be included in the Corporation meeting pack, to ensure that the above information was circulated to all Governors – add excerpt to Corporation meeting front sheet. **ACTION: Chair/Alison Cousens**

2.8 Risk Register (or Assurance)

James Moncrieff summarised the paper for the Committee and highlighted the Cyber risk. The Committee endorsed the report and confirmed that the assurance should be provided to the Audit Committee. **ACTION: James Moncrieff**

At this point owing to public transport disruptions, Kathryn MacVarish left the meeting. The meeting remained quorate.

SECTION 3: CONSENT AGENDA

The following items were taken as read and endorsed where necessary, subject to the questions included in the items and recorded below.

Policies and other Documents

3.1 Safeguarding and Child Protection Policy (final version to be circulated to all Governors/co-opted Members with Corporation meeting papers) - noted and recommended for approval to Corporation. **ACTION: Alison Cousens**

3.2 Committee Terms of Reference

The Committee review the terms of reference and agreed that the new Skills duty should be expressly incorporated into the current terms of reference. **ACTION: Louise Pennington**

SECTION 4: OTHER ITEMS

4.1 Any Other Business

Last Meeting for Louise Serpell (Parent Governor) and Jacquie Punter (as co-opted Teaching Staff Member) and thanks were recorded to them for their support to the Governing Body.

4.2 Date of Next Meeting – Wednesday 1st March 2023

SECTION 5: CONFIDENTIAL BUSINESS

THE MINUTES HAVE BEEN SEPARATELY RECORDED IN CONFIDENTIAL (PINK) MINUTES – refer separate confidential record.

5.1 Confidential Minutes from the Last Meeting – approved and Chair authorised to sign the Minutes.

5.2 Matters Arising - None

5.3 Termly Safeguarding Assurance Update

5.4 Safeguarding Annual Report (Alison Cousens presented the item in the absence of Jo Usher)

5.5 Annual Complaints’ Report

5.6 Any Other Business (Confidential Matters) - None

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