STONE KING

Brighton Hove and Sussex Sixth Form College
(BHASVIC)

External Governance Review

January - May 2023

Introduction

This external governance review (also commonly known as external board review) of BHASVIC was commissioned by the Governing Board in December 2022.

The external review of governance was undertaken in the context of the most recent inspection by Ofsted (December 2022) which graded the overall effectiveness of BHASVIC as 'outstanding'. The following quotation is taken from page 5 of the Ofsted inspection report:

"Governance is highly effective. Governors are skilled and have very strong and relevant experience, which they bring to their roles. They understand the college's many strengths and challenge leaders appropriately to ensure continued improvements. They have enhanced governance obligations to guarantee they are meeting their statutory responsibilities."

The College Self-Assessment Report 2021/22 graded Leadership and Management as a Grade 1, with the following comment as a strength regarding governance

"Governance: A strong and involved Governing body"

This external governance review was undertaken by Stone King LLP, specifically Rachel Robson (Consultant).

Governance Code

The Governing Board of BHASVIC has adopted the AoC Code of Good Governance for English Colleges to guide its approach to governing. Therefore, this review takes this code as the basis for the review. However, this review does not constitute an audit of compliance with the code of governance. It is noted that the Governing Board reviews its compliance against the code and that it is compliant or working towards compliance where applicable.

It is noted that the Governing Board also have due regard to the Charity Commission's guidance on public benefit to reflect the Members' status as Trustees.

Methodology

This external review of governance is an External Board Review for the purpose of meeting the statutory guidance as set out in the ESFA Funding agreement. The methodology adopted for this review, undertaken between January and May 2023, was as follows:

- Observation of the Governing Board in person (30 March 2023); Observation of Audit Committee via Teams (16 March 2023)

- Interviews with the Chair of the Governing Board, the two Vice Chairs of the Governing Board, the Principal and the Governance Director/Clerk

- Review of core governance documentation as requested by the reviewer and supplied by the Governance Director/Clerk. Documentation reviewed is referred to in the body of this report and includes, inter alia, Instruments & Articles, Standing Orders, minutes, agendas and self-assessment information.

Executive Summary

This review seeks to consider the overall effectiveness of governance, including the impact of board behaviours, and to support continuous improvement by recommending actions to strengthen governance culture, policies and practices, where appropriate.

In summary, taking account of meeting observations, discussions and documentation available, this review recognises that the governance of BHASVIC is committed, structured and demonstrates highly effective processes and practice. The Governing Board continues to refine and develop its practice, and to embrace new ways of working that it believes will further enhance governing and add benefit to the College. Governors value the College and its place in their local community, as a result they undertake their roles diligently.

The positive culture within the members of the Governing Board and in their relationships with staff enabled and supported the balanced and well received challenge and support given at both of the meetings observed as a part of this review. Discussion and questioning were open and inclusive enabling key issues to be considered without impediment. This in turn enabled conclusions and decisions to be reached.

The Governing Board requested that particular focus during this review be directed on culture and outcomes, the quality and quantity of meeting packs and the opportunities to increase the diversity of the Governing Board. These issues were considered throughout this review and are reflected both throughout this Report and in the recommendations.

Recommendations for ways to further develop and strengthen the effectiveness of governance at BHASVIC are presented both in the text, marked as [R], and in a collated table within this section of this report. Within the report there are suggestions for further consideration which may be of interest to the Governing Board in seeking to improve its overall effectiveness.

Any recommendations and other points from the report which are adopted by the Governing Board should be placed in priority order with a specific plan for the design, implementation and monitoring of effectiveness. Impact statements can assist in this process i.e. if this action takes place, the Governing Board expects the impact to be ….

	Strategy and Planning	**Recommendation**
R1	Risk Management	To more directly link the Strategic Objectives and KPIs to a strategic risk register and to present to the Governing Board in consecutive agenda items
	Capability and Culture	**Recommendation**
R2	Chair of the Governing Board	To ensure the co-chair model is supported by a formal agreement approved by the Board to set out responsibilities and ways of working. Review on an annual basis.
R3	Senior Independent Governor	Consider the appointment of a SIG
	Structures and Processes	**Recommendation**
R4	Audit Committee	Include an explicit agenda item for a private meeting between the committee and audit teams
R5	Link governors	Introduce a link governor for students with special educational needs and disability (SEND) as recommended

| | | by the DfE FE and sixth form college corporations: governance guide (updated March 2023) for 23/24 |

How the Governing Board approaches and addresses the recommendations will necessarily be a further measure of the Governing Board's effectiveness.

1. STRATEGY AND PLANNING

1.1 Strategic Plan and Key Performance Indicators (KPIs)

1.1.1 The Governing Board has approved a Strategic Plan 2021-2025 to determine the direction of BHASVIC (Strategic Plan).

1.1.2 The plan is based on four 'strategic aims' which, in summary, are

   a. *Contemporary – to be a modern college*

   b. *Creative – to encourage creative, innovative and reflective approaches*

   c. *Learning – to achieve outstanding levels of performance*

   d. *Community – where every individual feels part of a community and where we play an active role in our own community.*

1.1.3 Each of these priorities is more fully explained by answering the question '*what do we want to achieve?*' within the Strategic Plan with success being measured by the question '*how will we know if we are succeeding?*' The Strategic Plan identifies the KPIs that will be used to monitor progress and performance.

1.1.4 The Strategic Plan is managed and delivered to Governors via the College Development Plan (CDP) which includes a comprehensive set of KPIs which are routinely reported at Governing Board meetings, within the Principal's report items, to ensure that progress is tracked.

1.2 Risk Management

1.2.1 There is a comprehensive risk register which is reviewed regularly by the Audit Committee, and which aligns all identified risks to one of the Strategic Aims. Further assurance is given by the review of certain risks at relevant governor committees, ahead of review of the whole register by the Audit Committee. All of this is viewed as best practice within the sector. It is noted that the risk register identifies approximately 40 risks, some of which may be considered more operational than strategic in nature. It is also noted that some identified risks are of an ongoing nature and as a result will forever remain, for example risk 1.1 '*Failure to act within Instruments and Articles'*. Such risks are 'business as usual' risks that are managed through an existing control framework. The Governing Board may benefit from splitting out the operational and business as usual risks from the more strategic and exceptional risks that have a finite life and that have a direct impact on the achievement of the Strategic Aims. These risks could be included in a strategic risk register which would enable greater Governing Board focus on these key issues. A strategic risk register would usually have no more than 10 to 13 strategic risks for the Governing Board to monitor.

1.2.2 It may also be useful if the agenda were altered so that a strategic risk register was reviewed by the Governing Board immediately after the review of the KPIs. This might better enable

governors to easily identify the risks to the achievement of the Strategic Aims and, in turn, provide greater opportunity for further scrutiny and challenge on the effective mitigation of those risks. [R1]

1.3 Scheme of Delegation

A Schedule of Delegations is included in the *Governing Body Information, Procedures and Standing Orders*. This details the permitted level of delegated authority as established by Instruments and Articles, policies and committee Terms of Reference. This could be expanded into a tabulated format that provides further breakdown of matters delegated to committees.

1.4 Cycle of Business and Meeting Calendar

There is a comprehensive annual cycle of Governing Board business for 2022/23. This annual workplan could be improved by assurance mapping to enable a visual representation that the items of business will provide assurance against the identified risks and compliance with all regulations that the Governing Board must meet.

2. CAPABILITY AND CULTURE

2.1 Board Membership

2.1.1 The Governing Board currently has 19 Members based on the Terms of Office register provided. This membership includes 2 staff members, 2 student members and 2 parent members (Instruments and Articles, Standing Orders). The Terms of Office Register indicates a useful mix of experienced and more recently appointed Governing Board members.

2.1.2 The Search and Governance Committee should and does regularly consider the diversity of Governing Board **membership** to ensure a broad cultural and social base. The EDI monitoring of the Governing Board membership in 2022 has been reviewed. It is noted that the membership has a fairly equal split of male and female members, and a broad age range across members. The Governing Board is keen to increase the ethnic and social diversity of its membership to ensure continued diversity of thought and to better reflect the local community and the student body. This is considered further below.

2.2 Attendance

2.2.1 The Governing Board attendance for 2021/22 was 71%. Attendance at committees varied from 90% attendance at Remuneration Committee to 45% at Audit Committee. The Governing Board has set an overall attendance rate of at least 70% (Standing Orders). Steps have been taken to address the attendance at Audit Committee (Minutes).

2.2.2 The FE clerks' network annual survey confirmed mean average attendance (based on the response of 102 colleges) was 82.49% for 2021/22 with the range of attendance rate from 63% to 96.5%.

2.2.3 The following points should be noted in relation to governor attendance at the college:

- Meetings have returned to a face to face format (this is not so at all colleges in the sector).

- The Governing Board meets 3 times in an academic year, as a result apologies have a significant impact on the attendance rate.

- We are told that the majority of Governing Board members are in full time employment which can on occasions impact availability. This is considered by the Governing Board

and the Search and Governance Committee when reviewing attendance, but the value obtained from governors with highly desirable skills and experience is recognised.

2.2.4   The Governing Board (via Search and Governance Committee) should continue to periodically review the target rates of attendance that it sets both for overall attendance and for individual governors in terms of the impact of attendance on the effectiveness of governance.

2.3   Governors' skills and experience

A current skills audit matrix has been reviewed. The matrix suggests a well-rounded membership covering skills, including education and business expertise and experience. The matrix reviews the skills of members against the key functions of the Governing Board. It is noted that the content of the skills audit is regularly reviewed and updated to ensure that the skills of Governing Board members reflect developments in the College and in the sector. Information generated through the annual skills audit is used to inform recruitment and training.

2.4   Appointment of Governors

2.4.1   Up to 12 governors identified as having the necessary skills to ensure that the Corporation carries out its functions are permitted (Standing Orders). The Search and Governance Committee has delegated authority to identify vacancies in Governing Board membership, to pursue a recruitment process to nominate new members to fill vacancies and to determine the criteria for determining the process for appointing new members (Terms of Reference and Governors Recruitment and Succession Planning Policy). In agreeing areas of focus for this review, and during interviews, the need to increase the diversity of the Board was acknowledged by the College. It was also noted that in previous recruitment rounds few applications have been received from candidates that would improve diversity. To date the College has not used a specialist recruitment agency to recruit new Governing Board members due to the prohibitive nature of costs involved.

2.4.2   In addition to engaging with a specialist recruitment firm, the College has considered other routes that may lead to an increase in applications from a more diverse range of candidates. A more general advert which does not seek to recruit a specific skill set but that seeks an active and willing governor is advocated by recruitment agencies. We are told that this approach has been used in previous recruitment rounds. The Governing Board has worked with the College HR Department to ensure that advertisements are inclusive and engaging and carefully placed.

2.4.3   The Governing Board could specifically consider how to engage first time governors. It may be useful to introduce a governor apprentice scheme. This route to recruitment has been successful in other sectors and is gradually being used in the FE sector. An apprentice governor is offered a 12 month (one business cycle) apprenticeship and attends meetings as an attendee. They would be given a mentor and encouraged to attend any committee meetings they wish. Whilst encouraged to contribute to discussion they would not be entitled to vote. At the end of the 12 month period, if both the Governing Board and the apprentice agree, they would be invited to join the Board.

2.5   Induction

All newly appointed governors are expected to take part in a thorough induction programme. This involves meetings with key personnel and being given access to governance documentation to ensure that they have a clear understanding of the College and of their role and responsibilities. This could be expanded include a meeting with students, a tour of the College and other activities designed to ensure that new governors understand the curriculum and the student experience.

2.6   Training

Governors participated in a considerable range of appropriate training in 21/22 (Attendance at Training Register 21/22). This was provided externally by AoC and SFCA, as well as internally.by College staff and governors. Training and development could be further extended to ensure that all governors have a greater knowledge and understanding of areas such as College business planning processes, curriculum innovation, teaching and learning styles, assessment of learning and learner achievement (AoC Code of Good Governance).

2.7   Chair of the Governing Board

2.7.1   From observation and discussion it is noted that the practice of chairing the Governing Board is highly effective. The Chair is very experienced and is able to lead the Governing Board both during and outside of meetings to enable governors to fulfil their roles and to ensure that appropriate support and challenge is given to the executive. The chairing of the observed Governing Board meeting was inclusive and respectful. The Chair ensured that all governors were given the time and space to contribute meaningfully to the meeting and that staff members were thanked for their contributions. The current Chair is due to step down at the end of this academic year.

2.7.2   From the start of the 23/24 academic year the plan is for the Governing Board to operate a co-chair model. One of the proposed co-chairs is an existing vice chair, the other has been recruited to the Governing Board to take up this role and has experience of co-chairing is another sector. A co-chair model is not common in the FE sector. For this opportunity to be successful potential risks will need to be mitigated. During interviews it was emphasised that plans are underway to ensure that mitigations are put into place in the summer term, ahead of the transition. It is recommended that a formal agreement is approved by the Governing Board that clearly identifies how the responsibilities of the Chair will be undertaken by the two co-chairs to ensure that they work collaboratively in the best interest of the College, that effective communications are maintained between the two co-chairs and with the Principal and the Governance Director/Clerk, that they consult with each other in a timely manner, and that clearly sets out how powers delegated to the Chair are to be undertaken. It is suggested that the arrangement is reviewed by the Governing Board on an annual basis. [R2]

2.8   Succession Planning

Succession planning for key roles sits within the remit of the Search and Governance Committee, with a dedicated succession planning policy in place (Governors Recruitment and Succession Planning Policy). The policy extends to all governor roles and is actively and effectively utilised (minutes and discussion).

2.9   Annual Self-Assessment

The Governing Board undertakes an annual self-assessment process this includes a review of progress against the development plan for the previous year, a review of attendance, Chair's performance review, governor 1:1s and self-assessment questionnaires for the Governing Board and for committees. The outturn of this process feeds into the Governance SAR for the following year with clearly identified actions.

2.10 Principal and Senior Management

The Principal is committed to enabling open and informed governance demonstrated by his contribution at meetings. At interview, the Principal was keen to reflect on the importance of the challenge and support offered to him and senior managers by the Governing Board. The Principal is supported by informed senior managers at meetings and in the preparation of reports for governors.

2.11 Governance Professional

2.11.1 The Governing Board is supported and guided by an experienced, committed and very competent Governance Director/Clerk. The role is well respected by both governors and senior management with all interviewees reflecting positively on the value the current postholder adds to the effectiveness of governance at BHASVIC. The documentation reviewed was clear, comprehensive and representative of best practice in the sector.

2.11.2 The current postholder holds the post of Governance Director and Clerk at a neighbouring college. The potential for a conflict of interest to arise was explored in interviews. The Chair and the Principal were aware of the potential and emphasised that there is a positive working relationship between the two colleges and that there is limited direct competition. Both the Chair and the Principal reflected on the professional integrity of the Director of Governance/Clerk and how she operates with clear information barriers.

2.12 Culture

2.12.1 There is a positive, respectful relationship in evidence at meetings between governors and senior staff. This was echoed by all interviewees. At the observed Governing Board meeting the Chair made the point of thanking staff for their contributions to meetings.

2.12.2 The student governor gave a verbal report at the observed Governing Board meeting. This report was relevant at a strategic level, delivered confidently and well received by all present.

2.12.3 The relationship between the Chair, Principal and Governance Professional remains important to the success of a Governing Board. The Chair, Principal and Governance Professional all reflected positively on the nature of their working relationship at interview, citing the open and honest nature of the working relationships and the clear understanding of roles and responsibilities. It is important to ensure that this continues moving forward with the new co-chairs.

2.12.4 The positive culture within the members of the Governing Board and in their relationships with staff enabled and supported the balanced and well received challenge and support given at both of the meetings observed as a part of this review. Discussion and questioning were open and inclusive enabling key issues to be considered without impediment. This in turn enabled conclusions and decisions to be reached.

2.13 Senior Independent Governor

2.13.1 It is recommended that the Governing Board considers the appointment of a Senior Independent Governor (SIG) from within the current membership. It was noted during interviews that this role is already being considered by the Governing Board. The SIG role is different from that of a Vice Chair and should have a clearly defined role with different functions. The benefit of a SIG is that they are independent as they are not the next Chair in waiting, do not deputise for the Chair in their absence and do not hold any other significant role on the Governing Board. The Governing Board should ensure there is a relevant role description approved by the

Governing Board, including a defined period of office, training and development for the Governing Board on how the role is expected to operate and, in particular, how the role of the SIG can assist the Governing Board through the forthcoming period of transition i.e. change of Chair of the Governing Board. The role is common in other sectors and recommended in other codes of governance:

"The board should appoint one of the independent non-executive Governors to be the senior independent director to provide a sounding board for the Chairman and to serve as an intermediary for the other Governors when necessary. The senior independent director should be available to shareholders if they have concerns which contact through the normal channels of chairman, chief executive or other executive directors has failed to resolve or for which such contact is inappropriate." UK Corporate Governance Code [R3]

3. STRUCTURES AND PROCESSES

3.1 Committee structure

3.1.1 The Governing Board has established the following committee structure with appropriate terms of reference:

- Audit Committee

- Search & Governance Committee

- Remuneration Committee

- Resources Committee (and Premises Group with separate Terms of Reference)

- Quality and Curriculum Committee

3.1.2 All committees have Terms of Reference that are reviewed and approved annually by the Governing Board.

3.2 Agenda Formation, Reporting, Minutes and Action Tracking

3.2.1 There is a standardised agenda format for every Governing Board meeting, dividing the agenda into agenda sections by theme. Key standing items early on the agenda are the Principal's Report and Student Governors' Report. This practice enables and encourages the focus on strategy and students, no matter what the subject matter of the item, to flow through the discussion at the meeting.

3.2.2 The Governing Board has adopted the use of a consent agenda for some items recommended for approval from committees, these items are then taken as a single agenda item to avoid duplication of discussion from committees through to the Governing Board. In some instances it is not clear why an item recommended for approval is included earlier in the agenda, although it is of course appreciated that some items are of significant importance and therefore not appropriate for inclusion in the consent agenda. Whilst the use of the consent agenda may protect valuable meeting time from unnecessary discussion, it does impact the flow of advance review of the meeting pack in its departure from the otherwise thematic grouping of agenda items.

3.2.3 The Governing Board seeks to make the best use of governors' time and to ensure that time within meetings is focussed on consideration of key issues. The committee structure is effective and there is considerable trust and appreciation of the work undertaken by committees by the

Governing Board. Committee Chairs provide concise feedback to the Governing Board on the main issues considered at committee level. Reports that come direct to the Governing Board are shared in full in the pack distributed in advance of the meeting, as are reports of significant importance that have already been reviewed by committees, for example the College SAR. For other items on the agenda, an executive summary is included in the meeting pack with a hyper link through to the accompanying paper. At the observed Governing Board meeting governors were reminded of the of expectation of them that they read all papers included via hyper link. They were asked to consider this issue in relation to the distribution of management accounts; the overall consensus was that they were comfortable with the current process. However, it should be noted that the Governing Board cannot delegate '*the responsibility for ensuring the solvency of the Institution and the Corporation and for safeguarding their assets' (Instruments and Articles Article 9).* The Governing Board should continue to monitor the processes used for the distribution of papers and have reinforced the expectation that they read all linked documents. It is suggested that the Governance Director/Clerk undertakes a review of which documents are added to the pack and which are included via a hyper link to ensure consistency and continued compliance.

3.2.4   Reports are well written with an executive summary that directs the reader to the key points in the paper and the implications, together with links to the Strategic Aims and risks. The action required by governors is also highlighted. Executive summaries are valuable to both report writers and readers alike in that they summarise the key points that should be drawn from the paper and in doing so provide a framework for discussion. It is suggested that each item could require a *recorded* decision by the Governing Board regarding satisfaction (or otherwise) with progress towards agreed targets and expectations, even when a paper is included for noting.

3.2.5   During some of the period of this review the Governance Director/Clerk was unfortunately on sick leave. At the observed Governing Board meeting a paper was brought forward from the Search and Governance Committee by a governor. Whilst the importance of governors contributing to the substance of reports is fully appreciated, and the absence of the Governance Director/Clerk noted, it is suggested that reports and policies on governance issues are written and presented by the governance professional. We are told that the Governance Director/Clerk was happy with the content of the paper and that is had been reviewed by the Chair who is an NLG.

3.2.6   Minutes are well-presented, thorough and detailed. Emphasis is given to the discussion, which shows governor engagement and participation. Decisions taken are clearly identified. Actions are tracked through a separate action points tracker; the action owner and deadline are included. It may be useful to include the progress of the action and whether this has been completed ahead of the meeting for the sake of clarity.

3.3   Observation of Meetings

3.3.1   In summary, the observation of meetings (Governing Board and Audit Committee) demonstrated a positive governing culture focused on teaching and learning. Governors are very positive about the College and provide balanced challenge and support.

Governing Board

3.3.2   Observation of the Governing Board meeting on 30 March 2023 identified the following points:
- Governors ask for more detail where they feel this is needed
- The culture is very positive, meetings are very inclusive and respectful

- Governors are encouraged, where appropriate, to submit questions ahead of the meeting to enable managers to be able to provide full responses during the meeting

- Governors' contributions are both supportive and challenging

- The Chair ensures that discussion is summarised at the end of each item, and that actions and decisions are clear and recorded

- Committee Chairs report back to the Governing Board in a clear and concise manner. Committee meetings are not replayed at the Governing Board.

- All those at the meeting remained positively engaged throughout, discussion was lively and good use was made of the meeting time

3.4   Audit Committee

3.4.1   Observation of the Audit Committee meeting 16 March 2023 identified the following points:

- In summary, this was a very useful meeting of an Audit Committee in the fulfilment of its terms of reference.

- It is not common for a contextualisation item from the Principal at the start of the Audit Committee. However, the commentary was informative and provided very useful framing for the following items on the agenda.

- The Chairing was active and helped the Audit Committee Members to engage with the agenda. However, each item on the agenda could have been concluded by a resolution expressing the view of the Audit Committee. When an item is for noting, this could be developed for example 'governors resolved to note the positive outcome of the report' or 'governors resolved to note the outcome of the report with some concern'.

- Audit Committee membership has been refreshed recently to ensure quoracy at meetings.

- The committee meeting observed did not include a private meeting between the committee and audit teams as a matter of course. It is noted that this was included on the agenda as an option, if required. It is further noted that following a review of minutes and the observation of the audit meeting, there is no suggestion of any express need for such a meeting to be held and this is not the purpose of this recommendation. However, including a private meeting as an option to be considered live in the committee meeting is not best practice. Were there to be issues that have arisen it is more difficult to raise the need to speak without management present during a committee meeting than if such a private meeting regularly takes place as a matter of course. Where there are no difficulties or issues to be raised by audit teams or governors these private meetings can receive positive reflections of the interactions between audit teams and management during audit work. It is therefore recommended that this private meeting is included explicitly at the start of at least one committee meeting every year, rather than as an option to be decided on during the committee meeting. [R4]

3.5 Link Governors

3.5.1   The Governing Board has established a policy on link governors, the purpose is to raise the profile of the Governing Board with staff and students and to develop governors' familiarity with the workings of the College. Governors are invited to attend Self-Assessment Report and Action

Plan meetings. Governors are encouraged to report on the outcome of visits undertaken to the Governing Board. The Governing Board has link governor roles as required for safeguarding and careers (skills), with appropriate role descriptions. In addition there are link governors for digital and sustainability. At present there is no link governor for students with special educational needs and disability (SEND) as recommended by the DfE FE and sixth form college corporations: governance guide (updated March 2023). Whilst it is noted that the College has very few SEND students, it is noted that the college is considering this and is recommended that this link role is developed for 23/24. [R5]

3.5.2   More broadly, all governors are able to participate in link visits as set out in the Policy on Governor Links. This policy establishes the practice to be followed to enable governors to undertake curriculum/faculty visits, SARAP visits and other planned visits into the College. Link visits enable governors to develop a better understanding of the College and its staff and students. Governors are asked to feedback on their visits. Interviews and observations provided evidence of highly engaged governors who value the positive impact of the time spent in the College to their role as a governor.

3.6   Annual Reporting

3.6.1   Annual reports are provided to the Governing Board regarding:
- Health and Safety

- Safeguarding

- Equality, Diversity and Inclusion

3.6.2   These reports are comprehensive and attractively presented. The Governing Board could consider requiring an action plan with impact statements to accompany each of these core reports. The action plan can be monitored by the Governing Board mid-way through the year to review the degree to which progress is being achieved.

3.7   Voice Frameworks

3.7.1   The Governing Board has documented processes and/or strategies in place for student voice, staff voice and stakeholder engagement. There is a strong sense that the culture of governing the College is student-centred (reports, minutes, observations, interviews).

3.7.2   The College has been at the forefront of the work locally and nationally to ensure that the College focuses on what and how it intends to deliver to support local, regional and national needs. The College was one of eight colleges that took part in the Accountability Agreement pilot and the Sussex Chamber of Commerce was an LSIP trailblazer. The Governing Board and the executive team actively seek to collaborate through their membership of FE Sussex (interviews and minutes).

4   RECOMMENDATIONS

The recommendations from this review are set out in the Executive Summary on pages 2, 3 and 4 of this report.

Rachel Robson (Consultant), Stone King LLP, May 2023

SK | STONE KING