



**BRIGHTON HOVE AND SUSSEX SIXTH FORM COLLEGE
MINUTES OF THE MEETING OF THE QUALITY AND CURRICULUM COMMITTEE
HELD ON MONDAY 10th JUNE 2024 AT 6.00 P.M. – Room 421, COPPER BUILDING**

Present: William Baldwin (Principal), Howard Brown (Co-opted Teaching Staff Member), Deya De Brun (Governor – Student), Dibran Miha Lopez (Governor – Student), Alison Mansell (Governor), Chris Piper (Governor and Co-Chair of Q & C Committee), Wilhelmenia Rantala (Governor), Jo Redfern-Evans (Governor), Tom Trafford (Governor – Teaching Staff), Andrew Wright (Governor and Co-Chair of Q & C Committee Meeting)

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

Chris Piper joined the Meeting via M. Teams

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

The meeting was quorate.

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

Pre-Meeting Training on UCAS Applications – Reforms, given by Nikki Fabry followed by questions and answers

SECTION 1: ROUTINE AND STANDING ITEMS

1.1 Apologies and Welcomes

Apologies: Daniel Osorio and Katy Hiles

Welcomes: Tom Trafford – Governor (Teaching Staff category) and Deya De Brun and Dibran Miha Lopez (Student governors)

At this point reference was made to the questions on the Committee papers received from Governors via Teams, prior to the meeting, and it was confirmed that SLT would report on this within the relevant agenda item.

IT WAS RESOLVED TO TAKE ITEM 2.1 FIRST SO THAT NIKKI FABRY COULD PRESENT HER ITEM AND THEN LEAVE THE MEETING.

1.2 Minutes of the Last Meeting held on 28th February 2024 (NON-CONFIDENTIAL BUSINESS)

The minutes were considered and approved by the Committee and the Chair authorised to sign them, subject to the amendments recorded under matters arising item 1.3. **ACTION: Chair**

1.2 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 which were on this meeting's agenda. It was noted that the schedule would be updated for the next meeting.

- ESOL and looked after children review – It was noted that this would be included in the CDP for next year.
- Cedar Training Video to be made available to Governors – James Moncrieff clarified the situation confirming that Cedar was not a reporting tool for Governors' use, but for Students, Parents/Carers and staff working on the ground with them (eg teachers/ tutors, etc) to refer to key information about each Student and class. However, once the video is ready, this will be circulated to Governors so that they can see how Cedar works for assurance purposes.

1.4 Declaration of Interests - None declared.

1.5 Principal's Update

William Baldwin reported on the following key headline updates to Governors as summarised below:

- General Election – impact on education funding and potential curriculum changes, particularly if the consequences of any change is an increase in workload for Staff. Clarification regarding BTEC reforms and T Levels, will also be expected.
- Resources Committee meeting papers (meeting on 17th June) were referenced (available to all Governors to access via the Resources Team, some of which will also be included in the Corporation Meeting pack (4th June), highlighting the budget for next year. Attention was drawn to the difficult financial situation and noting the £21M income, cash for year bottom line £100k, capital outflow of £2M from reserves for extending the canteen, outdoor 3G football practice space and netball court, plus a covered area in the Courtyard for more Students' social space.
- Premises report will be presented at Resources Committee too, including the plans to house temporary modular classrooms on the old netball court (planning permission awaited), and noting issues raised by Sports England, but also the urgent need for additional classroom space for the next academic year in order to cater for the additional 250 Students enrolled. Should planning permission not be received in time, the recommendation from SLT will be to go ahead with the temporary modular classrooms, at risk, although the College is pressing the Council for a July decision at the latest.
- Admissions – having monitored the figures, it's possible that the College may be oversubscribed by up to 100 Students, based on comparisons with figures from previous years. The Moving on Day will provide a more accurate admissions figure and there are also contingency plans in place should they be needed.
- Last year's Governors Strategy Meeting included discussions about Eastbourne sixth form provision and proposals involving BHASVIC. Representatives from East Sussex County Council will be meeting with SLT next week to present the outcome of their recent research into local provision. A paper may be brought to Corporation if the official report has been published in time.
- Quality Audit – as part of the College's internal audit processes, the auditors reviewed the College's quality processes and confirmed that the College complies completely with all the processes and there were no recommendations arising.



- Inset – 1 week – AI practical workshops were offered on how AI may be useful in assisting teachers in discharging some of their duties and Howard Brown advised that it had been useful for teachers to see that AI was not seen as just a threat, but could also be a useful tool. He also highlighted actions from the training including keeping Students up to date eg impact on coursework and also writing references. Tom Trafford reported that there remained a lot of uncertainty, but having had the training, teachers were more on board in the benefits of AI, but at the same time ethical issues would need to be investigated, along with sustainability aspects owing to energy usage.
- GDST school site – the College’s case study was presented to the Permanent Secretary at the DfE who has agreed that the fact that the College has no access to capital did not make sense and the current financial position the College was in, was not the best use of public money. Discussions were also held with the FE Capital Team.
- Discussions are being held with Sussex University regarding opening pathways for PGCE Students for 16-18 or 14-18 provision. Other Colleges involved include Varndean College, Haywards Heath and GB Met.

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 which included references to the following subjects:

New SU – ideas and aims for their tenure
Progression and Skills
Exams

- Attention was drawn to the need for more study/computer space whilst Students are on site, especially for those Students without laptops. Although there are some College laptops available daily, they are not always free or can’t access Teams easily on some devices. Many Students resort to sitting in corridors between lessons for studying as there is insufficient space for everyone.
- The Student Governors attended a recent Youth Marketing Convention/Trade Fair for young people in London, where lots of information was made available regarding finance including Student loans, and trade/business stands. The Trade fair was focused upon College Students rather than Universities. Thanks were recorded to Jo Redfern for the contact information and to IDP education business which provided the invitations.
- Students continue to highlight dissatisfaction regarding the food options on site which means that many go outside at lunch times to purchase food locally instead. The Principal advised that the catering manager would go to the SU Forums if invited, and it was suggested that the Student Governors could ask for “catering/food options” to be added to the agenda for the Catering Manager to address. **ACTION: Student Governors**
- A1 Examinations – the feedback to date from Students has been good with no complaints. The Student Governors requested that Study Leave could run *before* the exams, rather than during the exams. It was explained that Study Leave is only ever in place to enable exams to happen, rather than to cancel lessons for students to revise.
- SU preparations – Presentation taking place on Wednesday and internal elections.

Thanks were recorded to the Student Governors for their Report.

SECTION 2: CURRICULUM AND GUIDANCE ITEMS

2.1 Student Destinations' Report - Nikki Fabry (Guidance Manager) presented the Report and the following points were recorded:

This item was taken at the start of the meeting, following the pre-meeting training, in order to enable Nikki Fabry to leave the meeting. The contents of the report were noted by the Committee and the following points were referenced, followed by questions:

- More students applying to Brighton and Sussex Universities.
- Data made available from UCAS.
- 100% of BTEC Students receive offers.
- High tariff increasing year on year.
- Figures for the contextual gaps were good.
- Amendment required to the headings of 2 tables on page 25 were noted, namely "white British" (first table) and "non-white British" (global majority) (second table).
- Pages 26-29 – regarding the bursary figures, following an observation from Governors, it was confirmed that it was intentional to record Students on more than 1 table.
- Page 32 the Committee queried the Psychology Student applications since 2021, noting that fewer Students were applying to Psychology, results in fewer offers being made, although despite this the acceptances to offers ratio remains similar to previous years. The increase in popularity of other subjects, such as Criminology, was noted.
- Brighton University applications have increased, possibly reflecting the cost of living crisis and the increase in prospective Students, visiting here, also enabling Students to live at home.
- GBMet Art Foundation course applications have also increased.
- Gap years – Students from low income backgrounds are less likely to go on a gap year, but as they are entitled to receive a bursary for University, many take advantage of this. The figures reflect the fact that more BHASVIC Students from Dorothy Stringer and Varndean, take gap years.
- Page 40 ESOL Destinations information indicates positive outcomes and this year includes Ukrainian Students who have applied to HE.
- Next year early leavers will be included in the analysis within this report, as there hasn't been time to do this yet. However, James Moncrieff confirmed that early leavers have reduced from 2.1% last year to 1.6% this year, reflecting improvements in the College's procedures.
- Apprenticeship data – the Careers Team are working on improvement the data analysis, but need a more complete response from Students for those moving into employment. This area is quite complex in terms of the application progress taking into account the various progression pathways.
- Oxbridge applications have reduced slightly.
- The Destinations Report is shared with all relevant staff.

At this point Nikki Fabry was thanked for her report and left the meeting.

2.2 College Development Plan (CDP) – for discussion and assurance.

The contents of the paper were taken as read and questions were invited from the Committee.

a) Quality of Education



- b) Behaviour and Attitude
- c. Personal Development
- d. Leadership and Management

Notes:

- *CDP is based on the structure used in the Ofsted Framework*
- *Executive Summary content was noted.*
- *Actions completed demonstrated via the green and amber highlighted sections in the column on the far right of the table.*
- *Headlines – focus on quality transparency, including identifying which areas not working well and that challenge from Governors was welcomed.*

James Moncrieff introduced the document and the following points were recorded:

- Question arising from page 47 regarding quality of education A1 Summer exams and progression. James Moncrieff explained that the original process to progress to the second year, were based on Students passing the A1 Summer exams, although there was also an opportunity to re-sit. The process has been revised so that if Students fail the A1 summer exams, other contextual information relating to their progress during the year, is taken into account. Therefore, each Student will progress if the course is appropriate for them based on a range of measures analysed. This new process means that fewer Students will not progress into Year 2. If Students aren't able to progress following their first year, there are other opportunities to follow an alternative "recovery" course eg an AS Level or first half year of a BTEC. James Moncrieff offered to circulate more detailed documentation to interested Governors: **ACTION: James Moncrieff/Governors**
- Page 57 in response to a question arising from CCTV person recognition, reference was made to the staff survey and student survey results about feeling safe (95% Staff feel safe and 97% Students feel safe). The Committee discussed the opportunities available for making the site secure, in light of the openness of the existing site, but also taking into account any ethical concerns arising from CCTV and noting that regarding the latter a report would be made to Resources Committee. The Committee was also informed that further research was underway by the College, including consideration of preferred providers, to determine the CCTV features to ensure that this would be able to identify and monitor a known unauthorised person on site, should this be necessary.
- In response to a point relating to tutorial attendance, noting that post pandemic this still remained lower than targeted, with further work required to identify the core of Students who may require support to resolve this. Alison Cousens explained that the work was underway by the Guidance Team with fortnightly meetings involving both the Guidance Manager and Attendance Team Member, so that Students affected are targeted, with a focus on earlier interventions. The recent Six Dimensions Project, an in-depth yearly analysis of Attendance at A Level issued by Nick Allen (data lead at the SFCA), demonstrates that the College is on the national benchmark overall (current figures from this report are in respect of 2021 to 2023 and not 2024/2025), but also reflects the fact that some Students from low income families fall within the lower level of attendance, hence the focus at BHASVIC on the Closing The Gap strategy; likewise ESOL Students also have an overall lower attendance level. Further work is also being done examining subject areas with patterns outside of benchmark (positive and negative), identified in the report, James Moncrieff explained that a vulnerability index was used to determine the students which need

intervention. Alison Cousens also reported that as part of the tutorial review, at the SLT's strategy day on Thursday next week, this matter would be taken forward.

2.3 Link/Lead Governors – Termly Update

a. EDI – Wilhelmenia Rantala

Wilhelmenia Rantala updated the Committee on progress since the last meeting including her meeting with Alison Cousens. She also confirmed that she had reviewed the EDI policy and provided assurance to the Committee.

Work is progressing regarding the anti-racism programme, but there is more to do.

b. SEND – Alison Mansell

Alison Mansell referred to her written report and gave a summary to the Meeting – refer Appendix to the Minutes.

c. Skills – Jo Redfern-Evans

Jo Redfern-Evans has met with Alison Cousens this term.

- Skills week – impressed by the numbers and placements.
- New enterprise adviser at Amex, whom Jo is due to meet shortly.
- Long term planning SLT re skills – informing year 1 tutorials.
- Went to FE Sussex meeting regarding a new Skills Development App (workshop with employer) and a discussion was held whether this was a good idea.
- Attended (via Jo Redfern-Evans employment) an event at the House of Lords regarding skills in schools, with HE representatives and Data Companies present. Lord Baker talked about future curriculum changes in order for skills to be better reflected but with a focus at this point towards Level 2 provision.

d. Designated Safeguarding Lead - Andrew Wright

Andrew Wright presented his termly report to the Committee recording the following:

- Various meetings/conversations with Alison Cousens, held since the last Q & C Meeting.
- Individual cases – 2,128 as at 30th May, in respect of 653 Students, being 18.5% of the Student populations - details of which are recorded on CPOMS (Child Protection Online Management System).
- 34 Students have EHC (Education Health and Care) Plans
- Andrew Wright confirmed that he had gained further assurance as a Governor, of the College's Child Protection and Safeguarding work from his recent visits and conversations.
- Reference was made to the recent Student Survey (also surveyed in Brighton and Hove Schools – every 2 years) and the following aspects were highlighted: 1% of Students declared that they had been bullied this term; 88% responded that they enjoyed learning at College; 97% confirmed that felt safe at College; 90% thought that bullying was dealt with effectively at College; and 88% thought they “belonged” in the College.



- 85% of the sample size of the cross-city survey was in respect of BHASVIC Students' responses.

Thanks were recorded to the Link/Lead Governors for their Reports.

2.4 Risk Register

The Committee approved the Risk Register paper in respect of the Q & C related risks, presented by William Baldwin, noting the updates which had been made this term by SLT. **ACTION: WJB**

SECTION 3: CONSENT AGENDA

The papers as listed below were taken as read.

3.1 Policies and other Documents

3.1a) Admissions Policy

3.1b) Assessment and Reporting Policy

3.1c) EDI Policy

3.1d) Quality Assurance and Improvement Policy

3.1e) Student Finance Support Policy

Questions and comments were invited following summary of changes/updates etc provided by SLT:

- item 3.1d Quality Assurance and Improvement Policy – James Moncrieff explained that owing to the urgency of needing the updated policy ready, the revised document had already been published on the website in readiness for a quality audit. Therefore, it was noted that retrospective approval was being sought, but he confirmed that any further changes required following consideration by this Committee and approval at Corporation, would be included in a final version. **ACTION: JAM**
- Item 3.1c) EDI Policy – Alison Cousens explained the additions to this policy including the incorporation of the single equality scheme objections and action plan requirements (first year of this) – link included in paper. It was noted that the action plan provides 4 main actions relating to cross College strategic projects, the details of which will be considered at the Staff EDI day in September.

The Policies listed above were recommended for approval to Corporation. **ACTION: SLT/Committee Chairs/LEP**

SECTION 4: OTHER ITEMS

4.1 Any Other Business

- a) Committee Annual Self-Assessment

The Committee discussed the various points on the annual Committee self-assessment form, which also included the 2 new questions, recommended by Internal Auditors for the last governance audit.

It was agreed that the current Committee membership worked effectively and also recognised the benefits of the new Link/Lead Governor reporting standing agenda item in keeping all Governors informed and providing assurance to the Committee for each of the Link/Lead areas.

Regarding the current Committee terms of reference, it was noted that the reference to “Co-Chairs” would be included in the text. **ACTION: LEP**

Thanks were recorded to Howard Brown for his support over the last year as the co-opted Q & C Committee member, noting that this would be his last meeting.

Thanks were also recorded to Andrew Wright for chairing the meeting.

4.2 Date of Next Meeting – TBA - at 6.00 p.m. in room 538 Top Floor Elms Building

SECTION 5: CONFIDENTIAL BUSINESS

5.1 Confidential Minutes from the Last Meeting 28th February 2024 – approved and the Chair authorised to sign them. **ACTION: Andrew Wright/LEP**

5.2 Matters Arising – None

5.3 Any Other Business (Confidential Matters) – None

Chair.....

Date.....



Appendix to the Quality and Curriculum Minutes 10th June 2024

Link Governor Updates: SEND Link Governor written report which was shared at the meeting
(Meeting 4th June 2024 with James Moncrieff/ Neil Jones/ Linda Lab)

1/ The communication/ SEND learner journey leaflet.

- *The SENDco and Head of Faculty have created the content for the flyer.*
- *The Head of Faculty has been liaising with Marketing to turn the content into a visually accessible flyer for students, parents and carers – in a format that works well on a mobile screen. The SEND department are waiting for Marketing to produce this.*
- *The SENDco has also requested adaptations to the website, to ensure that all its content is accessible, and to further ensure that Additional learning support is easily found and navigable.*
- *Currently the SEND/ALS content is not readily found, including if you type in the search bar. The SEND Department is waiting for the Marketing and Communication Team to define and implement an update to the website.*
- *Once the website has been updated, the next steps for content in relation to SEND are:*
- *Adapting the SEND/ALS content to the new, more accessible format*
- *Creating a ChatBot function to enable users to query all content, especially the policies. This will be of particular use to the neurodiverse community.*

2/ Changes in the SEND team Management structure

- *Last year, the role of learning Support Assistant Manager (support staff pay spine) was changed to that of a Deputy SENDco (teaching Management pay spine) The role requires Qualified Teacher status and SEND qualifications. This was to deputise when the SENDco is unavailable, to support the development of pedagogy in the department and to manage the risks and pressures associated to only having one qualified SENDco.*
- *The SENDco, Linda Lab has been promoted to a leadership position on the pay spine. This new position is in recognition of the seniority of the role and provides a clear message to the college community that SENDco leads and directs an important aspect of teaching and learning. The SENDco will direct the Heads of Departments around SEND and report directly to the Deputy Principal, bringing SEND experience more closely into the Senior Leadership team.*

3/ Increase in capacity of provision

This year, we have had an even higher number of SEND and ALS admissions. Next academic year, the department have fully staffed all available timetable slots, providing an additional 40 places of study support sessions. The additional learning support department will therefore be at full capacity for every period.

4/Increased volume of ADHD and Autism

The BHASVIC SEND team are seeing an increase of assessment screening requested by the NHS/CAMHS and private medical professionals. These requests have increased the workload for teachers, as they need to provide evidence of observation in the classroom. The number of students coming back with diagnoses has also increased, adding further pressure. Within the BHASVIC structure we have "Key workers" in place as another level of support for students with ADHD and Autism. This service has been given to young people who have been diagnosed, and also for people who are on a pathway of getting a diagnosis. However, providing support for students who have not yet been diagnosed (ie, on a pathway) may need reviewing due to the huge surge of Neurodiverse students and sadly we may only be able to offer this level of support to students who have a diagnosis already in place.

5/ Linda Lab is undertaking a leadership project with S7 (Surrey Seven Consortium)

The project is a professional development provided by the S7 consortium. This will be a long-term commitment from Linda, evolving alongside the ever-changing landscape of neurodiversity.

Linda will be delving into questions such as:

- *How effective is BHASVIC with Neurodivergent learners within a college environment.*
- *How effectively are we supporting staff who are contributing so much, and building their confidence.*
- *How consistent across college are we?*
- *Proposing and formulating staff development.*

This will have a positive impact across college benefiting both neurodiverse and neurotypical students.

6/EHCP (Educational healthcare plan)

Currently we have 14 EHCP applications (mostly for autistic students).

The SEND department has identified an increase of young people being home schooled with limited GCSE's. These students need to have access to A level teaching but may struggle learning in a full-time, mainstream environment. There is a gap in current provision that we are unable to address at this time, which would provide a graduated link from home schooling into college with less hours and a longer learning experience potentially across three years rather than the standard two.

Although finance is an issue here, we need to be asking the broader question:

- *Keeping in mind what BHASVIC offer, might we be able to fill this gap going forward to provide a further service for a more diverse set of students.*
- *Do we explore and provide this service given the current limitations?*
- *We need to continue to monitor and review, identify, and propose adaptations to our student offer as this is not a static area.*

Alison Cousens is also working on SEND learner journey leaflet"