

The positive impact of the Brighton College Diploma on Year 12 Pupils

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Introduction



Background

Launched in September 2024, the Brighton College Dubai Diploma has already made a significant and lasting impact on the academic and personal development of Year 12 pupils. As an innovative and holistic programme, it not only recognises and celebrates achievements across a broad spectrum of pupil experience—including curricular, co-curricular, and super-curricular pursuits—but also encourages pupils to develop essential personal attributes and life skills. By embedding the Brighton College DNA of *Kindness*, *Curiosity*, and *Confidence* into its framework, the Diploma empowers pupils to thrive academically, socially, and emotionally.



Research

Reasons for the BCD Diploma

- To support university applications (UCAS) (Personal Statements)
- To collate all of the positive elements the pupils are already completing as part of their curriculum delivery
- To increase confidence levels of pupils transitioning into Y13
- To raise the culture of academics at BCD
- To hold pupils accountable for their attendance and punctuality in the Sixth Form

Ten Strand Approach

Strand	How its delivered	Who is responsible	Points allocated
1. Academic Effort	Report generated via Go4Schools as an accumulation of subject reports	School Data Manager	5
2. Independent Project	Through passports in PSHE and EPQ	Pupils to produce to tutors	5
3. Arabic	Termly Workshops with an outcome (National day/ International Day)	Arabic Department	5
4. Academic Reading	Throughout all subjects, promoting culture of academics	Pupils (MS form)	5
5. Current Affairs	Monday's tutor discussion sessions	Tutors	5
6. PE	Thursday's core PE sessions	PE/ CGO	5
7. CCA's	CCA's and Societies- emphasis on leading	Pupils (MS Form)	5
8. Public Speaking	Assemblies/ tutor times/ TED talks/ Lecture Series/ Hot Air Balloon debate	Tutors/ JHA	5
9. Community Service	Tutor sign up in sixth form/ prep school	Pupils (MS Form)/ Sign up	5
10. Planning and Recording	Through TEAMS passport in PSHE	Tutors	5

Launch and Delivery

KS5 BCD Diploma

Purpose: The Diploma programme in the Sixth Form encourages pupils to engage deeply with their education, supported by tutors and teachers. Raising our culture of academics. They must take initiative, try new things, set personal targets, and reflect on their progress in a multitude of subjects allowing them to customise their learning to reflect their interests and prepare for university applications.

Delivery: Intertwined with the Wednesday PSHE curriculum delivery- the onus is on the pupils to complete the programme, requiring self-motivation, commitment, and the willingness to step out of their comfort zones. The recording process is similar to the UCAS applications they will be completing next year and allow them to take ownership of independent projects, encouraging the completion of qualifications such as the EPQ.

Outcome: Certificate of completion in the awards ceremony at the end of the term. Graded Gold/ Silver/ Bronze. Termly updates of progress in report cards.

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Methodology

Research was first conducted by identifying my research question and then gathering both primary and secondary data to signify a gap that needed to be closed in the Sixth Form.
Sample: My sample included: 61pupils in Year 12

Data Collection: I collected data through online Microsoft Forms questionnaires, face-to-face interviews and observations.

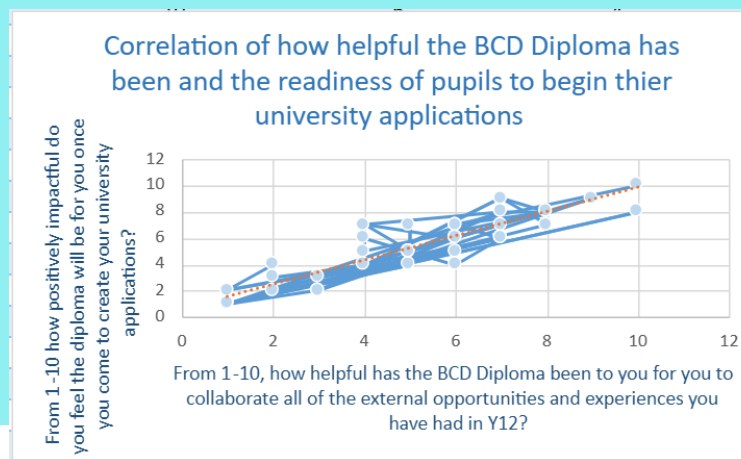
Methods Used: I used both qualitative and quantitative methods, such as open-ended survey questions for opinions or multiple-choice questions for measurable responses.

Data Analysis: I analysed the data by identifying key themes in qualitative responses and calculating percentages and averages for numerical data.

Technology Used: I used Microsoft Forms for data collection and Microsoft TEAMS for the physical recording and some delivery of the ten strand diploma. GO4Schools was used to collate the results and in turn delivered to parents on the pupils termly report card.

Analysis

•**Key Findings:** The data revealed clear patterns and trends that supported my initial hypothesis that this would support the growth in confidence to Y12 pupils in lieu of their university applications.



Conclusion

46 of the 61 pupils responded to the concluding questionnaire.

- Strengths:** The use of both qualitative and quantitative methods provided a balanced and reliable set of results.
- Limitations:** The sample size was relatively small, which may affect how widely the findings can be applied.

Reflections

In completing this project, I have become more reflective and intentional in the way I approach problem-solving and research. I recognise the importance of gathering reliable evidence before forming conclusions, and this has changed how I plan, test, and evaluate ideas in my work. I have developed practical research skills—such as designing surveys and analysing data. I also learned that action research is a flexible and valuable method that allows for continuous improvement.

Results

"I am pleased with my Gold Diploma award- it has helped to highlight all the existing external clubs and projects I was completing- but now I get credit for them! Which was a real confidence booster"



Y12 BCD Pupil, 2025