

Basingstoke College of Technology Annual Accountability Statement – 2023/24



1. COLLEGE MISSION AND PURPOSE

Basingstoke College of Technology's (BCoT) primary purpose is **Building Careers of Tomorrow** - to prepare students for the world of work with skills and attributes that go beyond the mastery of their chosen discipline. We ensure that the curriculum we deliver is clearly linked to skills priorities at national, regional and local level; to give students demonstrable qualities that enhance their value to employers and enable them to be successful in their chosen field.

We have an uncompromising ambition for every learner which aims to enrich their lives and transform their future. We aim to give students the best opportunities and hands-on education to enable them to progress to university, employment or an apprenticeship.

We have set ourselves challenging targets that demonstrate our commitment to making Basingstoke College of Technology the best Further Education College in the country. Our Strategic Plan 2021-2025 sets out six areas where we intend to lead through innovation:



Digital skills



Personal and professional development – character, emotional intelligence, resilience and employability skills



Putting **employers and business** in the driving seat to set the skills agenda



Delivery of high quality **T Levels** with outstanding business engagement and inspirational teaching



A significant expansion of **higher level provision** in Basingstoke



Leading a **low-carbon** future

We have a continual focus on capital investment to create and maintain high quality learning environments, with industry standard facilities to prepare learners well for their future careers.

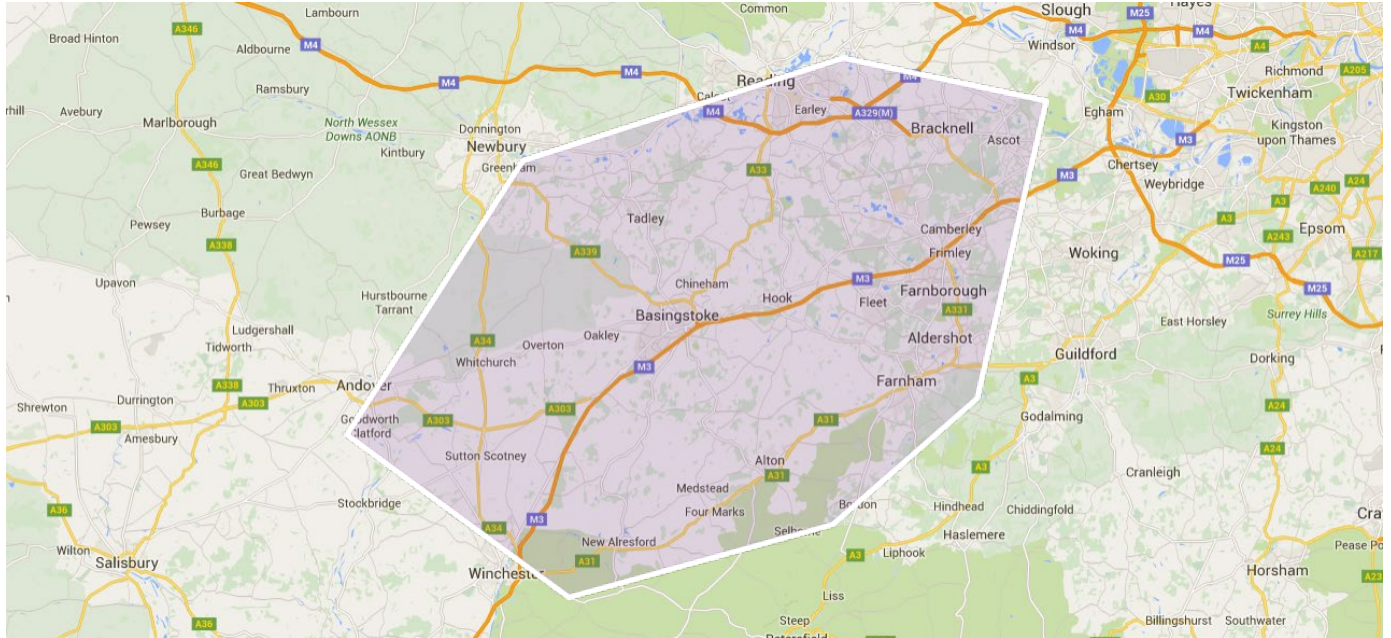
Our strategic plan was approved by the Governing Body and can be found [here](#).

We recognise that national skills policy is continually evolving and, therefore, this annual accountability statement takes account of these changes including the outcomes from the Local Skills Improvement Plan (LSIP) for Enterprise M3 (EM3) and rest of Surrey.

2. CONTEXT AND PLACE

BCoT is a leading further education college located in Basingstoke and Deane, a thriving and economically resilient borough. The college has a main campus in Basingstoke and a Future Skills Centre, which specialises in teaching construction trades, based in Bordon. The college is located in the EM3 and rest of Surrey LSIP area.

The College offers a broad range of full and part-time technical and vocational qualifications together with apprenticeships, higher education and professional courses from Entry Level to Level 7 in a wide range of subject areas and has a large adult education provision. The college attracts learners from local and surrounding areas with around 1500 full-time, 3400 part-time and 750 apprentices each year.



55% of our Year 11 learners are recruited from Basingstoke schools; the remainder are recruited from schools in the surrounding area.

Three quarters of our adult learners are recruited from the LSIP area with the greatest proportion located within the Basingstoke and Deane locality. The remaining learners come from Berkshire and slightly further afield.

Apprentices are recruited from a much wider geography, mainly due to contracts with national employers. However, just under 70% are located within Basingstoke and Deane.

West Berkshire Training Consortium (WBTC), an apprenticeship training provider based in Newbury, is also part of the BCoT Group. WBTC works in partnership with the College to capitalise on the continued growth in the apprenticeship market and expand the Group's regional presence.

3. STATUTORY REQUIREMENT



Governors have received external assurance of the college's response to meeting skills needs through a recent Ofsted inspection which confirmed that the college makes a strong contribution to meeting skills needs.

As of June 2022, governing bodies of institutions within the further education sector have a duty, under a new **section 52B of the Further and Higher Education Act 1992**, to review provision in relation to local needs, as proposed in the Skills and Post-16 Education Bill.

The Board of Corporation already has the responsibility to review and agree the College's Strategic Plan and this has now been extended to include the College's annual Accountability Plan.

The Board of Corporation seeks assurance from senior leaders that provision is comprehensive, relevant and aligned to local and regional skills priorities. Leaders report on curriculum intent, the rationale for changes to the curriculum and provide an analysis of student destinations.

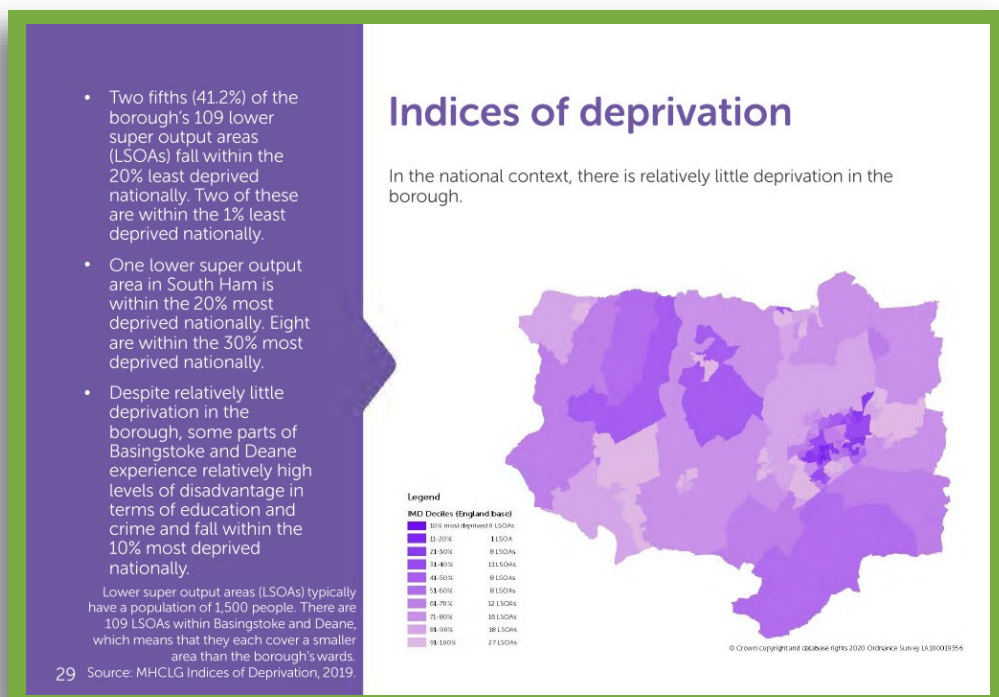
The Board provides the appropriate steer and challenge to the senior leadership team in the production of the Accountability Plan and setting of strategic aims/objectives. The Board also provides final approval for the Accountability Plan and it is signed by the Chair of Governors.

4. ECONOMIC AND BUSINESS PROFILE

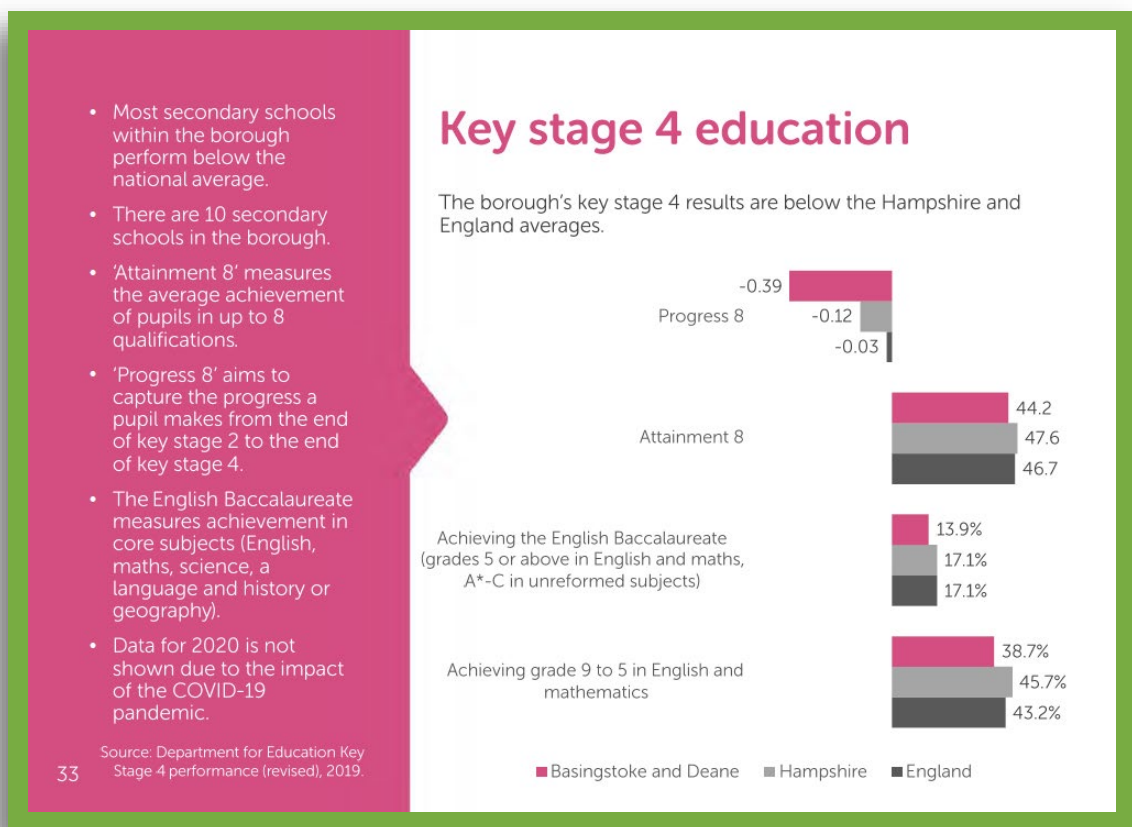
The population in the borough has increased by approximately **10.4%** since the 2011 census compared to **7.5%** for the South East and **6.6%** for England. The borough's population has aged in recent years and this trend will continue into the future, challenging labour supply. **Basingstoke and Deane is now more culturally diverse than ever before.**

Basingstoke and Deane has one of the **lowest unemployment rates in the country**; although it has increased in recent years.

Despite relatively little deprivation in the borough, some parts of Basingstoke and Deane experience high levels of disadvantage, in terms of education and crime, and fall within the **10%** most deprived nationally. Basingstoke and Deane ranks within the **40%** most deprived areas nationally in terms of barriers to housing and services deprivation. This has significant implications for education attainment, reduced employment opportunities and also wider effects on things like health and positive engagement with society.



Most young people, in the primary sector, progress and perform above the national average. In contrast, there are 10 secondary schools in the borough and most perform below the Hampshire and England averages.



30.5% of the borough's population are educated to degree level, broadly in line with the South East profile (**29.9%**) and higher than the England average of **27.4%**.

The College's intake of 16-18 year olds, in terms of educational attainment, is below average nationally. BCoT learners have a lower starting point, in English and maths, than the sector average. **27%** of learners joined without a grade 4 or above in both subjects compared to **23%** nationally in General Further Education (GfE) colleges. **51%** joined the college with a grade 4 or above in both subjects compared to 57% across the GfE sector.

The region has a diverse employer base and is economically very successful.

- There are around **7,950 businesses** (9,200 different sites) in the borough with approximately 90.7% of them being micro businesses employing fewer than 10 people, just above the average for the South East (89%) and England (89%).
- There are **40 large businesses** each employing 250 people or more.
- Overall, the borough provides around **84,000 jobs** across a broad and diverse range of industries.

66% of the borough's residents work within the borough (69% if the 2,500 working at AWE, just over the boundary are included). The number of residents commuting out of the borough for work is broadly counter-balanced by those commuting into the borough from other parts of Hampshire and surrounding counties. **62.5% of working residents travel to work by car; 11.1% work mainly from home.**

SKILLS NEEDS: National Skills Priorities

The National Skills Priorities have been agreed across Government and are areas with high volumes of vacancies which are expected to increase; long-term structural barriers to recruitment, retention, and progression issues; and are important in providing opportunities for employment in key growth areas such as green jobs, creative industries and science and technology (including AI and quantum computing).

These sectors are:

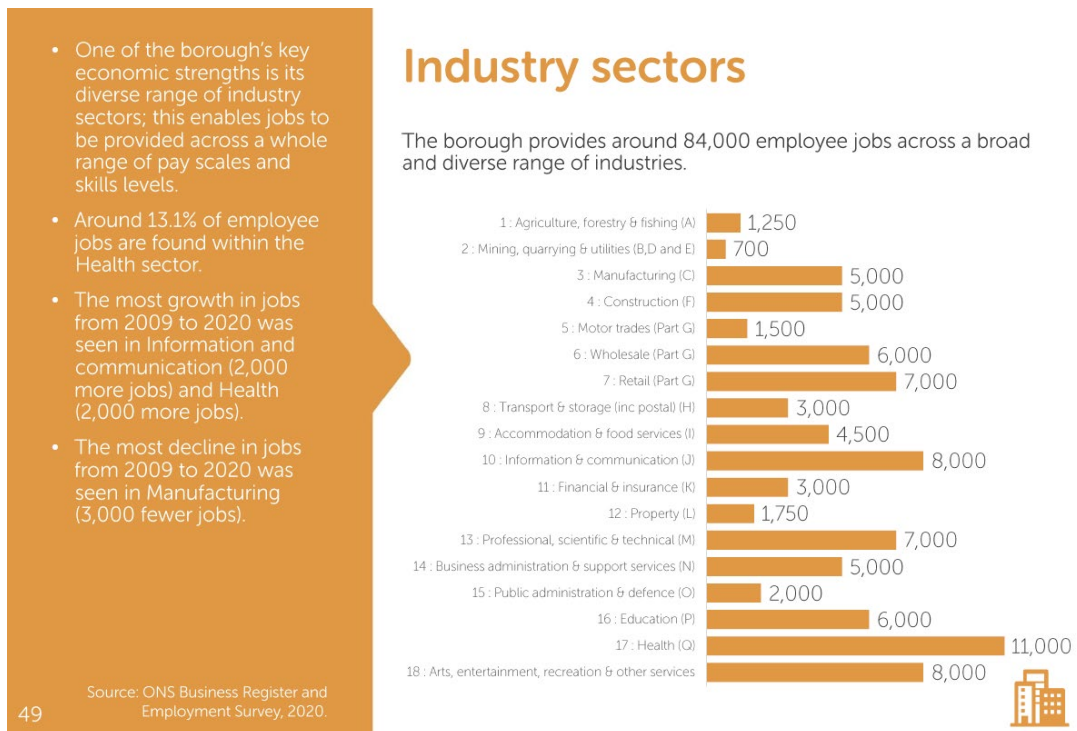
- Construction
- Manufacturing
- Digital and Technology
- Health and Social Care
- Haulage and Logistics
- Engineering
- Science and Mathematics

The focus is on prioritising delivery through high quality programmes that have been co-designed with employers i.e. T Levels, Apprenticeships, Free Courses for Jobs, Skills Bootcamps and Higher Technical Qualifications (HTQs).

In addition, cross cutting themes of English, mathematics and digital are also a high priority with the emphasis on increasing participation and improved outcomes.

LOCAL PRIORITIES

Around 13% of employee jobs are found in the health sector and this sector has also seen the most growth in the last 10 years, followed by information and communication, business administration and support services and professional, scientific and technical.



The largest sectors of employment, within the EM3 LEP area, are health, professional, science and technical, retail, education and business administration. The EM3 area contains a higher concentration of high-skilled jobs than the national average.

Occupations with increasing demand are:

- Nursing
- Medical practitioners
- Solicitors
- Driving instructors
- Occupational therapists
- Pharmacy and dispensing assistants
- Pharmacists
- Gaming
- Laboratory technicians
- Vehicle technicians
- Carpenters and joiners
- Medical radiographers
- Security guards and related occupations

Within the EM3 LEP area, there are a higher concentration of high skilled jobs compared to national levels. 58% of EM3 residents were employed in managerial, professional and technical occupations (50% England).

There are persistent vacancies in healthcare, social care, sales and IT. Nurses consistently appear as the top occupation in demand, followed by sales, accounts and business development managers, programmers, software development professionals and social care workers.

Construction/low carbon remains a key priority area. Retrofitting buildings requires an additional 350,000 skilled construction workers in the UK by 2028 to meet the Government energy efficiency targets. Construction companies in EM3 have reported a need to reskill and upskill the existing workforce to make existing and new buildings more energy efficient and low carbon. Skills required include retrofitting project coordination and heat pump and solar panel installation.

The Enterprise M3 LEP identified four key skills needs in the area:



Employers **struggling to fill job** roles with persistent vacancies in healthcare, social care, sales and IT



Low take-up of vocational provision – including apprenticeships – which could offer routes to employment and address skills needs



A need to **widen participation** in higher education in parts of the EM3 area



Need for training at **higher technical skill levels** to address urgent skills needs

The **LSIP has identified the following key sectors** as important to the economy:

- Advanced manufacturing and engineering
- Aerospace, space and satellite
- Animal health and life sciences
- Construction
- Creative
- IT
- Health and social care
- Hospitality and tourism
- Land-based
- Professional services
- Green skills – across all sectors

With **three cross cutting** themes:

- **Employability skills** including communication, teamwork, leadership, emotional intelligence
- **Digital skills** including Microsoft skills, data analysis, cyber safety and security
- **Professional skills** including sales and business development, marketing, procurement, project management, leadership and management

5. APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

College governors and leaders have actively engaged with Surrey Chamber of Commerce to support the creation of the Enterprise M3 and rest of Surrey Local Skills Improvement Plan (LSIP). This included:

- 1:1 meeting with the Principal
- Attendance at LSIP events
- Specialist curriculum-lead support at sectoral roundtables
- Joint Skills Development Fund (SDF)/LSIP event with business development staff
- Joint sessions with Principals, Senior Leaders and Governors
- Proactive engagement with the LSIP team to hear updates
- General promotion of the LSIP process to business contacts

KEY STAKEHOLDERS

Stakeholder engagement is key to the successful implementation of the College's strategy. Leaders have highly collaborative partnerships with a wide range of key stakeholders to shape the strategic direction of the college. This includes:



Employers are integral and collaboration with the college is strong. Leaders and managers at all levels, throughout the college, work with a wide range of employers to endorse and enhance provision to ensure our curriculum is ambitious, inclusive and aligned to skills needs.

College leaders and managers work closely with Job Centre Plus and the Department for Work and Pensions (DWP) colleagues to develop programmes to assist learners to become economically active. Effective engagement with community partners is used to develop the provision for Afghan asylum seekers and Ukrainian nationals which has resulted in a significant expansion of the English for Speakers of Other Languages (ESOL) provision to equip them for life in their local community and prepare them for employment.

Most recently, in partnership with Hampshire County Council, we established The Employability Hub aimed at improving the post-16 offer for students with Education, Health and Care Plans (EHCPs) to help them develop the skills and experience for employment or supported internships.

ENGAGEMENT WITH OTHER PROVIDERS IN THE AREA

The College collaborates closely with other FE colleges to meet stakeholder needs. A recent example of this collaboration includes a Strategic Development Fund (SDF) project focussed, in partnership with the EM3 LEP and Surrey Chamber of Commerce (ERB), on addressing the cross-sector theme of decarbonisation identified to meet the skills priorities within the Local Skills Improvement Plan (LSIP) area.

The College also works with other providers including:



Schools - we have strong links with local schools to successfully transition students into further education. This includes providing technical and vocational taster events and providing learning opportunities for 14-16 year olds.



Universities – we have key partnerships with the University of Reading and the University of Portsmouth to provide higher education courses at BCoT; the latter is also the sponsoring partner for our University Centre and key strategic partner for development of our higher education courses.



Independent Training Providers - we work closely with West Berkshire Training Consortium, an independent training provider that is part of the BCoT Group, to expand the group's regional presence. We also work with other training providers, as required, to support better geographical access for learners and enhance the opportunities available for adult learners. This also supports the widening participation agenda by increasing delivery capacity to engage more adult learners in education.

6. CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

Our key objective is for every student to leave the College **equipped with the skills and knowledge they need to be successful in their chosen careers**. To achieve this, we work closely with employers to ensure the curriculum is continually reviewed, updated and framed around local and regional priorities to prepare learners for their next steps.

Programme leaders understand **local employment needs** and build a curriculum to meet those needs. They develop the content and plan the order in which it is taught so that learners acquire the skills and knowledge valued by stakeholders.

We recognise that skills needs change frequently and we remain responsive to developments to continually update our curriculum. Decarbonisation is a key priority across all sector areas and the College is responding to this. We have invested, with the support of the EM3 LEP, in an **Electric and Hybrid Vehicle Training Centre** to meet the future changes in electrification and automation within the automotive industry. This is a valuable resource for full-time students and apprentices. In addition, we are establishing a **Green Energy Centre**, to enhance our full-time curriculum, to provide learners with future skills needed to meet the government's targets for retrofitting. This includes solar photovoltaics and heat pumps. This provision will also be expanded, in the future, to provide upskilling training in retrofitting for construction specialists.

In line with regional and national priorities, a key focus for us is to increase the number of apprentices undertaking a variety of engineering standards. Our team works closely with a range of engineering employers to ensure the courses are designed to meet the needs of the sector. For example, our commercial engineering team worked collaboratively with a large employer to effectively plan the delivery of apprenticeship programmes to incorporate their workplace competencies within course delivery and operate a flexible delivery model to meet business needs. This provision has expanded over the last year and there are now over 100 apprentices on programme.

We are also operating in a dynamic and rapidly changing technological environment. The fourth industrial revolution is the current and developing environment in which disruptive technologies and

trends such as robotics, virtual reality and artificial intelligence are changing the way we study, learn, live and work. The creative industries in the UK have been experiencing remarkable growth in recent years; the sector has become a vital part of the UK economy, generating both economic and cultural benefits and is recognised as a priority sector in the LSIP region. The creative industries are projected to continue their upward trajectory and the Creative Industries Federation predicts that by 2030, the sector could employ an additional million people and contribute £128.4 billion to the UK economy. Such growth presents tremendous opportunities for individuals seeking employment and entrepreneurial ventures and highlights the need for a skilled workforce that possesses both technical expertise and creative capabilities.

The College is at the forefront of educational technological advances and technology will continue to underpin our curriculum delivery. In the coming year we will establish a '**Createch Virtual Production Studio**' to bring together creative skills and emerging technologies to create new ways of engaging students and employers, bring immersive learning to life across all sectors and meet the skills needs of the region.



Expansion of our higher education provision is a key strategic priority and we recently opened our **University Centre** supported by the University of Portsmouth (key strategic partner) and the University of Reading. The college currently offers higher education courses in engineering, human resources, accounting, counselling, beauty therapy, management, early years, education and healthcare. We are introducing a new Nursing Associate Foundation Degree in 2023/24 to support the NHS with the clinical skills shortage.

Ofsted has recently confirmed (inspection in February 2023) that the College makes a strong contribution to meeting skills needs.

7. STRATEGIC AIMS AND OBJECTIVE

The College has a clear Strategic Plan 2021-2025, which was developed in consultation with key stakeholders. The objectives outlined in this Accountability Plan align with our Strategic Plan and the key areas identified by the LSIP.

Aims and Objectives	Contribution towards national, regional and local priorities for learning and skills
<p>Launch a new online Access to Nursing course to expand opportunities for adult learners to develop the skills they need to progress their education and pursue a career in nursing.</p>	<p>Increase the number of adults entering the medical professions to address the skills shortages identified by the NHS and confirmed in the LSIP.</p>
<p>Continue to implement our T Level plan:</p> <ul style="list-style-type: none"> ● Increase student numbers on current T level courses ● Introduce the Business and Administration T Level (Team Leadership and Management) in September 2023 	<p>Continue to develop curriculum specialisms that have been identified by employers and the LSIP to meet national, regional and local needs.</p>
<p>Increase the number of learners participating in Level 3 courses (Free Courses for Jobs), in priority sector areas, enabling them to improve their job prospects.</p>	<p>Adult learners will gain the skills they need to succeed in priority sectors, addressing skills gaps and supporting the economy.</p>
<p>Fully implement the Green Skills Strategic Development Fund Project:</p> <ul style="list-style-type: none"> ● Establish Green Technology Centre ● Embed green technologies as part of the multi-skills curriculum ● At least 100 students to complete carbon literacy training ● Establish Skills Bootcamps 	<p>Students will develop skills in new, emerging technologies as we move to a decarbonised economy – a specific cross cutting theme identified in the LSIP</p>

<p>Introduce the Nursing Associate Foundation Degree (Higher Technical Qualification) in the autumn term 2023.</p>	<p>To address a key skills shortage identified by the NHS and a key priority area in the LSIP. This also responds to the DfE's review of higher technical education to align higher level qualifications with the skills needs in industry.</p>
<p>Continue to establish relationships with new employers to expand the range of meaningful work experience and apprenticeship opportunities available for learners.</p>	<p>To ensure that all T Level learners complete the enhanced industry placement hours and that a greater proportion of learners progress to apprenticeships.</p>
<p>Increase adult participation on higher level courses aligned to skills needs:</p> <ul style="list-style-type: none"> ● Increase participation levels on current higher education courses ● Introduce new courses: <ul style="list-style-type: none"> ○ Level 5 Diploma in Counselling (Children and Young People) ○ Nursing Associate Foundation Degree 	<p>To meet a demand from employers to address key skills gaps and respond to the aim of increasing higher level skills identified in the Skills for Jobs White Paper.</p>
<p>Create a suite of modular HE courses, aligned with national and LSIP priorities, for delivery from September 2025, in response to the lifelong learning entitlement, as set out in the government's HE Reforms.</p>	<p>To widen participation of adult learners, with a focus on under-represented groups, participating in higher education by creating flexible learning options. This will, in turn, provide a greater number of people developing the skills needed by employers. Focussing on diversity and inclusion may also identify additional pools of talent in certain sectors.</p>
<p>Ensure that all 16-19 study programme learners gain core transferable skills through a combination of:</p> <ul style="list-style-type: none"> ● Social action ● Industry placement ● Embedded digital skills ● Participation in skills competitions ● A rich personal development curriculum 	<p>Dedicated hours in study programmes will develop the core transferable skills, which is a priority identified in the LSIP; a key priority is to invest in 'soft' transferable skills</p>

<p>Continue to support our inspirational teaching staff to deliver highly relevant teaching, learning and assessment through:</p> <ul style="list-style-type: none"> ● Industrial updating days to keep up-to-date with new technologies and advancements in industry ● Co-delivery of courses using employer experts ● The embedding of digital technologies to support learning ● Establish a 'Createch Studio' to embrace the commercial and cultural possibilities of virtual reality, artificial intelligence, and other developing fields to deliver learning in new and exciting ways and meet the skills needs of a growing sector. ● Continual updating of learning spaces and resources to provide students with high quality, industry standard, learning environments 	<p>Ensuring that our curriculum remains up-to-date, relevant and responsive to changing skills requirements and equips our learners with the skills and knowledge valued by employers.</p>
<p>Continue the expansion of the ESOL curriculum to increase participation.</p>	<p>To prepare learners, with limited English skills, with the language skills they need to settle in the local area and prepare them for employment. This reflects a need in the local area to accommodate an increasingly diverse population within Basingstoke and Deane.</p>

NATIONAL SKILLS PRIORITY AREA TARGETS

Priority Sector	22/23 Number of Enrolments					Target 23/24				
	T Levels	Apprenticeships	Higher Technical Qualifications	Free Courses for Jobs	Skills Bootcamps	T Levels	Apprenticeships	Higher Technical Qualifications	Free Courses for Jobs	Skills Bootcamps*
Construction	NA	76	NA	NA	NA	NA	80	NA	NA	75
Manufacturing	NA	21	NA	NA	NA	NA	22	NA	NA	NA
Digital and Technology	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Health and Social Care	10	17	NA	32	NA	22	20	15	40	NA
Haulage and Logistics	NA	13	NA	1	NA	NA	15	NA	5	NA
Engineering	15	67	NA	5	NA	20	75	NA	8	NA
Science and Mathematics	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

* subject to approval for skills bootcamps

ESSENTIAL SKILLS TARGETS (learners aged 19+ only)*

	16-18 YEAR OLDS	Adult Learners	
	22/23 Number of Enrolments	22/23 Number of Enrolments	23/24 Target
Up to Level 2 English	458	146	175
Up to Level 2 Maths	553	132	158
Level 1 Digital	1200	24	65

* English and maths enrolments for 16-18 year olds are driven by GCSE grades and fluctuate up and down each year. All 16-18 year olds develop digital skills as part of qualification and enrichment activities and not through a specific Level 1 qualification. Targets have been set for adult learners only.

8. CORPORATION STATEMENT

On behalf of the Basingstoke College of Technology Board of Corporation, it is hereby confirmed that the plan, as set out above, reflects an agreed statement of purpose, aims and objectives as approved by the Board of Corporation at their meeting on 3rd May 2023.

The plan will be published on the college's website within three months of the start of the 2023/24 academic year and can be accessed [here](#).

Chair of Governors: Mike Howe

Signature: 

Date: 24/05/23

Principal and Chief Executive/Accounting Officer: Anthony Bravo

Signature: 

Date: 24/05/23

9. SUPPORTING DOCUMENTATION

[Basingstoke and Deane Key Facts 2022](#)

[Basingstoke and Deane Workforce Profile Information](#)

[Enterprise M3 Local Skills Report and Action Plan](#)

[LSIP Draft Priorities](#)

[Latest Ofsted Report](#)

[BCoT Financial Statements](#)

[BCoT Strategic Plan](#)

[Hampshire Chamber of Commerce Quarterly Economic Surveys](#)

[Horizon 2050 – a vision for the future of Basingstoke and Deane](#)

[Census 2021](#)

[Skills for Jobs White Paper](#)