BASINGSTOKE COLLEGE of TECHNOLOGY

BCoT

Basingstoke College of Technology

Accountability Statement

2024/25



bcot.ac.uk

Skills | Knowledge | Careers

COLLEGE MISSION AND PURPOSE

Building Careers of Tomorrow

Building Careers of Tomorrow is our primary purpose – we offer a curriculum aligned with local and national priorities, to prepare students with demonstrable qualities that enhance their value to employers.

We have an uncompromising ambition to give every student the best opportunity to progress to an apprenticeship, employment or university.

Our vision

Inspiring our students to realise their full potential.

Our ethos

Every student should enjoy their learning experience and leave the College equipped with the skills and knowledge to be successful in their chosen field.

Our values

We have an expectation that every student will follow our three core values:

- Respectful
- Ready
- Safe



OUR STRATEGIC PRIORITIES

We strive to be the best Further Education College in the country and, through our Strategic Plan 2021-2025, we have set out six key 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

Curriculum intent:

Our strategic commitment is to construct our curricula so that it is flexible and responsive and designed with employers to align to the skills needs of the local area.

As such, the College has developed its capacity to meet demand in the Green Economy through the introduction of our Green Energy Centre focussing on domestic retrofit with courses in air source heat pumps, solar thermal hot water systems, solar photovoltaic systems and rainwater harvesting and greywater recycling. The College also provides skills training in electric vehicle technology.

We recognise that national skills policy is continually evolving and, therefore, this annual accountability statement takes account of these changes through:

- Engagement with employers to understand the skills needs
- EM3 (including all of Surrey) Local Skills Improvement Plan
- Government, Education and Skills Policy

We are committed to continuous improvement. We invest in high quality learning environments with industry leading facilities, staff training to maintain currency and relevance to both industry and high quality teaching practices, and develop new programmes, such as T levels, with employers to ensure our curriculum remains employer led and at the forefront of education developments.

Core Curriculum Values:

Ambitious - high standards for our staff and students with a relentless drive for excellence at all times.

Responsive to the learners, employers and communities we serve.

Inclusive - creating and maintaining a learning environment that provides opportunities for all learners to succeed and progress.



Our impact:

Bridge the Skills Gap

We address local needs through data analysis and stakeholder engagement. New courses e.g. Multi-Channel Marketing and industry-aligned programmes ensure students possess in-demand skills.

Strengthen Employer Partnerships

Collaboration with local businesses fosters work placements, apprenticeships, and industry-specific skills integration into learning programmes.

Promote Social Mobility

We provide accessible, high-quality education with a pathway for all students fostering a diverse and qualified workforce.

CONTEXT & PLACE

Basingstoke College of Technology is a leading further education college located in Basingstoke and Deane, a thriving and economically resilient borough. The College is located within the Enterprise M3 (including all of Surrey) Local Skills Improvement Plan (LSIP) geographical area which sits across both Hampshire and Surrey counties, and includes 17 boroughs and districts (Basingstoke and Deane; East Hampshire; Elmbridge; Epsom and Ewell; Guildford; Hart; Mole Valley; Reigate and Banstead; Runnymede; Rushmoor; Spelthorne; Surrey Heath; Tandridge; Test Valley; Waverley; Winchester; Woking).

Up until the end of March 2024, three Local Enterprise Partnerships (LEPs) - Enterprise M3, Coast to Capital and Solent- separately led on bringing together employers and providers to identify and respond to skills challenges across Hampshire and Surrey.

Since 1 April 2024, the LEPs' economic development functions and responsibilities - including skills - transferred to the two, upper-tier local authorities: Hampshire County Council and Surrey County Council.

Hampshire is setting up a new board - the Hampshire Prosperity Partnership Board - that will bring stakeholders together to influence and drive a sustainable and resilient economy, including the associated development of skills.

In Surrey, the Council continues to deliver on the actions outlined in the Surrey Skills Plan, overseen by the One Surrey Growth Board which brings together key stakeholders and business representatives. The Growth Board plays a strategic role in Surrey's economic growth agenda by informing, advising, and endorsing key decisions by the County Council.

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, 2800 part-time and 600 apprentices each year.

56.1% of our year 12 learners are recruited from Basingstoke and Deane main secondary schools; the remainder are recruited from schools in the surrounding area. There has been a significant increase in the number of 16-18 year olds enrolling this year and this pattern is expected to continue.

(Reference: https://www.surrey-chambers.co.uk/future-skills-hub/),

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.



ECONOMIC & BUSINESS PROFILE

The Local Skills Improvement Plan (LSIP) area benefits from a large economy of £84.6bn GDP and is a major contributor to the Exchequer.

Productivity is higher than the national average; driven by concentrations of digital and professional services jobs alongside strengths in education, research and development. This productivity is spatially concentrated – particularly in rural areas - although the area's prosperity is influenced by significant commuting links to London and towns/cities in neighbouring areas.

The LSIP area benefits from a higher concentration of businesses compared to the region and the nation. However, business growth has been slower than average and heavily influenced by the pandemic. Around 8/10 businesses in the LSIP area are micro-businesses although the majority of the workforce are employed by larger organisations.

Businesses that form and grow in the area have a strong chance of survival and benefit from dedicated support across numerous business network organisations.

The LSIP area has strong employment with a rich concentration of knowledge-intensive traded services but also high concentrations in arts and entertainment local services. There has been a notable employment recovery, surpassing pre-Covid levels, fuelled by a surge in administrative & support activities and jobs in ICT. Although the area has very low economic inactivity, it also has a tight labour market due to low unemployment and high numbers of job vacancies - especially in health, social care, sales and IT roles.

The LSIP area is relatively prosperous, with residents in Hampshire and Surrey on wage levels exceeding both regional and national averages– although there are notable gaps between those who live versus those who work in the areas, attributed to elevated commuter incomes. Related to this, the close proximity and accessibility to London and other, high-wage urban areas, fuels commuting opportunities that can make it difficult for local businesses to attract skilled talent.

Residents also pay some of the highest average house prices outside of London – particularly in Surrey. These strengths can sometimes hide the pockets of deprivation that are and will continue to impact on prosperity across some residents - including those with low to mid skills and in areas threatened by automation.

An ageing workforce across the area will also exert downward pressure on economic activity and have implications for the recruitment and retention of staff. There are also gaps in the inclusivity and diversity of the LSIP labour market.







10.4% ↑

population increase

The borough population increased by 10.4% since the 2011 census compared to 7.5% for the South East and 6.6% for England. In line with the LSIP area, 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.

Lowest unemployment rates in the country

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

66% work within borough

66% of the borough's residents work within the borough or sixty-nine percent if the 2,500 working at AWE, just over the boundary, are included.

62.5%

travel to work by car

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.

10% most deprived

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 ten percent most deprived nationally.

40% most deprived

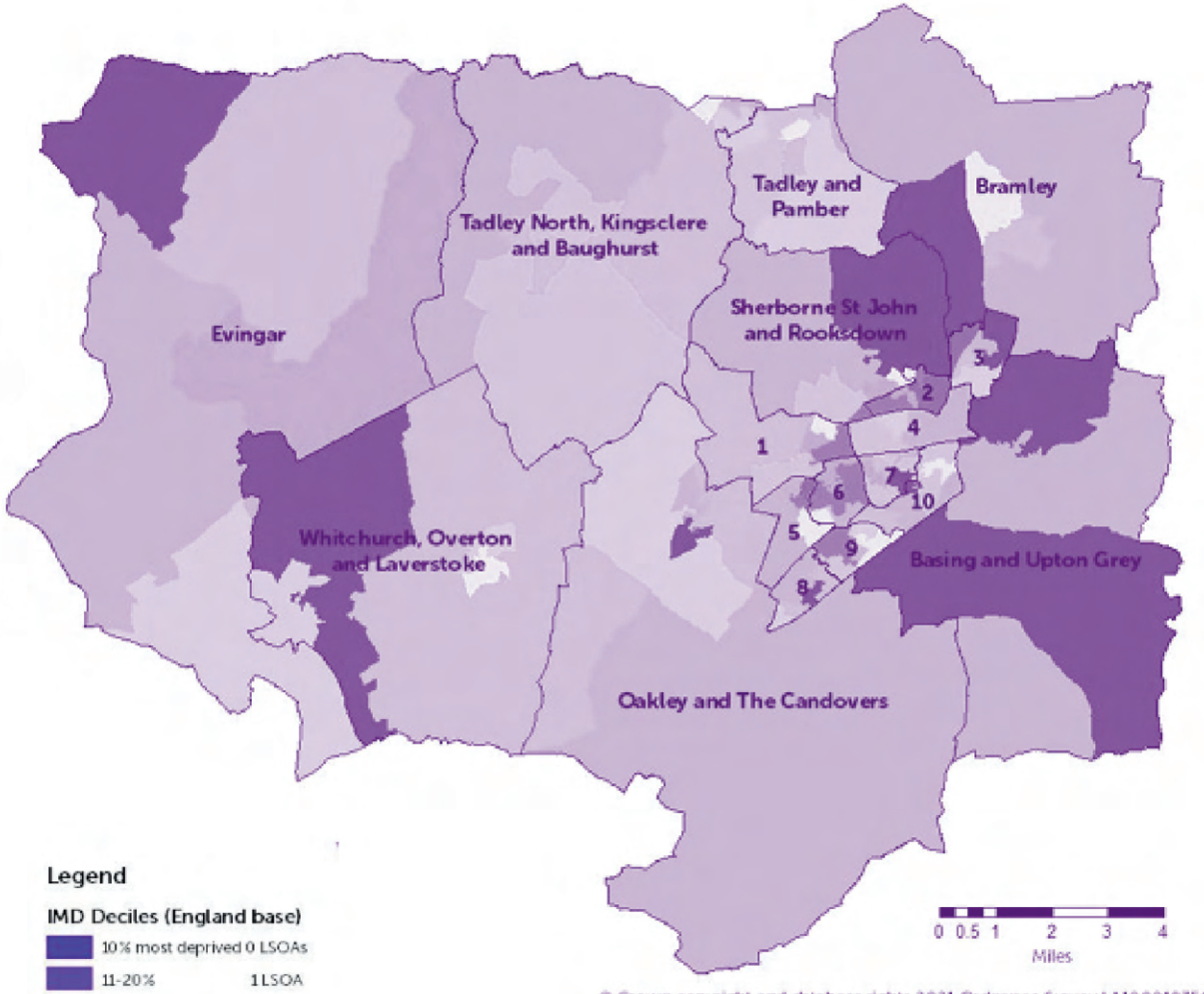
Basingstoke and Deane ranks within the 40% most deprived areas nationally in terms of barriers to housing and services deprivation. This has significant implications for education attainment, reduced employment opportunities and wider effects on things like health and positive engagement with society.



INDICES OF DEPRIVATION

- Two-fifths (41.2%) of the borough's 109 lower super output areas (LSOAs) are within the 20% least deprived nationally. Two of these are within the 1% least deprived nationally.
- One lower super output area in South Ham is within the 20% most deprived nationally. Eight are within the 30% most deprived nationally.
- Despite relatively little deprivation in the borough, some parts of Basingstoke and Deane experience relatively high levels of disadvantage in terms of education and crime and fall within the 10% most deprived nationally.
- Lower super out areas (LSOAs) typically have a population of 1,500 people. There are 109 LSAOAs within Basingstoke and Deane, which means that they each cover a smaller area than the borough's wards.

Source: MHCLG Indices of Deprivation 2019



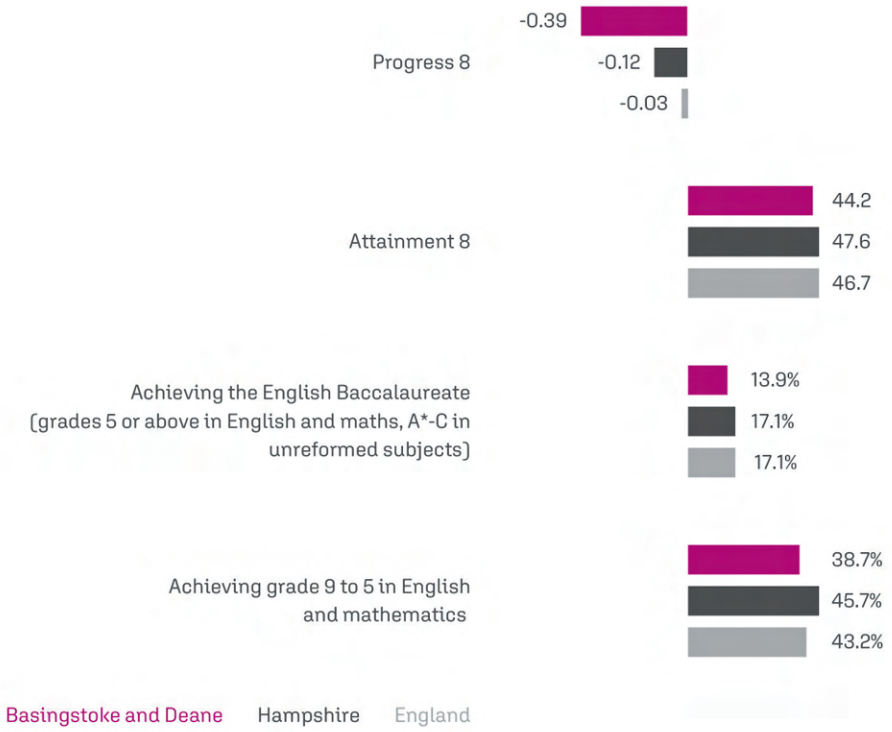
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KEY STAGE 4 EDUCATION

- Most secondary schools within the borough perform below the national average.
- There are 10 secondary schools in the borough.
- 'Attainment 8' measures the average achievement of pupils up to 8 qualifications.
- 'Progress 8' aims to capture the progress a pupil makes from the end of Key Stage 2 to the end of Key Stage 4.
- The English Baccalaureate measures achievement in core subjects (English, maths, science, a language and history or geography).

Source: Department for Education Key Stage 4 performance (revised)

The borough's key stage 4 results are below the Hampshire and England averages.



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 of 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. 31% of learners joined without a grade 4 or above in both subjects compared to 26% nationally in General Further Education (GfE) colleges. 43% joined the College with a grade 4 or above in both subjects compared to 53% across the GfE sector.

SKILLS NEEDS:
NATIONAL 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, maths and digital are also a high priority with the emphasis on increasing participation and improved outcomes.



The LSIP identifies nine key sectors:



Advanced manufacturing and engineering



Aerospace, space and satellite



Land based (including animal health and welfare)



Hospitality and tourism



Construction



Health and social care



Creative



IT



Professional services

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

LSIP PRIORITIES

The Green Economy is a particular focus for the area. This presents opportunities for diversification toward clean/low carbon technologies/products and to minimise reliance on risky global suppliers by onshoring and growing more local supply chains. 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 the area 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.

This focus also presents opportunities for providers across the area to engage with employers to support them in identifying and addressing Green Skills needs for future jobs. This work commenced with the Strategic Development Fund II project in 2022-23, and continues in the work of the Local Skills Improvement Fund (2023-25), alongside three key sectors (Advanced Manufacturing & Engineering, Construction, Creative) and two cross-cutting skills (Digital and Employability Skills), identified in the LSIP report.

The LSIP report also recognises the challenges for the education and skills system to respond to the findings in the report and meet skills needs. For example:

- Attracting and retaining staff, particularly in key priority areas, when competing on salaries with industry and the rest of the sector
- Salary expectations do not align with Funding Bands attached to apprenticeships being delivered
- Structural improvements in higher level attainment will only be achieved by significantly increasing the level of careers guidance in the region – not just in tertiary but also in secondary and even primary education

LOCAL PRIORITIES

In the borough, 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 M3 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.

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.

Occupations with increasing demand:

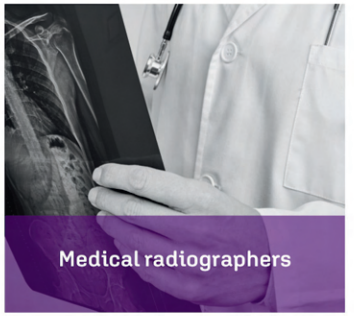

Nursing


Medical practitioners


Solicitors


Driving instructors

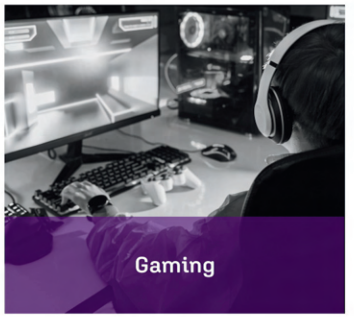

Vehicle technicians


Medical radiographers



Security guards and related occupations


Carpenters and joiners


Gaming


Occupational therapists


Pharmacists and pharmacy & dispensing assistants

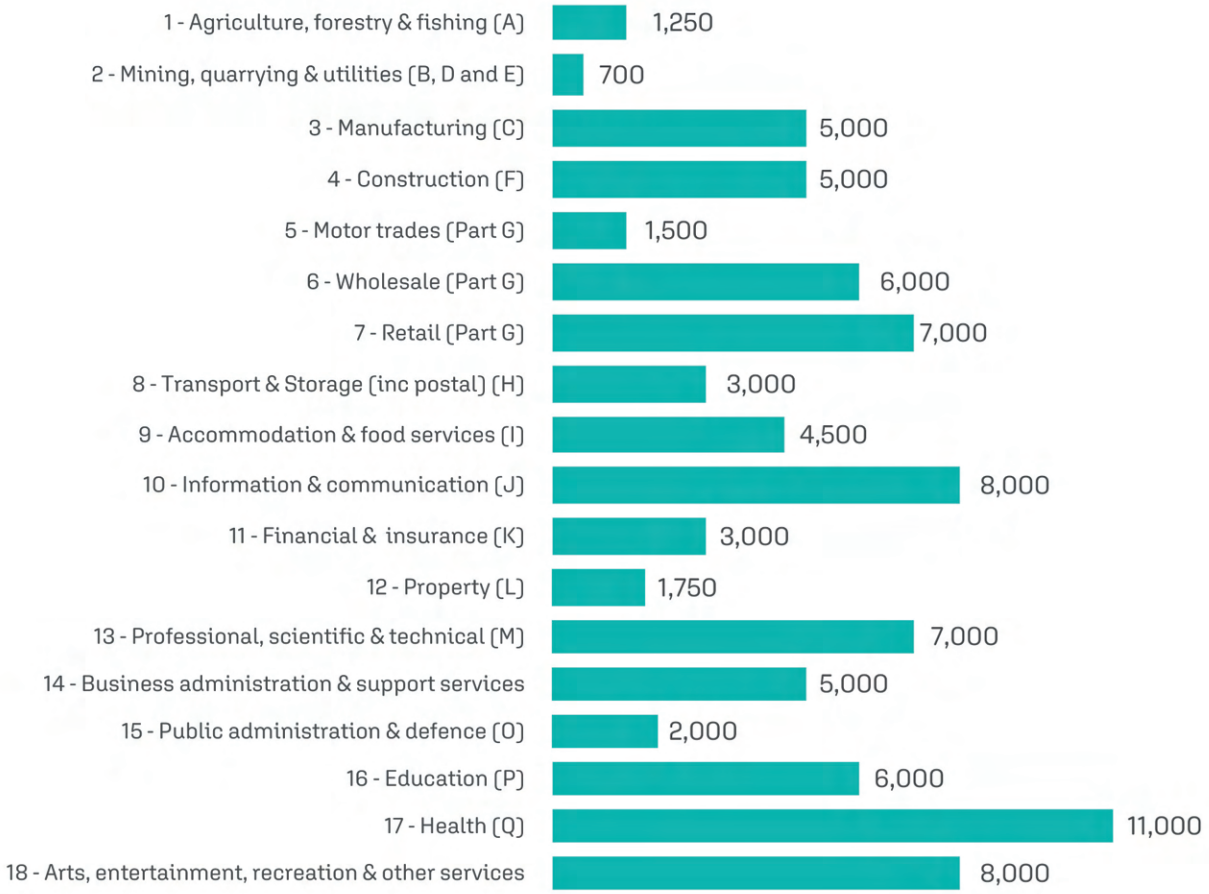

Laboratory technicians

INDUSTRY SECTORS

- One of the borough's key economic strengths is its diverse range of industry sectors; this enables jobs to be provided across a whole range of pay scales and skill levels.
- Around 13.1% of employee jobs are found within the health sector.
- The most growth in jobs from 2009 to 2020 was seen in information and communication (2,000 more jobs) and health (2,000 more jobs).
- The most decline in jobs from 2009 to 2020 was seen in manufacturing (3,000 fewer jobs)

Source: ONS Business Register and Employment Survey, 2020

The borough provides around 84,000 employee jobs across a broad and diverse range of industries.



Approach to developing the annual accountability statement

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:

Strategic level engagement with key stakeholders is complemented with strong collaborative links with a range of diverse employers, through sector aligned Employer Advisory Boards, attendance at local forums, and the intelligence gathered from the ongoing training needs analysis from our business engagement team, we actively co-design our curriculum with employers to ensure it remains ambitious, inclusive and aligned to skills needs.

Ofsted confirmed that "Leaders invest significant time and energy developing and maintaining successful relationships with a wide range of stakeholders to share intelligence and identify and address skills gaps swiftly. Leaders and teachers work closely with stakeholders to design and teach programmes. They develop the content and plan the order in which it is taught so that learners acquire the skills and knowledge valued by stakeholders." (Ofsted Report, 2023)

HAMPSHIRE COUNTY COUNCIL

With Hampshire County Council, we have 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.

GOVERNMENT & LOCAL AUTHORITY

College leaders and managers work closely with Job Centre Plus and 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 learners for life in their local community and prepare them for employment.

COMMUNITY CONNECTIONS

College governors and leaders have continued to actively engage with Surrey Chamber of Commerce and partner colleges to support the implementation of the M3 (and all of Surrey) Local Skills Improvement Plan (LSIP). For example, the CreaTech sector is of particular interest due to the digital clustering in the area alongside recent growth in the gaming and immersive technologies, film and television sectors and is one of the fastest growing sectors; more than half of creative/design roles can now be described as CreaTech. To support this we are introducing a state-of-the-art media, broadcast and production studio to create a comprehensive digital learning environment to modernise and expand the curriculum using the most up to date industry leading equipment to foster innovative learning.

Engagement with other providers in the area

The College collaborates closely with other FE colleges including, Sparsholt College, Andover College, Alton College, Brooklands College, Farnborough College of Technology and Activate Learning through a range of projects such as Skills Development Fund (SDF) and LSIP to collaboratively meet stakeholder needs. 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.

Contribution to national, regional and local priorities

Sector Subject Area	Priority		BCoT Contribution to Skills Needs (2024-25)						
	Local	National	Study Programmes	T Levels	Apprenticeships	Free Courses for Jobs (L3)	Skills Bootcamps	HE	HTQs
Construction	✓	✓	✓	✓	✓				
Engineering and Manufacturing	✓	✓	✓	✓	✓	✓	✓	✓	In development post 2024/25
Digital and IT	✓	✓	✓	✓	✓				
Health and Social Care	✓	✓	✓	✓	✓	✓		✓	✓
Haulage and Logistics		✓							
Science and Mathematics		✓							
Aerospace, Space and Satellite	✓								
Creative	✓		✓	✓	✓		✓	✓	In development post 2024/25
Hospitality and Tourism	✓		✓			✓			
Land Based (incl. Animal Health)	✓		✓	✓					
Professional Services	✓		✓	✓	✓	✓	✓	✓	
Green Economy	✓				In discussion post 2024/25		✓		

LOCAL NEEDS DUTY

In response to the Skills and Post 16 Education Act 2022, the governing bodies across the LSIP area have conducted a review of the existing curriculum offer, determining how well this meets local needs and ensuring that learners have the skills needed to secure local employment.

We conclude collectively we make a strong contribution to meeting local and national skills needs, and wish to continually improve this by proposing to:



EXPAND

Expand the curriculum offer to respond to emerging needs, relating to securing employment in both local and national skills priority sectors.

COLLABORATE

Collaborate with other providers and organisations to strengthen the quality and resilience of local provision.

PROMOTE

Promote clearer progression pathways into local employment opportunities in priority sectors.

CAPITALISE

Capitalise on duplication, as opposed to saturation, to offer more choice and opportunities to employers.

We are exploring some key activities in relation to this:

EXPAND AND COLLABORATE

- Creation of factsheets, mapped to the 14 SSAs to inform curriculum planning.
- Collaborating with Technical Occupational Qualification awarding bodies to align new provisions to local skills gaps.
- Explore opportunities to collaborate and use digital, connected technologies to open up possibilities of delivering across multiple sites simultaneously.
- Investigate options to share teaching staff across institutions.
- Work with employers and other providers to facilitate course delivery at multiple institutions.
- Collaborative support for embedding T Levels – education and business to come together to ensure all the pieces are in place e.g. marketing key messages, industrial placements, staffing, understanding and support from schools, parents and carers.

PROMOTE

- Young people's understanding of the connections between education and training and jobs remains very limited – especially as the labour market continues to adapt and evolve:
  - Marketing to potential learners highlighting key, localised information such as numbers of jobs, job opportunities, salary information and specific skills needs.
  - Open day and outreach activities with schools and communities to help illustrate the connections between education and training and local jobs.
  - Working directly with young people to help them access and interpret career information such as labour market information.
  - Supporting young people at key transition stages in the context pathways to employment (e.g. GCSE Options, Year 11, Year 13).
- Support other groups e.g. career returners/changers, who may also have limited understanding of connections and opportunities, to secure sustainable employment:
  - Help these cohorts access the right information and support to re-engage with the labour market; mapping their skills but also their skills gaps.
  - Support in filling these gaps via initiatives such as Skills Bootcamps and Free Courses for Jobs.
  - Creation of jobs and careers factsheets, aligned to LSIP key sectors and occupations.

CAPITALISE

- Whilst there is no real evidence of saturation across such a wide geography, it is important for there to be some duplication – particularly when considering critical, location-based sectors such as Health and Social Care, Hospitality and Tourism and Land-based sectors.
  - Create a heatmap to show 'hot' and 'cold' spots for different subject areas and levels, together with some narrative to address gaps.
- The integration of the LEPs into upper-tier authorities has temporarily left a vacuum for impartial brokerage between businesses and providers.
  - Work with the two county councils to explore and agree on how impartial brokerage services could help better direct employers to providers to solve skills and recruitment challenges.



2024-25 PRIORITIES

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.

Objective	Contribution towards national, regional and local priorities for learning and skills	Actions
Deliver growth and diversification in key priority sectors.	Continue to develop curriculum specialisms identified by employers and the LSIP to meet national, regional and local needs. This will ensure that more people enter the labour market in priority sectors.	Expand the T Level offer by introducing four new T Levels: • Animal Care and Management • Design, Surveying and Planning for Construction • Media, Broadcast and Production • Digital Production, Design and Development
		Fully establish the Media Broadcast and Production Suite (Createch) to develop students with the skills required in the region.
		Increase participation in courses in engineering, construction, healthcare, digital and creative by 10%.
Grow a market responsive apprenticeship and adult skills offer.	To meet demand from employers to address key skills gaps locally. This also responds to the DfE's review of higher technical education to align higher level qualifications with the skills needs in industry.	Introduce the following new Standards mapped to local demand: • Level 3 Multi-Channel Marketer Apprenticeship • Level 5 Leader in Adult Care • Level 5 Early Years Practitioner
		Achieve 400 apprenticeship starts over the 2024/25 academic year mapped to local demand.
		Establish a market responsive Skills Bootcamp offer in areas such as digital, green technologies, early years and healthcare.
		Fully utilise 'Project S' flexibilities to expand the 'Free Courses for Jobs' course offer linked to local needs: • increase the number of learners participating in Free Courses for Jobs provision by 20%.
		Deliver 2100 Adult Skills Budget (ASB) starts to meet local needs.
		Continue development of HTQs, aligned with national/LSIP priorities with one new programme being introduced in 2024/25.
Continue to improve the quality of delivery and student experience.	Develop market responsive skills through high quality teaching and learning.	Further improve English, maths and apprenticeship outcomes: • GCSE English and maths – at least 45% (increase from 34%) of learners to progress by at least one grade • Apprenticeship outcomes to improve by at least 5% (to 60%)

Objective	Contribution towards national, regional and local priorities for learning and skills	Actions
Ensure that identified 'core skills' are delivered through main curriculum programmes.	Dedicated hours in study programmes will provide learners with core transferable skills they need to participate in the current and emergent jobs market; a priority identified in the LSIP.	Develop and deploy a new personal development tutorial strategy with a focus on employability, careers and development of core skills including communication, teamwork and digital skills.
		Develop a cross college offer that promotes sustainability and the low carbon sector.. • At least 200 students to participate in sustainability/carbon literacy training
		Increase participation is skill competitions. • At least 10 curriculum areas participating in skills competitions • At least 2 curriculum areas participating in the World Skills competition
Expose every learner to employer-related experience with an excellent Careers and Industry Placement programme accessible to all.	Develop students with the wider employment related skills identified in the LSIP to meet market needs.	Expand and further develop an industry placement team who are able to coordinate and facilitate a broad and diverse offer. • All T Level learners to complete the enhanced industry placement hours • 80% of learners to participate in meaningful placements/skills development opportunities
		Continue to establish relationships with new employers to expand the range of meaningful industry placement opportunities available. Establish an apprentice 'swap' placement with at least 10 employers. • Increase the number of employers providing placements by at least 5%
Establish a 'people' strategy to recruit and retain curriculum staff to meet the needs of our learners.	To increase the College's capacity by developing a skilled workforce able to deliver the skills of the future aligned to priorities.	Establish proactive 'headhunting' practices to source new talent.
		Expand our talent pool by working strategically with our partner universities to promote opportunities to final year graduates.
		Actively promote initiatives e.g. Taking Teaching Further/Levelling Up Premium to encourage industry experts to train as teachers.
		Continue to invest in staff training, remuneration, benefits and wellbeing to be the 'employer of choice'
		Increase the number of employers releasing employees to contribute to course delivery. • Employers contributing to course delivery in at least 10 curriculum areas
		Drive the continued development of Generative AI to automate repetitive administrative tasks, enabling curriculum staff to focus on high-impact curriculum delivery.

SCALE OF PROVISION

LINKED TO NATIONAL SKILLS PRIORITIES

Priority Sector	Learners in 2023/24 (priority programmes)	Planned Learners in 2024/25 (priority programmes)
Construction	65	100
Manufacturing	7	10
Digital and Technology	NA	15
Health and Social Care	28	50
Haulage and Logistics	NA	NA
Engineering	79	100
Science and Mathematics	NA	NA

Priority programmes:
T Levels, Apprenticeships, Free Courses for Jobs, Skills Bootcamps, HTQs









CORPORATION STATEMENT

On behalf of the Basingstoke College of Technology 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 corporation at their meeting on 8 May 2024.

This document fulfils the statutory Local Needs Duty. The plan will be published on the College's website and can be accessed here:



ANTHONY BRAVO
Principal and Chief Executive/Accounting Officer

Date: 19/06/24



MIKE HOWE
Chair of Governors

Date: 19/06/24



Supporting documentation:

Basingstoke and Deane Key Facts 2022
Basingstoke and Deane Workforce Profile Information
Enterprise M3 Local Skills Report and Action Plan
Enterprise M3 (including all of Surrey) Local Skills Improvement Plan
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

BASINGSTOKE COLLEGE of TECHNOLOGY

BCoT

01256 306484 | bcot.ac.uk | information@bcot.ac.uk

@bcot
BasingstokeCollegeofTechnology
basingstoke-college-of-technology
instabcot

Basingstoke College of Technology
Worting Road
Basingstoke
Hampshire RG21 8TN