

BASINGSTOKE COLLEGE OF TECHNOLOGY CORPORATION

CURRICULUM & QUALITY COMMITTEE

MINUTES OF A MEETING HELD ON THURSDAY 13 MARCH 2025

Membership (8):	*	Steve Fussey	External Member	Chair
	*	Anthony Bravo	Principal	
		Priya Brown	External Member	Vice Chair
	*	Terry Clarke	Staff Member	
	*	Sophie Hallum Barnard	Co-opted Member	
	*	Martin Slatford	External Member	
	*	Sam Swinstead	External Member	
	*	Colin Willoughby	External Member	
Quorum:		3 Members required	7 Members present	Meeting quorate
In Attendance:	*	Simon Burrell	Clerk to the Corporation (Clerk)	
	*	Lorraine Heath	Deputy Principal: Curriculum, Performance & Innovation (DPCPI)	
	i	Steve Gilder	Faculty Head of Construction (FHC)	
	i	Alexis Smith	Assistant Principal (AP)	
Present at meeting:	*			
Dptml Updates Only	i			

DEPARTMENTAL UPDATES

Alexis Smith, Assistant Principal: Foundation, Learning and Student Voice

The AP outlined a number of changes to Foundation Learning and Personal Development from Sept 2025. Key points from the presentation included:

- The education picture had changed dramatically over the last 10 years, especially post-Covid
- Increase in young people not getting the grades for level 2/3 (Future Pathways started with 80 this year, now over 300)
- Increase in students with mental health issues
- SEN needs presenting differently
- Parental expectations
- Too many students withdrew pre-42 days

What are the changes:

Four Pathways within Foundation Learning possibly up to 295 learners

- Vocational Pathway
- Employability Pathway
- PSD (Personal and Social Development
- Kings Trust

Stopping offering 14- 16 provision

Personal Development Changes:

- A changing world – again related to post-Covid
- Preparing students for life
- Critical Thinking
- Creativity
- Communication
- Collaboration
- Company behaviours

Lifeskills Changes:

- Financial literacy
- Political literacy
- Employability skills - interviewing, speaking on the phone, remote interviews
- Keeping safe
- Community action
- Charity projects
- Sport/activity

Following the presentation Members sought clarification of a number of points raised. In particular, regarding the cessation of 14-16 provision, it was noted that this was based on the disproportionate amount of time that had to be allocated to this provision and the increasing behavioural issues. It was also noted that 14-16 provision was not the College's core business and the College wanted to focus its time and effort on providing the best support and experience for post 16 learners.

Steve Gilder, Faculty Head of Construction

The FHC outlined proposals by CITB and NHBC to create 'pop-up' hubs for apprenticeship and training purposes. Hubs would be located in large building project areas such as new towns, and would be designed to meet a specific criteria, be in collaboration with employers, but have reduced delivery times and funding. The criteria and details for the proposals were not yet clear. However, it was thought that developments such as Manydown would not be considered large enough to include a 'pop-up' training facility.

The HoC stressed that there could be significant implications on future delivery for such areas at the College, despite the College having the expertise, staff and facilities to offer apprenticeship training opportunities.

A Member highlighted that the Government had identified that there was a shortage of c250,000 skilled workers in the construction trade and had allocated some £100m towards developing the 'pop-up' hubs project. He re-iterated the proposal was to offer shorter apprenticeships and the implications that could have on the College.

The Chair of the Ctte stressed the need for all concerned to monitor developments and report back accordingly.

[CITB = Construction Industry Training Board, NHBC = National House Building Council]

PART 1 – NON-CONFIDENTIAL MINUTES

(5.33pm)		ACTION
846.	<p>WELCOME</p> <p>The Chair welcomed Sam Swinstead and Colin Willoughby to the meeting.</p> <p>APOLOGIES FOR ABSENCE</p> <p>Priya Brown.</p>	
847.	<p>DECLARATION OF INTERESTS</p> <p>There were no Declarations of Interest made.</p>	
848.	<p>MINUTES OF THE PREVIOUS MEETING</p> <p>The Minutes of the meeting held on 21 November 2024 were confirmed as a correct record and were signed by the Chair.</p>	
849.	<p>MATTERS ARISING</p> <p>There were no Matters Arising discussed that were not due to be considered elsewhere at the meeting.</p>	
850. (5.45pm)	<p>QUALITY IMPROVEMENT PLAN 2024/25 (QIP)</p> <p>A written report was received and considered. The DPCPI took the Ctte through the QIP and updated it on progress, with detailed outcomes being included in the report.</p> <p>It was noted that the QIP covered eleven key areas, namely:</p> <ol style="list-style-type: none"> 1. Further improve teaching, learning and assessment to enhance the learning experience leading to continual improvement of learner outcomes, 2. Further increase opportunities for learners to engage in skills competitions and community activities, 3. Increase the proportion of learners achieving positive outcomes including high grades, 4. Address inconsistencies with attendance and punctuality to bring all areas up to the standard of the best, 5. Increase the number of learners participating in high quality work experience, 6. Further increase engagement with adult learners to ensure their feedback is collected and actioned as part of learner voice activities, 7. Expand the range and accessibility of enrichment activities to increase learner participation, 8. Continue to implement strategies that effectively manage the performance of teachers and managers so that key initiatives have the maximum impact on the quality of education, 9. Further develop teaching and learning strategies to enhance the quality of education for adult learners, 10. Further improve outcomes for specialist provision learners and ensure high needs learners are more supported to develop the skills they need for adult life, 11. Significantly increase the proportion of apprentices achieving their apprenticeships within the planned timescales. <p>During the DPCPI's update on the QIP, the Members sought and received clarification on a number of matters highlighted in it.</p>	

850. (cont)	The Committee was satisfied that the QIP demonstrated the ongoing drive to outstanding through a robust, consistent, and open process, and that the College was moving in the right direction to achieve it.	
851. (6.11pm)	<p>TEACHING, LEARNING AND DIGITAL</p> <p>A written report was received, considered and noted. The DPCPI advised that, to date, 102 observations had been undertaken and that 37% (38) had been recorded as 'Advanced Practitioners' and 55% (56) as 'Progressing Practitioners', ie. 92% of staff were 'good/outstanding'. She outlined the work that had been put in place to support those staff (8) who had been observed as 'requires improvement/inadequate'.</p> <p>It was noted that a total of 112 learning walks had been conducted by faculty heads since Sept 2024.</p> <p>The DPCPI also outlined the work of the Learning Coaches, and the positive impact that they were having.</p>	
852. (6.23pm)	<p>DESTINATIONS DATA 2023/24</p> <p>A written report was received, considered and noted. The DPCPI advised that there had been an increase in the total number of completers (1135 in 2022/23 up to 1244 in 2023/24), with a corresponding increase in the number of completers with a known destination.</p> <p>Overall, the DPCPI advised that the position was positive, with good increases for those 'in work' (59.7%). Of those 'in work', 66% were in employment directly related to their area of study, and 67.1% in employment at a level appropriate to the level of their qualification.</p> <p>However, there had been a slight decrease in the number of students actively looking for work, and an increase in the number of students not looking for work.</p> <p>With regards to progression in education at BCoT, there had been an increase in those progressing to the same level, a slight increase in those progressing to a lower level, and a decrease in those progressing to a higher level. For those progressing to another education institution, there had been decreases in those progressing to a higher level of study/HE and an increase in those going to 'other FE'.</p> <p>Overall, 92% of learners had progressed to a positive destination (in 2022/23 the comparable measure was 93.2%). The main difference between 2023/24 and 2022/23 had been that more people were not looking for work (55 compared to 25 last year).</p>	
	<u>ITEMS FOR INFORMATION</u>	
853. (6.27pm)	<p>QUALIFICATIONS REFORM</p> <p>A written report was received for information and noted. The DPCPI advised that the Government was currently undertaking a significant review of the curriculum and assessment landscape that would consider children and young people's education and experiences from ages 5 to 19.</p> <p>With regards to Post 16, the DPCPI advised that the aim was to streamline the landscape and ensure qualifications met the needs of employers and students. Key aspects of the current position included:</p>	

	<ul style="list-style-type: none"> • Reform of Level 3 qualifications, aiming to focus on T Levels and A Levels: The government's strategy prioritises T Levels as the primary technical route at Level 3, alongside reformed A Levels for academic progression. • Defunding of Overlapping Qualifications: A significant aspect of the reforms involved defunding qualifications that might overlap with T Levels or A Levels, or those deemed to have low employer value. This was likely to be phased-in to allow providers and students time to adapt. However, there was now a recognition that qualifications would not automatically be defunded if they overlapped with T levels; their purpose and place in the market, particularly in producing positive outcomes, would also be considered. • Occupational Standards: The reforms were driven by employer-led occupational standards, ensuring that technical qualifications aligned with industry needs. • Concerns and Challenges: There were ongoing concerns from the FE sector regarding the impact on student choice and the capacity of colleges to deliver the reformed qualifications, particularly T Levels. Concerns also existed about the accessibility of T levels for some student groups. <p>Overall, the DPCPI advised that some of the original proposals by the previous government had now been 'watered-down' and gave a slightly more positive feel for the future.</p> <p>The outcomes and recommendations from the review would not be known until the autumn term 2025. An interim report had been expected to give an insight into the direction of travel, was due to be published in early 2025 but had not yet been released.</p> <p>In the meantime, the DPCPI advised further that there was a transition period that the College was currently navigating through, and some initial changes had been made to give some certainty until 2027 (details on the impact to the College's curriculum were outlined in the report).</p> <p>The DPCPI also outlined the establishment of Skills England, a new body designed to bridge the gap between the skills required by UK employers and the skills possessed by the workforce. It aim was to provide strategic oversight of the post-16 skills system, aligning it with the government's industrial strategy, and to create a more cohesive and employer-driven skills system.</p>	
854. (6.40pm)	ENGLISH AND MATHS UPDATE <p>A written report was received for information and noted.</p> <p>It was noted that there were currently 582 students taking GCSE maths and 562 students taking GCSE English, along with 167 full-time Functional skills maths learners and 150 full-time Functional skills English students.</p> <p>The results from the November 2024 resit were very encouraging for maths with a pass rate at grade 4 and above of 80% with 25% of these learners achieving a grade 5. For GCSE English 21% of learners achieved a grade 4.</p>	
855. (6.44pm)	OFSTED UPDATE: MARCH 2025 <p>A written report was received for information and noted. The DPCPI outlined the planned changes to the inspection process, namely:</p> <ul style="list-style-type: none"> • Introducing the Ofsted report card, giving parents detailed information about standards across more areas of practice in their child's school, early years, or further education provider. 	

<div>855. (cont)</div>	<div><ul style="list-style-type: none">• Replacing the ‘single word judgement’ with a new 5-point grading scale for each evaluation area, including a new top ‘exemplary’ grade to help raise standards.• Returning to schools, early years and further education settings, with identified weaknesses, to check timely action was being taken to raise standards.• Increasing focus on support for disadvantaged and vulnerable children and learners , including those with SEND.• More emphasis on providers’ circumstances and local context.• New toolkits to tailor inspections to the phase and type of provider.</div> <div>The DPCPI also highlighted the changes (listed in the report) that were specifically related to FE and Skills.</div> <div>In response to a question from a Member it was noted that the new Ofsted proposals would double the number of judgements.</div> <div>It was also noted that there was a lot more detail on the changes that had yet to be published.</div>	
<div>856. (6.55pm)</div>	<div>SPRING TERM RESPONSIBILITIES</div> <div>A written report was received for information and noted. In particular, the DPCPI advised that the Skills Bootcamps had seen 55 students complete in Solar Photovoltaics, Health and Social Care, Cyber Security, Digital Marketing and Business and Finance. A cohort in Early Years was continuing and a further 3 Skills Bootcamps had started in Business and Finance, Cyber Security and Digital Marketing.</div>	
<div>857. (7.03pm)</div>	<div>AI UPDATE</div> <div>A written report was received for information and noted. The DPCPI advised that AI developments continued to be made to a wide range of elements in the curriculum.</div>	
<div>858.</div>	<div>CORPORATION MEMBERS’ CURRICULUM LINK VISIT UPDATES</div> <div>A total of seven Link Visit reports undertaken by four Corporation Members’ were received and noted.</div>	
<div>859.</div>	<div>DATES OF FUTURE MEETINGS <i>(Meetings commence at 5.00pm unless stated)</i></div> <div><div><div>Wednesday</div><div>Thursday</div><div>Thursday</div><div>Thursday</div></div><div><div>25 June 2025</div><div>20 November 2025</div><div>5 March 2026</div><div>11 June 2026</div></div></div>	
<div>(7.05pm)</div>	<div>Meeting closed</div>	