

BASINGSTOKE COLLEGE OF TECHNOLOGY CORPORATION

CURRICULUM & QUALITY COMMITTEE

MINUTES OF A MEETING HELD ON THURSDAY 19 MARCH 2026

Membership (8):	*	Steve Fussey	External Member	Chair
	*	Priya Brown	External Member	Vice Chair
	*	Terry Clarke	Staff Member	
	*	Martin Slatford	External Member	
	*	Sam Swinstead	External Member	
	*	Colin Willoughby	External Member	
		Vacancy (AB)	Principal	
		Vacancy (SHB)	Co-opted Member	
Quorum:		3 Members required	6 Members present	Meeting quorate
In Attendance:	*	Simon Burrell	Clerk to the Corporation (Clerk)	
	*	Lorraine Heath	Acting Principal (AP)	
	*	Claire Scott	Acting Deputy Principal: Curriculum, Performance & Innovation (ADP)	
Present at meeting:	*			

PART 1 – NON-CONFIDENTIAL MINUTES

(4.32pm)		ACTION
891.	WELCOME/APOLOGIES The Chair welcomed Lorraine Heath as the Acting Principal and Claire Scott as the Acting Deputy Principal: Curriculum, Performance and Innovation. The Chair advised that Sophie Hallam Barnard (Co-opted Member) had decided to step down from membership owing to pressure of family and work. There were no apologies received.	
892.	DECLARATION OF INTERESTS There were no Declarations of Interest made.	
893.	MINUTES OF THE PREVIOUS MEETING The Minutes of the meeting held on 21 November 2025 were confirmed as a correct record and were signed by the Chair.	
894.	MATTERS ARISING There were no Matters Arising discussed that were not due to be considered elsewhere at the meeting.	

895. (4.34pm)	QUALITY IMPROVEMENT PLAN 2025/26 (QIP) A written report was received and considered. The ADP took the Committee through the QIP and updated it on progress. It was noted that the QIP for 2025/26 was based on eight key 'Intents'. Key points highlighted were: Intent No: 1 Good progress being made to address inconsistencies in the quality of teaching and support, to change to consistently 'punchy and pacy' with appropriate stretch through lesson observations, changing the pathway framework to be more robust, CPD targeted through Inset Days and individual CPD sessions 2 New report designed to identify the digital skills that needed to be supported in areas following observations. Quality reviews undertaken and shown that in all areas there was planning to embed English, maths and digital skills. The Fixter launched with very positive feedback from users 3 Reports developed to track attendance, with disciplinaries and improvements in some areas to be rolled out in all areas. Contacting parents in a timelier fashion, with implications of missing lessons, has improved attendance in some areas 4 Assistant Principal monitoring FCM and bursary students to ensure attendance and achievement in line with their peers. PEPS all held in time frame; feedback more robust due to the reporting form that is now completed 5 Positive promotion and engagement in 'Good for Me, Good for FE' across the College. 98.92% of learners engaged in PD/community action 6 As at week 21: Functional Skills Maths stood at 85.2% (a 0.7% decrease on 2024/25), Functional Skills English was at 88.4% (a decrease of 2.2% on 2024/25), a new report circulated that was being used to monitor attendance and contact those who do not attend, best case timely completion currently at 91% 7 AI for Business Administration and Business and Finance Autumn Term Skills Bootcamp has completed resulting in a 90.48% Milestone 2 achievement rate 8 Good progress being made with all students having some hours on clubs or social media action – 98.92% of learners have engaged to date In response to a question from a Member regarding those deemed as NEET, the AP advised that students that reached the end of their courses tended to enter employment, but those that withdrew early from their courses did not tend to go into employment or further study and were then classified as NEET. Overall, the Committee was pleased with the continuing progress being made across a wide range of areas within the College.	
896. (4.57pm)	DESTINATIONS DATA 2025 A written report was received and considered. The APD advised that the 2024/25 cohort had seen a slight decrease in known destinations (95.2% down from 97.4%). Internal progression within BCoT had increased with a significantly higher proportion of learners progressing to a higher level of study. The number of students moving directly into overall employment had declined, and that fewer students had progressed into employment directly relevant to their area of study at an appropriate level. Overall, 93% of learners had progressed to a positive destination. In 2023/24 the comparable measure was 92%; the difference being primarily that fewer students were not looking for work.	

896. (cont)	The ADP highlighted that areas with the best destination data covered: • Barbering • Early Years • Engineering • Future Pathways • Hospitality In addition, the ADP advised that one of the most positive trends was the number of students remaining at BCoT. General trends highlighted were: • Internal progression had increased to 695 students (up from 618) • Of those staying at BCoT, 86.8% had progressed to a higher level of study, a significant increase from 75.7% last year • The proportion of students dropping to a lower level internally had decreased to 3.7% The ADP advised further that of those leavers progressing into work, just under half had found employment directly related to their area of study, and just over half had found employment at an appropriate level to their qualification. It was noted that the destination data had recently been released to Faculty Heads and course teams and was being reviewed at course level and that findings would be integrated into departmental Quality Improvement Plans.	
897. (5.04pm)	TEACHING, LEARNING AND ASSESSMENT A written report was received and considered. The ADP advised that the Teaching, Learning and Digital team had continued to support staff and departments with technology use, progression with teaching and learning, and continuous professional development (CPD). In particular, an Inset Day had focused on staff being able to reflect on their personal development as well as being able to look at how AI was used versus human engagement of skills and where it could take us next. Of 117 lesson observations undertaken so far in 2025/26, 59 had been graded 'Advanced Practitioner', 51 as 'Progressing practitioner, and 7 as 'Emerging Practitioner'. The ADP highlighted a range of strengths (listed in the report) emerging from the observations, along with some areas for continuing development.	
898. (5.20pm)	LEARNER SURVEY A written report was received and considered. The ADP advised that the total number of responses from full-time, part-time and Foundation Learning was up from 1410 to 1750. The results (listed in the report) showed an overwhelming improvement in the majority of the responses. Overall, the outcomes showed that there were no teaching and learning issues highlighted. The Committee was pleased to note the high number of positive responses highlighted from the survey.	
899. (5.38pm)	APPRENTICESHIP DATA A written report was received and considered. The AP advised that the outturn for 2024/25 showed that of the 233 leavers, 59.2% had achieved. The data also showed a year-on-year improvement in achievement rates since 2021/22. However, the AP advised further that there was a discrepancy between the College's internal performance data and the official Qualification Achievement Rate (QAR) published by the DfE. She stressed that the College's verified internal data showed a continuing upward trend in success, the DfE's automated system had incorrectly	

899. (cont)	flagged 11 apprentices as 'fails' bringing the College's official percentage down to 56.6%. The AP advised that the error had occurred because of a rare conflict in how the DfE's software interpreted learner status codes. The AP outlined in the report the reasons for the discrepancy between the College's data and that of the DfE's. She advised further that the error had been undetected until the provisional QAR data had been released. The DfE had acknowledged that the College's data was correct and their published 56.6% figure was wrong. However, because the data 'hard closed' in October, they could not change the official record. The AP highlighted that this created two issues: 1. The Apprenticeship Accountability Framework Dashboard (AAFD) would show as 'requires improvement' as the achievement rate was below the minimum standard and triggered DfE intervention. However, the DfE was aware of the error and had agreed no further action as their data was incorrect. 2. Ofsted would have data that showed a decline from the previous year. To mitigate this, the DfE had provided an email confirming the error. This would be provided to Inspectors to prove that the College's actual trajectory was one of consistent improvement (59.2%) rather than the decline shown in the official tables. In order to mitigate any future issues, the College's MIS team had built a new 'custom validation rule' into the College's software that would manually flag issues and ensure the College could identify any similar 'system quirks' before the final data lock. In noting the matter, it was agreed to present a copy of the AP's report to the Corporation for its information.	Clerk
900. (5.53pm)	QUALIFICATONS REFORMS UPDATE The ADP gave the Committee a verbal update on the latest know position relating to the government's ongoing proposals to changes in qualifications. She advised that some qualifications previously due to be de-funded were now going to be allowed to run for a further short period of time whilst others would be de-funded sooner, and that the overall position remained very uncertain. With regards to 'T' (technical) Levels, there were a number of further changes being proposed. New 'V' (vocational) Levels would be introduced and were deemed as the equivalent to one 'A' Level (based on 360 guided learning hours). It was understood that students would not be able to study both a 'T' Level and a 'V' Level at the same time. In addition, the ADP advised that there was, currently, no mapping yet between existing L2 and new 'V' Levels. The ADP also re-iterated that the government was still progressing reforms to L2 programs, were continuing their plans to de-fund a number of existing qualifications in 2027/28, and the introduction of further new 'T' Levels in 2027/28 and 2028/29. Changes were also being planned to apprenticeship programs (some from 1 April 2026) that would have implications on courses offered at BCoT. The ADP advised further that there were also plans to further reform English and maths, and that those proposals were currently out for consultation. The AP stressed that it was currently very challenging to create an appropriate study program for future students! The Committee noted the ongoing uncertainties and unknowns and reflected on what sort of impact such changes would have on students and employers.	

	<u>ITEMS FOR INFORMATION</u>	
901.	SPRING TERM RESPONSIBILITIES A written report was received for information and noted. The AP took the Committee through the report and updated it on a range of activities: - English and Maths: currently 817 students resitting maths (627 on GCSE and 190 on functional skills) and 788 resitting English (633 on GCSE and 155 on functional skills). - Apprenticeships and Adult Learning: Two areas merged to create new department. New Head appointed with responsibility for overseeing the department's growth and continued success and development of apprenticeships and adult education. - Apprentices: 599 on program, with 203 starting in 2025/26. - HE and Adult Learning: HE landscape in FE colleges still facing significant volatility. - HE Advisory Board: First meeting held in Dec 2025 with representatives from Southampton Solent University, University of Winchester, B&DBC, Hampshire Chamber of Commerce, the NHS and other local businesses. [Post Meeting Note: A copy of the Spring Term Responsibilities report would be circulated as part of the next Corporation agenda papers for Members information]	Clerk
902. (6.27pm)	AI UPDATE A written report was received for information and noted. Ongoing developments in the use of AI as part of the teaching and learning opportunities within the College were noted. It was noted that there would be a demonstration of The Fixter, the College's internal teaching and learning 'bot', to the Corporation at its meeting on 25 March 2026.	
903. (6.29pm)	LEARNER PARLIAMENT The AP advised that there had been a very constructive Learner Parliament and that the students had presented a number of ideas to the College Management Team for further consideration.	
904.	CORPORATION MEMBERS' CURRICULUM LINK VISIT UPDATES A total of four Link Visit reports undertaken by Corporation Members' were received and noted.	
905.	DATES OF FUTURE MEETINGS <i>(Meetings commence at 5.00pm unless stated)</i> Thursday 11 June 2026 Thursday 19 November 2026 Thursday 4 March 2027 Thursday 17 June 2027	
(6.30pm)	Meeting closed	

General acronyms used throughout the Minutes:

B&DBC Basingstoke & Deane Borough Council
CPD Continuous professional development
EHCP Education, Health and Care Plan
GFE General FE colleges
HCC Hampshire County Council

NEET Not in education, employment or training
OfSTED Office for Standards in Education
QMC Queen Mary's College, Basingstoke
T&L Teaching and Learning

Confirmed as a correct record:		11 Jun 2026
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