

BASINGSTOKE COLLEGE OF  
TECHNOLOGY HIGHER EDUCATION  
ACCESS AND PARTICIPATION STATEMENT 2024/25

Basingstoke College of Technology Access and Participation Statement

Introduction

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 and high expectation 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 in education or employment, whilst also encompassing continued personal development. We are committed to supporting access and participation in higher education by students from disadvantaged backgrounds and under-represented groups and ensure resources, processes and communications are supportive of ease of access. We take collective responsibility for ensuring the whole learner experience (in and out of the classroom) is excellent.

Our learners and staff share the core values of:

- Respectful – valuing every person as an individual and embracing diversity in our community
- Ready – punctual and prepared to work and learn

opportunities.

The strategic aims are set out in the Strategic Plan "Building Careers of Tomorrow". In addition, the strategic direction of HE is guided by the HE strategy 2021 -2025, which is aligned to the College's strategic plan, and sets ambitious targets to develop the College's current higher level

design higher education courses for, and specifically targeted at, those groups of potential students who do not follow traditional routes into higher education;  
develop impactful relationships with key university partners to develop relevant courses and support progression;  
provide a high-quality learning environment using industry standard equipment;  
ensure that HE provision is of the highest quality and significantly and consistently exceeds the baseline quality thresholds expected of UK Higher Education

We have established a University Centre at our Basingstoke campus in partnership with the University of Portsmouth and the University of Reading. This will provide higher education courses specifically designed to support progression into employment, upskilling within employment, and training and further education at higher levels.

The University Centre will provide higher level study for mature students wishing to retrain, requalify and upskill. It will provide higher education opportunities for those students from low participation in higher education neighbourhoods in and around the Basingstoke area by removing the barriers of significant travel, making education affordable through apprenticeships, employer training and accessible through flexible learning options.

We ensure that not only our buildings are accessible to students with disabilities, learning difficulties and mental health needs but that our use of technology, flexible modes of study and specialist support

Male	58.7%	49.5%	2021 Census Basingstoke and Deane
Female	41.3%	50.5%	2021 Census Basingstoke and Deane

The College has a higher proportion of White British students studying at the college compared with the local population demographic. In contrast, the proportion of students from other ethnic groups is significantly lower than the local demographic.

The gender profile of higher education students is skewed towards males, with a large proportion in engineering. The proportion of students from low participation neighbourhoods is higher than the national rate which is supportive of our ambition. The proportion of older students (25 years and over) is significantly higher than the national rate with the proportion of younger students significantly lower. This is part due to the fact that we only offer part-time courses and not full-time degree courses. The proportion of students with declared disabilities or difficulties is also lower.

Pass rates for our students are high. Analysis of performance by metrics such as ethnicity, disability and difficulty and low participation in higher education neighbourhoods is not statistically robust due to small numbers of students.

When our University Centre is fully established we will measure the performance of the different groups described in the bullets above and our targets for recruitment for success and for progression will be that there are no statistically significant gaps in the performance of different groups of students. Our aim is also for these groups of students to succeed and progress at a rate that is better than the national average.

## Widening Participation

Our key priority is to increase participation in higher education courses with a particular focus on increasing representation from underrepresented groups.

The College is currently working with the Southern Universities Network (SUN) in support of the National Collaborative Outreach Programme (NCOP) to widen participation in higher education. The SUN has been tasked with increasing HE participation in over 70 wards, working with 101 schools and all further education (FE) colleges in the region.

The NCOP consists of 29 consortia across England, undertaking outreach activity in geographical areas (target wards) where the HE participation of young people is both low overall, and much lower than expected based on GCSE-level attainment. The programme aims to support the Government's goal to increase the participation of those groups which are currently under-represented in HE, in particular students from disadvantaged backgrounds and students with learning difficulties and disabilities.

The College is also working closely with Basingstoke and Deane Borough Council, Hampshire County Council along with the secondary schools in the region and universities such as Solent, Reading, Portsmouth and University of the Creative Arts to establish its work-based university centre, to understand the higher education needs of the region, to explore opportunities for higher education study and define pathways to employment, training and further learning.

To widen access to HE, the College also undertakes a range of activities including:

- providing high quality pastoral support to help students to overcome barriers to achievement
- providing a wide range of support services including counselling to help vulnerable students achieve their potential



Quality in Careers standard which is a testament to the College's strong approach to careers advice and guidance, helping students make informed decisions about their future.

#### Monitoring and Evaluation

The College reports the performance of students undertaking HE courses both during and at the end