



**Barnsley College  
Access and participation plan 2025-26 to 2028-29**

**“Transforming Lives”**

# Barnsley College

## Access and participation plan 2025-26 to 2028-29

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# **Barnsley College**

## **Access and participation plan 2025-26 to 2028-29**

### **Introduction and strategic aim**

Barnsley College, which incorporates Barnsley College University Centre, is committed to widening access and participation in higher education for students from underrepresented groups. This includes those from low-income backgrounds, low-participation neighbourhoods, ethnic minorities, care leavers, disabled students and mature learners. We recognise the benefits of a diverse and inclusive student body, both for the individual students and for the wider society and economy. We also acknowledge the challenges and risks that these students may face in accessing, succeeding and progressing in higher education, and we aim to address them through our strategic approach, policies and practices.

Barnsley College is a large General Further Education and Tertiary College serving Barnsley Metropolitan Borough and the surrounding areas in South Yorkshire. The College is the main provider of post-16 education in the Borough. Barnsley Metropolitan Borough has a population of 248,1001. It comprises both rural and urban industrial areas, including the main town of Barnsley (population just under 96,888) and other smaller towns and former mining villages.

Barnsley experiences serious economic challenges which are a legacy from the demise of the mining industry. In the Local Economic Assessment, barriers to economic improvement included: low employment growth, skills poverty and ingrained worklessness, lack of aspiration, and a dependency culture.

Barnsley is an area of high social disadvantage and income deprivation. Barnsley is the 38th most deprived local authority in England. Overall, 21.8% of areas within Barnsley are amongst the 10% most deprived in England.

A smaller proportion (69.7%) of the population in Barnsley are employed than the Yorkshire and Humber and national average. The proportion of people unemployed in the area is relatively low at 2.9%. However, this rate masks the significant proportion of residents working in low-skilled roles.

Prior educational attainment in the borough is low when compared to national figures, with only 33.4% of the population holding a qualification at Level 4 or above (compared to a national average of 47.3%). The proportion of residents with a qualification at Level 3 or above (60.5%) is also low when compared to the national average of 67.8%.

Thirteen percent of households in Barnsley do not have an employed adult living in them, and around 13,000 children are living in workless households. The proportion of children eligible for Free School Meals (FSM) is high, with 20.3% of primary pupils and 18.6% of secondary pupils claiming FSM. The national average for FSM eligibility is 14.9% for primary pupils and 14.4% for secondary pupils.

People living in Barnsley generally suffer from more health complications than those living in other areas of England. As a result, the life expectancy for residents of Barnsley is lower than the national average for both males (74.6 years against a national average of 79.8 years) and females (79.6 years against a national average of 83.1 years).

In March 2022 Barnsley College was recognised as one of the best in the UK, by retaining its Outstanding rating by Ofsted. The College was the first Further Education College in Yorkshire to achieve this grading under the new Education Inspection Framework, and one of only three colleges in the country to retain its grade. Areas inspected in 2022 by Ofsted that are included in our TEF metrics were Apprenticeships (rated Good) and Adult Learning Programmes (rated Outstanding).

Barnsley College operates a matrix leadership structure; within this structure, all HE curriculum is devolved to curriculum departments with a central support and development function. There is a Senior Leader for Higher Education who leads changes to practices in HE and a Director of Quality for HE who has a small but effective HE administrative team.

The College has a modest HE cohort with ambitions to grow as to serve more of the local community. In 23/24 there were 387 prescribed HE enrolments at the College. The HE curriculum sits as part of the South Yorkshire IOT with a landmark building renovation due to open in September 2025. There has been some growth in the delivery of Higher and Degree Apprenticeships, especially through the College's work with the Collab Group, and through work with key regional employers such as Evri, NHS trusts and local councils. Over the past 2 years we have introduced the Chartered Manager Degree Apprenticeship, the Children and Families Manager Higher Apprenticeship (Level 5) and the Children, Young People and Families Practitioner Higher Apprenticeship. The College has recently started to offer the second Pathway within this Standard, having gained approval from the University of Hull to deliver a Certificate in HE in Working with Children. The College is geographically located in the same local catchment area as a Russell Group University and a 'Post 92' University. Thus, students that undertake HE at the College do so because it is the right environment for them. This was borne out by internal data collected in 2019 from the student body on why they chose to be an HE students at the College. These survey results are helping to inform Barnsley College HE developments.

Our ambition is to provide equal opportunities for all students to access, succeed and progress in higher education, regardless of their background, characteristics or circumstances. The College intends to expand its higher education provision. As we do this, we intend to eliminate the gaps in access, continuation, attainment and progression for underrepresented groups, and to enhance the student experience and outcomes for all students. We also aspire to be a leader in the sector for access and participation, and to share our good practice and learning with other providers and partners.

## **Risks to equality of opportunity**

When there are gaps between groups of students in rates of access to, progression to and success in Higher Education this indicates that a lack of equality of opportunity. We have used the Office for Students Access and Participation Dataset, accompanied by our internal measures, to identify and explore our most significant gaps. This analysis has provided an understanding of the underlying risks to equality which most effect our students and prospective students. Annex A sets out the analysis we undertook and the results in further detail.

The College has considered all twelve risks detailed in the EORR, and whilst we acknowledge that the groups listed above are either underrepresented or have a protected characteristic, not all of them will form a target for the College, due to small numbers and / or a lack of internal OfS APP data to identify a significant gap in access and participation

### **Indications of risk**

Our assessment identified gaps in 3 significant areas which are likely to be indications of risks to equality of opportunity:

#### **Indication 1**

*Socio-economic awarding gap:*

Students from low participation neighbourhoods have lower achievement rate than their peers from high participation neighbourhoods.

#### **Indication 2**

*Socio-economic participation gap:*

The progression rate between students from low-income backgrounds, low-participation neighbourhoods and their peers is wider than the sector average and the OfS location-adjusted benchmarks.

#### **Indication 3**

*Outcomes:*

Graduate Outcomes to further study or graduate level jobs are lower than the national average.

### **Underlying risks**

The indications of risk are likely to be caused by the following risks (Annex A for summary of evidence to support these conclusions).

**Risk 1***Information and guidance*

Underrepresented students may not have had sufficient information and guidance about higher education. There may be a lack of aspiration and confidence among potential students from underrepresented groups especially in low income and socio-economically deprived areas, to consider higher education as an option

**Risk 2***Knowledge and skills*

Underrepresented students may not have had an equal opportunity to develop the knowledge and skills requires for successful higher education study.

**Risk 3***Cost pressures*

Increases in cost pressures may affect a student's ability to complete their course and academic support.

**Risk 4***Insufficient academic support*

Students from underrepresented groups may not have the equal opportunity to succeed academically due to insufficient personalised academic support or a lack of inclusive curriculum design.

**Risk 5***Insufficient personal support and wider experience*

Students from underrepresented groups may not have equal access to personal support during their studies, including formal support services, social experiences and extra-curricular activities.

**Risk 6***Mental Health*

Students may experience mental ill health that makes it hard to cope with daily life, including studying. These difficulties may be pre-existing or may develop during higher education study.

## Objectives

We have developed 3 key objectives for our access and participation work. Our objectives relate to the indications of risk found in our assessment.

We will meet our objectives by mitigating the underlying risks identified. For each objective we have also set ourselves a challenging target.

Table 1 maps each objective to related indications of risk, underlying risks and targets.

### *Objectives:*

1. To increase access and participation in higher education for those from low socio-economic backgrounds by 2030.
2. To increase the proportion of students from areas of high deprivation who achieve a High-Grade outcome (First- or Upper-Second class degree or equivalent) by 2030.
3. To support enhanced employability skills which lead to better graduate outcomes and positive destinations by 2030.

Objective	Indication of risk	Underlying risk	Target
1	Socio- economic participation gap	Information and Guidance (1), knowledge and skills (2), cost pressures (3), mental health (6)	Elimination of the gap between those which reside in areas of high deprivation in Higher Education generally and increase the number that progress to HE at the College. This will take longer than the lifespan of this plan (target of 2030). Therefore, a goal of 10% increase in uptake in these areas is to be set for 2028.
2	Socio economic awarding rate	Information and Guidance (1), knowledge and skills (2), cost pressures (3), academic support (4), mental health (6)	No gap between economic or other demographic groups with regard to the completion rates.
3	Positive destinations gap	Knowledge and skills (2), cost pressures (3), academic support (4), mental health (6), personal support and wider experience (5)	Increase positive graduate outcomes by 3% on an annual basis.

**Table 1.** Objectives in relation to indications of risk, underlying risks and targets.

*(Figures in parentheses relate to Annex C. Fees, Investment and Targets).*



# Intervention strategies and expected outcomes

## Intervention strategy 1: Information and guidance

### Objectives and targets

This intervention strategy has been designed to mitigate risk 1, information and guidance. Some students may not have had the equality of opportunity to receive, sufficient, timely and relevant information and guidance about Higher education generally or more specifically information around options within the higher offer from the College (Table 2).

### Risks to equality of opportunity

This affects whether students know what to expect from Higher education, if they are able to fully make informed choices about the commitment to studies and the value of achievement.

### Related objectives and targets

Mitigating the risk through undertaking the activity outlined within this intervention strategy will contribute to the following objectives:

1. To increase access and participation in higher education for those from low socio-economic backgrounds by 2030.
2. To increase the proportion of students from areas of high deprivation who achieve a High-Grade outcome (First- or Upper-Second class degree or equivalent) by 2030.
3. To support enhanced employability skills which lead to better graduate outcomes and positive destinations by 2030.

<b>Intervention Strategy 1: Information and Guidance</b>			
<b>Activity</b>	<b>Description</b>	<b>Inputs</b>	<b>Outcomes</b>
Mentorship Programmes	This mentorship programme would connect with students of 5 secondary schools initially with Higher Education students or recent graduates who can provide guidance, support and inspiration.	Staff time to administer the programme. £20,000 annual operating costs (resources, travel etc)	<ul style="list-style-type: none"> <li>Increased awareness of different types of higher education and choice of subjects.</li> <li>Pupils develop confidence in their potential to progress onto and succeed in HE.</li> </ul>
Financial Literacy Workshops	These workshops can be rolled out to a variety of audiences from key Stage 3 up until prospective adult students. The workshops will help prospective students and parents/guardians understand what financial support is available with advice on budgeting.	Staff time to administer the programme. £20,000 annual operating costs (resources, travel etc.)	<ul style="list-style-type: none"> <li>Students have awareness of options of financial support for their circumstances at an earlier stage which raises aspirations and removes perceived barriers.</li> </ul>
Community Awareness Campaign	An awareness raising campaign around the opportunities and benefits of Higher Education to be rolled out in hard to reach communities and in venues such as Community Centres, Youth centres and Doctors surgeries.	Staff time to administer the programme. £20,000 annual operating costs (resources, travel etc.)	<ul style="list-style-type: none"> <li>Raise aspirations for higher levels of education across the Barnsley and South Yorks area.</li> </ul>
'Next Step' collaborative activities with secondary schools	Reaching out to more secondary schools to arrange campus tours and mini taster sessions in a range of areas of interest.	Staff time to administer the visits.  Transport costs from school to college. £10,000 per annum	<ul style="list-style-type: none"> <li>Raise aspirations for higher education</li> <li>Understanding the local offer</li> <li>Greater understanding for school teachers to continue raising awareness with their setting.</li> </ul>

**Table 2.** Intervention Strategy 1: Information and Guidance.

**Evidence Base and Rationale.**

Insight from our students and the sector highlights the challenge which exists when there is a lack of information and guidance around Higher Education available to all prospective students and their parents/guardians. The intervention strategy has been designed on the basis that for outreach to be its most effective, it should include sustained engagements over time.

**Evaluation**

We will use methodologies including surveys, teacher and parent feedback and internal and external data sets.

For further detail please refer to Evaluation of the plan (page 30).

## **Intervention strategy 2: Knowledge and Skills**

### Objectives and targets

This intervention strategy has been designed to mitigate risk 2, insufficient academic support and confidence. Some students may not have had the equality of opportunity to develop the knowledge and skills required for successful higher education study (Table 3).

### Risks to equality of opportunity

Our assessment (Annex A) found that this risk is likely to be contributing to the inequitable outcomes for students from socio-economically disadvantaged backgrounds and older students.

### Related objectives and targets

Mitigating the risk through undertaking the activity outlined within this intervention strategy will contribute to the following objectives:

1. To increase access and participation in higher education for those from low socio-economic backgrounds by 2030.
2. To increase the proportion of students from areas of high deprivation who achieve a High-Grade outcome (First- or Upper-Second class degree or equivalent) by 2030.
3. To support enhanced employability skills which lead to better graduate outcomes and positive destinations by 2030.

<b>Intervention Strategy 2: Knowledge and Skills</b>			
<b>Activity</b>	<b>Description</b>	<b>Inputs</b>	<b>Outcomes</b>
Tutoring Services	<p>Tutoring services made available at Key Stage 4 for students that have expressed a wish to progress to HE at the College but may be struggling to reach key milestones which would be expected. This tutoring can be in study skills areas or more specific to HE areas if requested.</p> <p>This would also be available for retraining adults within the College.</p>	Staff time and expense: £20,000 per annum.	<ul style="list-style-type: none"> <li>• Higher proportion of students from the local area can access the HE provision</li> <li>• These students have the skills and knowledge to succeed when they do join</li> </ul>
Skills Bootcamps	Bootcamps in skills shortage areas such as Digital, Construction and Health to be ran with schools.	Staff time Expenses £20,000 per annum	<ul style="list-style-type: none"> <li>• There will be an increase in prospective students will be interested in those specific areas where there are jobs but require specific skills</li> </ul>

**Table 3.** Intervention strategy 2: Knowledge and Skills

**Evidence Base and Rationale.**

This intervention strategy was designed based on insight from our students and the sector including partners institutions. It highlights the requirement for strong pre 16 attainment and the benefits of intervening from key stage 3 onwards.

**Evaluation**

We will use methodologies such as surveys, teacher and parent feedback and internal and external data sets.

For further detail please refer to Evaluation of the plan (page 30).

## **Intervention strategy 3: Cost Pressures**

### Objectives and targets

This intervention strategy has been designed to mitigate the risk of Cost Pressures. Increases in cost pressures or an initial concern around the cost of HE may prevent students from accessing the right course for them or succeeding upon the course (Table 4).

### Risks to equality of opportunity

Our assessment (Annex A) found that this risk is likely to be contributing to the inequitable outcomes for students from socio-economically disadvantaged backgrounds and older students.

### Related objectives and targets

Mitigating the risk through undertaking the activity outlined within this intervention strategy will contribute to the following objectives:

1. To increase access and participation in higher education for those from low socio-economic backgrounds by 2030.
2. To increase the proportion of students from areas of high deprivation who achieve a High-Grade outcome (First- or Upper-Second class degree or equivalent) by 2030.
3. To support enhanced employability skills which lead to better graduate outcomes and positive destinations by 2030.

<b>Intervention Strategy 3: Cost Pressures</b>			
<b>Activity</b>	<b>Description</b>	<b>Inputs</b>	<b>Outcomes</b>
Bursaries	<p>One Cost of Living bursary of £1500 per academic year, per subject area, to be developed for students to apply for from underrepresented groups from 25/26. This is a one off bursary payment for the duration of the academic year.</p> <p>Some to be funded via the College and others to be funded by employers.</p> <p>Priority will be given to Adults returning to education as this is a key growth area for the region. Please see pg. 31 for eligibility criteria.</p> <p>Students progressing directly from a L3 at the College to one of the HE courses (OfS recognised) will also be eligible for a one-off payment of £250. (refer to Provision of Information to Students).</p>	<p>Staff time to work with businesses to secure funding. Staff time for administration of bursary scheme. Up to £18,000 annually.</p>	<p>Students from underrepresented groups receive financial support during their studies.</p>
Hardship Voucher Scheme	<p>Emergency vouchers available to HE students via Student Services. Vouchers to include Fuel Payments and Supermarkets. Can access subject to conditions around urgency and need to be set by Student Services. (refer to Provision of Information to Students).</p>	<p>Staff time to assess and administer. Up to £5000 per academic year.</p>	<p>Students in situations of financial hardship can receive emergency support to prevent disruption to their studies and maintain their welfare.</p>
Connectivity Guarantee	<p>Electronic devices available to loan for students unable to provide their own.</p> <p>Bank of laptops available for higher skills students to have on long term loan.</p>	<p>Staff time to assess and administer.</p> <p>£20,000 in the first year and £5,000 for each following academic year.</p>	<p>Prevent digital poverty for those that cannot afford their own device required for study.</p>



**Evidence Base and Rationale.**

This intervention strategy was designed based on insight from our students and the sector including partners institutions. It highlights the challenge of increasing cost pressures on prospective students and also those that are already on course and how this can affect their studies.

**Evaluation**

We will utilise the Theory of Change to evaluate the efficacy of this Intervention Strategy.

For further detail please refer to Evaluation of the plan (page 30).

## **Intervention strategy 4: Insufficient Academic Support**

### Objectives and targets

This intervention strategy has been designed to support the mitigation of students receiving insufficient academic support. Some students may not have equal opportunity to succeed academically due to insufficient academic support or insufficiently inclusive curriculum design. This can also include assumptions of implicit knowledge, norms and behaviours required for success (Table 5).

### Risks to equality of opportunity

Our assessment (Annex A) found that this risk is likely to be contributing to the inequitable outcomes for students from all students including those socio-economically disadvantaged backgrounds, ethnic students and older students.

### Related objectives and targets

1. To increase access and participation in higher education for those from low socio-economic backgrounds by 2030.
2. To increase the proportion of students from areas of high deprivation who achieve a High-Grade outcome (First- or Upper-Second class degree or equivalent) by 2030.
3. To support enhanced employability skills which lead to better graduate outcomes and positive destinations by 2030.

<b>Intervention Strategy 4: Academic Support</b>			
<b>Activity</b>	<b>Description</b>	<b>Inputs</b>	<b>Outcomes</b>
Digital Platform Support	Development of a specific learning platform for HE students to utilise which rolls out curriculum tutorial support. This service can be accessed 24/7 and will also retain FAQs to assist students that are working independently and may struggle to contact tutors during usual hours of business due to other commitments.	Cost of developing platform: £60,000.	<ul style="list-style-type: none"> <li>• Better access to academic support for students that cannot conduct independent study during normal college working hours.</li> </ul>
Subject Orientated Study Skills	Student Skills to be delivered in a contextualised manner for subject areas and then further support available from staff with subject area knowledge.	Staff time and investment. Materials £1000 annually.	<ul style="list-style-type: none"> <li>• Students consolidate their subject knowledge whilst developing enhanced wider skills</li> <li>• Course materials and teaching resources are utilised effectively.</li> </ul>

**Table 5.** Intervention strategy 4: Insufficient Academic Support.

**Evidence Base and Rationale.**

This intervention strategy was designed based on insight from our students and the sector including partners institutions. It sets out ways to support students in areas they are finding challenging connected to their academic studies.

**Evaluation**

We will use qualitative and quantitative feedback to assess progress in this area.

For further detail please refer to Evaluation of the plan (page 30).

## **Intervention strategy 5: Personal Support**

### Objectives and targets

This intervention strategy has been designed to support the mitigation of the risk around personal support and the wider student experience. Some students may not have equal access to personal support during their studies, including formal support services, social experiences and extra-curricular activities. This includes where the campus culture is not sufficiently inclusive to foster a positive wider student experience for some students. This may have a negative impact on their wellbeing and academic success (Table 6).

### Risks to equality of opportunity

Our assessment (Annex A) found that this risk is likely to be contributing to the inequitable outcomes for students from all students including those socio-economically disadvantaged backgrounds, ethnic students and older students.

### Related objectives and targets

Mitigating the risk through undertaking the activity outlined within this intervention strategy will contribute to the following objectives:

1. To increase access and participation in higher education for those from low socio-economic backgrounds by 2030.
2. To increase the proportion of students from areas of high deprivation who achieve a High-Grade outcome (First- or Upper-Second class degree or equivalent) by 2030.
3. To support enhanced employability skills which lead to better graduate outcomes and positive destinations by 2030.

<b>Intervention Strategy 5: Personal Support</b>			
<b>Activity</b>	<b>Description</b>	<b>Inputs</b>	<b>Outcomes</b>
Induction Programme	Enhanced activities to support students transition into higher education. Examples include online orientation prior to induction week, a social activity available to all students with no associated cost within the first weeks and a taster day available to those with nuanced needs such as those that declare a disability.	Staff time to develop the programme. Cost associated to activity: £10,000.	<ul style="list-style-type: none"> <li>• Students experience a positive induction into student life.</li> <li>• Students experience a positive introduction to their peers from across the HE community.</li> </ul>
Specialist Careers Advice	Targeted careers advice and support rolled out to those which are highlighted as being at a disadvantage and are disproportionately underrepresented in positive graduate outcomes.  This builds upon the College current careers service.	Staff time and investment £20,000.00	<ul style="list-style-type: none"> <li>• Students can access specialist careers information, advice and guidance</li> <li>• Students access opportunities to attend and participate in careers events</li> <li>• Students are able to communicate the skills and attributes acquired when taking their next steps to graduate level jobs or further study</li> </ul>

**Table 6.** Intervention strategy 5: Personal Support.

## **Intervention strategy 6: Mental Health**

### Objectives and targets

This intervention strategy has been designed to support the mitigation of the risk of Mental Health. Students may experience mental ill health that makes it hard to cope with daily life, including studying. These difficulties may be pre-existing or may develop during their time studying (Table 7).

### Risks to equality of opportunity

Our assessment (Annex A) found that this risk is likely to be contributing to the inequitable outcomes for students from all students including those socio-economically disadvantaged backgrounds, ethnic students and older students.

### Related objectives and targets

Mitigating the risk through undertaking the activity outlined within this intervention strategy will contribute to the following objectives:

1. To increase access and participation in higher education for those from low socio-economic backgrounds by 2030.
2. To increase the proportion of students from areas of high deprivation who achieve a High-Grade outcome (First- or Upper-Second class degree or equivalent) by 2030.
3. To support enhanced employability skills which lead to better graduate outcomes and positive destinations by 2030.

<b>Intervention Strategy 6: Mental Health</b>			
<b>Activity</b>	<b>Description</b>	<b>Inputs</b>	<b>Outcomes</b>
Mental Health Buddy Scheme	Student Services to offer a mental health buddy scheme via a designated staff member. Students may reach out to the buddy themselves if they are struggling with Mental health issues or tutors can refer in when a student has low attendance, and this is cited as the reason. The staff will also deliver Resilience training, bereavement support and Early Intervention coping strategies.	Investment in Staff: £20,000	<ul style="list-style-type: none"> <li>• Students have the tools to engage with changing demands and develop proactive support seeking behaviours.</li> <li>• Staff can respond to student need at an earlier intervention point</li> </ul>

**Table 7.** Intervention strategy 6: Mental Health.



**Evidence Base and Rationale.**

This intervention strategy was designed based on insight from our students and the sector including partners institutions. It highlights the challenge of mental health pressures on prospective and current students.

**Evaluation**

Feedback will be based upon student and partner feedback, triangulated with on-course data including attainments and attendance.

For further detail please refer to Evaluation of the plan (page 30).

## Whole provider approach

Our students are at the heart of everything we do. Our outstanding, passionate staff are always striving for excellence and this positive culture has a real impact on the aspirations of our students.

This Access and Participation Plan is supported by Barnsley College students, staff and governors. The College firmly locates its Higher Education provision at the core of its vision and purpose.

Our vision is simple “Transforming Lives”, while our purpose is to ensure that all our students:

- Have a great time
- Achieve their aims
- Progress onto work or Higher Education

These objectives are underpinned by our strategic pillars Quality, Curriculum, Sustainability and Reputation, and are lived on a daily basis through our college values.

Staff at all levels of the organisation are acutely aware of their civic duty. They see it as their responsibility to transform the lives of those in the community. In our most recent staff survey, 97% of all college staff supported the College purpose, structure and direction (4% above external benchmark). We encourage all students to stretch their ambitions to do wonderful things when they leave our College. Each academic year we try to transform more lives and transform lives more. It is this long standing vision that informs everything we do to positively influence the lives of our students.

The College is committed to our overarching FREDIE principles and these are advancing Fairness, Respect, Equality, Diversity, Inclusion and Engagement in all our actions, decisions, manners and outcomes and this is reflected in how commitment to our obligations under the Equality act 2010 underpins our curriculum strategy which has been developed in conjunction with the South Yorkshire skills strategy that aspires to:

1. Move those far from the labour market into work or ready for work
2. Raise attainment of core knowledge and skills
3. Increase the supply of a high skilled workforce

In meeting these missions, we are actively working to implement a fully cohesive approach to our Access and Participation Plan aligned to our broader equality, diversity and inclusion approach that is detailed within our single equality scheme.

The College’s strong commitment to E&D starts with our Executive Leadership Team. A member of Executive, the Vice Principal Students chairs the Equality & Diversity Strategy Group. The Equality and Diversity Strategy Group monitors the progress of the Single Equality Scheme and associated action plan:

- The link governor for equality and diversity completes a link visit with key staff twice a year to ensure the College is meeting its statutory duties. A report is then presented to the Board of Governors.
- The Senior Management Team leads the setting and monitoring of college targets in relation to equality and diversity.
- Equality and diversity is monitored in performance reviews for each department.

- The Vice Principal Students ensures that governors are trained in equality and diversity matters and are fully up to date with all relevant legislation.
- All policyholders are required to conduct an Equality Impact Assessment (EqIA) on relevant policies to ensure that no group is disproportionately affected by College policy.

The governing body has a duty to ensure that the College is compliant with its statutory duties and that appropriate, effective and meaningful policies and procedures are in place. It carries out this duty through:

- scrutiny of data on an annual basis;
- receiving the Equality and Diversity Annual Report;
- ensuring that a Link Governor conducts regular monitoring visits and reports to the Board.

Below is a small selection of examples of how EDI is both embedded and promoted within the College culture:

- We are members of the 'Student Commission for Racial Justice' programme, and each year recruit student commissioners, that champion inclusive practice and involve our students in associated projects.
- As a college we deliver cross college themed weeks such as 'week of culture', 'black history month' and 'pride', exposing our students to diverse cultures, which provide opportunities to explore and celebrate.
- Our sector leading wellbeing services offer a wide range of non-therapeutic intervention programmes supporting mental health and wellbeing and is accessible and inclusive.
- All our students complete a comprehensive E&D induction.
- The College has achieved Disability Confident
- All staff complete equality and diversity training as part of their induction; this is reinforced throughout their employment
- We have a structured, developmental process that is led by employees and enables staff and managers to have regular conversations regarding wellbeing and equality and diversity.
- A regular wellbeing forum is held with staff representatives from across the organisation to discuss, suggest and follow up on any wellbeing initiatives/ideas/concerns
- We have a comprehensive Wellbeing Support policy in place that provides support to both staff and managers on a range of issues including experiencing domestic abuse, menstruation, menopause, alcohol and drug, miscarriage and baby loss and specific guidance on supporting neurodivergent staff
- A range of wellbeing services are available to staff including access to counselling, paid volunteering leave, wellbeing and mindfulness app. and access to a GP helpline

## **Collaborative approach**

The development of our Access and Participation Plan (APP) has been led by a senior manager who has worked across the whole institution to ensure that our plan is informed through a strong evidence base. Working with teams directly involved in developing our curricula has ensured that EDI, access and participation objectives are incorporated into the strategic decision making and our direction of travel.

Higher Education curriculum and support services have all contributed to the plan and been consulted on regarding the evidence base and interventions.

## **Student consultation**

The College provided all Higher Education students at the College with the opportunity to contribute to the draft Access and Participation plan which has made several rounds of revisions based on the student feedback.

Due to the size of our HE student cohort, the College has not asked our students to produce a separate student submission.

Consultation activities included:

- A survey to all HE students which focused on students' thoughts and opinions on a selection of the proposed intervention strategies and which they would value the most. Students were also provided an opportunity offer any further suggestions on what we could implement to support them with their studies.
- A number of focus groups ran with groups of students in varying curriculum areas, including a group of those of a traditional HE study age and a group of mature students. The focus groups were coordinated by the College Student Voice lead and supported by the Student Union. The groups looked at each of the risks and the associated suggested interventions. They gathered the opinions of the students around perceived strengths and weaknesses and areas for expansion and development. The time spent with the students was invaluable in the design of the plan.
- Our Student Governor for the College was intrinsic in the design of the plan and contributed at several points to the draft and outputs.

Included is an extract of some of the student feedback to demonstrate the level of detail provided (Table 8).

STRATEGY	FEEDBACK
<b>ADVICE AND GUIDANCE</b>	
1.01 Mentorship Programmes	<p>I really like this idea; I think it's important to select secondary schools that vary with socio/economic backgrounds to ensure students are both encouraged (if they have no interest) and supported (if they do). I know my secondary school would be keen on this idea as they have very minimal connections with HE. Encouraging students to be confident is equally a very important thing when it comes to HE.</p> <p>Is there any way we could pair students with professionals in their field for real-world insight and networking? Speed mentoring sessions so students can meet multiple mentors. Encouraging as much networking as possible and using online platforms to match people, such as LinkedIn or the UCAS Talk to Students scheme. Could potentially establish an alumni advice program.</p>
1.02 Financial Literacy	<p>I like the idea of financial literacy, but I think KS3 is far too early, having a Y9 brother – I am confident him and many of his peers would show minimal effort towards understanding. It should be more focused on adult students and potentially Y11 onwards.</p> <p>Focus on budgeting, taxes, loans credit scores and planning, financial advisors to lead (?). Create an accessible online resource hub with things like budgeting calculators and video tutorial on our website? Incorporate this into orientation (5.02) and potentially partner with local banks such as HSBC (always attend our Freshers) so they can do student-friendly banking workshops.</p>
1.03 Community Awareness	<p>An awareness campaign around opportunities would be beneficial for students outside of college but it's pushed for as is internally. Hard to reach communities is a really good idea and it links strongly with the financial literacy workshop concept. The venues seem like a really good idea, but I'd also focus on schools and so forth.</p> <p>Volunteering programmes with local charities and organisations, hosting regular events with SU and local community leaders to talk about pressing social issues, ensure there are plenty of course reps and work on local issue-based learning so they can tackle real life challenges?</p>

**Table 8.** Examples of student feedback provided as part of our consultation.

As we move forward with our Plan, successful student engagement will remain a key mechanism for us to further develop effective interventions. Level 3 and HE Class Representatives will have an opportunity to undertake training around widening participation, including the plan, and we will be recruiting student 'widening participation champions' to support our work and be involved in the evaluation of the success of the plan. These champions will sit as part of the College Equality and Diversity Strategy group which is one of prominent monitoring mechanisms.

Our Access and Participation Plan will be a standing item on HE Student Voice meetings and will feature within our College surveys to provide platforms for students to feedback on how they feel we are progressing the widening participation agenda.

On an annual basis we will produce a monitoring report which will be shared with our wider student body, staff and governors to share the progress we have made.

## **Evaluation of the plan**

We are committed to a whole college approach to widening participation and will be engaged in continuous monitoring and evaluation of the impact our intervention strategies are having. We will respond to these evaluations to enhance and further develop our practices.

Strategically we will utilise staff skills at every level of the institution to fulfil our objectives around Access and Participation. Our MIS and HE Quality team have the skills in ensuring data reporting is correct and appropriate for the monitoring and evaluation around the report and impact, our curriculum and associated support services staff have contributed to the content and direction of the plan and will be intrinsic in the monitoring of progress and the Senior Management team, governor and students will be key in the evaluation.

## **Theory of change**

We are embedding the Theory of Change models within our intervention strategies as set out in the guidance from the Office for Students and Transforming Access and Student Outcomes (TASO). This strengthens our narrative but also provides a baseline of evaluation of the success of the Plan across the College. Each Department will have a theory of change that links to the wider College mission. This will create a standardised approach which also allows for specific evaluation types required to measure the desired outcomes.

Evaluation types, both quantitative and qualitative, will depend on the activity and will include but are not limited to:

- Pre and post student questionnaires including pulse surveys
- Teacher and parent feedback/evaluations
- Data on attainment, retention, achievement, progression
- Distance travelled including confidence, knowledge, and aspirational
- Internal and external data sets

Wherever possible we will triangulate evidence by comparing it with another evidence source.

## **Publication of Impact**

On an annual cycle evaluation activities conducted throughout the year (such as questionnaire and survey results, feedback from staff and students, data reports, etc will be drawn together and presented in an overarching report. This report will be presented to the EDI Steering group. This report will be communicated to the Board of Governors and published on the College staff intranet page as well as on the College website. Modular reports will be produced for each strategy on a more frequent basis and shared with the relevant senior manager to ensure progress is consistently made.

## Provision of Information to Students

The College is committed providing prospective and current students with accurate transparent and inclusive information.

On our website, applicants can find comprehensive applicant and student information, including the Admissions Policy and Procedure, Tuition Fee Policy, Academic Regulations and details on the and Financial Support Package available for HE students. Information around eligibility criteria and application for bursaries will be added for 25/26. (To note only 25/26 applicants onwards will be able to apply).

Applicants applying via UCAS are also directed to our website and subsequent information through the UCAS portal. This ensures that students have clear access to essential information throughout their application process.

Information, including financial details and other relevant content, can also be made available in print format, in addition to being accessible online. The printed materials can be customised for accessibility, such as using large print, coloured paper, or braille.

### Financial Support for Students

The Colleges recognises that there are groups of students who are more likely to benefit from financial support, particularly given the locality and deprivation within the region this includes students from a low household income; first in family; mature; young carers and care leavers. Information on how to access bursaries and hardship vouchers will be provided upon a student receiving a successful offer from the College. This message and process will then be reinforced during induction.

### Cost of Living Bursary

The proposed bursaries provide financial support towards the cost of studying with the window for bursary applications open to students in October each year, with the first bursary fund being paid directly into student bank accounts within 14 working days of approval. Students would need to reapply for a bursary for each separate academic year of study.

They will receive the bursary in 3 x £500 payments across the 3 terms. If a student withdraws or attendance falls below the minimum standard of 80% without permission/approval they will not receive the next terms payment.

### Eligibility Criteria

To be eligible to apply for bursary support a student must:

- Be enrolled / holding an offer (as confirmed by HE Quality) on a Barnsley College HE programme on a full or part time basis.
- Be paying the expected tuition fee in full.
- Be registered as a UK Student.
- Have applied for and be in receipt of the full student maintenance loan prior to any bursary application and have a household income of less than £27,500 per annum.

In addition, whilst all underrepresented students will be supported in applying for a bursary, students who fall into one or more of the following categories will be specifically encouraged to apply for funding support which includes students from a low household income returning adults and those living independently.

Other characteristics will also then be prioritised such as first in family; disabled; young carers; LGBT; Muslim; estranged and care experienced.

Students will be asked to submit a statement as part of the bursary application around the positive impact the bursary would have upon their studies and student experience.

### Progression Bursary

In addition to the Cost of Living bursary award Level 3 students progressing directly from a L3 course with Barnsley College onto a higher education course (OfS recognised) will be eligible for a one off payment of £250. This can be a HNC, HND, Foundation Degree or Degree including Top-Ups.

If a student is not eligible for funding support through a bursary the College is still committed to supporting students in hardship wherever we can.

Payments will be made once the student has attended for the first 6 weeks of the course and submitted their first assignment.

### Emergency Vouchers

Emergency vouchers are available to HE students via Student Services. The vouchers will include Fuel Payments and Supermarkets contributions. Students can access the vouchers subject to conditions around urgency and need as set by Student Services. The vouchers are available from October – June each academic year dependent upon funding being available and a student can apply for two vouchers in one academic year. Once the spend limit of £5000 is reached vouchers will not be able to be issued.



## Annex A:

### Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity.

To identify and prioritise our key risks to equality of opportunity we:

- A)** Considered the **Indications of Risk** by examining gaps in rates of access, success and progression between groups of students in higher education. We then used the OfS Access and participation dataset to identify the most significant gaps for the College.
- B)** We examined other sources and data available to us to gain **further insight** into risks and issues which affect our students. This research included examining internal student survey and National Student Survey results, along with minutes from Student Voice panels and associated HE Course Committee meetings, reasons for holding Academic Concern meetings with students and the reason as to why our HE students withdraw .
- C)** We used the insight gained from the analysis in conjunction with the OfS Equality of Opportunity Risk Register to identify the **key risks** which are set out in our Access and Participation plan.
- D)** We have mapped the risks against the **student lifecycle** to consider where best place the intervention (Table 9).

Due to the relatively small number of HE students at the College studying higher level programmes we have included small groups to ensure appropriate analysis, but excluded groups of 10 or less.

**Table 9.** The student lifecycle mapped

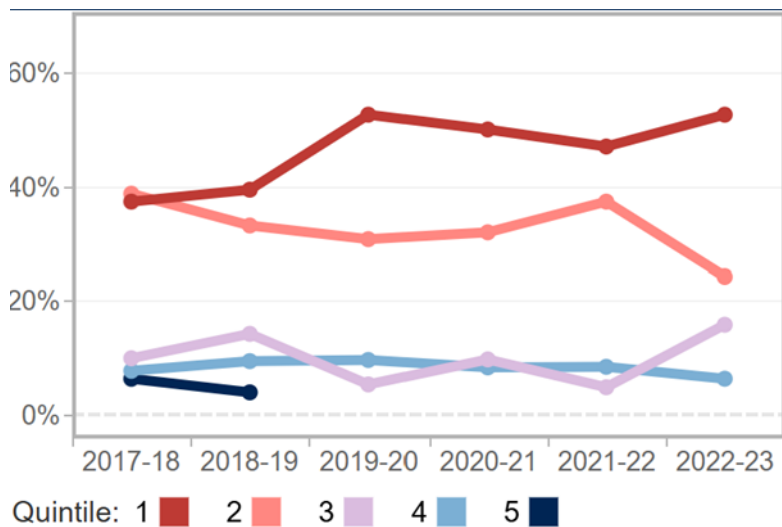
<b>Access</b>	Given the demographic of the local area and Barnsley being an area of high deprivation the majority of our students are from Quintile 1 and 2 areas. However, we have small HE numbers coming to us, given we are the only college HE provider in the locality. We wish to transform more lives in the local area by having impact on a higher number of individuals by ensuring more understand that they can access education at Level 4 and above. The majority of entrants to our OUG provision are Young.
<b>On course: Continuation, Completion, Attainment</b>	There are no significant gaps around most protected characteristics which demonstrate on course trends. Our gaps in performance relate to the age of our student population; mature students are more successful than our younger students. We also have evidence that where courses have grown in numbers over the last two years, we have seen a decline in Continuation, Completion and Attainment. These programmes typically attract our younger students.

	Mature students have higher attainment levels than our Young students.
<b>Progression</b>	Graduate outcomes are improving at the College, but require further intervention. We aim to increase the number of students at Level 5 that progress to Level 6 at the College and those in a “graduate outcome” role.

## Access

Tundra data illustrates that Quintile 1 and 2, the least represented areas of participation form the bulk of our entrants (and have done historically). For entrants in 22/23, 55.2% and 24.2% of entrants were from Quintile 1 and 2 respectively. The remainder of entrants were from Quintile 3 and Quintile 4 (15.8% and 6.3% respectively).

Since 2018/19, the College has had no entrants from participants that fell into Quintile 5.



**Figure 1.** Access to HE programmes at Barnsley College (Tundra).

In Barnsley, the five areas with the highest deprivation rates were Athersley (69.4 %), Thurnscoe (67.4%) and Kendray at (66.5%). Worsbrough Common and Worsbrough also make up the top five with rates of 66.6 % and 63.5 % respectively. These are some of the worst rates in the United Kingdom within the 2019 Government report ‘The English Indices of Deprivation’ that states the national average of deprivation sits at 33%. The OfS Young Participation data tool indicates the level of young people by postcode progressing to higher education. The College used some of the most deprived postcodes from the Barnsley area with the OfS postcode checking tool, below is a selection of the results to appreciate the number of students progressing to HE. (Table 10).

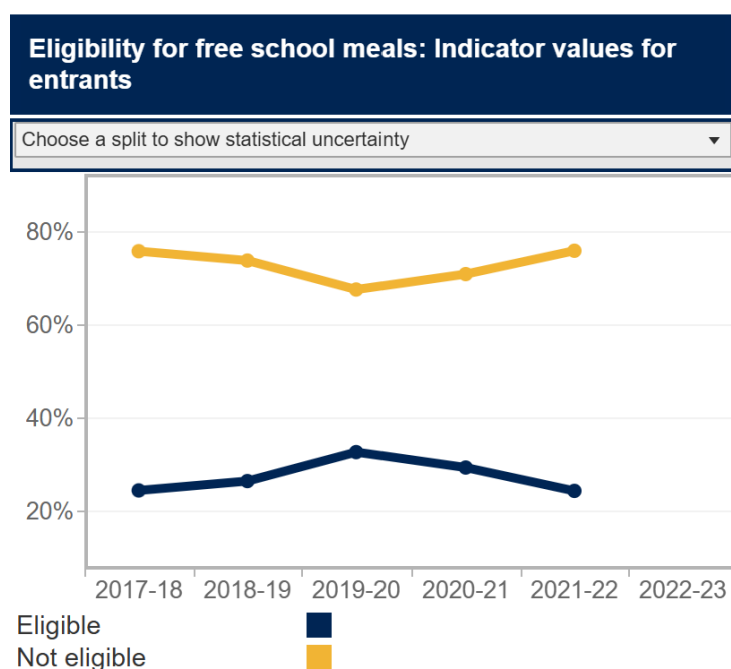
Postcode	TUNDRA Quintile
S630BX	Quintile 1
S70 6AB	Quintile 2
S73 9HE	Quintile 2
S72 0DP	Quintile 1

**Table 10.** Barnsley Postcode analysis and participation in HE.

The College recruits locally from these postcodes; at the core of our mission we want to continue to transform more lives. We know our entrants come from a low starting point and we want to improve and reach more people from these circumstances than we currently do.

### Access to Free School Meals

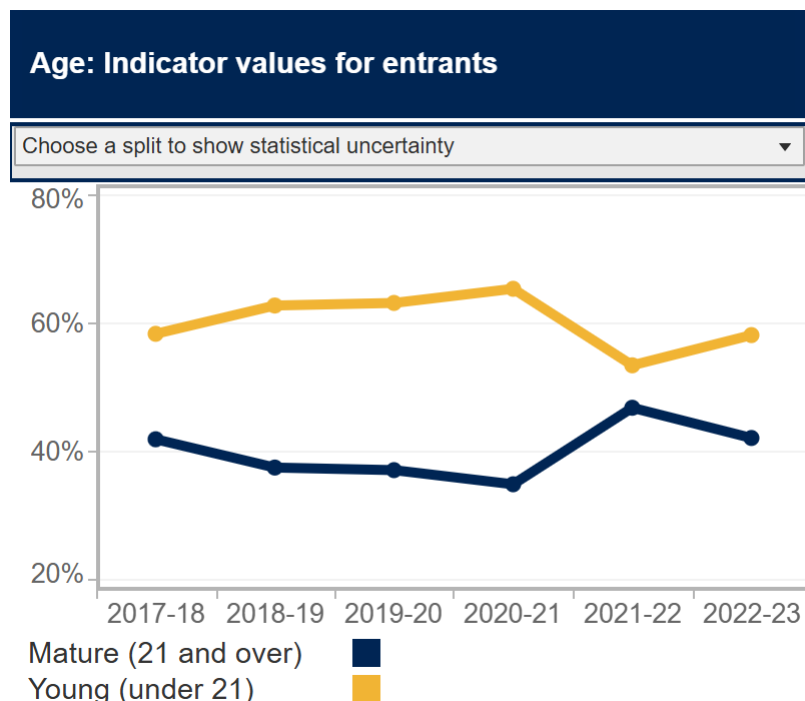
24.3% of our entrants to our OUG programmes were eligible for free school meals (24.9% for all Registered HE providers) (Figure 2.)



**Figure 2.** Barnsley College entrants based on eligibility for free school meals.

## Age

Entrants to our OUG provision have always formed the bulk of our students. For entrants in 22/23 58% were classed as Young (37% for all Registered HE providers) (Figure 3).



**Figure 3.** Barnsley College entrants based on eligibility for free school meals.

There are no significant other trends which have emerged around access to HE for other protected characteristics such as ethnicity.

## On Course

### Size and shape of HE at Barnsley College

All students on higher education programmes at the College typically number just over 300 (Table 11). The majority of our HE programmes are OUG (Foundation degrees and Higher Nationals). In 2022/23 they formed 48% of our HE student population, compared to 7% nationally.

Within our HE student population in 2023/24, 28% were internally progressing students from our FE programmes while 60% of our students who completed foundation degrees at the College continued to complete a top up degree. 7% were in receipt of Disabled Students Allowance, while a further 17% declared a difficulty or disability on enrolment. This is a normal pattern for our student population. In 2022/23, 65 students were registered with the our disability and dyslexia service (representing just under 20% of our total HE student population at the time). The College continues to attract an increasing number of students who disclose mental health issues (32% of our service users in 2022/23).

## Barnsley College

There are additional risks to data quality in some areas of the 2022-23 returns, but in general we consider the data is fit for purpose and facilitates robust measures of student outcomes and experiences. For more detail, see...

<https://www.officeforstudents.org.uk/data-and-analysis/student-outcome-and-experience-measures/data-quality/>

This sheet shows a summary of students who are either taught or registered by Barnsley College.

The first part of the summary table includes full-time, part-time and apprenticeship students studying mainly in the UK and who are actively studying for either a qualification aim or aiming for credit or modular provision.

The second part of the summary table shows breakdowns of offshore transnational education (Offshore TNE), which is sourced from the HESA Aggregate Offshore Record (AOR). This includes students studying wholly outside the UK who are either registered at the provider or studying for an award at the provider. These students are not counted within full-time, part-time and apprenticeship provision in the first part of the summary table or in other OFS student outcome and experience tables.

The final part of the summary table shows students mainly studying abroad. These students are also not counted within full-time, part-time and apprenticeship provision.

The profile of student numbers can be considered for different cohorts (entrants, qualifiers or all students) as both counts or percentages.

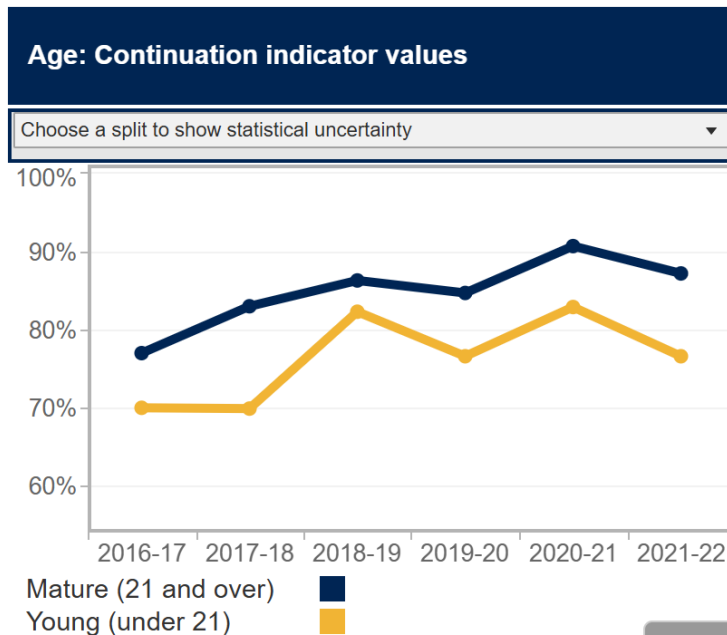
Number of **students** in each breakdown of mode and level of study, by year

Type of provision	Level of study	2019 - 20	2020 - 21	2021 - 22	2022 - 23	4 year aggregate	
Full-time	Full-time (total)	400	320	310	330	1,360	
	All undergraduates	400	320	310	320	1,350	
	All other undergraduate	270	200	210	240	920	
	Other undergraduate level 4	20	20	30	50	120	
	Other undergraduate level 5+	250	180	180	190	800	
	First degree	130	110	100	80	430	
	All postgraduates	[DPL]	[DPL]	[DPL]	10	10	
	PGCE	[DPL]	[DPL]	[DPL]	10	10	
	Part-time	Part-time (total)	200	120	150	170	630
		All undergraduates	170	120	150	170	610
All other undergraduate		150	110	150	170	570	
Other undergraduate level 4		100	70	90	100	360	
Other undergraduate level 5+		50	40	60	70	210	
First degree		30	10	[DPL]	[DPL]	40	
All postgraduates		20	[DPL]	[DPL]	[DPL]	30	
Other postgraduate		20	[DPL]	[DPL]	[DPL]	30	
Apprenticeship		Apprenticeship (total)	190	200	200	210	800
		All undergraduates	150	130	90	60	430
	All postgraduates	[DPL]	[DPL]	[DPL]	20	20	
	Credit or modules	40	80	100	140	360	

**Table 11.** Size and shape of HE provision at Barnsley College (2019-2023).

## Continuation

Mature students on OUG provision consistently have better rates of continuation at the College than their Young counterparts. This gap was 10.6% in 2021/22 (87% continuation in our mature students) (Figure 4). Nationally, there are no significant gaps in continuation (at 78%).



**Figure 4.** Barnsley College continuation based on age (OUG).

There are no other significant gaps in continuation at an institutional level.

### Continuation by named programmes

Continuation by named programme (Table 13) fell in 2022/23 to 83% for full-time students (86% in 20/21), much closer to our pre-Pandemic performance. The programme contributing this decline was the FdA Coaching, Physical Education and Sports Development, where students failed to submit assessment work for the reconvened Assessment Panel the previous year. The Department (and HE Quality & Registry) worked continuously with this cohort throughout the academic year and consider this performance a consequence of the Pandemic. Students required increased levels of support, and struggled with our previously successful assessment strategy, especially written and group work. Subsequent interventions have resulted in improved continuation for the current programme (2023/24) is at 75%.

Programme	Starts	Continued	Continuation %
BA Creative and Digital courses (combined)	11	8	73
FdSc Animal Management	9	8	89
FdSc Criminology, Communities & Criminal Justice	25	25	100
FdA Supporting Families & Communities	14	12	86
Fd Supporting Education Behaviour & Additional Needs	18	16	89
Fd Supporting Early Years Practice	6	6	100
FdA Coaching, Physical Education and Sports Development	21	11	43
FdSc Physical Activity, Health & Exercise			72
<b>TOTAL</b>	<b>104</b>	<b>86</b>	<b>83</b>

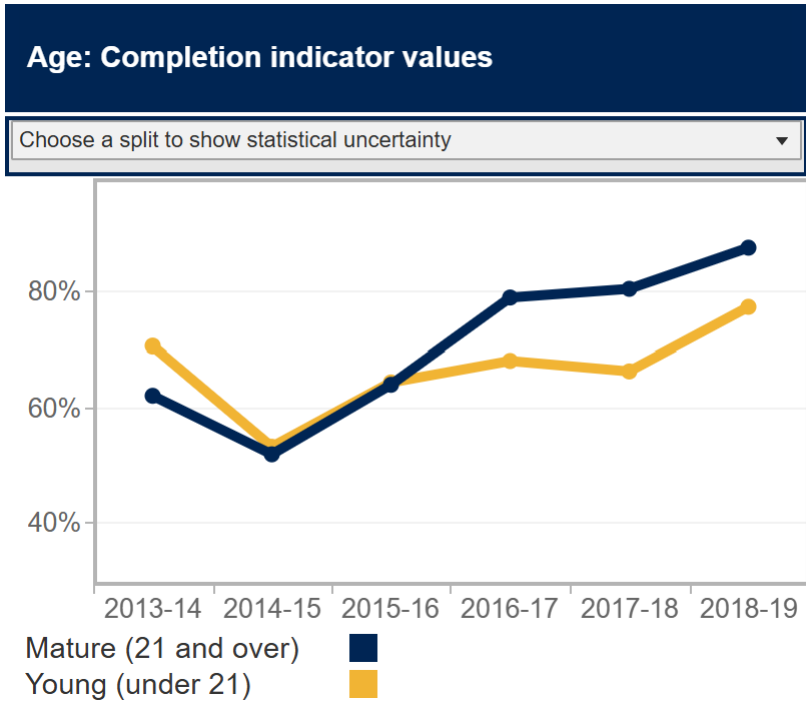
**Table 13.** OfS recognised HE programmes: Continuation 2022/23.

Although not yet reported, our 23/24 ILR return will highlight a similar pattern with our FdSc Animal Management and FdSc Criminology, Communities and Criminal Justice programmes. Both have grown in numbers, but continuation (and consequently completion) is declining. Again, this is for the same reasons. Post-pandemic, our Young students need greater levels of support to enable them to succeed.

### Completion

Gaps in completion on our OUG programmes relate to the age group of our students. Again, Mature students perform better than their Young counterparts. In 2018-19, the completion rate of our Mature students was 87.3%, +10.2% better than our Young students (Figure 5). However, nationally at the same time point, the performance of our Young students was not significantly different (77.1% compare to 79.9% nationally). There are no other significant gaps in continuation at an institutional level.

Prior to 2015-16, the HE provision formed part of the University of Huddersfield, before it was transferred to the College



**Figure 5.** Barnsley College completion based on age (OUG).

**Attainment**

Attainment with respect to degree outcomes display gaps in relation to age. Childcare programmes at the College typically consist of mature students employed in the sector undertaking qualifications related to their employment role.

The bulk of our students are on OUG provision, with the majority of Young students on foundation degrees (Animal Management, Esports Education, Sport and Criminology). While we acknowledge it is a mixed picture, we know that their attainment isn't on a par with our Mature students. Students who progress to our top up provision do well with respect to attainment. If we can support more Young students on foundation degree programmes to improve their attainment, more will progress and achieve at Level 6 (Table 14).

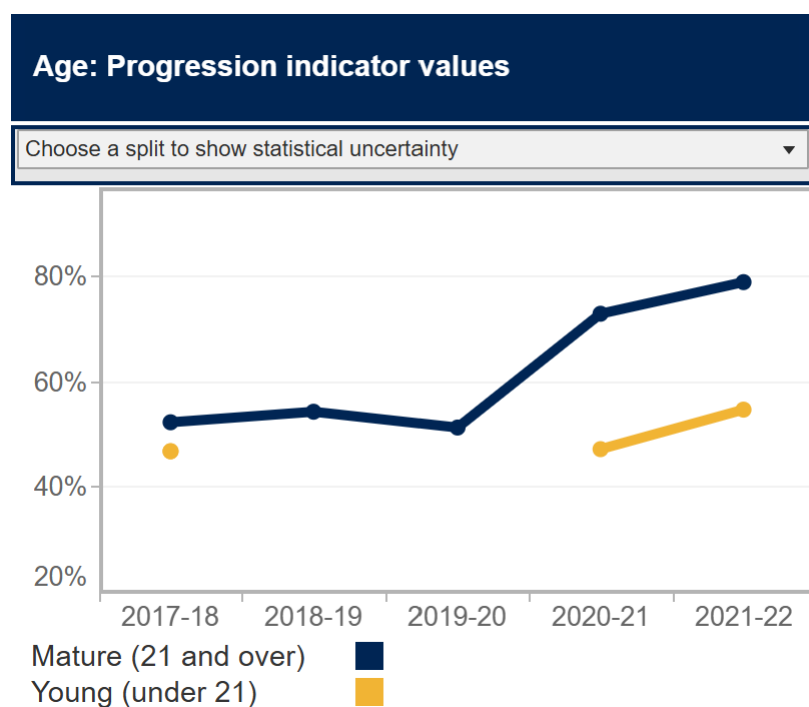
**Table 14.** High grade outcomes at Barnsley College

Department	Completers (n)	First / Distinction (n)	Upper Second / Merit (n)	2023-24 High grades Overall (%)	2022-23 High grades Overall (%)	Variance 2023-24 & 2022-23 (%)	2021-22 High grades (%)
Health & Childcare	70	28	37	93	83	+10	71
Service Industries	66	9	19	42	38	+4	64
Creative and Digital	21	7	6	62	50	+12	83
<b>Total</b>	157	44	62				

## Progression

For all HE provision at the College, there are significant gaps in progression with respect to the age of group of the student. Once again, Mature students outperform their Young counterparts with a gap of 24.2% reported in 2021-22. Progression for Mature students is 78.7%, much closer to the national level.

This data is likely to be exacerbated since the bulk (now all) of our Level 6 provision is in the form of “top up” programmes. So a student starting at the college may have initially been classed as “Young”, but over the duration of their studies, transitioning from foundation degree to top up degree, may then be classed as Mature. There is insufficient data to report on OUG provision.



**Figure 5.** Barnsley College completion based on age (all HE provision).

### Graduate Outcomes data

145 students from the following programmes were eligible to participate in the Graduate Outcomes Survey (cohort C20072).

Of the 145 students (130 in the previous survey) from the programmes eligible to participate in the most recent Graduate Outcomes Survey, 80 completed the survey (55% response rate including partial responses), compared to 58% last year (Table 15). The national response rate for both Higher Education Providers (HEP) and Further Education Colleges (FEC) was 55% (47% for FECs).

**Table 15.** Response rate by Provider.



	Survey completed response rate ↓	Survey partial response rate ↓	Survey (complete + partial) response rate ↓	Total graduate population ↓
Barnsley College	47%	8%	55%	145

### Graduate activities

56% (47% in the last survey) were in full-time employment, 13% (20% last survey) were in part-time employment and 6% (unchanged from last survey) of respondents reported they were unemployed during the census week. 6% of respondents were still in full-time education (29% last survey), while a further 13% (29% last survey) reported they were combining part-time employment and further study (Table 16). This compares nationally to 61% of all respondents in full-time employment, 6% undertaking full-time further study and 5% unemployed.

**Table 16.** Graduate activities by Provider.

	Full-time employment ↓	Part-time employment ↓	Unknown pattern of employment ↓	Voluntary or unpaid work ↓	Employment and further study ↓	Full-time further study ↓	Part-time further study ↓	Unknown pattern of further study ↓	Other including travel, caring for someone or retired ↓	Unemployed ↓	Total with known outcomes ↓	Non-respondents ↓	Total ↓
Barnsley College	45	10	0	0	10	5	0	0	10	5	80	65	145

25% of our students who completed this survey had a declared disability (27% last survey) and 20% nationally. Of these, 25% were in full-time employment, better than the national picture (11%), compared to 50% last survey. Additionally, 25% were in part-time employment and undertaking further study (Table 17).

**Table 17.** Graduate activities by Provider and declared disability.

	Full-time employment ↓	Part-time employment ↓	Unknown pattern of employment ↓	Voluntary or unpaid work ↓	Employment and further study ↓	Full-time further study ↓	Part-time further study ↓	Unknown pattern of further study ↓	Other including travel, caring for someone or retired ↓	Unemployed ↓	Total with known outcomes ↓	Non-respondents ↓	Total ↓
Barnsley College	5	0	0	0	5	0	0	0	5	0	20	10	30

### Graduate reflections

Reflection by graduates on their programme have improved on the last Graduate Outcomes survey. Responses to “My current activity is meaningful” and “My current activity fits with my future plans” have improved on the last survey. 88% of respondents who studied at the College reported that their current activity was meaningful. This is an improvement on last year (+4%) and slightly higher than the national picture for colleges (85%, Figure 1). 84% (+9% on the last survey) reported that their current activity fitted with their future plans, 9% better than the national picture for college (75%, Figure 1). Lastly, 76% (same as last years survey) reported that they were utilising what they had learnt during their studies in their current activity, 7% better than the national picture for Further Education colleges (Figure 1).

**Table 18.** Barnsley College Graduate reflections

My current activity is meaningful

	Strongly agree ↓	Agree ↓	Neither agree nor disagree ↓	Disagree ↓	Strongly disagree ↓
Barnsley College	51%	37%	6%	5%	2%

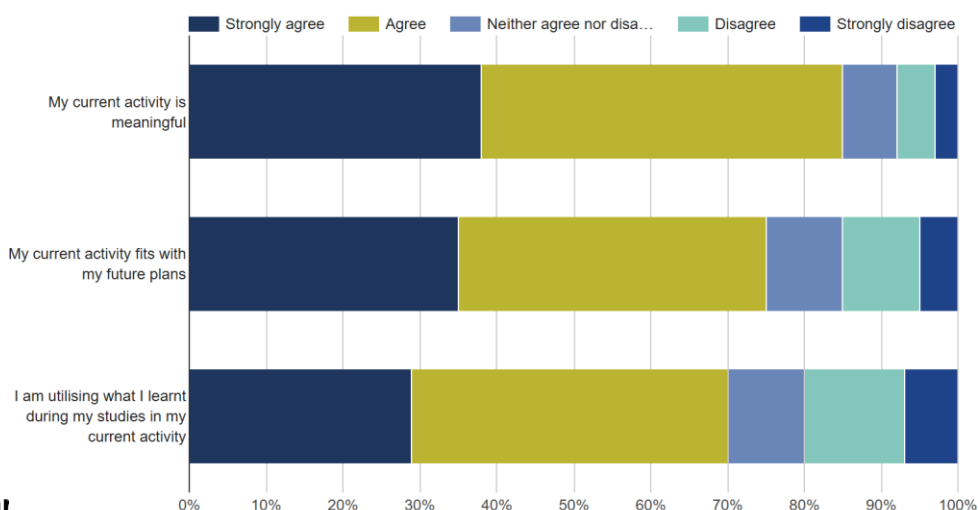
My current activity fits with my future plans

	Strongly agree ↓	Agree ↓	Neither agree nor disagree ↓	Disagree ↓	Strongly disagree ↓
Barnsley College	37%	38%	11%	10%	5%

I am utilising what I learnt during my studies in my current activity

	Strongly agree ↓	Agree ↓	Neither agree nor disagree ↓	Disagree ↓	Strongly disagree ↓
Barnsley College	24%	41%	8%	19%	8%

**Figure 6.** Graduate reflections on their current activity (all Further Education Colleges)



**Standard**

Of our students in employment 70% were in highly-skilled roles, employed in professional occupations and associate professional occupation (+30% on the last survey). 10% of our former students were in medium-skilled roles (-20% on the last survey), undertaking roles relating to caring, leisure and other service occupations. A further 20% of former students were in roles considered low skilled (unchanged on the last survey) (Table 19). Nationally, 77% were in highly-skilled roles, 14% were undertaking medium-skilled roles and 9% in low-skilled roles. Including the students were still in full-time further study at the time of the survey, 69% of our students who took the survey are considered to have “Graduate Outcome” (+19% on the last survey).

**Table 19.** Barnsley College Standard occupational classification of graduates.

	Managers, directors and senior officials ↓	Professional occupations ↓	Associate professional occupations ↓	Total high skilled ↓	Administrative and secretarial occupations ↓	Skilled trades occupations ↓	Caring, leisure and other service occupations ↓	Total medium skilled ↓	Sales and customer service occupations ↓	Process, plant and machine operatives ↓	Elementary occupations ↓	Total low skilled ↓	Unknown ↓	Total ↓
Barnsley College	0	10	25	35	0	0	5	5	5	0	5	10	0	50

While our data shows that while there has been an improvement in the College position on graduate outcomes, further improvement is required.