

TEF 2023 Provider Submission

1. Provider context

1.1 Context

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.

1.2 Socio Economic Profile

Barnsley is an area of high social disadvantage and income deprivation. Barnsley is the 38th most deprived local authority in England². Overall, 21.8% of areas within Barnsley are amongst the 10% most deprived in England.

A smaller proportion (71.9%³) of the population in Barnsley are employed than the Yorkshire and Humber and national average. The proportion of people unemployed in the area is high at 4.0%² when compared to regional and national figures.

Prior educational attainment in the borough is low when compared to the national figures, with only 31.2%⁴ of the population holding a qualification at Level 4 or above (compared to a national average of 43.6%³). The proportion of residents with a qualification at Level 3 or above (51.6%³) is also low when compared to the national average of 61.5%³.

Thirteen percent of households in Barnsley do not have an employed adult living in them⁵, 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 pupils⁶.

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)⁷.

1.3 Barnsley College is Outstanding

In March 2022 Barnsley College was recognised as one of the best in the UK, by retaining its Outstanding rating by Ofsted⁸. The College was the first Further Education College in Yorkshire to achieve this grading under the new Education Inspection Framework, and only one of three colleges in the country to retain its grade.

Areas inspected in 2022 by Ofsted and overlap into our TEF metrics were Apprenticeships (rated Good) and Adult Learning Programmes (rated Outstanding).

¹ NOMIS, *Labour Market Profile*, 2020.

² Ministry of Housing, Communities and Local Government, *English indices of Deprivation*, 2020.

³ Office for National Statistics, *Annual Population Survey*, June 2022.

⁴ Office for National Statistics, *Annual Population Survey of households combined economic status*, December 2021.

⁵ Office for National Statistics, *Annual Population Survey*, December 2019.

⁶ Department for Education, *Education Setting Survey March 2021*, published August 2021.

⁷ National Office of Statistics, *Life Expectancy for local areas of the UK*, December 2021.

⁸ Ofsted report Barnsley College March 2020

1.4 Our vision, purpose and values

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

This is underpinned by our strategic pillars – Quality, Curriculum, Sustainability and Reputation⁹.

The College is geographically and philosophically the centre of the town. The College is one of the key anchor institutions in the town of Barnsley, along with the local authority and the National Health Service. As a result of how well this is ingrained in the fabric of the College, 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 survey¹⁰, 95% of all college staff supported the College purpose, structure and direction (15% 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.

1.5 Higher Education at Barnsley College

Barnsley College was approached by the University of Huddersfield in October 2012 regarding a possible transfer of their University Campus Barnsley provision to the College. The University felt that the Campus was no longer a good strategic fit for their long-term plans. Prior to this, there was a small amount on non-prescribed qualifications predominantly in Business taught by the College. The subsequent transfer of the provision, building and facilities, academic and administrative staff took place on 1 August 2013 and are included in our TEF Metrics. The offer at the University Campus Barnsley on transfer, included nine honours degrees as well as Initial Teacher Training provision (Cert Ed/PGCE/PG Dip. Ed). Approximately 500 students working towards University of Huddersfield programmes were transferred to the College. Following this transfer, the majority of programmes were summarily terminated by the University and entered in to “teach out”. Some students at this time opted to withdraw from their studies and study elsewhere.

The College supported this historical transfer because Higher Education is important to us and our town. As an Authority, it continues to be significantly below regional and national averages for the number of people qualified at Level 4 and above.

Today no official links remain between the College and the University of Huddersfield, the final part-time Bachelor programme (of 6 years duration) concluded in 2021.

Today, the nature of our current higher education provision at Barnsley College is very different and is distinct from that provided by traditional HEI’s in that we aim to raise the aspirations of those who would not normally consider higher education as part of their career path. By making such provision available to aspiring students, we play an important role in contributing to the economic development of our local community, the widening participation agenda and the achievement of national targets for HE participation. As an institution, we recruit 45% of our full-time students from Quintile 1 (compared to 16% nationally), 68% of students from both Quintiles 1 and 2 (compared to 32%

⁹ Barnsley College Strategic Plan

¹⁰ Barnsley College 2021/22 Staff Survey

nationally); only 3.5% of our full-time students are from Quintile 5, compared to 17.2% across all OfS registered providers (POLAR4).

Our current HE programme offer has an increased vocational 'feel' with progression pathways available to level five and six in the vast majority of curriculum areas. The provision is skills-based and structured to enable both full and part-time attendance.

Since the transfer, the portfolio of our provision has significantly altered, the number of full 3 year Bachelor programmes is currently at 2; both will conclude this academic year. No new full 3 year degrees will be introduced.

Student numbers at the College have fallen in recent years:

- Our full-time student population has fallen 37% over the TEF time series;
- The greatest difference exists at Level 5 OUG provision (51% decrease) associated with the removal of Higher Nationals from our portfolio. These have been replaced with a small amount of Foundation degrees;
- The College no longer offers PGCE;
- Part-time numbers have fallen by 55% on OUG Level 4 (non-recognised programmes);
- Higher level apprentices numbers are increasing.

In 2018, the College undertook a full review of its OfS recognised higher education, with a new specific HE strategy¹¹, with outputs measured by our College Balanced Scorecard¹². Key priorities were identified as:

- Growth that is aligned to local and regional priorities;
- Growth in Higher Level and Degree Apprenticeships;
- Increased progression from Access to HE (or similar programmes) into Higher Education.

As a consequence, only our Year 4 time series for Student Outcomes (for Continuation) resembles our current HE offer¹³.

Institutional partnerships now exist with Sheffield Hallam University (2 programmes), University of Hull (6 programmes including top-up years), and Leeds Trinity University (13 programmes including top-up years).

Of our OfS recognised qualifications, 22% are enrolled to Childcare programmes, 18% to Sport and 14% to Creative programmes.

All HE programmes, with the exception of Animal Management are delivered at our Church Street Campus (formerly University Campus Barnsley). Animal Management is exclusively delivered at Wigfield Farm, a working visitor attraction owned by Barnsley College.

As part of our vision to "Transform Lives", our aspirations for our FE students are that they progress to HE externally to the College. In 2021-22, 814 FE students at the College had accepted places to study HE, with 8% at Russell Group institutions¹⁴. Only 7% of students internally progressed to HE programmes at the College¹⁵

Key aspects of our student profile include:

- 85% of our part-time students are enrolled on non-recognised programmes (4.5% nationally);
- 93% of all students are either mature or very mature (15% nationally);

¹¹ Barnsley College HE Strategy

¹² Barnsley College Balanced Scorecard

¹³ OfS ILR individualised files for TEF

¹⁴ Barnsley College UCAS End of Cycle report (November 2022)

¹⁵ 2021-2022 Barnsley College Progression report

- 20% have a reported disability;
- 29% of entrants under 21 were eligible for Free School Meals (19% nationally);
- 33% of entrants typically enter with an Access / other Level 3 at 65 tariff points or higher; 25% with a BTEC qualification.

1.6 Student Submission

Accompanying the College-level submission is our Student Submission. While this has been shared with the College prior to submission (and vice versa), we have not influenced this in any way.

1.7 Scope

The College has elected to include all provision in scope for this TEF submission.

2. Student experience

The College underwent a successful Quality and Standards Review¹⁶ by the QAA in October 2019. Reviewers concluded with a high level of confidence that the College:

- Had a reliable, fair and inclusive admissions system
- Actively engages students, individually and collectively, in the quality of their academic experience
- Has fair and transparent procedures for handling complaints and appeals which are accessible to all students

Reviewers reported that:

“The College actively engages students individually and collectively in the quality of their learning experience. The College has clear, effective, robust and credible approaches to engaging students, individually and collectively, in the quality of their educational experience through various means including the student representative system and established feedback mechanisms. The views of students, as expressed in the student submission, in their meeting with the team, and in internal and external surveys, confirmed that they are engaged in the quality of their educational experience. Students and staff provided a number of examples of the College changing and improving students' learning experience as a result of student engagement”.

“The sampling of assessed student work demonstrates that students are given comprehensive, helpful and timely feedback. Academic and professional support staff clearly understand their roles in supporting student achievement”.

In March 2020, Ofsted⁸ graded our Adult Learning Programmes as Outstanding. Inspectors reported that:

“Adult students demonstrate highly positive attitudes to their learning, enabling them to develop new skills and knowledge. They listen intently in lessons, improving their skills to prepare them for the world of work or further learning. This improves their confidence, helping them to achieve aspirational careers goals which benefit themselves and their families”.

At the same time, Ofsted⁸ graded our Apprenticeships Good. “Apprentices benefit from stimulating environments that replicate their experience at work. They successfully develop their confidence and resilience as well as professional skills and behaviours through carefully planned theoretical activities”.

¹⁶ Barnsley College Quality & Standards Review report

“Senior leaders and governors have developed very effective partnerships with a wide range of relevant stakeholders in and around Barnsley. This ensures that they develop curricula that meet current and new business industry needs.... As a result, students develop the skills needed to gain aspirational jobs with local employers or progress to higher-level study”

Our students take the time to add free-text responses²⁹ about their experience of the College (NSS 2022):

“The foundation degree has improved my confidence in my academic abilities. I have enjoyed reading the core texts provided by tutors, I feel this has really extending my knowledge being able to apply some of the findings into my work practice”

“Support received during personal circumstances has been phenomenal with no criticism or opinions, just understanding to my circumstances. Couldn't ask for better tutors!”

“It's been great. The thesis is great. I've been supported all-round. Lecturers are extremely helpful. Support on a personal basis”

Anon. HE students NSS 2022

2.1 Our approach to teaching, feedback and assessment

The teaching practice of staff is monitored as per our Professional Practice Observation policy¹⁷. This focuses on developing the quality of teaching and learning across the college over time, rather than making a judgement about the effectiveness of teaching and learning in an individual session. All staff participate in one ungraded developmental professional practice observation with zero notice per academic year. Staff can also elect to have their practice observed again, by requesting a second professional practice observation. This serves as a mechanism to improve their practice.

All staff new to the College are allocated a Teaching and Learning Coach (TLC) for support and development within their first week of employment. New staff work with their TLC to agree a support and coaching plan based on their prior experiences and skills. All new staff complete the Teacher Induction programme as part of their induction to the College. All staff new to the College participate in at least one professional practice observation and peer learning opportunity (both having a peer observe their practice and observing a peer to see someone else teach) within their first 6 weeks of teaching.

Of HE staff observed last academic year, only one warranted a short-term Coaching Plan. The College is confident that teaching practice is of high quality.

Outcomes (and the impact of interventions) from staff observations are reported quarterly at Department level to Senior Leaders at the College during Performance Review. Underpinning this is our college-wide Teaching and Learning Strategy.¹⁸

Strengths identified this academic year include:

- Academic level of the curriculum was reinforced by students' ability to ask questions of each other in line with the expected level at level 4 of the FHEQ;
- High quality teaching and learning resources were used to engage students;
- Development of students' technical knowledge and understanding including use of appropriate technical language
- High quality of resources (including digital) to enhance learning

¹⁷ Barnsley College Professional Practice Observation policy

¹⁸ Barnsley College Teaching and Learning Strategy

- Clear development of students transferable analytical skills that they can then use for other modules, years of study/employment

Examiners frequently report that our approach to teaching, feedback and assessment is to be commended:

"It is clear from the quality of feedback shown that staff take care to support their students. Feedback is constructive and clearly highlights ways in which students can improve. Where students have not met the learning outcomes, this is clearly shown. It is also heartening to see that good work is well acknowledged and praised".

FdSc Animal Management external examiner

"The strength of the programme is its applied nature and that students are well supported as individuals by their lecturing team".

BA Fine Art Practice external examiner

"I think the team are doing a fantastic job in promoting and enhancing students learning, they are offering innovative and interesting assessments that are challenging students in developing new skills directed in their future careers in criminal justice. For example, the Conflict Management module offer students an immersive experience, where both assessments are based on one conflict and confrontation, students are not only tested on the practical skills of dealing with offenders, but also tasked with recording and justifying their position and approach taken. This assessment is a fantastic example of an enhancement seen on the programme, and an ethos that I have seen throughout the programme during my examination of assessments".

FdSc Criminology, Communities & Criminal Justice external examiner

"I am impressed by the quality of student work. Student work covers important areas and demonstrates good depth and criticality of understanding in general. Tutors' feedback was detailed and helpful to students by clearly signposting students the strengths of their work alongside areas for further improvement".

BA (Hons) Professional Practice: Early Childhood Studies, BA (Hons) Professional Practice: Education Studies, BA (Hons) Professional Practice: Supporting Children, Young People and Families external examiner

"Student experience during and beyond the programme is clearly central to the programme. Students are encouraged to explore their own field of work through assignments, developing their reflective skills and their agency in working with children and young people.

The programme team have developed a varied portfolio of assessment activities across the modules that has range, depth and interest".

FdA Supporting Children and Families in Social Contexts, FdA Supporting Families and Communities external examiner

"The assessment process is effective, and the courses offer a range of assessment techniques. The variety of assessments is a clear strength of the courses with some innovative approaches utilised. Students are often supported to develop assessments on topics of personal interest.

The feedback provided by the course team is strong. Both in text comments and summative feedback is used and the course team clearly spend time providing constructive feedback to students. The progression of students between L4-5 and L5-6 suggests the feedback is taken on board and acted upon".

FdSc and BSc (Hons) Physical Activity, Health and Exercise, FdA Coaching, Physical Education and Sport Development, BA (Hons) Sport, Physical Exercise and Health external examiner

"I would like to congratulate the team on the student achievement despite extraordinary circumstances, going above and beyond their roles. The commitment and dedication displayed was repeatedly commented on by students who understood the relationship of trust that enabled the best outcomes."

BA Fine Art Practice external examiner

Our approach is reflected by our consistent increase in student satisfaction over the last four years.¹⁹ Overall student satisfaction at the College increased to 92% in 2022, from 84% last year. This is 16% higher than National average and the College's best ever performance in the survey.

Increases in satisfaction relating to teaching, feedback and assessment on the sector average:

- Teaching on my course +7.5%
- Assessment and Feedback +13.7%

Question	% Agree 2022	Sector 2022	% Agree 2021	Sector 2021	% Agree 2020	Sector 2020	% Agree 2019	Sector 2019
The teaching on my course	87.50	80.05	86.97	79.94	89.51	83.87	84.70	84.13
Staff are good at explaining things	88.88	84.41	93.16	84.39	91.07	88.65	90.13	88.82
Staff have made the subject interesting	83.33	78.02	82.05	77.91	88.29	82.03	82.89	82.13
The course is intellectually stimulating	86.36	81.59	84.62	81.50	89.29	84.47	81.58	84.71
My course has challenged me to achieve my best work	92.42	76.25	88.03	76.02	89.19	80.40	84.21	80.94
Assessment and Feedback	82.2	68.53	87.61	68.59	83.26	72.60	80.54	73.37
The criteria used in marking have been clear in advance	75.76	69.74	82.76	69.73	82.14	72.19	82.89	72.94
Marking and assessment have been fair	84.85	69.50	89.74	68.95	84.82	72.61	85.53	72.97
Feedback on my work has been timely	78.79	65.89	87.18	66.31	80.36	72.41	72.34	73.59
I have received helpful comments on my work	89.39	69.07	90.60	69.50	85.71	73.25	81.46	74.09

(83% response rate in 2022)

Similarly in our Apprenticeship Employer Survey 2022 (76% response rate) indicates:

- 71% of employers are satisfied with the service they receive from Barnsley College
- 83% of employers would use Barnsley College for their future Apprenticeship Needs

Internal surveys²⁰ of students enrolled to our non-recognised programmes also confirm that they:

- Find the subject engaging 87%
- Find their course intellectually stimulating 83%
- Find staff easy to contact 83%

2.2 Our approach to course content and delivery

Programme design takes into account the principles outlined in our HE Strategy¹¹ and overarching Curriculum Strategy²¹ so that we can produce students with our Barnsley College "HE Identity", namely to produce graduates with the following core attributes:

- Demonstrate a significant body of subject knowledge and skills in their chosen area.
- Are able to make a successful transition into employment and/or further study.
- Are confident to engage in lifelong learning in pursuit of personal, academic and career development.

¹⁹ NSS 2022 data, Barnsley College SLT paper National Students Survey 2022

²⁰ 2022 Barnsley College Professional programmes on-programme survey, response rate 56%

²¹ Barnsley College Curriculum Strategy

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- Possess effective academic, research, information and digital literacy skills.
- Are capable of working autonomously and collaboratively.
- Have an enterprising outlook and are capable of logical, critical and creative thinking to solve problems.
- Are socially responsible – understanding problems relating to equality and diversity, sustainability, ethics and social justice.

Our focus is only on introducing new Foundation degrees where it clearly meets the local skills need, favouring Higher Level Apprenticeships as our preferred route. As an example, our recently validated FdSc Criminology, Communities and Criminal Justice course content contains three modules that map to the Professional Qualification in Probation. Students completing this programme can be fast-tracked into the probation service.

Examiners endorse our approach to course content and delivery:

“Module content is clearly up to date and current. The applied nature of many of the units means that current issues and topics are focused upon. Up to date industry strategies and policies are utilised, as well as current academic research. Students are given the chance to both develop and apply their knowledge, often through industry focussed assessments, often applied and focussing on issues facing sport and physical activity in the current day”. FdSc and BSc (Hons) Physical Activity, Health and Exercise, FdA Coaching, Physical Education and Sport Development, BA (Hons) Sport, Physical Exercise and Health external examiner

“The range of optional modules for the students is excellent. The fact that students can choose one of several highly applied modules in disciplines such as livestock science and ecology allows the students to personalise their learning. The use of practical content using on site animals is a valuable component of the course”.

FdSc Animal Management external examiner

“Student experience during and beyond the programme is clearly central to the programme. Students are encouraged to explore their own field of work through assignments, developing their reflective skills and their agency in working with children and young people. Employability skills, a key indicator for HEI’s, are surely enhanced by the strong links made between theory and practice. The programme team have developed a varied portfolio of assessment activities across the modules that has range, depth and interest”.

FdA Supporting Children and Families in Social Contexts, FdA Supporting Families and Communities external examiner

Post validation comments from our HEI partners also confirm our approach to programme design:

“Clear curriculum design and consideration for the rationale of the programme, stakeholders and development. There is a clear need to provide a programme which addresses post-pandemic educational landscape”.

Professional Graduate Certificate in Education (Post-compulsory Education) validation panel comments.

“The panel would like to commend the programme team for their vision and commitment to supporting their local community of learners, coupled with supporting the local business community”

University Validation Panel Record of Outcomes and Decision, FdA Organisational Leadership & Management, BA Leadership & Management (Top Up)

"This is an exciting programme providing real world application for the subject and the clear use of authentic assessment throughout the programme is to be commended".

University Validation Panel Record of Outcomes and Decision, BSc Criminology Communities and Criminal Justice (Top Up)

Our approach to course content and delivery subsequently reflected in our National Student Survey results.

Question	% Agree 2022	Sector 2022	% Agree 2021	Sector 2021	% Agree 2020	Sector 2020	% Agree 2019	Sector 2019
Learning opportunities	87.88	79.37	84.19	79.01	91.52	82.89	83.99	83.17
My course has provided me with opportunities to explore ideas or concepts in depth	90.91	79.65	84.62	79.53	96.43	83.52	82.89	83.98
My course has provided me opportunities to bring information and ideas together from different topics	89.39	81.45	83.62	81.27	90.99	84.43	85.53	84.64
My course has provided me with opportunities to apply what I have learnt	83.08	77.07	84.62	76.3	87.5	80.77	83.55	80.95
Organisation and Management	81.82	69.88	82.05	69.74	80.36	73.76	76.64	74.99
The course is well organised and running smoothly	78.79	64.70	76.07	63.79	73.21	68.00	69.74	70.17
The timetable works efficiently for me	86.36	74.03	87.18	75.49	86.49	77.36	82.21	77.98
Any changes in the course or teaching have been communicated effectively	80.30	70.96	82.91	70.04	82.14	75.98	76.16	76.89

(83% response rate in 2022)

Students testimonies commend our approach:

"Barnsley College makes lessons feeling like a 1-1 experience with student and teacher. As for the course, fantastic! if you want something to develop your opinions and open your eyes to the world and understand a bigger picture, this is a course for you. The study of crime and its causes is interesting enough to get anyone to want to learn... it's stupendous".

FdSc Criminology, Communities and Criminal Justice student.

The College currently offers five programmes (Foundation degree and associated top-up years) validated by the University of Hull. These are currently being revalidated under "Transforming Programmes", a key element of their Education Strategy. This will see these programmes move to a competence-based approach. As a consequence, our approach to course content and assessment will further improve.

2.3 Our approach to professional practice and employer involvement

Our HE staff are currently involved in a number of professional practice networks and projects that enhance their professional practice:

- College-based Higher Education Network – Advance HE funded project providing the opportunity for leaders of college-based higher education across the UK to come together and share practices, devise solutions to meet their challenges and opportunities and build stronger links with the Advance HE community.
- QAA Collaborative Enhancement Project – Led by the University of Bath. Creating an environment to foster pedagogic research informed decision making on quality matters. The team will develop a model and exemplars for promoting pedagogical research communities, which address the challenges of lack of institutional culture and resources for promoting a scholarly approach.
- Mixed Economy Group (MEG) Small scale research bursary funding awarded to the College. This research project will explore the possibilities of widening participation and developing skills for employment in education amid a period of interregnum. This research will employ two HE students from our Service Industries Department to conduct the research.

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Our validating partners confirm, on an annual basis²², our involvement in professional practice activities which benefit both our staff and students.

Employers feature in contributing to assessment at the College. This is currently most prevalent in Sport and Public Service programmes²³

The teaching practice of staff is monitored as per our Professional Practice Observation policy²⁴ as outlined in section 2.1. Our approach to the development of professional practice is covered in section 2.4, along with scholarly activity.

Since all new programmes need to meet the local skills need, employers are pivotal in programme development and design. This is reflected in the feedback received post-validation:

“The College also work closely with a broad range of local employers who deliver their own distinct specialist curricula, which have provided feedback and responded positively to the proposed programme. Stakeholders suitably involved in the ongoing development of the programme.”

Validation panel comments, Professional Graduate Certificate in Education (PCET).

“There is clearly a strong relationship between the college and local industry in this sector. This is an exciting programme providing real world application for the subject and the clear use of authentic assessment throughout the programme is to be commended”.

University Validation Panel Record of Outcomes and Decision, BSc Criminology Communities and Criminal Justice (Top Up)

2.4 Our approach to staff professional development

All staff participate in an appraisal process (5x5), an employee-led development and performance management discussion. In addition, a monitored CPD plan is produced for each member of staff detailing the individual events, activities and professional updating that is relevant and appropriate to that staff member. Every member of teaching staff also has a bespoke, individualised training and support plan (see 2.1).

The College has high expectations of staff every day. We encourage our staff to be an inquisitive practitioner on a constant learning journey through our two development programmes, Explore Education and Discover Digital as well as ensuring all the attitudes and behaviour expected through a programme called, We Are Barnsley College.

There are mandatory training days for teaching staff to ensure they are constantly challenged and supported with the changing requirements of education. Trauma informed, SEND, Retrieval practice, Levelness, Planning for learning and assessment and feedback are some of the large amounts of CPD sessions offered to staff throughout the year. There is a bespoke offer to HE staff with a practitioners group that runs in addition to whole college CPD three times a year.

All staff are able, and are encouraged, to engage with external development and professional/industrial updating that is relevant to their role. Some examples of activities undertaken in 2021/22 include:

- Mental Health Support Worker Course
- ILM Certificate in Effective Coaching and Mentoring

²² University of Hull Joint Development Board annual reports

²³ External Examiner reports

²⁴ Barnsley College Professional Practice Observation policy

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- AoC HE Research & Scholarship and Advance HE Conferences
- Recognising and validating outcomes of non-accredited learning (RARPAP)
- Collaborative HEI partner conferences
- Yorkshire Advanced Practitioner Network
- QAA Quality Insights webinars
- QAA Regional Quality events
- Office for Students webinars
- Office for the Independent Adjudicator for HE webinars

Five staff are currently undertaking Masters programme, with two working towards Doctorates, supported by the College. The College currently has six staff with HEA Fellowship accreditation, with a further 13 planning to work towards Fellow (or Senior Fellow) this academic year.

In our most recent staff survey¹⁰, 87% of respondents stated that the training they received helped them in their work (+18% on external benchmark).

This academic year, our HE Practitioner group is currently undertaking a programme of staff development focusing on inclusive teaching, learning and curriculum, led by Leeds Trinity University.

The Teaching and Learning Coaches deliver high quality CPD, coach teachers to develop as practitioners as well as driving our Professional Practice Observation process across the college to ensure the quality of teaching and learning meets expectations. The College also has three Learning Technologists that digitally transform students and teachers by enhancing learning environments and introducing and developing training for digital technologies. The Team are highly skilled, well researched and passionate in developing teachers to be the best practitioner they can be across the FE/HE sector.

The College also developed “Tech Teach”, an evidence-based award for staff to improve and demonstrate knowledge of Accessibility, Immersive Learning, Formative Assessment, Distance/Online Learning and Live collaboration. This initially supported our staff to develop skills during remote learning that now enhances their delivery when face to face. Digital technologies ensure lessons are fast paced and engaging whilst One Note and other online tools are used to encourage sustainability and suit the needs of 21st Century learners. Lessons are streamed live to offer a flexibility to adult learners as well as being recorded for student-led revision.

Staff with Tech Teach awards (2020-2022)

Tech Teach Award	% of teaching staff
Accessibility	79
Immersive learning	82
Formative assessment	90
Distance / Online learning	100
Live collaboration	98

The College has Microsoft Showcase College status which demonstrates our commitment to a broad and relevant digital curriculum. The College was been commended by Microsoft for our provision of tools, technologies and expert tuition from our highly skilled workforce.

Over 450 Microsoft Innovative Educator (MIE) qualifications have been rolled out to staff as part of our commitment to digital skills, contributing to for improved learning and student outcomes:

- 100% of teaching staff have been awarded their Microsoft Innovator Educator
- 33 staff successfully applied to be Microsoft Innovator Educator Experts

- 72 staff are currently qualified as Microsoft Certified Educators

Ofsted⁸ stated “Leaders support and develop teachers and staff to ensure that they are well qualified and can teach their subjects very effectively. Teachers and trainers use their expert knowledge and skills to enhance the curriculum content for students.

2.5 Our approach to a supportive learning environment

HE students have access to two HE Study Skills Officers, either in-person or online. They provide generic study skills help; every HE student at the College can book an hour a week, every week should they wish to. Students can access support as one-to-one or groups. These promote the importance of good study skills for independent study. Last academic year²⁵, 1107 one-to-one study skills appointments were delivered.

The support provided to our students has been highlight by individual feedback provided as part of the National Student Survey²⁹

“Study skills were great. I've never written an essay so detailed before and writing it made me really think and challenge the subject which opened me up to new things I never knew which I have learned.”

Anon. HE student 2022

Mental Health and Wellbeing

The College provides a multi-faceted approach to supporting students with their mental health and wellbeing. This is based on “mental wealth”, an approach which emphasises that everyone experiences mental health wellbeing difficulties at some level/point, widening awareness and encouraging open and engaging conversations. Within that work is delivered around normalising emotional response through emotional literacy and regulation.

All HE students have access to a personal tutor who has received training to support them in identifying signs of mental health wellbeing issues, and effectively referring students into our central service. Every curriculum area has staff trained in mental health first aid.

In July 2021, all staff received training on Trauma-informed practice to aid our approach to supporting our students; this will be refreshed in July 2023.

The central service will engage directly with the student to offer support and refer into services as needed and have received specific training to enable effective triage. The college’s engagement with local services is strong. Central services include access to counselling, cognitive behaviour therapy, WRAP (wellbeing responsive action plan), emotional regulation, therapeutic/self-help interventions and elements of social prescribing. This offer cuts across all cohorts and age groups across the college. While shorter-term interventions (such as counselling) are available, the focus for learners is the development of tools and strategies that will support them in managing their own mental health and wellbeing long-term, developing resilience and recognising when further help may be needed and how to access that help.

The College does not currently record separate HE or FE student engagement with Student Services. Last academic year:

- Local support Grants allowed us to support Over 1,000 students, who received hygiene packs and over 200 students have received clothing packs based on hardship referrals.
- Health and wellbeing staff have engaged over 3,736 students either through drop in, wellbeing support groups or events. The team delivered 29 events, raising the profile of the

²⁵ Barnsley College Annual Monitoring Report 2021-22

service and promotion of wellbeing and mental wealth. 674 learners have received individual information, advice and guidance.

- Over 1,400 pre-clinical interventions offered these included, SPA referrals, wellbeing workshops, WRAP one to one and group works.
- The itrust Network now contains 51 students, who have accessed business start-up support.
- Global Entrepreneur Week engaged 426 students. Students accessed sessions based on business start-ups, skills development, employability sessions
- 20 students were supported through their applications to Barnsley College Enterprise Fund.
- There have been 3777 student interactions with the Students' Union which included events such as; Our say day, Governors Seminar, Pride week, health and wellbeing day, Fundraising, Queens Platinum Jubilee celebration and reading for pleasure activities.
- The study skills team have worked with 440 different learners and have undertaken a total of 1107 appointments. The study skills team have also delivered referencing workshops to 78 students.

In 2019/20, Barnsley College won an AoC Beacon Award for Mental Health & Wellbeing, and in 2021/22 we were highly commended for our "Support for Students".

Examiner comments confirm our approach to the learning environment we create:

"The return to studios and physical working spaces combined with the best show to date for this new and evolving course. The work reviewed as a sample and the general sense of outcomes this year were very articulate, individual and impressive in their range of content and media. In particular the focus on understanding creative practice as a means of exploring and processing particular mental health issues is very apparent. Whilst this may not be the main focus in recruitment, the support for neurodiversity is exemplary and should be disseminated more widely".

BA (Hons) Fine Art Practice external examiner.

"The college team's great efforts to support students over this still uncertain/challenging academic year 2021-2022 deserves loud applause".

BA (Hons) Professional Practice: Early Childhood Studies, BA (Hons) Professional Practice: Education Studies, BA (Hons) Professional Practice: Supporting Children, Young People and Families external examiner.

Question	% Agree 2022	Sector 2022	% Agree 2021	Sector 2021	% Agree 2020	Sector 2020	% Agree 2019	Sector 2019
Academic Support	84.34	73.88	83.62	73.50	88.54	79.43	81.47	79.86
I have been able to contact staff when I needed to	80.30	80.29	83.76	81.10	88.39	85.71	86.84	86.42
I have received sufficient advice and guidance in relation to my course	86.36	72.38	84.48	71.49	89.29	78.07	79.61	78.58
Good advice was available when I needed to make study choices on my course	86.36	68.97	82.91	67.84	88.29	74.51	78.15	74.58

(83% response rate in 2022)

The College underwent a successful Partner Periodic Review²⁶ in 2022 with Leeds Trinity University. The Panel commended

"the tailored pastoral and academic support afforded to students at Barnsley College. This support was clearly valued by students and utilised by staff, was in alignment with Leeds Trinity's 'name, not a number' ethos and contributed to an excellent student experience".

Recent student testimonials also praise the positive environment we create.

²⁶ Leeds Trinity University Partnership and Period Review report 2022

“The support from the staff at Barnsley College is outstanding. The course has mixed assignments, including practical which makes the course stand out from all other universities. The subjects go into a lot of depth to give a real understanding on what each subject is about. The class sizes are kept to a reasonable size to ensure that enough teaching support is given to students. I have achieved outstanding grades because of the level of teaching I have received”.

Our approach to student engagement

Our approach to student engagement was reviewed as part of our institutional HE Review in 2018.¹¹

All Higher Education students throughout the year have had opportunity to contribute their feedback (both positive and areas of concern), at regular intervals at our HE Student Panels, HE Course Committees and Church Street HE User Group. These committees remain effective in ensuring issues are dealt with swiftly. Since last academic year, these have taken place using a hybrid model of in-person and remote meetings. This maximises participation.

Last academic year, common themes were highlighted as:

- Induction - positive feedback was received regarding the induction process.
- Group size – students valued the smaller group sizes in college.
- Feedback – beneficial feedback reported that helped improve further submissions.
- Communication - students felt communication was good.
- Study Skills & LRC - good feedback from all curriculum areas.
- Teaching – the return to face to face teaching received positive feedback
- Responsiveness and support of staff (both academic and support) – praised by students.

Question	% Agree 2022	Sector 2022	% Agree 2021	Sector 2021	% Agree 2020	Sector 2020	% Agree 2019	Sector 2019
Learning Community	81.06	68.22	80.60	66.51	86.16	75.67	81.91	75.91
I feel part of a community of staff and students	77.27	60.87	78.45	58.63	80.36	67.96	78.29	68.24
I have had the right opportunities to work with other students as part of my course	84.85	75.80	82.61	74.65	91.96	83.57	85.53	83.77
Student Voice	82.83	66.54	79.77	66.44	82.29	73.56	78.29	73.66
I have had the right opportunities to provide feedback on my course	89.39	79.28	83.62	79.51	89.29	84.56	84.21	84.73
Staff value students' views and opinions about the course	89.06	68.64	83.76	68.60	87.50	75.56	80.26	75.55
It is clear how students' feedback has been acted on	71.21	51.68	71.55	51.22	70.00	60.56	70.20	60.74

(83% response rate in 2022)

Reports on college-wide student engagement activities are produced twice a year²⁷. These cover enterprise, learner voice and satisfaction, learning resource centres. Effectiveness is reviewed during the departmental Performance Monitoring cycle at four points in the academic year against defined performance measures.

Our validating partners annually feedback on the performance of our HE provision and confirm our approach²⁸.

“Once again, the (college) report identifies a number of valuable initiatives to improve the student experience and outcomes for students. Examples of initiatives/effective practice include: Being Barnsley - The Colleges openness to the realities of studying in a smaller HEI and how this relates to its students. Applicants are made aware of these challenges but the benefits are

²⁷ Example papers on student engagement activities, PR documents

²⁸ University of Hull Collaborative Partner Institutional Report 2022

also made very clear . The Panel felt the openness of this approach/culture was refreshing to hear.

Culture of feedback. The Panel noted the Colleges' above sector satisfaction score for Assessment and Feedback and were pleased to hear of the College approach to creating a 'culture' of feedback, feeding it into everyday activities whilst ensuring it felt personable and useful to future learning. The Panel commend the College for this".

Learning Resources

Our IT resources are the only area of our NSS where the College does not perform better than the sector (apart from 2021 which linked to the Pandemic). The College acknowledges this and is currently investing heavily in this respect at our Church Street Campus (as part of the South Yorkshire Institute of Technology redevelopment). The same approach was taken regarding our library resources in 2021, resulting in above sector satisfaction for the first time.

Question	% Agree 2022	Sector 2022	% Agree 2021	Sector 2021	% Agree 2020	Sector 2020	% Agree 2019	Sector 2019
Learning Resources	81.06	80.90	76.35	73.58	81.40	85.75	83.44	85.75
1. The IT resources and facilities provided have supported my learning well	73.44	77.24	76.43	71.87	76.79	83.13	78.15	83.45
2. The library resources have supported my learning well	90.91	83.33	74.78	75.49	84.82	87.32	85.43	86.98

(83% response rate in 2022)

Response to Covid

During the Covid 19 pandemic, the College switched to online delivery of 100% of all classes with effect from 23rd March 2020. Unrevised timetables were delivered, attendance registers taken. Observations of teaching practice also resumed shortly afterwards.

The transition to online learning was managed smoothly by a range of CPD sessions and support offered by the Teaching and Learning Team. This enabled high quality lessons to be delivered through the Pandemic. The College used Microsoft Teams as a delivery platform as well as to organise assignments with One Note supporting online activities, revision, and coursework. A digital diagnostic assessment was undertaken for staff to see where their development needs were.

All CPD sessions moved online for staff to ensure they had the digital capabilities needed for this new way of teaching.

While our libraries were closed, the College purchased books requested by students and delivered these directly to our students. Additional resources purchased during lockdown in this manner totalled over £10,000. During this time, the College also invested in additional ebooks and additional digital resources to support students.

For 2021 only, the Office for Students added in the following optional questions to the NSS; there are no sector averages reported.

Question	% Agree
1. I have received useful information about changes to my course from my university or college during the covid-19 pandemic	83.6
2. I have received timely information about my course from my university or college during the covid-19 pandemic?	79.2
3. My university or college has taken sufficient steps to support my mental wellbeing during the Covid-19 pandemic	69.4
4. My university or college has taken sufficient steps to protect my physical safety from the virus during the Covid-19 pandemic (e.g. providing protective equipment such as masks, social distancing on campus, offering distance learning opportunities)	87.0
5. I am content with the delivery of learning and teaching of my course during the covid-19 pandemic	69.0
6. I have been able to access the learning resources I need (lecture notes, course materials, journals, Virtual Learning Environment) for my course during the covid-19 pandemic	81.4

Eligible sample 134; response rate 54%

Examiners have commended positively to our approach to delivery during the Covid-19 pandemic.

"There was a dedicated effort to ensure students had a continuation of learning experience, despite the constant shifts in restrictions, this included the ferrying of equipment to personal addresses hours before lockdown. Many aspects of networking and building professional practice contacts were enhanced by the forced online delivery, and again the team were resourceful and flexible in assisting this aspect. I would like to congratulate the team on the student achievement despite extraordinary circumstances, going above and beyond their roles. the commitment and dedication displayed was repeatedly commented on by students who understood the relationship of trust that enabled the best outcomes. All of above which are centred on a close understanding of student needs and aspirations. Maintaining excellent dialogue with both course related content and personal circumstances, offer the most supportive and responsive learning and teaching experience."

BA Fine Art Practice external examiner

"Covid necessary modifications to learning and assessment were well planned and effectively delivered. I am reassured that students have been treated fairly and equitably during this challenging period and that all have been supported in their learning to allow them to engage with and undertake appropriate assessments."

FdSc and BSc (Hons) Physical Activity, Health and Exercise, FdA Coaching, Physical Education and Sport Development, BA (Hons) Sport, Physical Exercise and Health external examiner

Students also commented²⁹ regarding their support from the College during the pandemic:

"I was going through a lot with the first and second lock downs and xx was always there checking up on me, making sure I was doing okay and helped at all time."

"Tutors adapted well to the lockdown/COVID situation. Been very supportive in final year."

Anon, HE Student comments NSS 2022

3. Student Outcomes

In March 2020, the College was rated as Outstanding for Adult Learning Programmes and Good for Apprenticeships by Ofsted⁸.

The College underwent a successful Quality and Standards Review¹⁶ by the QAA in October 2019. Reviewers concluded the College supports all students to achieve successful academic and professional outcomes.

Reviewers stated *"The College has clear, effective, robust, credible and comprehensive approaches to student support. Students agreed that they are well supported to achieve successful academic and professional outcomes. Students are supported by individual tutorials; there is comprehensive careers advice, dedicated advice and support for students with specific needs and strong support for academic skills. The sampling of assessed student work demonstrates that students are given comprehensive, helpful and timely feedback. Academic and professional support staff clearly understand their roles in supporting student achievement"*.

²⁹ NSS individual student comments

Student continuation & completion

Our OfS metrics have not met College expectation, and fall below benchmark for the OfS published measures (-4.4% Continuation, -14.6% completion). The programmes these relate to (OfS recognised) are largely (95%) no longer offered by the College and removed from our portfolio as either part of our HE Review or our rigorous Performance Monitoring process²⁷ by the College Senior Leadership Team

Current HE Performance by Programme Type²⁵

First degree – In 2021/22 continuation rates saw a decline of 12% on Bachelor programmes to 80% (92% in 2020/21). This provision at the College is now very small, consisting of three programmes and 10 students in total (of which two withdrew from BA Fine Art Practice). All of these programmes are no longer being recruited to. Our larger cohort of Top-up degrees do not have a continuation rate since they are completed in one academic year (full-time).

Other Undergraduate Programmes (OUG) - Continuation on Foundation degree programmes have declined by 2% to 84%, which is closer to our pre-Pandemic levels (81% in 2019/20).

Full-time OfS recognised programme performance

(2021 performance for completion in parenthesis)

Programme Type	Continuation (%)	Completion (%)	High Grade Outcomes (%)
Bachelor	80 (92)	81 (79)	83 (84)
Foundation	84 (86)	70 (87)	46 (60)
Certificate in HE	NA	56	50
First Degree Overall 2022	80 (92)	81 (79)	83 (84)
OUG Overall 2022	84 (86)	62 (85)	47 (59)
College Overall 2022	83 (88)	72 (83)	67 (71)

Completion rates on Bachelor programmes have shown a modest improvement of 2% and are above the new OfS published threshold of 80%. This is namely due to the teaching out of the full 3 year degree programmes. These programmes have an individual completion rate of 65%, as opposed to our Top-up degree provision which has a current completion rate of 91%. Foundation degrees have seen a significant decline in completion in 2021/22 (-17%), partly as a consequence of the Pandemic, and the introduction of a new large programme at the start of the Pandemic (FdSc Criminology, Communities and Criminal Justice). The Certificate in HE Professional Practice Health and Social Care has also performed poorly due to student withdrawals related to placement hours. These programmes (Other Undergraduate Provision, OUG) are currently 5% below the new OfS Student Outcomes metric for completion.

Notable programme successes in 2021/22³⁰ include:

Continuation

- BA Music – Performance and Production **100%**
- FdSc Animal Management **100%**
- FdA Supporting Early Years Practice **100%**

³⁰ Barnsley College ProAchieve data

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- FdSc Physical Activity, Health & Exercise **100%**
- FdSc Criminology, Communities and Criminal Justice **93%**

Completion

- BA (Hons) Sport, Physical Education & Health **92%**
- BA (Hons) Professional Practice Supporting Young People, Children & Families **100%**
- BA (Hons) Professional Practice Education Studies **91%**
- FdA Supporting Education, Behaviour & Additional Needs **87%**

Our OfS non-recognised HE programmes had a 21/22 overall completion rate of 64% (+9% above published OfS Student Outcomes threshold)²⁵

Student progression

Published metrics fall below benchmark for all OfS published measures for progression (-5.9%) Participation of those eligible to take part in the Graduate Outcomes Survey remains low for our published outcomes (33% and 40% for the last two sets of published results). Actions taken by the College have improved current participation to 54% for the next set of outcomes to be published. This is still below the HESA target of 55%; the College currently has an action plan²⁵ in place to remedy our low participation.

Of the 262 students from programmes eligible to participate in the most recent published Graduate Outcomes Survey only 87 completed the survey (33% response rate).

Of these, 29% (25 respondents) had completed First degree programmes, 64% had completed Other Undergraduate programmes (Foundation degrees = 26 students, Higher Nationals = 30 students) and 7% had completed teacher education programmes (PGCE and Cert Ed).

Graduate outcomes by activity

	First degree	OUG	Teacher Ed	Total
Paid work for an employer				60
Self-employed or freelancing				
Running own business				
Developing a creative, artistic or professional portfolio				
Voluntary/unpaid work for an employer				
Engaged in a course of study, training or research				20
Taking time out to travel	0	0	0	0
Caring for someone (unpaid)				
Retired				
Unemployed and looking for work				
Doing something else				7
Due to start a job within the next month				
Due to start studying in the next month				15

Our students study locally and stay locally, All respondents were working in the South and West Yorkshire with the exception of three (located in London, Nottinghamshire and Warwickshire).

The three respondents who had set up their own businesses, ranged from a BA Fine Art Practice student operating a gallery for emerging artists, a Sport student offering fitness and coaching session, and a former HND Travel and Tourism student who set up a heritage events company, Fox and Edwards Events.

First degree - Of the 25 respondents completing First degrees at the college, 64% were employed on a full-time basis and had been employed for over 12 months. 4 respondents stated it was their

first job since graduating, while 2 respondents reported that they had more than one job. 28% had undertaken further study since graduation.

Other Undergraduate Provision – Of the 56 respondents completing Foundation degrees and Higher Nationals, 45% were employed on a full-time basis, with 48% of all employed respondents (full-time and part-time) in employment for over 12 months. 4% reported it was their first job since graduating, while 3 respondents reported that they had more than one job. 41% had undertaken further study since graduation

Teacher Education programmes– All reported they were employment were employed full-time.

Reasons for accepting current employment

Respondents were asked their reason for accepting the role that they were currently undertaking. Our students are clear that the roles accepted fitted with their career plans.

	First degree	OUG	Teacher Ed	Total
It fitted into my career plan/it was exactly the type of work I wanted				32
It was the best job offer I received				
It was an opportunity to progress in the organisation				
To see if I would like the type of work it involved				
To gain and broaden my experience in order to get the type of job I really want				10
It was the right location				
The job was well paid				
In order to earn a living				14
In order to pay off debts	0		0	0
To work in my family business	0	0	0	0

Standard occupational classification of our graduates entering work. The bulk of our students in employment, fell into highly-skilled (54%) and medium-skilled roles (33%). As a College, we don't always think this is an appropriate measure given that students who leave with a Foundation degree (Level 5) should be able to attain a Graduate Level outcome within 15 months, especially if they have since progressed to a top up programme.

		First degree	OUG	Teacher Ed	TOTAL
High skilled	Managers, directors & senior officials				
	Professional Occupations				18
	Associate professional & technical occupations				
Medium skilled	Administrative & secretarial occupations				
	Skilled trades occupations				
	Caring, leisure and other service occupations				11
Low skilled	Sales and customer service occupations				
	Process, plant and machine operatives				
	Elementary occupations				

Provider name: Barnsley College
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Internal surveys^{20, 31} report that our students feel they have improved their skills and career prospects:

OfS non-recognised programmes (56% response rate)

- As a result of the course, I feel confident in tackling unfamiliar problems = 87
- As a result of the course, I feel I have improved my career prospects = 93%

OfS recognised programme (49% response rate)

- As a result of the course, I feel confident in tackling unfamiliar problems = 94%
- As a result of the course, I feel I have improved my career prospects = 100%
- My HE experience has helped me plan for my future career = 100%
- Would you choose the same college and course again? = 84%
- Did your programme meet expectations? = 84%

Our approach to student success and progression beyond their studies

Central to our HE Strategy¹¹ is our aim to produce graduates who have the following core attributes:

- Demonstrate a significant body of subject knowledge and skills in their chosen area.
- Are able to make a successful transition into employment and/or further study.
- Are confident to engage in lifelong learning in pursuit of personal, academic and career development.
- Possess effective academic, research, information and digital literacy skills.
- Are capable of working autonomously and collaboratively.
- Have an enterprising outlook and are capable of logical, critical and creative thinking to solve problems.
- Are socially responsible – understanding problems relating to equality and diversity, sustainability, ethics and social justice.

The College articulates our “Barnsley HE Identity” with the following guarantees for students on recognised HE programmes:

Guaranteed Work Experience. All students will have the opportunity to participate in work experience. This may be closely linked to the programme course, or a broader experience designed to develop wider employability skills. This could take the form of professional placement (such as Teacher Education), Internship, Short or Serial placement, Job Shadowing or Volunteering.

Named Personal Tutor. Who will take responsibility for overseeing and/or providing general academic and pastoral support. They will maintain regular contact with their tutees and have regular meetings. There will be a minimum expectation of group and individual meetings set within the framework.

Named Career Advisor. Who will take responsibility for providing support with career choices.

Educational Gains

Our approach to educational gains is simple and is centred around everything we do at Barnsley which “transforms lives”.

³¹ OfS Prescribed programmes Alumni survey 2022

Distance Travelled Our student population clearly identifies the College as a widening participation institution with a significant proportion of non-traditional HE Students. Our entry requirements are lower than most with the prescribed HE courses requiring 64 UCAS points. Entry qualifications for the majority of OfS non-recognised courses are set by the awarding body/organisation usually needing a relevant lower-level qualification or experience. The majority possess vocational qualifications such as BTEC while many of our adult learners declare qualification as unknown or none. Our differentiated support and teaching strategies support all learners to develop and achieve their potential. The impact of our actions can be seen by the improvement in our current continuation and completion rates in our prescribed HE population.

Students on OfS recognised HE programmes do very well. While there has been a decline in 2022, these are closer to the pre-pandemic high grades achieved by our students.

Barnsley College High grade outcomes (3 year trend).

Programme Type	2022 Outcomes (%)	2021 Outcomes (%)	2020 Outcomes (%)
Bachelor degree	83	84	82
Foundation degree	46	60	66
Other Certificate in HE (2022) HND (2021 & 2020)	50	43	77
First Degree Overall 2022	83	84	82
OUG Overall 2022	47	59	69
College Overall 2022	67	71	74

In 2022, Barnsley College Sports student Victoria Prendergast was awarded the AoC HE Student of the Year Award. These national awards represent the 'Oscars' of the further education sector, with the Student of the Year accolade showcasing the talents and successes of exceptional individuals who will go on to inspire others.

Students (3) on our BA Fine Art Practice programmes have recently been invited to exhibit their work at different exhibitions in Europe. There are many cases of individual student successes that are presented to our Governors³² as a regular update on our successes.

Educational gain for students on OfS non-recognised programmes is focused acquiring the knowledge and skills required for their employment or personal development. It is trickier to quantify attainment on non-recognised programmes courses since the majority are ungraded.

However, from our on-programme survey²⁰ of students on OfS non-recognised programmes:

- 87% responded "as a result of your course I feel confident in tackling unfamiliar problems"
- 93% responded "as a result of the course, I feel that I have improved my career prospects"

Employability (and Wider) Skills

In 2019/20 Barnsley College was Highly Commended at the AoC Beacon Awards for Careers.

Examiners consistently confirm our approach to the development of skills relating to employability.

³² Student success presentations to Governors

"I was really impressed with assessment that directly engaged with the student's future employability, as I felt that the interview style assessment was useful in giving students graded feedback on their interview skills. This will set them apart from other graduates.

The programme team also offered some excellent and interesting assessment questions, which encouraged students to engage and develop their own responses to questions. Cultures of Crime L5, was a particular example of this and demonstrates a practice that I think can be used across the board. There is no doubt that this programme has significant potential to support student's futures, clearly a credit to the staff working and developing this provision".

FdSc Criminology, Communities and Criminal Justice external examiner

"There was a dedicated effort to ensure students continued to understand the relationship between learning experience and building professional practice contacts".

BA Fine Art Practice external examiner

"The practical components of the course, as demonstrated through portfolios and well evidenced in assignments, are a real asset to the course. These should be continued as they add value and experience from a student perspective. The inclusion of opportunities for research (through the research project module) and practicals (through Animal Husbandry and the specialist level modules) allows the students to develop their hands-on experience which improves their potential employability".

FdSc Animal Management external examiner

"The programme shows great strength in supporting students to work to high standards in early years/education settings, family/community services, or progress to further study/research. The programme aims to develop innovative, inclusive and open-minded practitioners of the future, which is inspirational to student learners at Barnsley College".

BA (Hons) Professional Practice: Early Childhood Studies, BA (Hons) Professional Practice: Education Studies, BA (Hons) Professional Practice: Supporting Children, Young People and Families external examiner

"Student experience during and beyond the programme is clearly central to the programme. Students are encouraged to explore their own field of work through assignments, developing their reflective skills and their agency in working with children and young people. Employability skills, a key indicator for HEI's, are surely enhanced by the strong links made between theory and practice. The programme team have developed a varied portfolio of assessment activities across the modules that has range, depth and interest."

FdA Supporting Children and Families in Social Contexts, FdA Supporting Families and Communities external examiner

Our validating partners annually feedback on the performance of our HE provision and confirm our approach³³

"Once again, the (Collaborative Partner) report identifies a number of valuable initiatives to improve the student experience and outcomes for students". Examples of initiatives/effective practice include:

Employability initiatives. *The Panel were pleased to hear how employability was embedded through the curriculum including authentic assessment practice, on site placement opportunities and the use of social media in the assessment process to work with potential*

³³ University of Hull Collaborative Partner Institutional Report 2022

employers. The Panel congratulated the College on maintaining most of these activities during the pandemic.

In our recent Partnership Periodic Review with Leeds Trinity University²⁵, the College was commended by the panel for its approach to careers and further study.

"The support provided by Barnsley College to help students secure career opportunities and opportunities for further study was to be commended and demonstrated the College's strong commitment to graduate outcomes and student success".

Most importantly, our students value the employability skills they develop:

I have gained confidence of speaking to people 1-1 and in groups. I have learnt to be understanding and patient with people. Before I did my experience, I found it difficult to interact with people I wasn't familiar with, but now I feel comfortable doing so. The experience has given me an insight into what my career will be like, and it is a real eye opener. This experience has given me the transferable skills I need to work in probation. I have put myself forward for opportunities which I wouldn't usually have felt comfortable with and I have seen the benefits from it I have developed my confidence and communication skills. I have been able to observe all areas of support that is offered to clients from general support I have received training in risk assessing and safety planning. I have developed my organisation skills as there are many tasks within my job role that all need to be completed. I have built my team working skills and multi-agency working skills. I have observed professional boundaries when working with clients.

BSc Criminology, Communities and Criminal Justice student 2022

Personal development & Careers

For the second year running, the College has opted to add in the following optional questions to the NSS. No sector averages are reported for these, only data from those who opt to include the same question bank. The College uses this information to feed into our HE Annual Review²⁵ action plan, to inform part of a larger plan.

Question	College % Agree 2022	College % Agree 2021	% Agree England 2022	% Agree England 2021
Personal Development	79.0	88.9	73.8	72.9
The course has helped me to present myself with confidence	80.0	85.2	71.7	70.8
My communication skills have improved	78.5	92.6	78.3	77.0
As a result of the course, I feel confident in tackling unfamiliar problems	78.5	88.9	71.3	71.1
Careers	79.5	91.3	72.0	67.0
As a result of my course, I believe that I have improved my career prospects	87.7	96.3	80.0	77.8
Good advice is available for making career choices	73.9	88.5	68.5	63.3
Good advice is available on further study opportunities	76.9	88.9	67.8	62.7
Entrepreneurial Opportunities	50.7		45.2	50.3
If I was interested in starting my own business, I know where I could find support in my institution	56.5		46.5	50.7
My HE experience has helped me develop skills that could help me run my own business in the future	56.5		51.5	54.9
As a result of my HE experience, I am more than likely to consider running my own business in the future	39.0		37.4	45.3
Employability and Skills	78.5		73.6	71.8
My HE experience has helped me plan for my future career	81.5		70.3	67.5
My institution offered activities and resources designed to prepare me for the next step in my career	60.0		67.5	63.8
The skill I have developed during my time in HE will be useful for my future career	92.6		83.1	82.1

College response rate 34%

Provider name: Barnsley College
UKPRN: 10000536

With regards to Personal Development and Careers, the College has seen a decline on last year's performance, and requires further focus moving forward. However, all responses are higher than the % England results.

Included for the first time were the question banks on Entrepreneurial Opportunities and Employability and Skills. While our responses are higher than the % England overall figure, there is work²⁵ to be done in this respect this academic year.

Net Promoter

Reputation is one of our strategic pillars⁹. Wherever to opportunity arises, the College will ask students "Would you recommended the College?"

From our NSS 2022 results, 82% of respondents agreed to this question. This was slightly down (-3%) on the last NSS survey. The % agreeing at other HE Providers who asked the same question was 72.5%.

From our Graduate Survey³⁴ results. "On a scale of zero (not at all likely) to ten (definitely), how likely are you to recommend Barnsley College to a friend or colleague?"

The college received responses with an average score of 7.4. (43%) of these rated the college at 9 or 10. Only respondents rated the college between 0-1. Programmes receiving the best scores were those in the Department of Service Industries (26%) and Health, Science, Social Care, Childcare and Education (44% of those rating the college between 9-10). Poor scores could not be attributed to a single programme, but all programmes that did received a poor score are no longer offered at the college and were already in "teach out".

Student comments regarding Net Promoter Entity (from Graduate Outcomes data)

"It is a really great place for learning and getting the grades you need to go onto what you are wanting to do in future. The teachers are all really helpful and are there every time you need them whether it is a personal problem or a in college problem, no matter how small or large the problem they are always there to help".

"The tutors were really good and knowledgeable and couldn't do enough for you".

"Barnsley college caters to the needs of young people from Barnsley town who may not want to travel a great distance. It is also amazingly suited for older people wanting to retrain into another profession. I always look back fondly on my Barnsley College education".

"Barnsley is a friendly collage, with a good attitude to students with different issues and mental health. I found them very supportive and encouraging".

"If I could go back I would, it's been great, friendship, tutors you could trust, it was a very relaxed atmosphere and if you were ever struggling they would come to help".

"They have supportive staff. The course I did was meaningful. They gave me everything I needed to embark on this job. They provided me with training and support".

"I was really impressed, had a great time and met a lot of good people, both the professionals and friends on the course".

³⁴ SLT Papers on Graduate Outcomes performance

Provider name: Barnsley College
UKPRN: 10000536

"I appreciate their services and would recommend it to anyone".
