# Kirklees College Summary of 2025-6 to 2028-9 access and participation plan

## 1. What is an access and participation plan?

An access and participation sets out provisions that will be meaningful and effective in promoting equality of opportunity for underrepresented groups, as determined by the Office for Students.

You can see the full access and participation plan for Kirklees College at <https://www.kirkleescollege.ac.uk/policies-reports/>

## 2. Key points

Kirklees College is in the heart of West Yorkshire. Its student body consists of over 10,000 students on part-time and full-time courses and apprenticeships. Its community reflects the diversity of the local area and offers a highly inclusive provision which supports both young people and adults from all communities and particularly those from the most disadvantaged backgrounds.

Our Higher Education provision offers a range of level 4-7 programmes, both full-time and part-time including Higher National Certificates (HNCs) and Diplomas (HNDs), including the new Higher Technical Qualifications (HTQs) and Higher Apprenticeships.

The focus of our access and participation plan is to improve achievement among specific groups of students. A comprehensive analysis of our data, which considered factors such as gender, ethnicity, age, socio-economic background, and disability, revealed that certain groups of students at Kirklees College have lower achievement levels compared to their peers:

Students are less likely to achieve on Higher Education programmes if:

* they come from the most deprived socio-economic areas
* they are ‘young’ (<21 years)

See pages 1-5 of the access and participation plan and Annex A: Assessment of Performance for more information.

## 3. Fees we charge

All full-time programmes are charged at a maximum of £6950 per academic year except Engineering where the charge is £8,000 per academic year.

Part-time programme fees range from £2250 to £6000 per academic year dependent on choice of course.

You can see the fees charged for each of our Higher Education programmes on the course details pages on our website: [Higher](https://www.kirkleescollege.ac.uk/higher-skills/) [Skills and Higher Education | Kirklees College](https://www.kirkleescollege.ac.uk/higher-skills/). These fees may be subject to an increase by a maximum of 3.1% for new entrants in line with government changes in November 2025.

## 4. Financial help available

Bursaries are available for the following student groups:

### 4.1 Progression Bursaries

The College will continue to award Progression Bursaries to students progressing within the College from a Level 3 programme on to a full-time Higher Education programme: £500

### 4.2 Local Student Bursaries

This bursary will target local students accepted on to a Higher Education programme at the College with a permanent home address in the local area (all West Yorkshire postcodes) £500

### 4.3 STEM Bursaries

This bursary will be available to any home student on Engineering or Process Manufacturing programmes only. A phased cash payment of £500 will be made during each year of study (excluding any repeat year).

### 4.4 Care Leaver Bursary

This bursary will offer support to any home student during each year of study (excluding any repeat year) and will be available to students who have left local authority care in the two years prior to enrolment on the first year of study, irrespective of postcode. A phased cash payment of £1000 is made during each year of study.

### 4.5 Full-time Carer Bursary

This bursary will offer support to any home student during each year of study (excluding any repeat year) and will be available to applicants who have full-time carer responsibilities. A phased cash payment of £1000 is made during each year of study.

### 4.6 Access to Higher Education Diploma Bursary

This bursary will offer support to students during their first year of study and will be available to students who have successfully completed an Access to Higher Education Diploma programme. Students must have successfully completed an Access programme that is appropriate to allow progression to a Higher Education programme. A phased cash payment of £1000 is made during the first year of study.

See pages 19-20 of the access and participation plan for more information.

## 5. Information for students

Prospective and current students receive information on fees and financial support at in-person events such as our open days, the College website, Higher Education and Higher Skills prospectus and at interview.

Prospective students are also guided to the Student Finance application process through our website/Student Finance England (SFE) page.

See pages 19-20 of the access and participation plan for more information.

## 6. What we are aiming to achieve

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Our mission is creating opportunities and changing lives. Our staff and student values are Kindness, Unity and Excellence, and they define how we behave and interact with each other. Our aim is to equip students with the skills, knowledge, and behaviours needed to address local, regional and national needs, while fostering accessible, inclusive Higher Education that ensures equal opportunities for all students to succeed and progress in their studies and future employment.

We aim to reduce the achievement gap between students from deprived socio-economic backgrounds (IMD Q1-2) and more affluent socio-economic backgrounds (IMD 3-10) from 18.85% in 2022/23 to 6% in 2028/29 and reduce the achievement gap between young (<21yrs) and mature students from 17.50% in 2022/23 to 2% in 2028/29.

We also plan to diversify our offer – offering a greater range of Higher Education qualifications, both full-time and part-time including HNCs and HNDs, also including the new Higher Technical Qualifications (HTQs) and Higher Apprenticeships and Foundation Degrees.

We are committed to working collaboratively in our local area through Go Higher West Yorkshire (GHWY), to reduce inequalities in Higher Education access, success and progression.

Key risks to equality of opportunity we have identified are Knowledge and Skills, Information and Guidance, Perception of Higher Education, Limited choice of course type and delivery mode, Insufficient Academic Support, Mental Health and Cost Pressures.

See pages 3-5 of the access and participation plan for more information.

## 7. What we are doing to address key risks to equality of opportunity

Below we outline our intervention strategies and activities we will deliver to address the identified risks to equality of opportunity and to achieve our objectives and targets:

7.1 Assign a Preparation for Adulthood Coach to support Disability Support Allowance (DSA) applications and monitoring of DSA funded interventions for Higher Education students

7.2 Assign a Learning Resource Centre (LRC) staff link to support Higher Education students with academic skills.

7.3 Improve Engagement and Achievement Analytics through the update of management information systems (MIS) to facilitate the inclusion of Higher Education data on the College data dashboard (e.g. attendance/achievement) including an Equality Diversity Inclusion component (e.g. disadvantaged postcodes/Under-represented groups).

7.4 Development of our internal quality processes to include assessment of early formative feedback.

7.5 Development of Summer Higher Education Transition Boot Camps/Kickstart Workshops to bridge academic skills between level 3 and level 4 students and support students with realistic expectations of Higher Education study and raising confidence.

7.6 Collaboration between our Personal Development Tutors (PDTs) and our GHWY Outreach Officer to support students with personal development skills, raising aspirations and supporting Higher Education applications.

7.7 Development of existing Further Education taster days (Year 10) to raise aspirations around our Higher Education pathways.

7.8 Collaboration with GHWY to offer bespoke events designed to increase students’ knowledge and aspirations of attending Higher Education.

7.9 Partnerships with GHWY to support pre-16 academic attainment raising. The Uni Connect programme works with students from low-participation neighbourhoods or from one of GHWY’s key under-represented groups (e.g. males on free school meals, care-experienced, Black, Asian and minoritised ethnicities).

See pages 6-13 of the access and participation plan for more information.

## 8. How students can get involved

Student input for our access and participation plan has been welcomed initially through the Student Union (SU). Yet it is important to us that we regularly invite and encourage student views in the monitoring, evaluation, delivery and impact of access and participation work. This will be driven through Higher Education Student Association Meetings and our KC Student Union (SU) Executive Team.

See pages 16-17 of the access and participation plan for more information.

## 9. Evaluation – how we will measure what we have achieved

An Access and Participation Plan Working Group will be established to monitor and report on actions of the planned activities and discuss the evaluation of outcomes in terms of progress and impact against our aims and yearly targets.

This will periodically report into Higher Education Committee and Senior Executive Leadership team meetings, and Wider Leadership teams, as well as the Governing Body. Where appropriate, we will adjust our interventions in the best interests of our students.

Evaluation will be supported with relevant training through our GHWY partners and other external organisations e.g. TASO (Transforming Access and Student Outcomes in Higher Education). This will ensure the implementation of robust evaluation methodologies that provides evidence-based impact.

See pages 17-19 of the access and participation plan for more information.

## 10. Contact details for further information

For more information please contact Dr Marie Suggitt [msuggit@kirkleescollege.ac.uk](mailto:msuggit@kirkleescollege.ac.uk)