



AMBITION CARE RESPECT SUCCESS



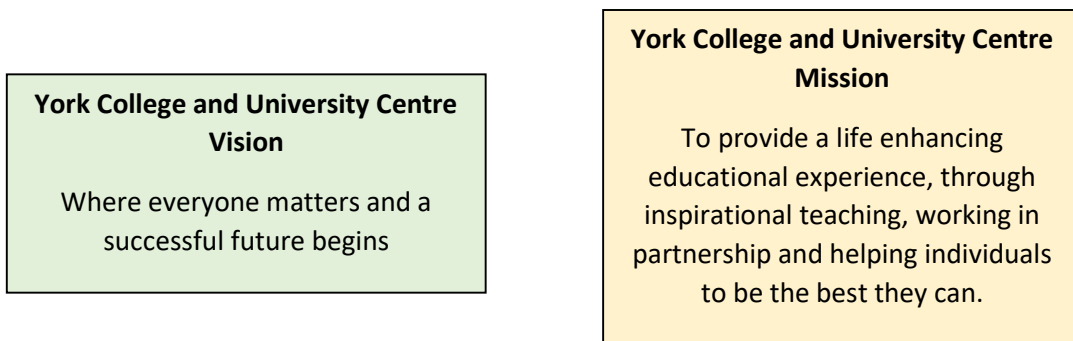
York College and University Centre
Annual Accountability Statement
2023/24

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1. York College and University Centre – Our Purpose



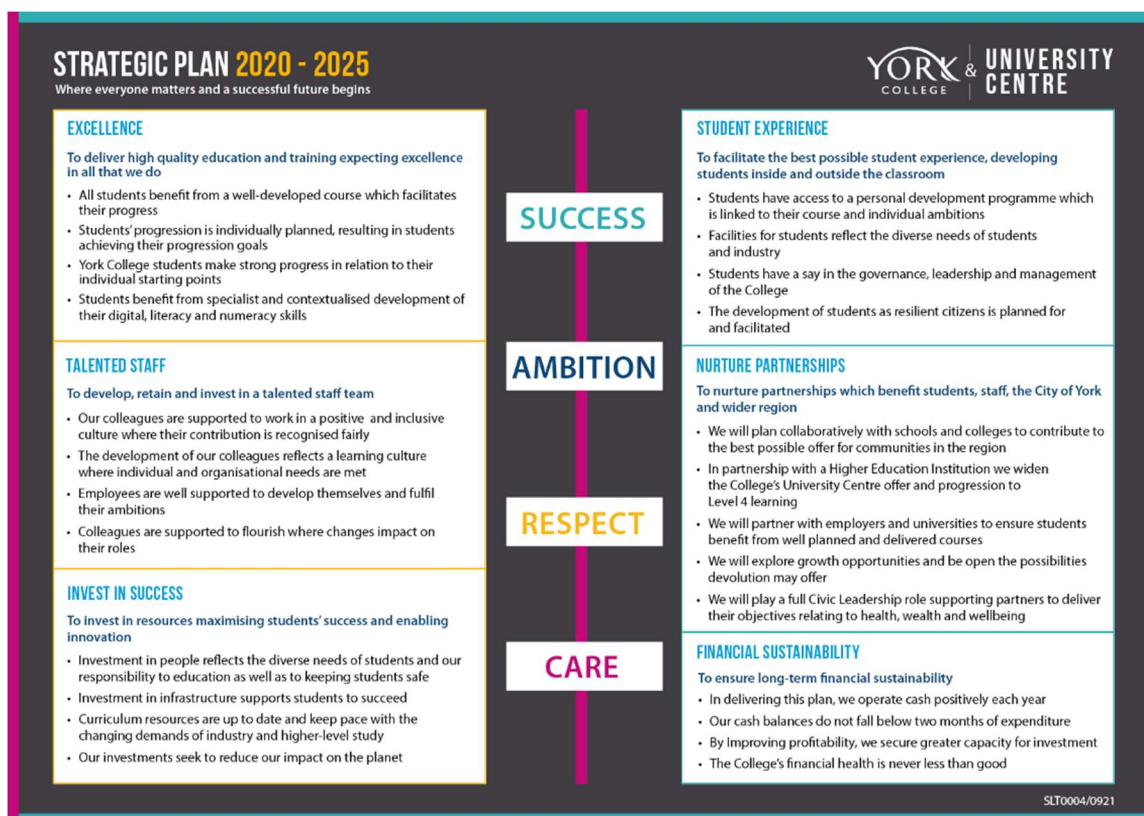
York College’s vision, mission, values, strategic priorities and curriculum intent all work together to support thousands of students and apprentices every year to take their next steps in education, training or employment. At the heart of the college are the values; four words which transcend each and every member of the college community and are at the core of how we work together.



Our values of ambition, care, respect and success are visible and audible in college life. They guide our conversations, they are influential in the decisions we make and they support our students and apprentices to make the transition from college to the next stages of their careers and lives.

The Strategic Plan sets out six key strategic priorities for the college; they focus on students and apprentices, staff, partnerships, investment and financial sustainability:

- To deliver high quality education and training, expecting excellence in all that we do.
- To facilitate the best possible student experience, developing students inside and outside the classroom.
- To develop, retain and invest in a talented staff team.
- To nurture partnerships with benefit students, staff, the City of York and wider region.
- To invest in resources maximising students’ success and enabling innovation.
- To ensure long-term financial sustainability.



In addition to our strategic priorities, College leaders have also developed an environmental and sustainable development strategy. The vision of this strategy is 'to develop our action plan, establish our baseline and articulate our targets on the roadmap to achieving net zero by 2030'.

Governors and College leaders are committed to promoting environmental sustainability, where the needs of the present do not compromise the ability of future generations to meet their own needs. Governors and leaders are committed to the dual ethos of sustainability and responsible global citizenship.

College leaders recognise that The College's activities may have effects on sustainability and will ensure legislative compliance, and where practicable, exceed this minimum requirement by incorporating sound sustainability management practices into all aspects of College operations.

Environmental issues impact on all activities of the College, and in particular on its curriculum and its property strategy. College leaders will:

- recognise that the minimum acceptable level of environmental performance is that stipulated in environmental legislation
- set clear environmental aims, actions and targets and monitor progress
- strive to be a leader in sustainable development within the wider community

Leaders and managers are also committed to its sustainable curriculum with notable developments in Construction, Engineering and Motor Vehicle, as outlined later in this document.

The curriculum intent of York College and University Centre demonstrates a commitment to placing ourselves as the institution of choice for the City and region.

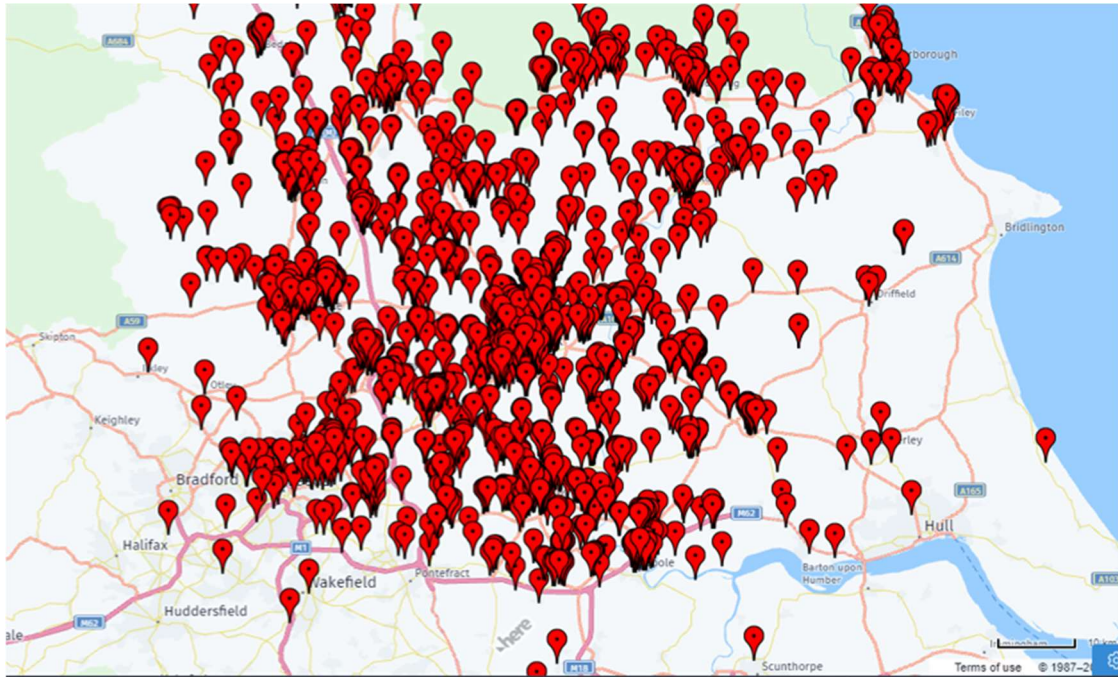
- To be a bridge to opportunity.
- To provide high quality experiences for students and apprentices in and outside of the classroom/workshop to ensure our students and apprentices develop the knowledge, skills and behaviours they need to take the next steps in their education, training or careers.
- To provide a wide breadth of curriculum across a range of levels with clear progression routes and lines of sight to the world of work.
- To continue to be the provider of choice within York and North Yorkshire for Technical and Vocational Education.
- To provide a high-quality academic offer for both FE and HE as an alternative to school sixth form or 'traditional' HE provision.
- To become the provider of choice for employers and their employees for both professional qualifications and entry-level and basic skills qualifications.

It is the curriculum intent outlined above that drives our approach to identifying our key priorities to meet the local, regional and national skills needs. Our intent guides our curriculum planning process and enables leaders and managers at the college to provide a comprehensive, responsive curriculum which allows students and apprentices to develop the knowledge, skills and behaviours they need to take their next steps.

2. York College and University Centre – Context and Place



York College and University Centre is a single-campus based on the outskirts of York, but within easy reach of York City Centre. The map below shows the geographical reach of the College which extends beyond the City of York, recruiting students from across the county. In fact, around 50% of students attending York College live outside the boundary of the city itself.



The College offers a full range of courses across all levels and provision types. Whilst the majority of enrolments are 16-19, the College offers adult provision across various levels and modes of study and, in partnership with the Open University and University of Huddersfield, the College operates a University Centre offering degrees and higher national qualifications. The apprenticeship provision is growing year on year with particularly healthy numbers in Construction. Our first cohort of T-level students successfully completed their qualifications in 201-22, with the T-level offer increasing year on year. A third of 16-19 enrolments are to our A-level provision which recruits well, and complements the range of post-16 provision offered in school sixth forms. In contrast to other A-level providers, the breadth of A-levels on offer and the ability to select A-levels of choice rather than restricted to specific combinations are strong selling points for this provision. The college continues to offer stand-alone AS qualifications which mean the vast majority of our A-level students achieve four AS qualifications in their first year.

The communities we serve:



York College and University centre falls within the York and North Yorkshire Local Enterprise Partnership (LEP) and York and North Yorkshire LSIP and is one of only two stand-alone FE colleges within the region. The college works closely with the City of York Council and North Yorkshire County Council. From Autumn 2023, the area will benefit from devolution as the York and North

Yorkshire mayoral combined authority is established with mayoral elections taking place in May 2024. It is anticipated this move will see significant investment in the area including; £18million per year for 30 years of investment funding, £800,000 to support investment in local transport, £13million for the building of new homes, £2.65million on projects to deliver affordable, low-carbon homes and £7million to invest into the green economy. In total, devolution could see an investment into York and North Yorkshire of £750million. Devolution would also see local control of the Adult Education Budget (AEB).

The City of York itself has a population of over 202,000 people, an increase of 2.4% over the past 10 years. The wider region has a population of over 615,000. York has an ageing population, with an increase of 65-74 year olds of 19.7% over the past ten years and a decrease of 9% of 35-49 year olds. 36.4% of the population of North Yorkshire are aged 50-74 years old. 10.9% of York residents identify as having a disability, this figure is just over 17% for the wider region. 65.1% of York resident own their own home, whilst 20% rent privately and 14% live in socially rented property. The figures are similar for the wider region. York and North Yorkshire has an increasing diverse population, with 7% of residents in the minority ethnic population compared to 18% nationally. 16.1% of North Yorkshire population hold no qualifications, whilst 51.7% hold qualifications at level 3 and above.¹

Employment in York and North Yorkshire is marginally above the national average at 78% of 16–64-year-olds in employment, against a national average of 77%. The local rate of employment has been consistently higher than the national average for over 15 years. Only three of the eight districts within the LEP area have employment rates below the average: Craven, Richmondshire and Selby. Unemployment across the LEP area is low at 1.6% of the population aged 16-64 compared to a national average of 3.9%. The rate is particularly low across the North Yorkshire at 1.2% compared to 2.3% in York.

The Indices of Multiple Deprivation (IMD) 2019 show that deprivation is not widespread across the LEP area. 12 of the 493 neighbourhoods (2%) are among the 10% most deprived in England. Nine of these neighbourhoods are located in Scarborough with single neighbourhoods in Harrogate, Selby and York. Some of the deprivation is concentrated in coastal areas including Scarborough and Whitby. Deprivation is more prevalent specifically in the Education, Training and Skills indice. All districts within the LEP area (excluding Harrogate and Ryedale) have at least one category of the 10% most deprived against this measure. Notably, 11% of LEP neighbourhoods (52 in total) are among the 10% most deprived in relation to the sub-category of Children and Young People. All districts in the LEP area have at least one neighbourhood among the 10% most deprived, with 17 districts in York itself. The picture is more positive in relation to Adult Skills; with only 8 neighbourhoods (2%) falling into the most deprived decile. The 8 neighbourhoods are concentrated in four districts, most notably in Scarborough. Of our current cohort of 16-18 year-olds, 17.5% fall into indices 1-4 and 30% of students arrive without having achieved GCSE English and/or Mathematics. In 21/22, 75.5% of key stage 4 pupils achieved grade 4 in English and Mathematics, the figure for North Yorkshire was 72.6%.

The York Skills and Employment Board, chaired by the Principal and Chief Executive of York College and University centre, have developed a ten-year skills strategy for the City and beyond. The aim of this strategy is to 'ensure York is a place where everyone can thrive; harnessing and growing the city's existing skills-base to enable residents and businesses to make the most of future

¹ Data from the 2021 census.

opportunities and make prosperity a reality for all'. The college is a fundamental part of delivering this vision.

Strengths to build on for a strong York workforce:

- High proportion of higher-skilled, non-manual sectors such as education, finance and professional services contribute to resilience in the economy.
- Significant graduate pipeline that is attractive to employers.
- Low numbers of people seeking work compared to other cities.
- High-quality learning institutions.
- Growth in key sectors such as rail and construction with high demand for staff.
- Vibrant visitor economy which offers flexible work to a broad range of people.
- World-renowned expertise and facilities exist in important areas such as agritech, bioeconomy and life sciences.
- High-quality Information, Advice and Guidance (IAG) is routinely offered by good providers.
- York is an attractive city to live in with good schools and good transport links.
- High number of job vacancies in highly skilled sectors such as health and engineering.
- Existing partnerships such as Higher York, BioYorkshire and the Yorkshire and Humber Institute of Technology demonstrate the commitment of local organisations to boosting local skills

Challenges:

- Automation in industries such as retail and food manufacture reduces the need for people with lower-skilled jobs.
- Business models have rapidly altered to offer online access to goods and services, requiring new skills and resources to support these changes.
- People need new skills to access jobs in new sectors after they have been displaced due to automation or redundancy.
- The demand for digital skills at all levels outstrips supply.
- Changes to the available workforce as a result of Brexit, the pandemic and the ageing population put extra pressure on businesses trying to recruit locally.
- Graduates who wish to remain in the region may be unable to access graduate employment.
- Current models of employment do not always support people to fulfil their potential e.g. those with disabilities, low skills attainment, caring responsibilities, neurodiversity.
- High proportion of part-time jobs creates challenges with lower Gross Value Added (GVA) per resident.
- High number of hard-to-fill vacancies and skills gaps in important sectors such as health and social care, rail and technology.
- Ageing population is leading to a lack of skills as people retire from the workforce more quickly and in larger numbers than people can be trained or recruited.
- The demographics for people in highly paid, higher-skilled jobs in STEM industries do not reflect the population, with a lack of representation from all parts of society.²

² [York 10 Year Skills Strategy](#); accessed 26th May 2023

3. York College and University Centre – Approach to Development

Civic and Education Partners

York College and University Centre have used a range of intelligence to form its curriculum intent as its basis for demonstrating our commitment to meeting local, regional and national skills needs. At the heart of this work is the York and North Yorkshire Local Skills Improvement Plan (LSIP) which itself is informed by strategies we too have used to model our intent including the York 10 Year Skills Strategy.

York College and University Centre plays a leading role in the local and regional skills development agenda. The Principal and Chief Executive is chair of the Skills and Employment Board; the board responsible for the development of the York Skills for Employment 10-year strategy. The college is the lead organisation in both the Yorkshire and Humber Institute of Technology and the Strategic Development Fund. The Principal and Chief Executive is also on the LSIP Board and the West and North Yorkshire Chamber of Commerce along with the York Leadership Group which is incredibly well-connected to employers in the City and beyond. The representation of the college is critical to ensure the voice of the provider is at the table when employers are talking about skills need as we can directly point to, demonstrate and amend the supply chain into the region.

Through our involvement with these organisations, York College and University Centre has been able to identify the regional and local sectors that are a priority for growth. These, in line with the national priorities, provide a solid foundation for continued curriculum development and it is pleasing through the table in section 4 of this document to identify the range of provision already meeting these needs.

College leaders works very closely with City of York Council in a range of ways; from the strategic aspects such as the skills board to the operational requirements of the fair access panel to support students at risk of becoming NEET. The college is represented by the Principal and Chief Executive at the Schools Forum, a statutory body that considers the compulsory education space and also at the Secondary Heads Group that considers both pre and post-16 education. This enables an influence on Careers Education Initial Advice and Guidance (CEIAG), how we can support the pre-16 sector, as well as strong connections with safeguarding legislation and local trends and provision for High Needs Learners. Adult Learning Services represent both the City of York and York and North Yorkshire and enables joint working to ensure progression for adults and alignment to the skills needs. York College and University Centre, in partnership with Hambleton District Council and the University of Sunderland operate a range of digital and employability courses from a newly developed centre in Northallerton, a rural market town with a need for digital upskilling.

York College and University Centre has a strong working relationship with other providers in the City and region. In terms of geographical location, Askham Bryan College is the closest FE Provider to us. We work closely with them to provide coherent coverage across all subject sector areas with Askham Bryan College, as a specialist land-based college, leading on local and regional skills priorities in this space, namely Agri-skills. Where there is duplication of curriculum it is often with specialist pathways or different identities, for example both providers offer Uniformed Protective Services with a emergency services emphasis here and a military emphasis at Askham Bryan College.

Employer and Community Partners

Employer and Community Partner engagement has been fundamental to our curriculum intent and identification of our priorities. As part of our curriculum planning cycle, a range of meetings took place which brought college leaders and managers together with local employers to discuss specific skills needs within sector areas. These discussions proved incredibly helpful in creating a dialogue to ensure we can develop knowledge, skills and behaviours that employers require as well as an opportunity to showcase the opportunities for employers and their workforce here at the college. Sector meetings took place across a wide range of sectors of particular importance for the local and regional skills need and included Engineering, Science and Maths, Digital, Business, Hospitality, Tourism and Construction.

In addition, leaders and managers engage with employers at a wide range of events both externally and internally. Employers attended our annual Hair and Beauty 'Ready, Steady, Glow' Competition acting as judges as well as sponsoring prizes for students. Engineering and Construction employers supported our students by hosting a day of speed interviews as well as providing an overview of career opportunities within the sectors. Employers regularly attend open events and progression events at the college, with our largest event in March as the college hosts its progression month. Now in its second year, our Tomorrow's World event sees employers and guest speakers engage with students across our Digital, Engineering and Construction provision. The list of events is extensive and continues to build year on year.

Colleagues have also represented the college at a range of external stakeholders events and meetings which looked at regional issues, skills needs thus being able to source intelligence and influence agendas in relation to how we can best meet the local and regional skills needs.

- West and North Yorkshire Chamber of Commerce
- York Professionals
- Women at work
- York Bid
- LEP
- City of York Council- Growth Teams
- WNYCC Hospitality Forum
- Hospitality Association
- NHS- careers and workforce group
- CBI
- Wilberforce Trust
- Yorkshire Learning Providers
- Yorkshire Apprenticeship Providers Group

In summary, York College and University Centre is well-connected in terms of its links to employers and other providers as well as to the local authority and is well represented with the boards driving the skills agenda. This enables the college to continue to drive its curriculum offer to meet those needs and to continue the dialogue over the future skills needs locally and regionally.

4. York College and University Centre – Contribution to Local, Regional and National Priorities

| College Curriculum Intent Aims and Objectives – what we want to achieve | How Aims and Objectives Contribute to National, Regional and Local Priorities – why we want to achieve it (skills priorities it links to) | College Response to Meet Priorities (inc. current and target numbers where appropriate) – how we are going to achieve it |
|--|--|---|
| <p>To be a bridge to opportunity by providing high quality experiences for students and apprentices in and outside of the classroom/workshop to ensure our students and apprentices develop the knowledge, skills and behaviours they need to take the next steps in their education, training or careers.</p> | <p>LSIP priority: ‘To enable people from all backgrounds to access skills provision to support progression into work, transition to new career opportunities, gain employability and technical skills required by employers and fulfil their potential at work.’</p> | <p>The college is an inclusive college which aims to provide education across all provision types.</p> <p>College leaders work closely with local authorities to reduce NEETs in the region and provides education for Elected Home Educated Students and to a small number of 15-year-olds through the City’s Fair Access Panel.</p> <p>As the only City-wide provider to offer late-start and in-year start programmes as well as a specialist ‘General Education’ provision for those students with complex personal circumstances, the college enables young people from across the region to access education.</p> <p>An increasing demand for ESOL provision for young students is being met with provision to meet a range of needs including increasing numbers of refugee and asylum seekers in the City along with the City being a City of Sanctuary and having Ukrainian resettlement status. Adult provision can be a challenge in a region where the majority of residents have higher level qualifications. The direction of travel in relation to adult provision is to secure a more employer-led curriculum in key sector areas such as Health and Social Care having recognised the provision in the region is targeted at 16-19 as opposed to adults.</p> <p>Leaders and managers continue to be involved in working with a wide range of employers and stakeholders across the region. The next stage of our work is to develop closer links in the design and delivery of</p> |

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|---|---|--|
| | | curriculum so that employers can directly see the impact of their collaboration with the talent stream. |
| To provide a wide breadth of curriculum across a range of levels with clear progression routes and lines of sight to the world of work. | | <p>Extensive breadth across all levels from L1-L6, all provision types and the vast majority of subject sector areas. Across the majority of curriculum areas, students can progress between levels to support progression aims. The A-level offer is broad and enables student to study a combination of subjects to align with next steps.</p> <p>Across the subject sector areas that link to LSIP priorities, the college offers over 150 courses.</p> |
| To continue to be the provider of choice within York and North Yorkshire for high quality Technical and Vocational Education. | <p>LSIP Priority: ‘To enable employers and individuals to access the technical skills provision to support progression in work, transition to new career opportunities, gain employability and technical skills required by employers and fulfil their potential at work.’</p> <p>LSIP Sector Priorities: Digital and Technology, Agri-skills, Engineering and Advanced Manufacturing (including Rail), Construction, Health and Social Care and Visitor Economy.</p> | <p>York College offers a diverse curriculum across the vast majority of subject sector areas included within the national, regional and local priorities. The vocational and technical curriculum covers key priority areas including Construction, Digital and Technology, Engineering, Health and Social Care, Tourism, Hospitality and Retail.</p> <p>Inward investment has enabled capacity to deliver sustainable construction skills, advanced manufacturing and mechanical engineering including Electric Vehicle technologies.</p> <p>Curriculum design developments include a restructure of the hospitality curriculum to enable young people to gain a suite of qualifications quickly to build up their portfolio. This enables students to progress not only in their workplace for those already in the sector but also to progress quickly into a high demand sector within the City.</p> |

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| | <p>In addition, there is a commitment within the City of York and across the LSIP region to grow both apprenticeship and T-level provision to meet the technical skills needs of both the region and nationally. There is a particular need to increase accessibility of apprenticeships to people from disadvantaged backgrounds.</p> | <p>Institute of Technology (IoT)</p> <p>York College and University Centre is the lead partner for the Yorkshire and Humber IoT with over 200 students benefiting from programmes within the IoT suite of qualifications here at the college. Priority areas for the IoT that we contribute to are Construction, Engineering and Manufacturing, ICT and Digital.</p> <p>Strategic Development Fund:</p> <p>Through secured investment from the SDF and T- Levels we have been able to invest in sustainable construction technologies including air and heat source rigs and develop VR training materials. Our low carbon space will have smart home technologies installed to ensure learning in real time from low carbon heat and power sources including solar, wind and ground/air sources. The use of thermal and infrared cameras attached to drones will further enhance teaching and learning in reducing carbon emissions through retrofit construction techniques. Working collaboratively with FE partners in the region we will share expertise and learning resources. Plans are in place to source investment from LSIF to further develop our capabilities to meet future demands in priority sectors progressed.</p> <p>Development of a very short programme as an introductory course is underway to raise awareness of the environmental technologies applied to create a low/zero carbon home and the options available for retro fitting existing buildings (30 starts).</p> |

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|--|--|--|---------|------|------------------|----|------------------|----|-------------|----|--------|----|---------|----|-------------------|----|-------------------------|-----|--------------------|----|--------------|------------|
| | | <p>Staff CPD will complement the delivery of learning and skills in the high specification teaching spaces and support advanced teaching and learning techniques.</p> <p>T-levels:</p> <p>York College became a wave 1 T-level provider in 2020 and has continued to grow the T-level offer at the college in the priority areas of Construction, Digital and Engineering, Business and Health and Social Care.</p> <p>T-level numbers 23/24</p> <table border="1" data-bbox="1173 751 1800 1155"> <thead> <tr> <th>Pathway</th> <th>Yr 1</th> </tr> </thead> <tbody> <tr> <td>Construction DSP</td> <td>20</td> </tr> <tr> <td>Construction BSE</td> <td>23</td> </tr> <tr> <td>Early Years</td> <td>42</td> </tr> <tr> <td>Health</td> <td>15</td> </tr> <tr> <td>Digital</td> <td>15</td> </tr> <tr> <td>Engineering DD&ME</td> <td>16</td> </tr> <tr> <td>Business Administration</td> <td>100</td> </tr> <tr> <td>Business Financial</td> <td>20</td> </tr> <tr> <td>Total</td> <td>251</td> </tr> </tbody> </table> <p>This will represent an increase of 135 new T-level starts in 23/24.</p> | Pathway | Yr 1 | Construction DSP | 20 | Construction BSE | 23 | Early Years | 42 | Health | 15 | Digital | 15 | Engineering DD&ME | 16 | Business Administration | 100 | Business Financial | 20 | Total | 251 |
| Pathway | Yr 1 | | | | | | | | | | | | | | | | | | | | | |
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| | | <p>Apprenticeships:</p> <p>Apprenticeship provision continues to grow at the college with significant numbers within the Construction industry. The college is the northern provider for Barratts Homes Joinery and Bricklaying Standards. Additions to the apprenticeship curriculum planned include:</p> <p>Plumbing and Domestic Heating Technician Apprenticeship Standard - introduce an Apprenticeship specialism route for those in the Sustainable/ Environmental Technologies arena to include select, install, test, commission, service and maintain solar thermal, heat pumps and water recycling systems (10 starts).</p> <p>Introduction of a Level 5 Teaching in FE standard (10 starts) and a Level 4 Sports Coach (10 starts).</p> <p>Development in Rail:</p> <p>College leaders work in partnership with the rail sector to provide students with the skills, knowledge and behaviours required to make quick progress from being unemployed to securing work in the rail industry. There is significant potential for growth in this area and for opportunities in rail to be exploited across both the 16-19, adult curriculum and apprenticeships in partnership with Siemens, Network Rail and the National Training Academy for Rail (NTAR).</p> |
| To provide a high-quality academic offer for both FE and HE as an | The proportion of people with higher level qualifications in the LSIP area is | Significant level 3 16-19 provision (around 70% of overall provision), including around 1,000 A-level students. 78% of students continue in |

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| <p>alternative to school sixth form or 'traditional' HE provision.</p> | <p>higher than the national average although this differential is being eroded over time thus jeopardising York and North Yorkshire's competitive edge in existing talent within the workforce. There is a need to champion higher level education and routes to it so that business can attract and retain people with the appropriate qualifications for growth in our priority sectors.</p> <p>The mix of provision for undergraduates needs to be adapted to better reflect skills requirements in York the majority of graduates leave the city once they have gained their degree. There is a need therefore to work with businesses more closely to ensure that there are suitable graduate jobs available.</p> <p>Progression routes from Further to Higher Education for adults need to be strengthened.</p> <p>Keep the momentum going at the higher and degree level of</p> | <p>FE or move to HE provision. Approximately 62% of level 3 students apply to Higher Education, with 82% of those being placed at their first-choice institution. York College and University centre provides a pipeline of talent into higher level study and therefore higher-level skilled employment over time.</p> <p>The college offers an Access to HE Diploma with pathways in key priority areas including Medicine and Science, Health Care and Humanities enables students to progress to their intended destinations. This programme also allows for extended study over 2 years for those students who struggle to complete a level 3 intensive programme in 1 year due to life and employment commitments.</p> <p>Good recruitment to Health Science Professions, Medicine and Science pathways enable students to progress to university to study bio chemistry, adult nursing, occupational therapy, midwifery, physiotherapy, paramedic science and medicine.</p> <p>Humanities and Social sciences see adults progress into law, teaching and social work.</p> <p>Good progression routes in Counselling from L2 to L4, with students entering study at an introductory level and leaving with a license to practice.</p> <p>A large proportion of adult students study on level 3 and above, representative of the higher level qualifications prevalent in the area. GCSEs in Maths English and Biology provide springboards onto</p> |

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| | <p>apprenticeships to ensure businesses can recruit staff with the requisite skills.</p> | <p>level 3 courses in Teaching and Early Years, Access to HE Diplomas, Health and Social Care for adult students who have yet to gain these qualifications.</p> <p>The level-4 plus curriculum offer aligns with level 3 pathways, including T-levels and Access provision, to give a clear line of sight to higher level study. The Higher Education offer operates in a number of priority sector areas including Construction, Business and Early Years. Developments in the curriculum include Higher Technical Qualifications (HTQs) (referenced below) and a Foundation Degree in E-Sports thus extending internal progression routes from Level 3. The college also offers professional qualifications in AAT and CIPD to meet the need for highly skilled professionals in these sectors.</p> <p>The Higher Education curriculum is firmly rooted in work-based practice and designed to develop students’ knowledge skills and behaviours to make their next steps into employment. The college prides itself on performance in supporting students through their journey and performs very well in access, continuation, and outcomes for students from non-traditional entry points.</p> <p>The Pearson Higher National Certificate and Diploma and in Engineering and Construction provides a programme for employed students who are upskilling, with a sharp focus on higher technical skills in the areas of advanced manufacturing and construction.</p> <p>College leaders are submitting our first Higher Technical Qualification (HTQ) application for Construction in the Built Environment in May 2023. It is likely that HTQ applications in Engineering and Children’s</p> |

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|--|---|---|
| | | Development will follow in cycle 5. Initial discussion are also being had around an HTQ/Foundation Degree in Heritage Construction |
| To become the provider of choice for employers and their employees for both professional qualifications and entry-level and basic skills qualifications. | <p>LSIP priority: ‘To access a range of provision which is flexible, responsive, reflects employer needs and enables businesses to upskill their staff effectively, be resilient to change and enable succession planning.’</p> <p>There is a need to focus on enabling adults to achieve functional levels of maths, English and digital skills to avoid the risk of them falling behind in their chances of a fulfilling future with good jobs and prospects.</p> | <p>College leaders work with both Taylors of Harrogate and Nestle and have developed bespoke engineering maintenance programmes to upskill their production line technicians with a Level 2 Engineering Maintenance qualification. So far, over 80 employees with Nestle and over 35 employees with Taylors have completed and achieved, which is having a direct, positive impact on production efficiency.</p> <p>College leaders are upskilling the internal workforce in Electric Vehicles and automated driving which will enable our staff to deliver these skills into industry in 23/24.</p> <p>A suite of 32 Online distance learning courses are offered at Level 2 to meet the demand from employers and the employed by providing flexible learning solutions for courses in Health and Social Care and Business, enabling both reskilling and upskilling.</p> <p>The college offers both GCSE and Functional Skills English and maths classes to adult students. These programmes are accessed by students to enable personal development, access to employment and career progression and entry to higher level courses. Classes are offered in the daytime and evening to engage as many adults as possible requiring these qualifications. Online functional skills classes are also available.</p> <p>Campus at Northallerton offers a range of commercial programmes to upskill adults in and around a very rural part of the region. The suite of qualifications focuses on digital and employability skills. York College</p> |

| College Curriculum Intent Aims and Objectives – what we want to achieve | How Aims and Objectives Contribute to National, Regional and Local Priorities – why we want to achieve it (skills priorities it links to) | College Response to Meet Priorities (inc. current and target numbers where appropriate) – how we are going to achieve it |
|--|--|--|
| | | <p>works in partnership with Hambleton District Council and the University of Sunderland on this project.</p> <p>ESOL courses ensure learners can develop language skills which in turn can provide further employment opportunities support progression and promote successful integration into the community and an environment to encourage an individual to thrive. The delivery is sequenced from initial assessment, then to speaking, listening and finally reading and writing to grow confidence, ensure engagement and maximise success and progression. ESOL provision at the college is growing rapidly to meet the demands in the City.</p> |

DRAFT

5. Corporation statement

On behalf of York College and University Centre, it is hereby confirmed that the Accountability Statement as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at the meeting on 12th July 2023.

The Accountability Statement will be published on the York College and University Centre website within three months of the start of the new academic year and accessed from the following link:

[Governance and Reports | York College](#)

| | |
|---|---|
| Produced by: Victoria Lindberg – Director of Quality of Education Signed: Date: 30 th May 2023 | Reviewed by: Ken Merry – Deputy Chief Executive and Principal Signed: Date: |
| Approved by: Ian Looker – Chair of the Governing Board Signed: Date: | Approved by: Lee Probert - Chief Executive and Principal Signed: Date: |

Supporting Documentation

[York Ten-Year Skills Strategy](#)

[Nork and North Yorkshire LMI](#)

[OFSTED Report January 2023](#)





[Financial Statement 21/22 – published January 2023](#)

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| | |
|---|---|
| <p>Produced by: Victoria Lindberg – Director of Quality of Education</p> <p>Signed: </p> <p>Date: 30th May 2023</p> | <p>Reviewed by: Ken Merry – Deputy Chief Executive and Principal</p> <p>Signed: </p> <p>Date: 26.9.2023</p> |
| <p>Approved by: Ian Looker – Chair of the Governing Board</p> <p>Signed: </p> <p>Date: 27/9/23</p> | <p>Approved by: Lee Probert - Chief Executive and Principal</p> <p>Signed: </p> <p>Date: 27.9.2023</p> |

Supporting Documentation

[York Ten-Year Skills Strategy](#)

[Nork and North Yorkshire LMI](#)

[OFSTED Report January 2023](#)

[Financial Statement 21/22 – published January 2023](#)