Quality and Curriculum Committee
Meeting to be held on Tuesday 25 November 2025
at 17.00hrs, Jorvik Suite

AGENDA

Item	Report	By	Enc	Purpose	Time
1	**Apologies for Absence / Declarations of Interest**	-	-	Note	-
2	**Minutes**				
	2.1 Minutes of Previous Meeting – 23 September 2025	CB	Attached	Decision	17.00
3	**Matters Arising**				
	3.1 Action Summary Sheet	CB	Attached	Information	17.02
	3.2 Any other Matters Arising	CB	n/a		17.04
4	**Student Governors - Welcome and Update**				17.05
5	5.1 **International Provision – Strategic Positioning and Risk Oversight** Objective and expected outcomes noted within Governance Assurance Review Schedule	KD-J	Presentation	Scrutiny	17.10
6	**Quality and Student Experience**				
	6.1 Annual Quality Self-Assessment Report	VL	Attached	Scrutiny	17.45
	6.2 High Needs Students Update	LG	Attached	Scrutiny	18.05
	6.3 Student Experience Report	LG	Attached	Scrutiny	18.15
	6.4 Safeguarding Report	LG	Attached	Scrutiny	18.23
	6.5 Adult Growth Update and Implementation Plan	KD-J	Attached	Scrutiny	18.30
7	**Strategic Plan Implementation**				
	7.1 KPI Scorecard and Themed Quality Report	VL	Attached	Scrutiny	18.40
	7.2 Strategic Risk Monitoring	KM	Attached	Scrutiny	18.45
8	**Higher Education**				
	8.1 Teaching and Excellence Framework (OfS) Action Plan	JA	Verbal	Information	18.50
9	**Policy and Other Matters**				
	9.1 Committee Effectiveness Report	CB	Attached	Scrutiny	19.00
10	**Key Meeting Outcomes and/or Actions**				
	10.1 Matters for report to the Governing Body (If any)	CB	n/a	Decision	19.05
	10.2 Matters for report to the Audit Committee (if any)	CB	n/a	Decision	19.07
11	**Summary matters**				
	11.1 Any Other Business				19.09
	11.2 Date of Next Meeting – 10 February 2026				19.10

Key
Decision – *an item that requires the members to come to a decision which may be an approval, a recommendation to approve, or what items are important to draw to the Governing Body's attention.*
Scrutiny – *an item that requires members to scrutinise data and discuss issues arising.*
Information – *an item provided only to inform members and for which only points of clarification are appropriate. It may provide additional/supporting information required for a later "decision" or "scrutiny" agenda item that falls under a different agenda heading.*
Note – *an administrative item that requires recording in the minutes*
[C] - Confidential

Minutes of the Quality & Curriculum Committee Meeting held on Tuesday 23 September at 17.00, Jorvik Suite

Present:	Dr Ann Lees Ian Looker Sheilla Willis Ken Merry	Independent Governor (Chair) Independent Governor Independent Governor Principal/CEO
In Attendance:	Joy Kettyle Victoria Lindberg Jackson Armstrong Liam Garside	Deputy Principal & CEO Director of Quality of Education Director of Curriculum: Higher, Technical & Professional Education Director of Student and Apprentice Services

1.	**Apologies for Absence / Declarations of Interest**	**Action**
1.1	Apologies were received from Helen Crews, Charlie Barnes and Carolyn Barker. Cathy Waters had advised the Chair of the Governing Body prior to the meeting that she had stepped down from her Governor role. The chair expressed her thanks to Cathy for all her support and valuable contributions over the years, in particular as Safeguarding link governor. Nathan Edwards, Head of Additional Learning Support joined the meeting to present item 4.	
2.	**Minutes of Previous Meeting – 5 June 2025**	
2.1	The minutes of the meeting held on 5 June 2025 were reviewed and approved as an accurate record. ***The Committee resolved to approve the minutes.***	
3.	**Matters Arising**	
3.1	**Action Summary** The committee reviewed the actions summary from the last meeting. The chair noted a minute under section 6.2, - Adult growth update and implementation plan was due to come to this committee meeting. This was not pulled out as an action. - Action for recommendation on University Validating partners was expected. The Principal updated the committee that the timescale had changed due to the release of the new Procurement Act of Feb 2025 and subsequently a new solution had been identified. No action had been taken yet so as not to disturb the start of the academic year. The Principal is to submit a paper to Full Board on 23 October.	KM
	Any other matters No additional matters were noted.	
4.	**Additional Learning Support Presentation**	
	Nathan Edwards joined the meeting to present an update on ALS and to talk through the changes implemented since he joined the College. **Key highlights** –	

	- held a long consultation with staff but structure is now in place. - New leadership team is on board and linking in with curriculum areas. - Team Leaders – are now linked with students, LSP's and ALS in the round. - Role of LSP's in college. - The format of Quality & Innovation roles in college. The chair queried the number of students involved. NA confirmed there are circa 246 students with an EHCP and the team responsibility is to ensure college delivers the level of support required. This is a legal document. There are a further 1,800 students with a special educational need or disability that also need support but not in the legal form of an EHCP. ALS offers support to staff working with these students. The number of students with EHCPs has increased from 216 last year to 246 this year. It was agreed that the Head of ALS would supply the slides for circulation to the committee. The committee discussed how achievement, retention rates and outcomes are measured for those with an EHCP. Director of Quality of Education confirmed that the college does not see large achievement gaps between students with high needs and their peers, which was at the level of about 1.2% in previous years. This year it will be key to review this to ensure that the gap stays in line with improved results and we do not see this widen as results improve. Sheila Willis queried how these students are encouraged to integrate with the wider college community. The following areas dedicated to this during the first term; safe space on ground floor, social groups, workshops on resilience and regulation, participating in college, educating neuro typical peers and advice for how to discuss their own conditions with peers for information and education. Strategies to support integrations are developed as the year progresses. The committee agreed there had been clear progress in this area in the last few months with clear lines of reporting and support. The reset in the team was needed to ensure clear communication. The Chair of the Governing Body addressed the 20% increase in students this year and queried if funding had been agreed to support this. It was reported that funding will need to be agreed post Day 42 to establish exact numbers requiring support. The Principal noted the guidance does state that a provider should not be disadvantaged by this provision, not to make a margin but that they should be paid for resources needed. ***The committee thanked Head of ALS for the informative and thorough update.***	NE
5.	**Strategic Plan Implementation**	
5.1	**Quality of Education KPI Scorecard** The Director of Quality of Education provided a brief overview of the current KPI Scorecard, supplied in the pack. The review is in a transitional phase as we move between 2024/25 and 2025/26, and a lot of what was included is now historic. It was noted that the Achievement discussed in the scorecard is the forecasted position. The themed sections relate to current figures. Highlights to identify are: - Overall Achievement had seen an improvement on all ages	

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and in 16-18 – circa 10% increase in 2 years.
Adult achievement is seeing a slower increase, however Distance Learning stoppage has impacted this.
HE is improving with final data still being worked through.
Apprenticeships – continue to hold strong.

The themed quality report shows more detail and an improving picture.

GCSE – has seen an increase and closed the gap to the national average. Still more work remains to do in this area.
HE progression to first choice University has increased to 85%. Most students that were not placed withdrew in year.

Sheila Willis noted student participation in surveys seemed low, though participation had improved from the start of the year. The new student voice strategy had an updated process for student surveys including a condensed number to three per year (start of year, middle and end).
The chair noted it was important to recognise the amount of green and amber on the report now which had been stubborn to move forward previously. This is a positive reflection on the hard work of staff. The Chair of Governing Body is to write to all staff to thank them after Full Board on 23 October.
The Principal noted that the national results tables in the Spring will be a higher level than the initial picture shown.
The committee noted that it would appear the college has found a strategy that works, and can use the gains to focus more specifically on individual areas that need specific support going forward.
Sheila Willis queried if there was any Best Practice in the English and Maths GCSE area that could be incorporated into the college strategy. The committee discussed the complexities of GCSE resits, some colleges only put in those with a G3, some put all in, differences in curriculum taught, issues with Year 11 pass rate in schools dropping again this year etc. Nelson & Colne College do well. The Director of Quality of Education advised the committee that it is hoped some of the improvements in achievement are a year behind the whole college for English & Maths GCSE. More experienced teachers have been employed over summer in this area and we are hoping to see improvement from next year.
<u>Themed Quality Report</u>
Key points for the committee to note.

A Level – good progress with specific improvements in high grades.
SFCA has announced average of 53.6% high grades for members, college is above this average. 33 of 35 A Level subjects secured a 100% pass rate.
Issues encountered with marking of English A Level paper, tracking close to two thirds of students changing grade post remark. College has changed Awarding Organisation in some cases.
Value Added – report for November committee expected to show ALPS moving from 7 to 5.
VOC – still some results pending, however has been a secure improvement.
T-Levels – very strong last year and still done well. Grown

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	significantly and challenge for retaining high levels of high grades. Matching national average. - GCSE – progress noted and Grade 3 to 4 performance above national average. English and Maths has improved. - Adult – still some to come through and DL. Lvl 1 and 2 DL. - HE – HNC/D slight error. - Apprenticeship – outcome statistics holding well. - High Needs – not expecting notable gaps, reporting in full to November committee. Sheila Willis enquired if there had been positive feedback from staff given the great improvements seen this year. The Principal agreed the atmosphere has seemed more positive. The Assistant Director and Curriculum & Standards Manager restructure had enabled clear lines of sight in reporting.	
5.2	**Strategic Risk Monitoring** The committee noted the risk register provided in the papers. The Principal noted that the rating in Safer Community had been adjusted to reflect rising tensions in the city with use of flags and racist graffiti. The register will also be adjusted for Full Board. The Chair of the Governing Body questioned if rising tensions had been seen in college, it was confirmed not.	
6.	**Curriculum Review Update**	
6.1	The Deputy Principal & CEO presented an update report received by the committee. The highlights and focus for the coming year were – - Ensuring feedback is gathered from students and leavers - Enhancing relationships with students / employers to establish the impact of change. - Increase employer involvement in delivery and assessment. - Student destination tracking. - Oversee a three-year recruitment strategy and plan ahead for skills needs. Curriculum planning had been moved to a November start to allow adequate planning. Additional priorities were noted for increasing progression routes amongst the below cohorts - - T-Level and Foundation programs - Upskilling staff for new provision linked to the updated curriculum planning. - Grow Supported Internships program - Adult Provision – make the offer more accessible to students. - Focus on future skills areas and which learners we want to target for these. Apprenticeships – excited to broaden the range on offer including expansion into Health. Key to ensure a pipeline is established to fill these places. The chair noted the update and thanked the Deputy Principal for the update; the approach was noted as cohesive and purposeful by the committee. The chair noted a query regarding the HE / Adult Manager roles and their remits. Director of Curriculum: Higher, Technical & Professional Education noted that the HE Manager had been in role circa 6 weeks and is to focus on the HE validation process for the next year as well	

	as ensuring the refresh of all HE courses. They will also help standardise the provision across college. The Chair of Governing Body queried if the Combined Authority had given any indication of procuring provision in a different way going forward. The Principal noted that this is not currently case, and that York is a challenging market as it is a well-qualified city and so the offer has to be right for the local market.	
7.	**Quality & Student Experience**	
7.1	**Student Experience Report** The Director of Student & Apprentice Services presented an update report to the committee. This was taken as read with the following highlights discussed directly. **<u>2024/25 highlights</u>** - Wellbeing Team are in contact with 370 students with a 97% retained rate. - Worked to increase awareness in college. - Exam decompression days have been a success using Cube 360 for additional resource. - Suicide awareness workshops targeting male students. - Lots of progress in developing the Student Union structure and electing officers. - Links to regional public transport, involving local MPs and focus groups. - New schedule of enrichment activities for students. - You said, We did – intensify feedback loop to students. **<u>Developments</u>** - Restructure of the Student Experience team. - Spectrum Life offer. - New Student Champions. - New bus contracts for the coming academic years. **<u>2025/26 Academic Year</u>** - New Student Union roles and support for them. - Student Voice Strategy implemented – new curriculum forums will be held 3 times a year. - Employer engagement focus. - Brilliant Futures Pledge implementation to continue. - Support for enrichment opportunities – 21 cross college clubs. The Chair queried the timings of elections of the student union, it was confirmed that the timescale has moved to March, with this year being transitional. A separate SU Governor role has been created. The Chair of Governing Body queried the underspend in bursary this year. The Principal noted that some of the bursary allocation had been carried over to the next academic year given the additional income received, however the college had spent all allocation prior to this. The threshold for claims is £35k household income, but consideration is also being given to a new tiered approach for next year. This does allow travel costs with circa £150k contribution each year for this. The Chair noted that it would be beneficial to bring forward item 8.2, Internal Audit Bursary report for consideration. The committee welcomed the additional assurance provided by the report and the recommendations on consistent reporting of student satisfaction. The Director of Student & Apprentice Services advised the committee that	

	a new table had been developed aligned to the recommendations from audit, this will be presented for the next meeting. The Chair of Governing Body queried the number of fraudulent claims seen in college, it was confirmed that it is not something seen regularly as there is a 3-step verification process for applications. Equally, the bursaries are not delivered in the from of cash i.e. transport costs are supported by a bus pass bought by the college, children's nurseries are paid directly etc. The Chair discussed the notes in the report regarding work placements - this is as expected for achievement in the workplace. A focus will be given to employability and CV writing this year. ***The Chair thanked the Director of Student & Apprentice Services and acknowledged the detailed nature of both the Student Experience and Safeguarding reports.***	
7.2	The Chair invited the Director of Student and Apprentice Services to highlight any key points. **Safeguarding Report** The Director of Student & Apprentice Services presented an update report to the committee. The report was taken as read with the following highlights discussed directly. **2024/25 highlights** - 1,016 CPOMs cases relating to 662 students, - 58 external referrals, - 13 Multi Agency meetings attended by the team, - 41 awareness events have been run in college relating to hate crimes, Prevent and sexual violence - Leaders in Safeguarding Gold standard accreditation received. **Developments areas** - Team have worked on enhancing CPOMS categorisation. - The Wellbeing team has moved to being all under the same manager. - New Prevent champions have been identified. - New IDAS drop-in sessions have been created on Thursdays for staff and students to join. - Lockdown drills have been reformatted and practices now built into the academic calendar. - Smoothwall monitoring continues. - A termly newsletter to parents / carers is being developed. **2025/26 Academic Year Focus Areas** - Safeguarding and Wellbeing teams' integration. - Wellbeing Team Leader roles fully recruited to. - York Mind – contracted 5 days a week for counselling provision, reduce wait times, resource development and workshop delivery - Call it Out – funding through All About Respect, programme will be developed to use funds for college bystander training. The committee noted the significant progress that has been made since November 2023 and the additional confidence this has brought.	
7.3	**Safeguarding Link Governor Update** The Safeguarding Link Governor was not in attendance at this meeting.	

8.	**Policy and Other Matters**	
8.1	**Committee Schedule of Business** The report was prepared by the Director of Governance in advance of the meeting. This reflected changes previously discussed and best practice. Director of Governance is to clarify the frequency needed for review of the APP and adjust the schedule as needed. The chair requested that Deep Dives for the upcoming academic year focus on – - Provision for international students, given it is a growth area. - AI / Digital and use of technology to drive efficiencies, Teaching & Learning Director of Curriculum: Higher, Technical & Professional Education queried the timescales of the HE Strategy to be reviewed at this committee. This will be discussed with Director Governance and incorporated in the schedule. ***The committee resolved to approve the schedule subject to the above considerations and timings being aligned to strategic priorities and reporting cycles.***	CB JA / CB
8.2	**Bursary Internal Audit Summary** The committee discussed this item under item 7.1. It was noted this report was also reviewed at Audit Committee.	
8.3	**Quality of Education Policy** The Director of Quality of Education presented the Quality of Education policy for approval. This is a routine approval with key changes noted in the coversheet. Approval of this policy enabled the Director of Quality of Education to use the Notice to Improve process with departments, as needed. The committee noted the success of this policy with an area seeing 32% improvement. The committee questioned how many notices were in place; there are none currently pending final results and the SAR outcomes. Sheila Willis noted the policy seemed to have a high EIF focus in relation to the previous framework and queried the appropriateness of this and the relevance of inclusion. It was further noted that consistency was needed in the use of York College or York College & University Centre, as well as Teachers vs Tutors. ***The committee approved this policy subject to the Director of Quality reflecting the feedback raised by Sheila Willis.***	
9.	**Key Meeting Outcomes and/or Actions**	
9.1	**Matters for report to Governing Body** - Update on results outcomes. - Student Recruitment update – should know close to Day 42 number for Full Board.	
9.2	**Matters for report to Audit Committee** None.	
	Summary matters	
10.1	**Any Other Business** - The Principal noted an upcoming external SAR validation day on 3 December 2025. Members of the Quality & Curriculum Committee will be invited to attend the day. The initial SAR	

	draft will be provided to Q&C on 20 November 2025. It will be written against the Brilliance Plan and not the OfS framework.	
10.2	**Date of Next Meeting –** 20 November 2025.	

QUALITY AND CURRICULUM COMMITTEE
ACTIONS SUMMARY – 23 September 2025

Date of Meeting	Action Item	Person Responsible	Action Update	Status (open/closed)
21 May 2024	**SAR Actions Progress Update** The Committee requested a review of enrichment activities during 2025/26 to see how it develops.	KD-J	Noted and to be scheduled at a future meeting.	Open
11 February 25	Governors expressed a desire for the Health, Science and Humanities team to return and update the committee on progress of their vision for change.	JK	To be scheduled at a future meeting.	Open
23 Sept 2025	**Action Summary - Adult Growth Update** An update and a copy of the implementation plan was requested to be submitted to the next meeting of the committee.	KD-J	Added to 25 Nov 2025 meeting agenda.	Closed
	Action Summary – University Validating Partners Report outlining a recommendation for university validating partners is to be submitted to the Board meeting in October.	KM	Submitted to Board meeting 23.10.2025.	Closed
	Additional Learning Support Presentation The slides are to be made available to the committee members.	NE	Presentation slides added to the YorkCollegeGovernors Teams Channel for 23.09.2025 meeting.	Closed
	Quality of Education KPI Scorecard The Chair of Governing Body is to write to all staff to thank them after Full Board on 23 October.	IL	It was agreed that the Chair would not send a separate note; instead, this message of thanks was incorporated into the Principal’s communications to staff following the Full Board meeting on 23 October.	Closed
	Committee Schedule of Business Director of Governance is to clarify the frequency needed for review of the APP and adjust the schedule as needed. Director of Curriculum: Higher, Technical & Professional Education queried the timescales of the HE Strategy to be reviewed at this committee. This will be discussed with Director Governance and incorporated in the schedule.	CB JA/CB	The frequency for review is annually and the schedule was submitted to Board and approved on 23.10.2025.	Closed

YORK COLLEGE & UNIVERSITY CENTRE

ANNUAL SELF-ASSESSMENT REPORT

2024/2025

AMBITION | CARE | RESPECT | SUCCESS

York College and University Centre and Self-Assessment Report 2024-25

The year of a new Strategic Vision

January 2025 saw the launch of a new 5-year strategic plan. Over a year in the making, it ensured that key stakeholders including staff, students and apprentices, parents and carers, employers, community, civic and educational partners all had the opportunity to shape that vision. The Strategic Plan sets out our ambitious vison, cements our commitment to the Brilliance Plan and the Brilliant Futures Pledge and commits leaders at the college to deliver ambitious targets by 2030. With four cornerstones of Students and Apprentices, Staff, Sustainability and Surroundings, the Strategic Plan makes clear the commitment of college leaders to its people and its place in the community.

1 Introduction to York College and University Centre

1.1 Information about York College and University Centre

York College and University Centre is the largest provider of 16-19 education and work-based learning in North and North Yorkshire and offers a wide range of subjects, levels and modes of study. There were 3,828 ESFA students, 545 Adult students, 183 HE students, 927 Apprentices and 167 High Needs Students in the academic year 2024-25. In 2024-25, of our study programme students; 37% of students joined us having attended a City of York School, 41% join from schools in North Yorkshire or East Riding and a further 22% from schools outside of these areas.

The table below summarises the profile of funded enrolments in 2024-25:

Student Group	Student Number (enrolments)	Percentage
All	7539	
Male	3635	48.2%
Female	3904	51.8%

16-18	6388	84.7%
19+	1151	15.3%
Declared LDDD	2253	29.8%
High Needs Students	321	4.3%
Ethnicity – White British	6218	82.5%
Ethnicity – Not declared	22	0.3%
Ethnicity – Other Groups	1299	17.2%
Free College Meals	691	9.2%

Source: Pro-achieve

Students by Level (Class Based Learning - Enrolments):

Age Group	Entry/Level 1	Level 2	Level 3	Tailored Learning
16-18	11.5%	44.1%	44.4%*	
19+	36.3%	40.4%	12.9%	10.4%

*Of level 3 programmes 35.6% of enrolments are to A-level.

The above table represents a significant shift in the make-up of the enrolments. At 16-18, the proportion of students on Entry Level to Level 2 courses is now higher than Level 3, and A-level provision no longer makes up the majority of level 3 enrolments (although this is largely due to the impact of the removal of As levels and the move to linear A-levels from September 2024).

Apprenticeships

In 2024-25, 1085 apprentices were in learning of which 392 were due to complete in year 2024-25.

2024-25 Level split on Apprenticeship programmes for achievers

Level 2 App numbers	Level 3 App numbers	Level 4 App numbers
194	191	7

Higher Education

In 2024-25, 518 enrolments were on programmes at level 4 and above, with 199 enrolments due to complete in year 2024-25. A summary of leavers data is shown below.

Level 4 Total	Validated	Non-Validated
199	92	199

Staff

York College and University Centre employs 720 staff. The Strategic Leadership Team (SLT), as at 31 July 2025, comprised of the following roles:

- Principal and CEO
- Deputy Principal and CEO
- Interim Chief Finance Officer
- Director of Quality of Education
- Director of Student and Apprentice Services*
- Director of Curriculum: Apprenticeships, Higher and Technical Education*
- Director of Curriculum: Further Education
- Director of Information and Data Services
- Director of Marketing and External Partnerships
- Director of Human Resources

*Two subtle but significant changes were made to these job titles in 2024-25. Both changes were made to give greater prominence to our apprenticeship provision, to ensure growth in this area and to ensure apprentices feel included in the wider student experience offer.

Staff Profile

The staffing profile at York College and University Centre is moving towards being a better representation of the student community and local area, though leaders and managers recognise that there is some work to do to ensure representation from a broader range of communities. The Equity, Diversity and Inclusion Committee are leading the work on this going forward. It is worth noting that of new starts in 2024-25 5.7% were form other minority groups and 5.7% identified themselves as having a disability. This shift suggests work done to try and ensure we have an inclusive workforce is beginning to bear fruit.

Characteristic	% of workforce
Male	39.6%
Female	60.4%
White British	96.9%
Other Minority Groups	3.1%
Disability – No	94.8%
Disability - Yes	5.2%

York College and University Centre offers a full range of courses across all levels and provision types. Whilst the majority of enrolments are 16-19, York College and University Centre offers adult provision across various levels and, in partnership with the Open University and University of Huddersfield confers degrees and higher national qualifications. The apprenticeship provision is growing year on year with particularly healthy numbers in Construction. We also saw continued growth in the T-level provision in 2024-25, with additional programmes in Digital and continued growth in Construction, Business, Health and Early Years.

Support for students is coordinated through the relevant Directors and their line management of the teams who provide this support; namely the Progress Team, Learning Support and the various teams that sit within ‘Your Experience’.

York College and University Centre’s Partnerships team continue to develop their network at strong pace and thus strengthening its partnership working within the City and beyond. Two new features of the College in 2024-25 included the Partnership Wall in the atrium of the college and the Restaurant Partnership Wall in The Cookery Restaurant. Both demonstrate the commitment of leaders and managers to working with a range of employers to secure positive experiences for our students and apprentices. Leaders were delighted to see a large number of employers and Higher Education Partners endorse the skills and attributes of our Brilliant Futures Pledge, providing York College students and apprentices with the opportunity to access employers who will recognise their value as one of our alumni.

Leaders, managers and college staff also have strong links with local and regional communities. A number of local groups use York College and University Centre facilities for sporting or social activities. York College and University Centre's commercial facilities such as The Cookery Restaurant and Inspire Salons are open to the public, which not only supports teaching and learning but fosters a greater sense of community.

Leaders and managers have a strong commitment to issues relating to Equity and Diversity. The Equity, Diversity and Inclusion Committee meets regularly to review its progress in increasing diversity, ensuring minority groups feel welcomed and supported and developing a curriculum that is inclusive and accessible.

York College and University Centre is well supported by an active and committed Governing Body with an extensive range of skills, experience and impressive networks. The Governing Body is supported by a range of committees which includes; Finance and General Purposes, Audit, Quality and Curriculum, People and Governance and Remuneration. The Board were delighted to welcome several new members this year strengthening the Boards knowledge and experience in Further Education, finance and commerce.

Financial Sustainability

Leaders and managers have ensured York College and University Centre is in 'good' financial health. Monthly management accounts are presented to the Strategic Leadership Team and regular financial updates are shared with the wider College Leadership Team to ensure a sound understanding our position and our financial responsibilities. Despite a difficult financial climate, leaders and managers have continued to invest in resources to support students and staff and to maintain an excellent learning and working environment.

1.2 Safeguarding

The arrangements for safeguarding are effective and have been further strengthened throughout 2024-25 with an additional appointment in the team. The improvements seen in 2023-24 have only been further developed this year with continued robust case management, detailed reporting to both the Senior Leadership Team and Governors and an increase in events at York College and University Centre to raise the profile of local and regional safeguarding issues.

Students learn how to keep themselves safe, through the promotion of emerging and contemporary issues and themes delivered via the Professional and Personal Development Programme (PPD), and York College and University Centre events and projects. All staff receive appropriate training to ensure that they understand their responsibilities in keeping young people and vulnerable adults safe. Staff have a good understanding of risk, the signs of abuse and are diligent in ensuring that any concerns are swiftly reported using York College and University Centre's procedures.

Systems for reporting a concern (both internally and externally) are robust. The Director of Human Resources is responsible for ensuring the Single Central Record is maintained. Recruitment processes are good and procedures for checking the backgrounds of staff and Governors when they are appointed, are accurate.

College leaders were delighted that the fantastic work of the Safeguarding Team was rightly recognised during a Leaders in Safeguarding Audit in which the prestigious Gold Award was given. The Gold Award recognises institutions that have proven to demonstrate outstanding commitment to safeguarding and a deeply embedded safeguarding culture.

1.3 Local and Regional Information

The proportion of 16-17 year olds in full-time education and training remains high in both York (87.4%) and North Yorkshire (88.5%), above the national average of 86.2%. In York, 6.1% of 16-17 year olds are in apprenticeships and 2.4% in other forms of education or training. In North Yorkshire, 5.2% of 16-17 year olds are in apprenticeships and 2.5% in other forms of education or training. On both apprenticeships and other forms of education and training, both York and North Yorkshire are above the national average of 5% and 2.2% respectively.

In York, 0.7% of 16-17 year olds were Not in Education, Employment or Training (NEET). 3.4% in this age category are deemed to be NEET unknown. This represents a decrease of known NEET of 0.1pp and of unknown NEET of 0.3pp.

In North Yorkshire, 1.7% of 16-17 year olds were Not in Education, Employment or Training (NEET). 6.8% in this age category are deemed to be NEET unknown. This represents a decrease of known NEET by 0.1pp and unknown NEET of 0.3pp.

In comparison to the national picture, in both York and North Yorkshire, the number of NEET is below the national average of 2.5%, however the percentage of NEET unknown is above the national average of 2.2% in both York and the wider county.

Source: NEET and participation: local authority figures - GOV.UK (www.gov.uk)

Progress Statement – 2024-25 Quality Improvement Plan

Brilliance Plan	Key Actions expected in 2024-25	Review of Progress
Reviewing the Curriculum	Leaders and managers to continue to evolve the curriculum review process, with a particular focus on the involvement of employers in curriculum design and delivery. This will ensure an appropriate, future-facing curriculum in the short and medium term.	Good progress on the curriculum planning process. Substantial assurance in audit supports that the process is fit for purpose. Extensive work with Governors has been undertaken to assure leadership and governance that our curriculum meets skills needs. Leaders are aware of where further improvements can be made for the 2025-26 cycle.
Improving the quality of what we do	Improve the use of progress data to inform adaptations to teaching, learning and assessment to support students to achieve beyond their minimum expected grades. Improve the quality of feedback to students and apprentices and the accuracy of forecasting of grades. Improve the number of positive responses to TLA related questions in student surveys.	Good progress across these measures, with excellent progress in the number of students responding positively to TLA related questions in surveys. More students achieved higher grades in both A-level and vocational qualifications in 2024-25. Data demonstrated much more accurate tracking and forecasting of grades.
Ensuring students and apprentices are successful	Drive further improvements in achievement, particularly	Good progress across these actions. Achievement improved in the vast majority of

	A-level high grades and value added. Improve the use of data to support in-year planning, responsive teaching and to plan interventions. Extend opportunities to access extra-curricular activities.	curriculum areas, with some outstanding achievement and excellent achievement in apprenticeships. ALPS value added improved from 7 to 4. Data made available to managers to support tracking and guide interventions was much improved. Extra-curricular activities are increasing but more work to be done to ensure all students and apprentices can access. Leaders recruited into this team in-year to strengthen this.
Learning from ourselves	Increase the number of teachers engaging in teaching and learning initiatives.	Good progress made here – the number of teachers engaged increased from 60 to over 100, with many teaching staff involved in presenting at the Festival of Learning.
Growing our leadership capacity	Improve opportunities for development to improve staff satisfaction levels in the staff surveys in relation to progression.	Limited progress against this measure. Whilst opportunities exist to develop leadership skills, the related question in the staff survey remains one of the most poorly answered.
Becoming a digital leader	Deliver the remainder of the Digital Strategy at pace to ensure students, apprentices and staff have the digital skills they need for the future.	Excellent progress made with further developments in the use of Cude360 and the awarding of Microsoft Showcase Status.
Supporting our sector, staff and community	Ensure students and apprentices from across the college have the	Some good progress made here in that there has been an increase in

	opportunity to participate in and contribute to charitable and community activities. Expand the range of good visit practices to ensure the majority of college teams benefit from the opportunity to share best practice with colleagues in the sector.	opportunity, but recruitment in the student services team will provide additional support. More staff from other colleges visited us than in previous years, but there remains further opportunities for staff to engage with colleagues in the sector to share best practice.
Celebrating success	Increase engagement in competitions across all curriculum areas to enable students and apprentices to develop their skills and showcase these at regional and national events.	Some good progress here with an increase in the competitions available to students and apprentices and with further work with Workld Skills UK. Ther remains a significant opportunity to further develop and embed World Skills in the curriculum.
Celebrating Alumni	Increase alumni activity, encouraging more former students and apprentices to remain in touch with us and share their stories. Increase profile of alumni activity and successes in curriculum areas to inspire and enthuse students and to show the range of career opportunities available. Introduce a ‘Friends of York College’ club aimed at alumni and those who have a connection to the college.	Good progress against these objectives. ‘Friends of York College’ launched in year and there are now an increased range of sponsorship opportunities. Alumni are used well to support activity in the college but we could do more to share the stories of our Alumni more widely to inspire and enthuse students.

Self-Assessment and Improvement Planning Process 2024-25

Leaders and managers have continued to increase the use of CollegeIP throughout 2024-25 as York College and University Centre moves to this platform being the host of all quality and performance information.

Curriculum teams came together in July 2025 to reflect on the year and identify improvement activities for their specific programmes. Curriculum and Standards Managers have produced a self-assessment for their respective curriculum areas, identifying progress against their intent for the year. Curriculum and Standards Managers have a range of actions for 2025-26 contained within their SARs, but have identified through their Curriculum Area Support Plans, the ‘big ticket’ items that they really wish to influence and see impact on during the coming year. These have been added to CollegeIP with members of their teams and wider college teams allocated to activities to support the completion of that objective.

Assistant Directors have produced a summary of progress against the Brilliance Plan for their areas of responsibility. Directors of Curriculum have produced a summary of strengths and areas of development for their portfolios.

Mindful of staff workload in the quality cycle, leaders have invested in an AI platform that has provided significant support for colleagues in the self-assessment and quality improvement process.

Professional Services Team each hold a Service Level Agreement (SLA) which is reviewed bi-annually, with objectives also being added to CollegeIP and activities allocated to team members.

In 2023-24 leaders launched the College’s Brilliance Plan and, for the second year, the college Self-Assessment for 2024-25 narrates our progress against this plan over the course of the year.

Section 1 - Reviewing the Curriculum

Following the full curriculum review conducted in 2023-24, leaders and managers continued to evolve this process in 2024-25 through a range of activities including, employer advisory boards, stakeholder forums, curriculum intent meetings and formal curriculum planning meetings.

As a result of this process, leaders and managers have made plans throughout 2024-25 to add to their curriculum offer with a range of programmes that have successfully recruited in September 20025. These include:

- New T-levels in Performance and Production and Media.
- New Apprenticeship Provision in Health, Early Years, Construction and Hospitality.
- Addition of Level 3 Technical Diplomas in Electrical Installation and Plumbing.
- Addition of Higher-Level Qualifications in Science.

Leaders, Managers and Governors, are aware of the need to ensure our curriculum meets the local, regional and skills needs. Several of the curriculum developments outlined above directly link into the skills agenda. Bi-annually, the Deputy Principal and Deputy CE presents a formal update to the Board on our curriculum offer and its links to the skills agenda.

As well as the introduction of new provision, curriculum areas have reviewed their curriculum to ensure units and modules remain fit for purpose and that students are studying specifications that are current and relevant. As a result of such reviews, examples are prevalent across curriculum areas of changes made and include new units in Engineering on renewable energy and digital manufacturing in direct response to employer feedback and the introduction of technical occupation qualifications in Sport to meet the needs of local employers.

GCSE English and maths piloted a November re-sit offer for students on T-level foundation programmes, with strong success. This programme was tweaked and then delivered in the 8 weeks leading up to final exams and has contributed to more positive outcomes in achievement in GCSE. This programme influenced a whole-college approach to November resits to be implemented in 2025-26.

The introduction of Supported Internships in 2024-25 represented a positive development in our offer for students with Education Health and Care Plans (EHCPs). Partnered with Aviva, students benefitted from the support of college tutors whilst undertaking employment with the company. Four of the five interns secured employment with Aviva and the success of the project will see us work with two more large employers in York (LNER and City of York Council) to extend this offer.

A successful audit on our curriculum planning process (substantial assurance) supports leaders and managers view that the processes in place to support curriculum development and review are robust and lead to a strong curriculum offer that meets need.

What we do Brilliantly:

- All curriculum areas can demonstrate clear, ambitious intent aligned to industry standards, sector priorities, and local labour market intelligence. For example, the Apprenticeships, Higher and Technical (AHT) directorate developed curriculum intent in partnership with employers, ensuring programmes are mapped to sector skills needs, including digital innovation, construction, and engineering.
- The FE directorate highlights robust progression routes from entry level to advanced study, including successful transitions from Level 2 to Level 3 and into apprenticeships. Health and Early Years now offer a continuous pathway, supporting learners without GCSEs to progress.
- Employer involvement is evident through co-designed curriculum in Engineering (e.g. employer advisory boards and industry-led projects), and in Construction where curriculum is regularly updated based on sector feedback. The range of employers and stakeholders we work with is extensive.
- The FE directorate ensures curriculum remains relevant by embedding live briefs, enrichment activities, and industry placements, such as the annual Hospitality and Travel showcase and employer-set assignments in Business.

Areas of Development/Problems to Solve:

- Whilst the range of employers and stakeholders we work with is vast, we are yet to be able to evidence across all curriculum areas that they are involved in the

co-design and delivery of curriculum, though this evidence base in improving each year.
- Staff and student voice is evident in informing large-scale curriculum decisions (such as the move to linear A-levels), the process would benefit from increasing engagement with staff and students on smaller curriculum changes, such as changes of awarding organisations or changes to units.

Section 2 - Improving The Quality Of What We Do

Following the introduction of the revised Teaching and Learning Strategy in 2023-24 and the building of a teaching and learning team, the quality of teaching, learning and assessment throughout 2024-25 has continued to improve and undoubtedly was a contributory factor to improved outcomes for students and apprentices in the summer of 2025. The TLA was further strengthened in-year with the appointment of 2 new coaches to the team, both bring a range of experience and both innovative in their approach.

The Professional Development Observations (PDOs) provided a strong evidence base for the quality of teaching and learning. Particular strengths from PDOs included high expectations and professional standards, inclusive and supportive practices giving all students the opportunity to make progress, effective assessment and feedback methods that enable students and apprentices to know what they have done well and what they need to do to improve.

In Performance and Production, staff consistently model professional behaviour and set clear expectations, creating a calm, positive and inclusive learning environment. Inclusive teaching practices, such as targeted questions and extensive use of visuals in class enable students with SEND to participate fully.

In Science, teachers demonstrate string subject expertise and industrial experience, with practical work embedded to reinforce key concepts. There is a clear focus on planning and sequencing, building on previous learning and preparing students for progression. Effective assessment and feedback strategies are used to inform teaching, and there is a strong emphasis on correcting misconceptions and embedding key concepts in students' long-term memory.

The Teaching and Learning Team worked extensively with the Curriculum and Standards Manager for Health to improve the quality of TLA in the area at pace. The PDOs that followed in this area showed that interactive, learner-centred teaching has increased engagement, knowledge retention, and practical skills development. Staff development, collaborative planning, and the use of AI and digital tools have strengthened teaching quality, consistency, and timely feedback. Practical sessions, enrichment, guest speakers, and work placements connect theory to real-world practice, enhancing readiness for professional roles. The department has also introduced a professional college uniform to reinforce workplace standards and a sense of belonging.

In 2024-25, the TLA Team introduced the concept of 'Just One Thing' asking all teachers to identify just one element of their professional practice that they wanted to work on. This led to over 100 teaching staff actively participating in Communities of Practice across the college to share their Just One Thing and gain peer support. This culminated in many staff sharing this at the Festival of Learning in July 2025. More detail on this can be found in section 4.

Curriculum and Standards Managers undertake regular learning visits (supported by the TLA Team) within their curriculum areas, capturing student and apprentice voice at the same time. Some examples of good practice observed in these visits included; Performance and Production students from other groups were seen watching rehearsals and shows and giving professional critique and feedback to their peers. In Hospitality and Travel, the use of role plays helped students to develop the real-world skills they will need in their future employment. Employability skills including teamwork, respect and communication were seen being actively developed in Engineering along with the use of digital lab books and collaborative Teams spaces. Lessons in Construction regularly included practical activities, demonstrations and independent learning to support skill development and industry readiness. Simulation-based learning in Health developed practical skills for placements and employment, a wide range of retrieval practice was seen across Humanities and Social Science and flipped learning was seen being particularly well used in Science.

Leaders and managers were delighted to see that this continued improvement in TLA led to a much more positive response rate in student surveys to questions related to teaching and learning. In the end of year survey, 93% of students responded positively to the question:

'My teachers have helped me to learn new things and I now know more and can do more than when I started'.

A similarly worded question in the summer of 2023 had a 79% positive response rate.

The progress check process is now well embedded across the college with high levels of compliance and much improved accuracy in terms of the forecasting of grades. The introduction of a college wide progress-trackers has been positively received by leaders and managers who can use the tool to analyse progress against targets at each progress check point. This data enabled swifter and more suitable and appropriate interventions following progress checks, particularly around high grades in Humanities and Social Sciences, Science and Maths.

The use of value-added tools, in A-level in particular, has significantly improved. Whilst not yet fully embedded or used consistently, staff are much more adept at analysing value added data and using it to inform their planning, teaching, assessment and feedback. A-level students are now much more familiar with the concept of Minimum Expected Grades (MEGs) and went through a rigorous process following mock exams with both their teachers and progress coaches to understand their own progress and crucially, what it was they needed to work on. The understanding of and use of value-added data in-year is a contributory factor to the increase in high grades across A-level and vocational programmes.

The TLA Team were keen to draw on the support of colleagues from the sector to support with quality improvement. All CPD Days now include external speakers to support our work. Caroline Bentley-Davies joined us on several occasions to support us with high grades, particularly in A-level. Her engaging approach and tried and tested techniques undoubtedly supported our A-level teachers in trying new things to secure an improvement in high grades.

Internal quality assurance processes remain very strong. No courses went to second sample this year, all securing a positive outcome on first sample. All courses where Direct Claims Status is available maintained this status, a testament to the robust processes in place. Cross-college standardisation meetings were held on two occasions for all major Awarding Organisations. This activity saw colleagues from across York College and University Centre come together to review student work and share best practice on assessment, feedback and feed forward. Examination Boards were also introduced for UAL programmes to further strengthen assessment decisions and demonstrate a robust approach to formative and summative assessment on these programmes. Curriculum areas with UAL provision secured some of the highest achievement rates within the college. External Exam Borads for HE Provision continue to receive praise form External Examiners and Awarding Partners.

A significant factor in improving quality in 2024-25 came from the re-organisation of the curriculum middle management team. Creating Curriculum and Standards Managers for clear and contained curriculum areas enabled clear focus on improvement and clear lines of accountability. Fundamentally, it enabled much clearer communication between curriculum and quality teams to secure improvement. All curriculum and standards managers are effectively working with the Head of Teaching and Learning and with the Quality and Compliance Team to ensure that what goes on in their areas is of high quality and where improvements are needed, they can receive the support they need to do this at pace.

What we do Brilliantly:

- Relentless focus on the quality of teaching and learning, with investment into the team which provides capacity to support leaders and managers to improve the quality of teaching and learning at pace.
- Innovative and Creative teaching and learning enables students and apprentices to make good progress and develop the skills required for their next steps.
- Improved engagement with the monitoring of student and apprentice progress supported a significant improvement in achievement rates across the vast majority of curriculum areas.
- Robust quality assurance arrangements ensure students make good progress and secure their achievements in a timely manner.

Areas for Development/Problems to Solve:

- Inconsistency in the use of progress data to inform adaptations to teaching, learning and assessment prevent a minority of students from being able to achieve or exceed their target grade.
- Pockets of less effective teaching and learning remain leading to a small minority of students not staying on programme or not achieving as well as they could.

Section 3 - Making Sure Students and Apprentices Are Successful

Leaders recognise that a variety of factors contribute to the success of our students. In reflecting our progress towards this, the self-assessment will consider the: achievement of our students and apprentices; their destinations; and all the work the college community has undertaken to support their success with personal development and behaviour and attitudes.

3.1 - Achievement Data

Following the increase in achievement in 2023-24, leaders and managers worked tirelessly throughout the year to secure further improvements. Leaders and managers were delighted with the achievement of students and apprentices in the summer of 2025, particularly a ten-percentage point improvement in 16-18 achievement over the past 2 years. Achievement in adult programmes remains a concern and is explored in a little more detail below.

	2022-23	2023-24	2024-25	National Average	Difference to National Average
All Ages	78.1%	81.3%	86.4%	85.5%	+0.9pp
16-18	77.6%	81.6%	87.8%	83.4%	+4.4pp
19+	81.2%	79.1%	79.2%	87.8%	-8.6pp

It is worth nothing that several curriculum areas have a final achievement above 90% which is exceptional.

A-level pass rates are summarised in the table below and leaders and managers are pleased with the improvement in high grades, especially given this has been a key focus of the TLA Team this year.

	2023-24	2024-25	Difference (pp)	National	Difference (pp)
A-level Pass Rate	99.1%	99.8%	+0.7%	97.5%	+2.3%
A-level High Grades (A*-B)	47.7%	54.5%	+6.8%	55.2%	-0.7%

*National rates are taken from JCQ results.

**High grades from the SFCA Six Dimensions Report average at 53.6%, putting us 0.9pp above.

The table above shows a positive picture in terms of both our overall pass rate, which has increased and also our high grades, which have increased significantly and closed the gap in terms of national performance. The comparison to the SFCA national average is an important one as it excludes the impact of private schools which are included in the JCQ national averages.

33 of our 35 A-levels secured 100% pass rate with a strong performance in Photography, Biology, Drama, French, German, Early Modern History and Physical Education where high grades (A*-B) all exceeded 70%.

A-levels to note in terms of lower performance are; Design Technology, English Lang-Lit, English Language, Geology, Media, Music Technology and Accounting where high grades were below 40%.

Value added data demonstrates that more of our students achieved or exceeded their minimum target grade than in previous years. Our overall ALPS Score moves from a 7 to 4 and the proportion of students achieving their target grades has improved across all prior attainment bands. Six Dimensions reports provide a similar picture of improvement. Both measures provide targeted areas for intervention which remain largely with students who join us from middle prior attainment bands.

Our overall achievement rates for A-levels (which takes into account retention) is 95%, over 13pp above the national average, although this figure includes the legacy of our AS to A2 model in previous years.

T-level achievement continues to be a strength. Although there has been a marginal decline in performance, it is against exceptional performance the year before. We maintain a T-level profile above that of national average.

Qualification Type	2023-24	2024-25	Difference (pp)	National Average	Difference (pp)
T-Level High Grades (Distinction and Merit)	76.0%	70.3%	-5.7%	65.3%	+5%
T-Level Pass	100%	93.0%	-7%	91.4%	+1.6%

Some notable success within T-Level include:

Health and Social Care: The 2024–25 T Level cohort achieved outstanding outcomes, with 100% of learners gaining high grades (Merit and Distinction) and all learners successfully progressing to their first-choice university. This exceptional performance demonstrates the quality of teaching, effective assessment preparation, and strong employer engagement within the T Level programme.

Early Years: The T Level programme saw 74% of students achieving a grade A*-B at the end of Year 1, a significant increase from the previous year. Furthermore, 100% of students achieved high grades (Merit and Distinction), with 40% attaining Distinction. Among T Level graduates, 35% progressed to higher education (all to their first-choice university/course), 35% gained employment from placement experience, and 30% were seeking employment, with one student starting an internship.

Construction: All second-year learners on the T-Level Building Services Engineering (BSE) programme successfully achieved their qualification, with over 60% progressing into apprenticeships within the industry. Additionally, all second-year learners on the T-Level Design, Surveying and Planning (DSP) programme progressed onto Higher or Degree Apprenticeships or secured places at university.

Engineering: T Level grades are substantially higher than national averages, with notable improvements in student achievement, including increased Distinctions and Merits and a reduction in Passes. Rigorous exam preparation and effective feedback have contributed to these high-grade outcomes.

Vocational achievement for 16–18-year-olds shows an increase in performance against last year across all levels and a positive picture against national averages. Vocational high grades have also increased.

	2023-24	2024-25	Difference (pp)	National Average* (23/24)	Difference (pp)
Level 1	83.4%	88.0%	+4.6%	82.6%	+5.4%
Level 2	78.2%	84.6%	+6.4%	83.8%	+0.8%
Level 3	84.8%	87.2%	+2.4%	86.4%	+0.8%

*pro-achieve national averages

Notable achievements within our vocational offer include:

Sport: Level 3 BTEC Sport students regularly attain Distinction* and Distinction+ grades, with positive value-added outcomes and many exceeding target grades. Participation in Development Centre programmes (Football, Basketball, Netball, Esports) correlates with high academic and practical achievement, showing the success of combining sport and education

Performance and Production: secured the highest achievement of our 17 curriculum areas at 96.3% High grades across Level 3 courses reached 87.9%, with some courses (e.g., Year 2 Acting) achieving 95.8% high grades.

Hospitality and Travel: BTEC L3 Foundation Diploma and Extended Diploma in Travel & Tourism achieved retention and achievement rates 9% and 15% above national averages, respectively.

GCSE performance is detailed in the table below. Leaders and managers are pleased to see the green shoots in GCSE but remain committed to securing the same level of improvements seen on other qualifications..

	2023-24	2023-24 (9-4)	2024-25	2024-25 (9-4)	Diff 2023-24	Diff 2023-24 (9-4)
GCSE English (All)	94.4%	15.3%	96.7%	21.2%	+2.3%	+4.6%
GCSE English 16-19	94.4%	15.0%	96.9%	20.8%	+2.6%	+5.1%
GCSE English 19+	95.1%	19.5%	93.5%	26.1%	-1.6%	+6.6%
GCSE Maths (All)	93.3%	12.4%	95.5%	16.3%	+2.2%	+2.8%

GCSE Math 16-19	93.1%	11.3%	96.0%	15.4%	+2.9%	+4.1%
GCSE Math 19+	96.2%	26.4%	86.1%	30.2%	-10.1%	+3.8%

JCQ National Averages for 17+:
English 95.4% (9-1) and 20.9% (9-4)
Maths 95.2% (9-1) and 17.1% (9-4)

GCSE Value Added

GCSE English:

- 25.3% Grade 3 to Grade 4 (19% in 2023-24)
- 34.5% of students improved their grade (33.8% in 2023-24)
- 80% of students improved or maintained their grade (76% in 2023-24)

GCSE Maths:

- 22.7% Grade 3 to Grade 4 (17.4% in 2023-24)
- 28% of students improved their grade (25.7% in 2023-24)
- 81% of students maintained or improved their grade (73% in 2023-24)

Whilst the percentage of students making progress from grade 3 to 4 continues to be too low, there are some strong improvements in terms of progress and value added. There is a generally positive picture in terms of improvements for 2023-24, with an increase in overall pass rate and an increase in high grades. A dip in adult performance is worthy of further investigation, although this is a very small cohort. There is much work to do in English and maths, but a stronger foundation is helpful to enable us to build on the work of the last year.

Adult programme achievement is summarised in the table below. Declines in achievement at level 2 are largely attributable to distance learning programmes. Leaders chose to close this provision in-year due to concerns over quality and low numbers. Adult achievement excluding distance learning is 82% and at level 2 is 77.3%. At level 3 (where there are relatively small numbers of adult enrolments), it is pleasing to see some improvement following a decline over recent years.

Improving achievement within our adult education provision is a key focus for leaders and managers in 2025-26.

	2023-24	2024-25	Difference (pp)	National Average (2023-24)	Difference (pp)
Level 1	86.6%	84.7%	-1.9%	82.2%	+2.5%
Level 2	76.4%	72.6%	-3.8%	82.4%	-9.8%
Level 3	74.7%	77.9%	+3.2%	79.3%	-1.4%

Notable strengths in adult provision include:

Construction: All three cohorts of the Level 1 Adult Evening Carpentry & Joinery Award achieved a 100% pass rate, demonstrating outstanding achievement for adult learners in this area. This result is well above national averages and highlights the effectiveness of tailored support and flexible delivery for adults.

Engineering: The CAD Level 1 adult programme saw the vast majority of students achieve distinction grades, despite some withdrawals due to personal circumstances rather than course quality. This reflects high achievement among adults who remain on programme

Hospitality and Travel: Adult learning programmes in this area report robust retention and achievement rates, with most learners completing their courses and many exceeding targets and achieving high grades. These outcomes are consistently above national averages, demonstrating sustained quality and success for adult learners.

Apprenticeship achievement continues to improve year on year, testament to the work of all involved in our apprenticeship programmes. A notable 19pp improvement from 2022-23 placing our apprenticeship achievement significantly above sector average.

	2023-24	2024-25	Difference (pp)	National Average	Diff (pp)
Number of apprentices completing in-year	443	431			
Achievement	70.9%	72.9%	+2.0%	62.3%	+10.6%

Particular highlights in Apprenticeship Provision include:

Engineering: the apprenticeship offer has been reviewed and streamlined to focus on three Level 3 standards. New programme leads have redeveloped apprentice training plans, improved EPA preparation, and embedded KSBs (Knowledge, Skills, Behaviours) into schemes of learning, assignments, and workbooks. Tutors are now trained to signpost KSBs at every opportunity, ensuring apprentices are well-prepared for assessment and progression.

Construction: Apprenticeship provision is closely aligned with sector priorities and employer needs, supported by strong partnerships with professional bodies and charities. Tutors with extensive industry experience, including SkillBuild judges and WorldSkills experts, contribute to high-quality, industry-relevant education. Employer engagement is a key strength, with regular events and competitions (e.g., SkillBuild Regional Competition successes) reinforcing the relevance of apprenticeship provision and supporting high achievement rates. Apprentices benefit from practical, contextualised learning and strong progression pathways into employment or further study.

Hospitality and Travel: Strong links with employers and industry partners provide apprentices with direct workplace experience and support career readiness. High numbers of successful apprenticeships are reported in this area, with learners progressing from Level 2 into industry and returning for Level 3 apprenticeships. The curriculum is enriched by external speakers, competitions, and placements, ensuring apprentices develop the skills, knowledge, and behaviours required for employment

Higher Education within the college looks set to improve from 77.8% to just below 80%. The college has a relatively small proportion of students at level 4 and above. Achivement of validated and non-validated provision is summarised below. Growth in HE is a high priority for leaders over the coming years.

	2023-24	2024-25	Difference (pp)	National Average (pro-achieve)	Difference (pp)
All level 4+	77.8%	79.8%	+2.0%	80.1%	-0.3%
Validated HE	81.7%	81.7%	=0%		

	Number awarded	1*st*/Distinction	2.1/Merit	2.2/Pass
Degrees	39	26%	56%	21%
Foundation Degrees	15	26%	26%	48%
HNC/HND	34	41%	41%	21%
PGCE Passes	16			100%

Need some HE Examples

3.2 - Destination Data

Each year, students and apprentices from York College and University Centre progress to some amazing destinations, be it further or higher study, further training or into employment.

In 2024-25, 633 students applied through the UCAS process. Of these 560 (88.5%) were placed at either their firm or insurance choice; (85.6% firm choice and 2.8% insurance choice). This is slightly above the national picture of 82% gaining a place at their firm choice and 2.9pp higher than our outturn last year. Seventy-three students were unplaced,11.5% of applicants. All 73 were contacted to offer support either with clearing, joining our own HE provision or offered general careers advice. Of those who responded to contact, the vast majority had taken employment or were enjoying a Gap Year before applying again in the future.

Our most applied for Higher Education Institutions remained York St John, Leeds Beckett and Manchester Metropolitan University. The most offers came from York St John, Northumbria and Leeds Beckett, also the same as last year. The most acceptances were to York St John, Northumbria and the University of York. The University of York has not appeared on this list for some time and may represent a positive consequence of our improved high grades at A-level. These three Higher Education Institutions took 26% of our applicants. Acceptances to Russel Group universities accounted for 24% of our applicants, broadly in line with previous years.

Notable strengths in destination data include Access to HE Medicine students securing places to read Medicine at Bristol and Lancaster and Dentistry at Liverpool. In Performance and Production, 100% of students secured offers at their chosen universities following audition success, demonstrating excellent preparation for these next steps. In Early Years, 57% of students progressed to higher education, including three progressing to courses internally. In Hospitality and Travel, students secure employment with industry partners, including commis chef positions at Middlethorpe Hall whilst all students on the Travel and Tourism Extended Diploma secured employment including as Cabin Crew with Jet2. All students from Health T-Level progressed to their first-choice university. In motor vehicle, 45% of level 3 students moved into employment with the likes of Toyota and Volvo.

In terms of the overall destination picture, 2811 16-18 year olds completed their qualification with us in 2024-25. 40% have progressed internally to the next level of their course, 1.1% progressed to our own HE offer and 16.7% moved on to HE elsewhere. For the second year, leaders have recruited the support of an external company to conduct further destination analysis as we recognise the high number of 'unknown' destinations. Leaders also recognise that progression to our own HE or Apprenticeship offer is too low.

3.3 - Personal Development and Behaviours and Attitudes

Leaders and managers recognise that the measure of success often is far more than the achievement of a qualification. Our students and apprentices benefit from a wide range of additional activities to help them prepare for their next steps.

In curriculum areas, staff endeavour to bring live briefs and real-life learning into the curriculum to support the development of knowledge skills and behaviours.

In Art and Design, regular visits from artists and designers support projects and introduce new techniques, with alumni also involved in workshops and talks. The Gallery@York College showcases student work and hosts national artists and designers, bringing the wider community into the college. The end-of-year Creative Show celebrates student achievements across all levels and provides experience of curation of gallery spaces and individual work.

In Performance and Production, students participate in live projects with organisations such as Next Door But One Theatre Company, Tin Arts, Theatre in Schools (TIE), BIMM, and Water Bear workshop. All courses have access to guest speakers and live projects, including collaborations with York St John University, LIPA, BIMM, and Water Bear.

In Humanities and Social Sciences, students have the opportunity to take part in trips to Berlin, Paris, Malag and Munich. Enrichment clubs such as Law Club, Philosophy Discussion Club, History Club and the Global Issues Club provide students with a range of additional learning opportunities. Law Club is particularly active securing guest lectures from members of the Criminal Justice System.

In Hospitality and Travel, strong links with employers such as Middlethorpe Hall, Rudding Park and The Grand provide direct workplace experience.

In Sport, students have volunteered at events such as the Yorkshire Marathon, Brownlee Triathlon and the AoC Sport Student Champions Programme.

Students within Skills and Inclusion benefit from trips and visits designed to build their independence and confidence, including visits to York Minster and the Christmas Markets.

Construction, Hair and Beauty and Hospitality and Travel are particularly strong in relation to competitions and have enjoyed some really great success this year (see section 8 for more detail). Leaders and managers recognise the value and benefit to a competitive curriculum and in 2024-25, leaders made further progress in embedding WorldSkills UK Centre of Excellence into the curriculum. A member of the TLA Team has become an endorsed trainer with members of Hair and Beauty completing training modules. Plans to roll this out further are in place for 2025-26 with the objective of providing all students and apprentices with the opportunity to engage in competitions.

Cross-college events were also arranged to support students and apprentices. These included:

- York College Clothes Swap Shop in which students and apprentices could donate clothes and select new ones, or make a small donation to be able to 'buy' new clothes.
- As part of our Well-Being Festival, Dr Josh Stubbs from the University of York spoke to students about solutions for creating a better sense of well-being and happiness.
- Guest speakers in year also included Tina Shingler, author of 'Hair Apparent – A Voyage Around My Roots', who spoke to students on trends in fashion, culture, politics, social history and identity.
- Odd Arts Theatre Company joined us to run performance workshops on stalking and health relationships as part of National Stalking Awareness week. As part of the same week of event, students and apprentices were invited to a screening of 'Just a Kiss – One Kiss, One Obsession' followed by a panel discussion to discuss issues raised in the film.
- As part of Sexual Abuse and Sexual Violence Awareness Week, students and apprentices were invited to talks from IDAS (a domestic abuse and sexual violence charity) and HALO (a charity supporting victims of forced marriage, FGM and honour-based violence).
- During Knife Crime Awareness Week, Odd Arts Theatre Company were joined by a member of the North Yorkshire Police to explore, through interactive workshops, the impact of unresolved conflict and how this can escalate, as well as the role of a bystander in knife crime.

Recognising the daily demands our students and apprentices often face, leaders invested in 'Spectrum Life' in January 20025. Via an App, Spectrum Life provides 24/7 access to mental health and well-being support. As well as being able to access confidential support, students and apprentices can use the App to access courses and resources, podcasts and articles and self-care tools. The App supplements the already excellent services offered by our well-being team. Students and apprentices who accessed direct support from our well-being team were all retained in college during the year.

The range of activities, events and support demonstrates the commitment of the York College and University Centre community to ensure our students and apprentices are as well-prepared for their next steps as possible.

What we do Brilliantly:

- Achievement rates are at or above national averages in the vast majority of curriculum areas, with some outstanding achievement and high-grade data.
- Positive progression to university with the vast majority of students progressing to their chosen university.
- Technical and employability skills are developed via employer-set assignments, competitions and enrichment activities.
- A wide range of extra activity supports students to be well prepared for their next steps.

Areas for Development/Problems to Solve:

- Targeted improvement is needed across a minority of 16-18 provision, adult achievement requires improvement and progress in GCSE English and maths, though improved remains too low.
- Embed WorldSkills UK Centre of Excellence to provide greater opportunities for students to engage in a competitive curriculum.
- Embed the Brilliant Future's Pledge to ensure that all students and apprentices have the opportunity to build a bank of evidence and be able to articulate their skills and attributes.

Section 4 - Learning From Ourselves

In 2024-25 leaders, managers and staff created lots of opportunities to be able to learn from each other.

Two Professional Services Conferences provided over 300 staff with the opportunity to benefit from a wide range of workshops led by our own staff teams. Particularly popular are sessions run by the Digital Innovation Team on the use of AI to support workload. In addition to our own staff teams, external speakers facilitated sessions on biological wellbeing, resilience and communication and positive mental health.

The annual Festival of Learning was in its second year of a revised format but so pleasing to see that over half of the sessions were facilitated by our own staff. This included over 30 staff presenting their Just One Thing and a selection of Digital Boost sessions being run entirely by our own teaching staff. Also pleasing was that the most highly rated sessions of the day were those given by our own teaching staff. Over 100 colleagues attended from the wider sector including 13 staff from Birmingham South and City College who came up in a mini bus! As a result of this, they have invited one of our staff to their CPD day to present her ATS project to them. The event was also supported by external speakers with key note from 'Blind Dave' and very well-received sessions from Caroline Bentley-Davies, Alex Manners and Ben Whitaker. Our aim in the future is that the Festival workshop sessions are entirely delivered by our own staff and that visitors to the event from the sector increase year on year. This event also contributes to the supporting the sector aspect of our Brilliance Plan.

Peer observations conducted in the final term were well received by those who took part. These gave an opportunity for staff to see the development of the Just One Thing as part of their Communities of Practice.

In addition to these cross-college opportunities for colleagues to learn from each other, 2023-24 saw our own staff share their knowledge, skills and expertise to benefit their peers. Just a sample of this work can be seen below:

Each year, the college recognises the Holocaust Memorial with a deeply personal presentation by our Head of Teaching and Learning, Luke Zwalf. His talk, always well attended by staff and students, provides a perspective on the horrors of the Second World War that always provides a valuable lesson to those who attend.

Our Remembrance Service saw once again York College and University Centre come together to pause and reflect and remember those who have given their lives in service. Led by York College and University Centre veterans, our community come together to learn from them and to pay our own tributes to their service and the service of others. York College and University Centre is proud of its veteran community and continues to work with the Armed Forces and be recognised by the Ministry of Justice Employer Recognition Scheme.

What we do Brilliantly:

- Wide range of activities throughout the year provided opportunities for colleagues to learn from each other. Several staff led groups with peers to share their skills and knowledge.
- Revised Teaching and Learning arrangements facilitated communities of practice which enabled colleagues to share best practice, observe colleagues teach and try new ideas within lessons.
- Festival of Learning provides an opportunity for staff to showcase their innovative and creative practice.

Areas of Development/Problems to Solve:

- Yet to involve all teaching staff in the initiatives included in the Teaching and Learning Strategy, though this is increasing.

Section 5 - Growing our Leadership Capacity

2024-25 saw a reorganisation of the curriculum middle management team. The creation of Assistant Director posts provided five colleagues with an opportunity to ‘step-up’ into a more strategic role. More clearly defined curriculum areas provided new Curriculum and Standards Managers with clearer lines of autonomy and accountability. Curriculum and Standards Managers were recruited from the existing posts of Heads and Deputy Heads of Curriculum. It has already been referenced earlier in this document that this has contributed to a swifter pace in terms of change and improvement and undoubtedly contributed to improved outcomes for students and apprentices.

Restructures in two key areas to support students and apprentices were completed in 2024-25. The Student Experience Team was strengthened with a number of new appointments into careers, enterprise, student voice and enrichment. Additional

Learning Support was also strengthened in terms of management capacity to ensure that students and apprentices receive the support to which they are entitled. Appointments were made towards the end of 2025, the impact of these changes is expected to be seen during 2025-26.

There are opportunities across the college for staff to develop their leadership skills, for example becoming teaching and learning champions, completing IQA programmes and completing World Skills UK modules. Despite this, opportunity to progress remains one of the most negatively responded to questions in the staff survey and leaders are aware of the need to explore this further.

Need more in this section – thoughts welcome

What we do Brilliantly:

- Leaders and managers are committed to the development of their own skills and the skills of their teams demonstrated by activities undertaken throughout the year.
- College leaders recognise the importance of investment into key areas of the college.

Areas of Development/Problems to Solve:

- Opportunities for development are not always clear to staff and as such, the staff survey suggests high levels of dissatisfaction with opportunities for development.

Section 6 - Becoming a Digital Leader

The implementation of our Digital Strategy is now moving at pace, with a number of significant developments in 2024-25.

Our flagship immersive suite was named and branded this year as Cube360. The projects taking place in this space are exceptional and it has taken on a life of its own, being used in ways that were not imagined at its inception. Some examples of the innovative use of the space are captured below:

One standout example comes from Joe Hopper, Esports tutor and early CUBE 360 adopter. Joe transformed classroom delivery by mapping game levels onto the floor and surrounding walls with images of game scenes, creating a “strategy room” where teams can step into the action, analyse gaming environments, and collaboratively develop tactics. His students “instantly knew how to use the room,” initiating strategic discussions as soon as they entered, a testament to the intuitive power of immersive learning. Joe’s independence and creativity in content creation highlight the platform’s empowerment, he mastered the system himself, crafting bespoke learning experiences tailored to competitive Esports preparation. Importantly, he is now actively exploring emerging technologies to keep his students at the cutting edge, demonstrating how CUBE 360 catalyses ongoing innovation.

Innovation has also extended into wellbeing and personal development. This wasn’t part of the original plan, but staff recognised the room’s potential to support wider needs. A standout example is the work of Jenny Rudling, who independently conceived the idea of using CUBE 360 to help students manage anxiety before examinations. She worked with the Digital Innovation Team to create immersive, calming environments where learners practise breathing exercises and grounding techniques. The innovation lies not just in the technology but in Jenny's foresight and compassion, understanding that for many students, success is as much about managing nerves as recalling knowledge. Her environments provide safe spaces for learners to rehearse strategies, so that when they enter exam halls they feel calmer and more confident.

The room has enabled the development of new delivery and assessment models that bring learning to life. In Construction, tutors capture live sites with 360° cameras to develop hazard-spotting exercises, method statement walkthroughs, and project management scenarios, fostering practical skills alongside theory. In Languages, learners explore Gaudí's Sagrada Família with embedded bilingual text, audio, and QR-enabled quizzes for immediate feedback. Sport students deliver presentations in a recreated football stadium using their own footage and immersive sound, turning assessment into a memorable, pride-filled experience. Art & Design students "step inside a colour wheel" to explore colour relationships, and present client work (like shopfront redesigns) in contextual street scenes. Hair & Beauty and English content becomes richer through immersive contexts, while Motor Vehicle students access virtual technical environments otherwise hard to replicate in campus workshops.

The work on this project resulted in recognition at the Educate North Awards, being shortlisted for the Digital Innovation Award.

Images to add

A significant strand of our Digital Strategy was to achieve Microsoft Showcase status. Our application was submitted towards the end of the academic year and leaders were delighted that this was confirmed in September 2025. This accreditation demonstrates our commitment to and the use of technology to create inclusive, student-centred learning. The assessment validates our innovative practice, gives access to a worldwide community of Showcase schools and colleges and early access to Microsoft resources.

In addition to this, we have 15 colleagues who have been recognised as Microsoft Innovative Educator Experts (MIEEs). This award celebrates educators who are leading the way in using technology to create engaging and inclusive learning experiences. Becoming part of the MIEE community gives our staff access to exclusive professional development and opportunities to collaborate with other educators worldwide. Their success not only highlights individual excellence but also further strengthens our reputation as a forward-thinking, innovative college.

We are continuing to build staff confidence and expertise through our work with Jisc Digital Capabilities. 88 teachers took part in the Jisc digital capabilities survey, providing valuable insight into current skills and development needs. The Digital Innovation Team have used the findings of these surveys to support both individual staff and wider teams with bridging any skills gaps.

What we do Brilliantly:

- Invest in digital innovation to meet local and regional priorities and to build capacity to upskill students, apprentices and staff.
- Innovative in the use of digital technology to enhance the quality of teaching and learning and the student and apprentice experience.

Areas of Development/Problems to Solve:

- An increasing gap in digital literacy amongst staff, students and apprentices is evident.

Section 7 - Supporting our Staff, Community and the Sector

Leaders and Managers recognise the positive contribution York College and University Centre can make to its staff, our local community and to the Further Education and Skills Sector.

Leaders continued to support a range of staff wellbeing initiatives throughout the year including:

- Reuseable mugs and associated discount on hot drinks
- Car park and café lottery
- £5 per half-term for staff to spend at college retail outlets
- Cycle to work scheme
- Tech scheme

All staff received an additional days' leave in the form of a wellbeing day at the end of the first term. Professional services staff and managers also received additional leave by virtue of the removal of the requirement to take leave on closure days over Christmas. Teaching staff no longer need to book annual leave, as leaders know that teaching staff will and do work in holidays. These measure not only reflect leaders understanding of the pressure of the job, but also demonstrates professional respect for staff to do the work they need to do at a time appropriate to them and their circumstances.

A dedicated staff quiet room was created in May, providing a space for staff to go if feeling overwhelmed. The college also has a staff lounge providing additional space for staff to take time away from their desk. The Teaching and Learning Hub also provides s space for staff to meet, plan, share ideas and resources as well to receive support from the coaching team.

Leaders and managers celebrated National Thank a Teacher Day in June in a way they had not previously. All staff were invited to Cube360 to watch a montage of students and apprentices saying 'thank you' to their teachers. The video was left on a loop for the day enabling staff to pop along and take a moment to reflect on the difference they make. The personalised 'thank you' biscuits were a highlight!

Staff were encouraged to get involved in National Volunteering Day in December 2024 as the college welcomed a number of local organisations to share the opportunities they have for both staff and students.

Members of our college community have once again shown their commitment to supporting our local community through a wide range of activities including participation in local and national events to raise money for charity. Staff proudly represented the college at the annual York Pride event and the campus paddlers were back on the River Ouse.

Members of our college community were proud to support our charity partners, The Island and St Leonard's Hospice with events throughout the year including; a charity Christmas treasure hunt, charity football match and over the summer, several members of the college community took part in the York 10k raising money for both charities.

Our annual Christmas Hamper collection once again exceeded expectations as staff and student from across the college donated food items, toiletries and gifts to create over 40 hampers to be distributed to families around the city. Other charitable activities across the year included our Pathways students with their Christmas and Easter raffles, beauty treatments to raise money for Breast cancer awareness and the sale of homemade seed bombs raising money for a local charity.

Leaders also recognise the contribution our staff can make to the wider Further Education and Skills Sector. Colleagues have had the opportunity to visit a number of colleges throughout the year to share best practice, but leaders are delighted that this year, we have received several requests from colleges to visit us. This has included hosting colleagues from Newham College, who else came?

As Corporate Members of the Education and Training Foundation (ETF), we were delighted to be invited to take part in a case study showcasing our work with ETF around QTLS, ATS and Professional Standards. One member of staff achieved his QTLS this year and we have had two members of staff working towards ATS. As part of our work with ETF, the TLA Team are sector delivery partners for the Teaching and Assessment in T-levels Programmes. This sees the team travel the North and Midlands delivering these programmes to colleagues in a range of colleges.

Feedback is overwhelmingly positive on their sessions and the visit almost always lead to networking opportunities that allow us to make and deepen connections with colleagues in the sector. The work of the TLA team is also beginning to attract wider attention through the first season of our podcast, TeaGin and Learning.

As a college, we were once gain delighted to host Skills Build Competitions and for the second year, a World Skills Heat in Hair and Beauty. Several members of staff within construction are judges as Skills Build and this year also saw us host and be involved in the judging of Super Trowel. Not only does this support sector colleagues and initiatives but is also a valuable learning experience for our own staff and students.

Colleagues throughout the year represented York College and University Centre at a wide range of national events, once again ensuring our presence and being able to bring back best practice. Events included the AoC Conference, T-Level Ambassador network, DigiFest, any more?.

The Festival of Learning held in July 2025 opened its doors for the second year to the sector and was delighted to welcome over 100 colleagues from schools and colleges from across the country. Feedback was again incredibly positive.

Our work to support the sector went Global this year as we connected senior leaders from York College UK with York College Pennsylvania in the USA. A number of meetings have taken place amongst key staff to explore potential opportunities that will benefit both staff and students in the future. This exchange led to a visit from their President and the signing of a memorandum of understanding between the two organisations.

What we do Brilliantly:

- Increased number of staff wellbeing opportunities to ensure staff have access to advice and support to support them in their roles.
- Strong commitment of the college community to support charitable organisations which develops a sense of community citizenship.
- Effective links with the ETF as sector delivery partners for the Teaching and Assessment in T-levels programme.
- Wide range of good practice visits hosted by leaders and managers as well as visits to other providers undertaken.

Areas of Development/Problems to Solve:

- Ensure students and apprentices from across the college have the opportunity to participate in and contribute to charitable and community activities.
- Expand the range of good visit practices to ensure the majority of college teams benefit from the opportunity to share best practice with colleagues in the sector.

Section 8 - Celebrating our Success

Our college community had much to celebrate in 2024-25 and we continued our efforts to recognise both the big and small achievements more regularly both internally and externally. As a result, our news feed and social media accounts were even busier this year with the achievements of both our staff and students. A few of which are captured below.

16 September 2024

Ministry of Defence bestow top honour on York College

17 September 2024

BA Fashion degree student Emma designs headwear to help cancer patients deal with hair loss trauma

30 September 2024

Sir Vince Cable hails 'model FE College' following Campus tour

18 October 2024

National Front-of-House champion and Farndale farmer Jasmine dreams of opening her own bakery

13 November 2024

Chevelle sized up for Olympic Games selection after helping Jamaica clinch first-ever rugby win

27 November 2024

Media Make-up students assist Emergency Services with more vital anti-terrorism training

4 December 2024

T Level student Will sets up CRM system for business with Harrods and Fortnum & Mason as clients

10 February 2025

York College Top 10 apprenticeship achievements during 2024

10 February 2025

David celebrates end of Carpentry and Joinery apprenticeship by winning a top national award

11 February 2025

Apprentice Omar works on Ed Sheeran stage, Eurovision set and a 20-tonne whale shark in Qatar!

11 February 2025

Award-winner Matthew Clayton benefits from 'brilliant' apprentice partnership with Bagnalls

13 February 2025

Health T Level student Madison off to uni for Adult Nursing degree

14 February 2025

Jack Corner crowned the best apprentice joiner in the UK at National SkillBuild final

4 March 2025

Free EV course helps save the planet and companies from turning away 20% of customers

6 March 2025

Stonemasonry apprentice Anthony receives prestigious national award from Lord Mayor of London

25 March 2025

Grace and Calum help England Colleges football teams reach international final in Italy

31 March 2025

Cabinet Maker Jack Simpson selected in Team UK training squad for WorldSkills finals in China

25 April 2025

York College students' 'great ideas' to be heard by Government following MP Luke Charters' visit

VINCI Building choose York College to 'accelerate confidence and competence' of their employees

Apprentice Ainsley finishes runner-up in national Painting & Decorating final

Film Production students create advert for international toy company's fun new digital camera

Venice trip sees Hospitality student Hayden serve up a fourth-place finish in international competition

Construction Awards 2025 winners hailed for 'hard work' and 'ability to overcome significant obstacles'

Students receive Good Citizen Awards for charity Christmas card initiative

York College chess team wins two matches at national final less than a year after being formed

A Level student Guy secures place at world-famous Guildhall School of Music and Drama

Jacob hails York College role in making him an Esports pro and one of the world's top-10 players!

Some of the examples above demonstrate the success of our students and apprentices in competitions this year. Our congratulations go to all students who competed in competitions this year and to some very worth winners and runners up. Notable achievements included;

- In Hospitality and Travel, students competed in a range of competitions with a winner in the National Front of House awards and a fourth place in an international competition in Venice. The College Restaurant, The Cookery, also secured its exceptional ratings for the second year.

- In the Construction regional Skillbuild competitions, students and apprentices secured Golds in Painting and Decorating and Stonemasonry, silvers in Bricklaying, Carpentry & Joinery, Painting & Decorating, Plumbing, and Stonemasonry, and Bronze in Carpentry.
- In Hair, Beauty and Media Make-up, all studnets and apprentices were involved in internal competitions judged by employers. The area has also supported the World Skills squad and hosted the World Skill regional event, with four students competing. The curriculum area was shortlisted in the finals for the VTCT College of the Year

Leaders were delighted that the efforts of two of our staff were recognised at national level by the prestigious national Pearson Teaching awards. Ash Stokes received 'Highly Commended' in the category of leadership in digital innovation and Tom Hicks received a 'Certificate of Excellence' in the category of FE Lecturer of the Year.

Our Higher Education creative arts students once again took to the historic Spurriergate Centre in York City Centre to showcase their work and welcomed hundreds of visitors to see the exceptionally high quality of work on show.

In addition to a year full of celebration, leaders and managers were delighted to formally celebrate achievements of our students and apprentices at our annual Graduation and REACH Awards which rewarded excellence and celebrated hard work. Both events were a wonderful opportunity to share those achievements with students, apprentices, staff and parents and family. Staff also had much to celebrate on level 2 and level 3 results days, as we saw more students gain the qualifications they needed to take their next steps. Our inaugural staff Brillance Awards were held in June and celebrated the staff who have gone above and beyond in their work. The evening was a wonderful celebration of talent, innovation, creativity and recognised those staff who are the unsung heroes of our organisation.

Students from around the world and up to the age of 84 among the 2025 REACH Award winners!

York College staff shine bright at Brilliance Awards

What we do Brilliantly:

- Much improved approach to capturing and sharing positive news stories raised the profile of successes both internally and externally.
- Recognition of the work of the college community is being recognised at both regional and national level.
- Weekly communication from both the Marketing Team and the Principal and Chief Executive to recognise college activity and to celebrate success.

Areas of Development/Problems to Solve:

- Increase engagement in competitions across all curriculum areas to enable students and apprentices to develop their skills and showcase these at regional and national events.

Section 9 - Celebrating Alumni

In addition to celebrating the achievements of our current students and apprentices, leaders and managers recognise the powerful impact celebrating our alumni can have on both current and perspective students and apprentices.

Carol Douglas, 72, exhibits at Yorkshire Sculpture Park just six years after studying art at York College

Former Fine Art student Tom now spray paints murals all over the world for likes of Apple and Toyota

Award-winning former student Matthew returns to College as teacher-training Hospitality Coach

Peter progresses from York College IT classroom to helping save the NHS from cyber attacks

'Skin-Fade Queen' and Distinction-level apprentice Amy returns to Campus to deliver barbering demo

Meet the York College graduate who designed two Microsoft Windows desktop images and a music legend's book

The York College and University Centre community is rightly incredibly proud of the achievements of its Alumni and is committed to growing the Alumni network and being able to continue to showcase its success.

What we do Brilliantly:

- A number of high-profile successes for York College and University Centre alumni demonstrates the positive impact the college has on its students and apprentices.

Areas of Development/Problems to Solve:

- Increase alumni activity, encouraging more former students and apprentices to remain in touch with us and share their stories.
- Increase profile of alumni activity and successes in curriculum areas to inspire and enthuse students and to show the range of career opportunities available.

QUALITY AND CURRICULUM COMMITTEE

Paper Title:	**Annual Self-Assessment Report**
Date of Meeting:	25 November 2025
SLT Lead/ Paper Author:	Victoria Lindberg – Director of Quality of Education
Purpose of Paper:	Scrutiny
Previously considered by:	SLT

Supports

Strategic Roadmap alignment:	Students & Apprentices ☒ Staff ☐	Sustainability ☐ Surroundings ☐

Implications

Related risk:	Core purpose ☒ Financial sustainability ☐		Safe community ☐ Cyber security ☐ Other - ☐			
Direction of Travel:	Declining Risk	☐	Static Risk	☒	Increasing Risk	☐
Legal/Regulatory:	N/A					
Financial:	N/A					

Executive Summary

<u>Strategic Vision and Context:</u>
York College & University Centre launched a new 5-year strategic plan in January 2025, which was shaped by extensive internal and external stakeholder engagement. The plan focuses on four cornerstones: Students and Apprentices; Staff; Sustainability; and Surroundings. There are clear and ambitious targets set for 2030. The College remains the largest provider of 16-19 education and work-based learning in York and North Yorkshire, with a diverse student and apprentice intake, and growing adult and higher education provision.

<u>Curriculum and Quality:</u>
2024-25 saw continued evolution of the curriculum, including new T-levels, apprenticeship programmes, and technical diplomas aligned to local skills needs. Employer involvement in curriculum design is strong in several areas but requires further development across all programmes. The introduction of Supported Internships and innovative employer partnerships have enhanced student outcomes and progression opportunities.

<u>Teaching, Learning and Assessment:</u>
Quality of teaching, learning and assessment has improved significantly, supported by expanded coaching and CPD initiatives. The Professional Development Observations and the 'Just One Thing' initiative fostered communities of practice and peer learning. Student survey responses regarding learning have risen sharply, with 93% positive feedback on teaching effectiveness, up from 79% the previous year.

<u>Achievement and Outcomes:</u>
Achievement rates have increased across most curriculum areas, with a ten-percentage point rise for

16-18 learners over two years. A-level pass rates and high grades have improved, with 33 out of 35 subjects achieving 100% pass rates. T-level, vocational, and apprenticeship achievements are above national averages. Adult achievement requires improvement, particularly at Level 2, following the closure of low-performing distance learning provision.

Destinations and Progression:
88.5% of UCAS applicants secured places at their firm or insurance choice universities, which is above the national average. Progression to Russell Group institutions and successful transitions to employment and higher apprenticeships are evident across multiple areas. Destination tracking has improved but the proportion progressing internally to HE or apprenticeships remains low.

Personal Development and Enrichment:
The College offers a broad range of enrichment, employer engagement, and wellbeing initiatives, including live briefs, guest speakers, competitions, and the Spectrum Life wellbeing app. These activities support technical, employability, and personal skills development.

Staff and Leadership:
Staff profile is increasingly representative of the community, with improvements in diversity and inclusion. Leadership restructuring and capacity building have contributed to improved outcomes. Staff wellbeing and development initiatives have expanded, though opportunities for progression remain an area for further exploration.

Digital Innovation:
Significant progress has been made in digital strategy, with the launch of Cube360 immersive suite and attainment of Microsoft Showcase status. Staff digital capabilities are developing, supported by targeted training and recognition programmes.

Community and Sector Engagement:
The College actively supports staff wellbeing, community engagement, and sector leadership, hosting national events and collaborating with local, national, and international partners. Charitable activities and sector best practice sharing have increased.

Celebrating Success and Alumni:
Achievements are regularly celebrated internally and externally, including competition successes, national teaching awards, and high-profile alumni outcomes. Expanding alumni engagement and visibility is a priority.

Resolution:	The Committee are invited to provide feedback and suggest amendments before recommending to Board for approval.

QUALITY AND CURRICULUM COMMITTEE

Paper Title:	High Needs Student Report
Date of Meeting:	25 November 2025
SLT Lead/ Paper Author:	Liam Garside/Head of Additional Learning Support
Purpose of Paper:	Scrutiny
Previously considered by:	n/a

Supports

Strategic Roadmap alignment:	Students & Apprentices ☒ Staff ☐	Sustainability ☐ Surroundings ☒

Implications

Related risk:	Core purpose ☒ Financial sustainability ☐			Safe community ☐ Cyber security ☐ Other - ☐		
Direction of Travel:	Declining Risk	☐	Static Risk	☒	Increasing Risk	☐
Legal/Regulatory:	Some associated with Safeguarding (Keeping Children Safe in Education) and SEND Code of Practice					
Financial:	None					

Executive Summary

During the first half term of the 2025/26 academic year, the Learning Support Department has made significant strides in enhancing provision for students with Education, Health and Care Plans (EHCPs) and broader SEND needs. A total of 245 EHCP learners are currently enrolled, with Autism Spectrum Disorder representing the most common primary need. The department continues to liaise with local authorities to confirm funding allocations and ensure appropriate support.

Key developments include:

- Enhanced Support Delivery: Specialist Learning Support Practitioners (LSPs) have commenced targeted 1:1 and group interventions focusing on emotional regulation, social skills, independence, and medical/SALT needs. In-class support has been strengthened for learners requiring intensive assistance.
- Assistive Technology and Independence: Learners have been introduced to new assistive technologies to promote independent learning, supported by staff training on reducing over-scaffolding and fostering autonomy.

- The Sanctuary Launch: A new low-stimulation wellbeing space, The Sanctuary, has been launched to support emotional regulation and provide triaged access to wellbeing services. Early feedback indicates high usage and positive impact.
- Staff Development: A full-day training session was delivered to LSPs and curriculum staff, focusing on inclusive practices, communication protocols, and collaborative planning. This marks a strategic shift toward integrated support aligned with curriculum intent.
- Exam Access Arrangements: A surge in exam access requests highlighted workflow inconsistencies, prompting a review and the exploration of digital solutions to streamline processes and ensure timely support.
- Case Study – Izzy: A learner with complex needs successfully transitioned into college life through a personalised support plan, demonstrating the department's commitment to inclusive and responsive education.

Next Steps

- Strengthen Curriculum Collaboration: Continue Learning Support Partnership meetings to embed inclusive practices and shared responsibility for learner outcomes.
- Tailored Staff Training: Implement bespoke training plans across curriculum areas to support differentiated teaching and neurodiverse learners.
- Develop EHCP Transition Programme: Establish a robust transition framework for school leavers with EHCPs, ensuring continuity of support and reducing barriers to engagement.

Resolution:	That the committee notes the content of this report and takes assurance that the college is meeting the statutory obligations in relation to students with high needs.

1. OVERVIEW

Educational Health Care Plans (EHCP)

EHCP Student's Primary Need

Row Labels	Count of Student Ref
10 - Moderate learning difficulty	25
11 - Severe learning difficulty	3
12 - Dyslexia	18
14 - Autism spectrum disorder	126
17 - Speech, Language and Communication Needs	2
18 - Down Syndrome	2
4 - Vision impairment	4
5 - Hearing impairment	5
6 - Disability affecting mobility	6
7 - Profound complex disabilities	1
8 - Social and emotional difficulties	26
9 - Mental health difficulty	8
93 - Other physical disability	1
94 - Other specific learning difficulty (e.g. Dyspraxia)	5
95 - Other medical condition (for example epilepsy, asthma, diabetes)	7
96 - Other learning difficulty	10
97 - Other disability	7
98 - Prefer not to say	1
99 - Not provided	6

At the start of the academic year, 252 learners with EHCPs enrolled at the college. This number has since adjusted to approximately 245 due to non-participation, with further minor changes expected as learners transition to other providers or join under the Armed Forces Covenant following relocations to York. These fluctuations are being closely monitored to ensure accurate funding and support planning.

We had approximately 160 students with High Needs in 2024/25 and we anticipate a similar number of students this year. However, we are currently liaising with local authorities to agree funding.

An EHCP At Risk meeting was held with Assistant Directors and Curriculum Support Managers to identify learners at risk of disengagement. The meeting focused on proactive strategies to retain these learners, including bespoke curriculum pathways, increased pastoral support, and consideration of alternative outcomes where appropriate.

SEND Students Primary Need

Row Labels	Count of Student Ref
10 - Moderate learning difficulty	50
11 - Severe learning difficulty	1
12 - Dyslexia	494
13 - Dyscalculia	19
14 - Autism spectrum disorder	213
16 - Temporary disability after illness (for example post-viral) or accident	7
17 - Speech, Language and Communication Needs	10
4 - Vision impairment	28

5 - Hearing impairment	29
6 - Disability affecting mobility	36
7 - Profound complex disabilities	1
8 - Social and emotional difficulties	80
9 - Mental health difficulty	184
93 - Other physical disability	21
94 - Other specific learning difficulty (e.g. Dyspraxia)	41
95 - Other medical condition (for example epilepsy, asthma, diabetes)	166
96 - Other learning difficulty	243
97 - Other disability	57
98 - Prefer not to say	6
99 - Not provided	11
Help with English	3
(blank)	192
Grand Total	**1892**

2. STUDENT SUPPORT AND CASE STUDIES

During the first half term, the Learning Support Department has provided comprehensive support to learners with Education, Health and Care Plans (EHCPs) through a range of targeted interventions and inclusive practices.

Our Specialist Learning Support Practitioners (LSPs) have successfully commenced their roles, delivering both one-to-one and group sessions focused on developing learners' social communication skills, emotional regulation, independence, and addressing medical and Speech and Language Therapy (SALT) needs. In-class support has been provided by our LSPs for learners requiring more intensive assistance, ensuring they are able to engage meaningfully with their curriculum.

A key development this term has been the introduction of assistive technology, which our team has supported learners in adopting to promote future independent learning. Additionally, learners have been guided in using emotional regulation strategies during lessons and assessments, contributing to a more positive and productive learning environment.

Social development has also been a priority. Structured social times have been implemented, and learners are regularly supported in practical activities such as purchasing lunch, fostering independence and confidence in everyday interactions.

A small cohort of learners requiring personal care have been supported by trained LSPs, ensuring their needs are met with dignity and respect, enabling full participation in college life.

Case study
Izzy joined the college in September as an EHCP learner following an extended period of absence from formal education. With a diagnosis of Autism Spectrum Condition (ASC), sensory processing disorder, dyspraxia, and a history of anxiety and depression, Izzy faced significant barriers to re-engaging with education and social environments.

Upon enrolment in Level 1 Hairdressing and Beauty Therapy, Izzy was supported through a carefully planned transition facilitated by her Team Leader, Jen, and Transition Coordinator, Laura. A "soft start" approach was adopted, allowing Izzy to gradually acclimate to the college setting, build trust, and develop independence. Initial support included orientation around the campus, accompanied attendance in lessons, and regular meetings with key staff.

At the start of the academic year, Izzy's mother remained on-site during college hours. Izzy has since progressed to attending independently, without the need for direct LSP support. Notably, Izzy participated in a college trip to Manchester—her first significant time away from her mother in recent years.

Izzy's journey reflects remarkable resilience and personal growth. The Learning Support team has established strong, trusting relationships with both Izzy and her mother, creating a foundation for continued success and wellbeing.

3. EXAM ACCESS ARRANGEMENTS

There has been a notable increase in the volume of exam access arrangements processed this academic year, reflecting both a rise in student numbers and growing awareness of support entitlements. While the team worked diligently to manage this surge, some delays were encountered—primarily due to incomplete documentation, with missing Form 8s being a recurring issue. However, proactive collaboration with local schools helped to resolve many of these challenges, ensuring that the majority of students received the necessary support in time for their assessments.

Despite these efforts, a small number of students did not receive their exam access arrangements for the GCSE resits. This shortfall was largely attributed to inconsistencies within the team's processing structure, which were brought to light by the increased volume of GCSE entries. These inconsistencies have prompted a review of current workflows and highlighted the need for more robust systems.

In response, the team is actively exploring digital solutions aimed at streamlining the exam access arrangements process. These solutions are expected to reduce manual workload, enhance data accuracy, and improve overall efficiency. The goal is to implement a more scalable and resilient system that can better accommodate future growth and ensure timely support for all eligible students.

4. STAFF TRAINING AND DEVELOPMENT

Learning Support Training Day
On 24 October, Learning Support Practitioners (LSPs) and Team Leads participated in a full-day professional development session designed to enhance the quality and effectiveness of classroom-based support. This training marked the launch of a wider programme aimed at embedding inclusive practices and fostering greater learner independence across the college.
Focus Areas of the Training:

- Reducing Over-Scaffolding:
  The session explored the concept of over-scaffolding—where support unintentionally limits learner autonomy—and provided strategies to shift towards enabling independence. Practitioners were encouraged to reflect on their current approaches and identify opportunities to gradually reduce dependency while maintaining appropriate support levels.
- Promoting Learner Independence:
  Practical techniques were shared to help learners take greater ownership of their learning. This included modelling self-regulation strategies, encouraging metacognitive reflection, and using graduated prompts to build confidence and resilience.
- Understanding the New ALS Structure:
  The Head of ALS delivered a detailed overview of the department's new structure, highlighting the roles of Deputy Head, ALS Manager, and the operational responsibilities of LSPs and Team Leads. The session clarified how these roles interface with curriculum teams and outlined expectations for collaborative working.
- Communication and Support Planning:
  Staff were introduced to a new communication framework designed to improve consistency and responsiveness. This includes; Regular partnership meetings with curriculum areas. Shared digital tools for tracking learner progress and interventions. Clear escalation pathways for emerging concerns.
- Inclusive Practice and Curriculum Integration:
  The training emphasised the importance of aligning ALS support with curriculum intent. Staff were encouraged to work proactively with teaching teams to embed support strategies into lesson planning, rather than relying on reactive or isolated interventions.

Outcomes and Next Steps:
The session was well-received, with staff reporting increased clarity around their roles and renewed confidence in applying inclusive strategies. Follow-up activities will include:

- Department-specific planning sessions to tailor support to curriculum needs.

- Peer observation and coaching to reinforce best practice.
- Ongoing CPD modules focused on autism support, regulation strategies, and adaptive teaching.

This training day represents a strategic shift towards a more integrated, learner-centred model of support, aligned with the college's commitment to inclusive education and high-quality outcomes for students with additional needs.

ALS Structure and Collaboration Session for Curriculum Staff
As part of the October 24th professional development day, the Head of Additional Learning Support delivered a comprehensive session focused on the newly implemented structure within the ALS department. The session aimed to clarify roles, responsibilities, and collaborative pathways between ALS staff and curriculum teams.
Key Themes Covered:

- Introduction to the New Structure:
  The session outlined the revised organisational framework of the ALS team, highlighting the roles of Deputy Head and ALS Manager, as well as the functions of Learning Support Practitioners and Team Leads. Emphasis was placed on how these roles interface directly with curriculum staff to ensure timely and effective support for learners with additional needs.
- Curriculum Collaboration Model:
  A detailed breakdown was provided on how ALS will engage with curriculum areas throughout the academic year. This includes; Regular Learning Support Partnership meetings to review learner progress and support strategies. Named ALS contacts for each curriculum area to streamline communication and accountability. A shared planning approach for embedding support into schemes of work and lesson delivery.
- Communication and Support Planning:
  The session introduced a structured communication protocol designed to ensure consistency and transparency. This includes; Termly support reviews for EHCP learners. Use of shared digital tools to track interventions and outcomes. Clear escalation routes for concerns or emerging needs.
- Strategic Goals:
  The session reinforced the department's commitment to reducing over-scaffolding, promoting learner independence, and aligning ALS interventions with curriculum intent. Staff were encouraged to view ALS as a strategic partner in delivering inclusive education, rather than a separate or reactive service.

Impact and Feedback:
Initial feedback from curriculum staff was positive, with many welcoming the clarity and renewed focus on collaboration. The session laid the groundwork for a more integrated approach to supporting high needs learners and will be followed up with bespoke training and planning sessions in each curriculum area. Some staff felt we need to be more trauma informed as a college.

5. NEW DEVELOPMENTS

Technology Access
Twenty new laptops have been acquired for learners with support needs. These are available for loan via the Self-Service machine, improving accessibility and fostering independence in learning.

The Sanctuary – Student Support and Wellbeing Centre
This term also saw the launch of *The Sanctuary,* a dedicated low-stimulation space designed to support emotional regulation. The Sanctuary features dimmed lighting, comfortable seating, and sensory tools, and is staffed throughout the day by a member of the Learning Support team. It has quickly become a valued resource, offering a safe and calming environment for learners to access as needed. This space is also multifunctionally used for triage of other services in particular wellbeing.
Objectives:

- Dedicated Support Access: A central hub where students can receive triaged support and be directed to appropriate services.
- Peer Support Groups: Zones designed to encourage peer-led initiatives and community building.
- Mental Health and Wellbeing: Quiet, comfortable areas for discreet mental health support, regulation, and crisis de-escalation.
- Learning Support Interventions: A dedicated space for ALS provisions, particularly for students with Autism (approx. 50% of EHCP cohort), supporting sensory regulation and structured interventions.

Included Features:

- Immediate access to support staff and services.
- Peer Group Areas: Facilitating informal and structured peer support.
- Forrest themed: Designed to promote calm, privacy, and emotional regulation.
- ALS Intervention Zone (Nook): Targeted support for learners with additional needs, enhancing engagement and academic success.

Expected Outcomes:

- Improved access to support services.
- Strengthened peer networks and sense of belonging.
- Positive impact on mental health and wellbeing.
- Enhanced delivery of learning support interventions.

The Sanctuary has soft-launched and is already seeing significant use. Specialist resources will be introduced, and a formal launch is planned for the new year.

6. NEXT STEPS

Continue Learning Support Partnership meetings with curriculum departments to foster collaboration and shared responsibility for learner outcomes.
The Learning Support team will maintain regular partnership meetings with curriculum departments to strengthen cross-functional collaboration. These meetings aim to promote a shared understanding of learner needs, encourage joint problem-solving, and ensure that inclusive practices are embedded across teaching and learning. By fostering a culture of shared responsibility, the initiative supports improved outcomes for students with additional learning needs and ensures that support strategies are aligned with curriculum delivery.
Develop a robust transition programme for students progressing from school to college with EHCPs, ensuring continuity of support.
A comprehensive transition programme will be developed to support students with Education, Health and Care Plans (EHCPs) as they move from school into college. This programme will include early engagement with schools, personalised transition planning, and coordinated support from both SEND and curriculum teams. The goal is to ensure that students experience a smooth transition, with continuity in the support they receive and a clear understanding of the resources available to them at college. This approach will help reduce anxiety, improve retention, and promote independence.
Establish a tailored training plan with each curriculum area to support teaching staff in inclusive and differentiated practices.
To enhance inclusive teaching across the college, a bespoke training plan will be developed in collaboration with each curriculum area. These plans will be informed by learner profiles, staff feedback, and observed needs within the classroom. Training will focus on practical strategies for differentiation, supporting neurodiverse learners, and embedding reasonable adjustments into everyday practice. By equipping teaching staff with the tools and confidence to meet diverse learner needs, the college will strengthen its commitment to equity and inclusive education.

YORK COLLEGE & UNIVERSITY CENTRE

QUALITY AND CURRICULUM COMMITTEE

Paper Title:	Student Experience Report
Date of Meeting:	25 November 2025
SLT Lead/ Paper Author:	Liam Garside/Student Experience Team
Purpose of Paper:	Scrutiny
Previously considered by:	n/a

Supports

Strategic Roadmap alignment:	Students & Apprentices ☒ Staff ☐	Sustainability ☐ Surroundings ☒

Implications

Related risk:	Core purpose ☒ Financial sustainability ☐		Safe community ☐ Cyber security ☐ Other - ☐			
Direction of Travel:	Declining Risk	☐	Static Risk	☒	Increasing Risk	☐
Legal/Regulatory:	Associated with Safeguarding (Keeping Children Safe in Education) and SEND Code of Practice					
Financial:	None					

Executive Summary

The first half of the academic year has seen strong progress across multiple areas of the student experience, with a clear focus on progression, inclusion, and engagement. Over 600 students have initiated UCAS applications, with targeted support from Progress Coaches and the Careers team, including Oxbridge applicants and tailored drop-in sessions.

The Brilliant Futures Pledge has launched with a planned Brilliant Futures-Industry Week in December. Applications have started to trickle in; however, we expect more activity in the second term having students received opportunities to develop their employability skills. Enterprise initiatives such as Earniversity have expanded, offering hybrid learning and mentoring to NEET learners, with early success stories already emerging.

Transport services have been adjusted to meet demand, though challenges such as behaviour and missed stops are being actively addressed. The bursary programme has seen increased uptake, with a notable rise in retention rates across all categories. Newly sourced funding from the William Barry Trust will also increase hardship payments.

Student Voice mechanisms have been strengthened, with over 230 Course Reps elected and feedback already shaping campus improvements, including catering, sports, and social spaces.

EDI efforts have been highly visible, particularly through Black History Month and upcoming campaigns for Movember and International Men's Day. Participation tracking and inclusive practice developments are underway, including enhanced disability support and newly formed structure for the Student Union. Enrichment activities during Freshers' Week were well received, with plans to diversify future offerings based on student feedback.

Work placement provision has improved significantly in Early Years and Education, following strategic staffing relocation. However, challenges remain in Health & Social Care and Digital pathways due to increased student numbers and limited employer capacity.

The Personal, Professional Development (PPD) programme has delivered a wide-ranging curriculum, including British Values, wellbeing, CV building, and social awareness topics like hegemonic masculinity. Events such as the Barclays Big Bus and university guest speakers have enhanced student confidence in progression planning.

Key Priorities for the Year Ahead:

- Progression Support: Continue targeted UCAS and apprenticeship guidance, with a focus on personal statements, student finance, and university visits.
- Placement Expansion: Address capacity issues in Health and Digital sectors through employer engagement and student-led placement sourcing.
- Student Voice Integration: Expand the use of the Student Voice Tracker and ensure feedback loops are closed with visible outcomes.
- Enrichment Diversification: Refine society and club offerings post-review to maximise engagement and inclusivity.
- Financial Support Awareness: Promote bursary schemes and ensure timely processing to maintain high retention rates.

Resolution:	That the committee notes this document

1. CAREERS

UCAS updates
As of 27 October 2025, 608 students have started an application to university. Progress Coaches are continuing to support students through their application, with Curriculum and Standards Managers having the final approval. The Careers team provide UCAS drop-in sessions offering additional guidance for more complex personal statements. From the 10 November, regular progress reports will compare application numbers to the previous year. There were 22 students that applied to Oxbridge through the Early applicant window. Choice of degree included: History, Veterinary Medicine, Archaeology, Physics, Philosophy and Theology,

Careers Events:

- Teesside University UCAS Drop-In (12 Nov): On-site support from university staff, with student engagement and confidence tracked.
- Higher Education Fair (18 Nov): Featuring 21 universities/providers alongside HE provision from York College, with interactive elements to encourage participation and measure impact.

2. ENTERPRISE

Brilliant Futures Pledge
Departmental Teams channels for the Brilliant Futures Pledge (BFP) are now live with. PPD sessions have introduced students and apprentices to the initiative with badge applications anticipated to begin post-Industry Week (1–5 Dec) with pilot groups. The STAR-aligned marking rubric and support resources have been developed to guide submissions and gather feedback on resource needs.

Student-led projects or competitions
18 students currently engaged in the Earniversity programme. Following successful outcomes, York College has renewed its collaboration with Earniversity. A new programme began in October 2025, with plans to expand delivery to Doncaster, targeting NEET and economically inactive young people.
Programme Features:

- Hybrid Learning: Combines online education with practical experience via MyFirstShop.
- Wraparound Support: Includes coaching and mentoring.
- Progression Focus: Aims to guide learners into self-employment, further education, or meaningful work.
- Relatable Delivery: Live coaching from facilitators who connect well with young people.

Success Story – Caitlin: Caitlin joined with low confidence and limited direction. She developed digital earning skills, launched a successful online business, and is now a contracted coach with Earniversity, helping inspire new learners.

External partnerships or funding
Industry Week (1–5 Dec):

- Mon–Wed: Guest speakers on employability skills.
- Thu–Fri: Speed networking for Y2 students with employer feedback on BFP-aligned questions. Preparation via PPD lessons; students to attend in pairs to reduce anxiety.
- Post-event badge applications anticipated

3. TRANSPORT

Route Changes:

- Route 1a removed (29.09.25); Route 15 upgraded to 76 seats, now includes Green Hammerton and Boroughbridge.

- Route 2a now runs Tue–Thu mornings only (from 02.10.25).
- Route 6 upgraded to 76 seats (29.09.25), absorbing some Route 1 students.
- Route 8 reduced to 70 seats; Route 15 increased to 76.
- Routes 11/11a swapped capacities (11: 76 seats, 11a: 70).
- Route 13a added to relieve Route 7.
- Requests submitted to downsize Routes 5, 10, 12 (pending Pullman availability).

Challenges & Actions:

- Behaviour: Vaping/disruption addressed via reminders, CCTV, and escalation to Curriculum Standards Managers.
- Missed Stops: Attributed to driver training; raised with providers.
- Complaints: Route 4 anti-social behaviour resolved with student reminders and staff presence.
- Bus Damage: Route 9 incidents handled with warnings and repair accountability.
- Idling Engines: Ongoing driver reminders; pre-Christmas meeting planned to reinforce sustainability.

4. BURSARY

Project Funding

York College has partnered with the William Barry Trust to deliver a £50,000 student support initiative for 2025/26. The funding comprises a £33,000 Hardship & Completion Fund, offering grants of up to £500 per student to alleviate financial barriers to course completion, and £17,000 for William Barry Awards for Brilliance, providing £1,000 per curriculum area to celebrate exceptional achievement at the Reach Awards.

16 - 19 Bursary (Inc Free School Meals)	**2024-25**	**2025-26**
Allocation		
Discretionary	£393,615	£378,636
Free School Meal	£119,346	£98,093
Enhanced (Vulnerable)	£36,805	YTD
Carry Forward	£0	£108,972
Total (£)	£549,766	**£585,701**
Expenditure		
Free School Meal	£121,430	£26,857
Enhanced (Vulnerable)	£6,280	£1,219
Other	£212,544	£46,867
Transport (College Buses)	£101,480	£0 (Calculated at end of 25/26 year)
Total (£)	**£441,734**	**£74.942**
Number of Students in receipt	**796**	**878**
Number of applications rejected	**65**	**62**
Number of applications on hold	**25**	**243**
Retention Rate (%)	**77.52%**	**95.33%**

Adult Discretionary	**2024-25**	**2025-26**
Allocation		
Total (£)	£50,000	£50,000
Expenditure		
Non-Childcare	£17,017	£6,808
Childcare	£1,438	£3,295
Total (£)	**£18,455**	**£10,103**

Number of Students in receipt	**77**	**81**
Number of applications rejected	**0**	**0**
Number of applications on hold	**0**	**0**
Retention Rate (%)	**87.50%**	**93.10%**

Advanced Learner Loans Bursary	**2024-25**	**2025-26**
Allocation		
Total (£)	£47,760	£20,867
Expenditure		
Non-Childcare	£12,335	£1,971
Childcare	£9,827	£430
Total (£)	**£22,162**	**£2,401**
Number of Students in receipt	**15**	**19**
Number of applications rejected	**0**	**0**
Number of applications on hold	**1**	**3**
Retention Rate (%)	**78.95%**	**100%**

HE Bursaries	**2024-25**	**2025-26**
Allocation		
Total (£)	£28,000	£28,000
Expenditure		
Bursaries	£20,400	£400
Total (£)	£20,400	£400
Number of Students in receipt	**34**	**1**
Number of applications rejected	**7**	**0**
Number of applications on hold	**0**	**20**
Retention Rate (%)	**97.14%**	**100%**

HE Hardship	**2024-25**	**2025-26**
Allocation		
Total (£)	£8,000	£8,000
Expenditure		
Bursaries	£2,588	£0
Total (£)	**£2,588**	**£0**
Number of Students in receipt	**3**	**0**
Number of applications rejected	**3**	**0**
Number of applications on hold	**0**	**2**
Retention Rate (%)	**100%**	**YTD**

5. STUDENT VOICE

Student Representation and Feedback

Student engagement activities are well underway, with the first student survey results expected shortly and curriculum forums scheduled to begin the week commencing 10th November.

To date, over 230 Course Representatives and 13 Student Union Executive members have been elected, with recruitment of Student Champions ongoing. Student feedback has directly influenced several initiatives, including:

- Naming of The Sanctuary.

- Shaping society offerings during Freshers' Week.
- Introduction of an anonymous feedback mechanism via a new feedback box in the Student Experience Hub.

Key Themes and Responses

Emerging feedback themes include:

- Campus Environment: Requests for additional and softer seating are being addressed through planned furniture upgrades in the Students' Union space.
- Sports Provision: A demand for football sessions has led to the conversion of the Dodgeball session to Football from 3rd November.
- Catering Options: Students expressed a need for more gluten-free and halal food choices. This has been discussed with the cafeteria manager, resulting in improved signage and clearer communication regarding pre-order options.
- Where changes are not feasible, transparent communication is provided to students to maintain trust and accountability.

Student Involvement in Decision-Making

Students are actively contributing to campus development through structured feedback and participation. The newly implemented Student Voice Tracker enables systematic monitoring of feedback and corresponding actions. Additionally, the SEA Team has supported engagement by promoting the start-of-year survey through direct outreach across campus.

6. EQUALITY, DIVERSITY & INCLUSION

Inclusion and Awareness Initiatives

An A2 Equality, Diversity and Inclusion (EDI) wall calendar has been distributed to students and staff, highlighting key inclusion events and academic term dates.

Black History Month

Black History Month was marked by a diverse and engaging programme, including:

- Two lectures delivered by Rotimi Olorunfemi (TRO Initiative), attended by approximately 200 students.
- A Wall of Inspiration showcasing influential Black figures.
- Daily social media features spotlighting inspirational individuals.
- Sounds of Blackness week, featuring lunchtime music by Black artists and live Steel Pan performances.

Upcoming Campaigns

Planned activities for Movember and International Men's Day (19th November) include:

- A joint staff and student Movember fundraising page.
- TikTok content focused on men's health and positive masculinity.
- A 'Walk, Cycle or Run for 60' challenge.
- A '60 miles in 60 minutes' static bike event.
- A staff vs student penalty shoot-out fundraiser.
- An interactive reflection activity titled What makes a good man?

Monitoring Participation and Inclusive Practice

Efforts continue to ensure enrichment activities reflect the diverse interests and needs of the student body. A data dashboard is in development to monitor participation by age, ethnicity, sex, and other protected characteristics, enabling targeted outreach where needed.

Inclusive practice developments include:

- Enhancing prayer space provision, currently facilitated via gendered classrooms with washing facilities, and a forthcoming timetable for the Oasis Room.
- Collaboration with a student to improve awareness and accessibility for guide dog users.

- Advocacy by the Disabilities Officer for communal headphones to support self-regulation among students with learning support needs.

Student Voice in Inclusion
Tailored Student Voice sessions have been delivered to Skills & Inclusion learners, including ESOL and Pathways groups, to promote understanding of democratic processes and student representation.

7. ENRICHMENT

Freshers' Programme
A three-week Freshers' programme was delivered on 9th, 17th, and 25th September, featuring a blend of internal and external stalls. Key contributors included Careers, Student Experience, Safeguarding & Wellbeing, Freeklime, Flamingo Land, Coca-Cola, and the University of York. A standout attraction was the York Bird of Prey Centre, which drew significant student interest throughout the day.

To celebrate the end of the first week, students participated in fairground-style activities such as a 'test of strength,' inflatable darts, and footpool. While feedback was generally positive, footpool will be replaced in future events to encourage broader participation.

Week two featured a portable climbing wall, which gained popularity, particularly among Sport and Uniformed Services students. Timetabled sessions helped boost engagement.

Feedback and Responsive Planning
Student feedback highlighted a strong preference for interactive and physical activities. In response, future programming will focus on diversifying activity types to reduce wait times and increase appeal across student groups.

Societies and Clubs
Societies and clubs were co-created with students during Freshers', allowing them to propose and vote on preferred activities. While attendance levels vary, the programme remains in development. A post–half-term review has led to a refined offer, prioritising support and growth for the most successful societies.

8. WORK PLACEMENT

Positive Developments

Following feedback during BPM meetings in the previous academic year regarding placement delays in the Early Years and Education curriculum, a strategic decision was made to prioritise placement allocation at the outset of the new academic year. Last year's delays had a noticeable impact on students' ability to engage in reflective classroom practice and affected the overall quality of coursework and learning outcomes. To address this, staffing within the placement team was re-allocated to provide specific support to this curriculum area from the beginning of the academic year. This marked improvement in placement progress during the first half term, which is expected to positively influence student engagement, learning quality, and overall satisfaction with their study programme.

Associated Risks and Areas of Concern

Health & Social Care
The expansion of the T Level Health programme (now 38 students) and the Level 3 Health and Social Care Extended Diploma (74 students) presents a new logistical challenge. Both cohorts require simultaneous placement arrangements, and student numbers have nearly doubled compared to the previous academic year. This increase places significant pressure on employer capacity. While the curriculum team has

encouraged students to proactively secure their own placements, the full impact will only become clear as placements commence.

Digital (Software Development & Security Support)
Despite stable enrolment numbers in Year 1 of the T Level Digital pathways (Software Development and Digital Security & Support), securing placements remains a persistent challenge. Contributing factors include the prevalence of remote-only working environments, limited local employer engagement, and a general lack of capacity or interest in hosting students. The placement team continues to pursue employer leads and engagement strategies. However, any future growth in student numbers would exacerbate the challenge of **sourcing** high-quality, meaningful placements.

Students across all curriculum areas are encouraged to conduct independent research and initiate contact with potential employers, complementing the efforts of the centralised placement team.

9. PERSONAL, PROFESSIONAL DEVELOPMENT

PPD Themes Include:

The programme covered a broad range of key topics aimed at supporting students in their personal development and future planning. These included guidance on progression routes such as UCAS applications, apprenticeships, employment opportunities, and gap years. In addition, students engaged with important themes around British Values, the Prevent strategy, and the risks associated with extremism and radicalisation. Health and wellbeing were also prioritised, with sessions focusing on nutrition, mental and physical health, and overall wellbeing. Practical skills were developed through activities on CV building, identifying and responding to fake news, and managing pressure effectively. Furthermore, students explored complex social issues such as hegemonic masculinity, encouraging critical thinking and reflection on gender norms and societal expectations.

Student Growth Stories (NEETS Project):
Three previously NEET students re-engaged through tailored support (mentoring, wellbeing, academic coaching). Now re-enrolled with 91% average attendance, showing strong progress.

Events & Workshops (Nov–Dec):

- Guest speakers from universities (Sheffield Hallam, Huddersfield, Leeds Beckett)
- UCAS support, HE Fair, Student Champions Lunch
- Barclays Big Bus: financial literacy, fraud awareness, life skills
- Charity hamper initiative

These events appear to have improved student confidence in UCAS process, which have supported students in clearer progression plans, and increased engagement with post-18 options. The Barclays Bus supported students to gain practical financial knowledge and confidence in managing money, whilst supporting independent living skills.

Enrichment Activities:
Approx 6,000 extracurricular activities evidenced on Promonitor, supporting holistic development.

Next Steps:

- Workshops on personal statements and student finance
- University campus visits

- Continued partnerships with HE institutions

QUALITY & CURRICULUM COMMITTEE

Paper Title:	Safeguarding and Wellbeing Report
Date of Meeting:	25 November 2025
SLT Lead/ Paper Author:	Director of Student & Apprentice Services / Safeguarding and Wellbeing Manager
Purpose of Paper:	Scrutiny
Previously considered by:	n/a

Supports

Strategic Roadmap alignment:	Students & Apprentices ☒ Staff ☒	Sustainability ☐ Surroundings ☒

Implications

Related risk:	Core purpose ☐ Financial sustainability ☐			Safe community ☒ Cyber security ☐ Other - ☐		
Direction of Travel:	Declining Risk	☐	Static Risk	☒	Increasing Risk	☐
Legal/Regulatory:	Relates to the College's duties contained within Keeping Children Safe in Education (2025). If the college does not meet its statuary duties this may result in sanctions being imposed by the relevant Local Authority or Inspectorate					
Financial:	n/a					

Executive Summary

This report outlines significant progress in safeguarding and wellbeing provision at York College between 1st September and 20th October 2025. Key developments include the successful implementation of a streamlined referral system, improved case management via CPOMS, and strengthened multi-agency partnerships.

- **Referral and Support Access**: 199 wellbeing referrals were processed, with 37 students referred to York Mind and 41 Mental Health First Aid call-outs. The new referral form has improved student engagement and operational efficiency, while the introduction of *My Daily Wellbeing Plan* supports personalised wellbeing strategies.
- **Service Expansion**: The Open Door drop-in service continues daily, and Spectrum Life app usage has more than doubled to 475 students. COMBat group sessions have been introduced to address low mood and anxiety.
- **Safeguarding Trends**: 559 cases were triaged, including 223 safeguarding concerns. Notable issues include sexual assault disclosures, domestic incidents, and increased complexity in cases requiring multi-agency involvement.
- **External Collaboration**: Partnerships with York Mind, IDAS, Young Carers, North Yorkshire Police, and others have enhanced student support and awareness. Events such as Hate

Crime Awareness Week, World Mental Health Day, and exploitation education have engaged students and staff.

- **Training and Awareness**: Staff have received targeted safeguarding training, and new Hate Crime Champions have been appointed. Online safety and exploitation awareness have been promoted through parent and staff sessions.
- **Emerging Themes**: Anxiety, low mood, and self-harm remain prevalent. The team is responding with proactive interventions, including COMBat and increased visibility of support services.

Looking Ahead
Priorities for the next term include expanding communication with parents and carers, delivering Stress Awareness initiatives, consolidating group wellbeing interventions, and launching the **Call It Out** campaign to challenge inappropriate behaviour.

York College's Safeguarding and Wellbeing Team continues to demonstrate a robust, student-centred approach, underpinned by strong systems, effective partnerships, and a culture of care that supports early intervention and empowers students.

Resolution:	Committee is invited to scrutinise the report.

1. INTRODUCTION

This report provides an overview of safeguarding and wellbeing activity at York College for the period 1st September 2025 to 20th October 2025. It summaries case data, emerging themes, and key developments in service delivery, training, and partnership work.

All data has been drawn from CPOMS, the College's central safeguarding recording system, and Microsoft Forms used by students and Mental Health First Aiders to record wellbeing referrals and Mental Health First Aider call-outs.

The report has been compiled by the Safeguarding and Wellbeing Manager, CPOMS reports and anonymised case information is available for audit or quality assurance purposes should it be required.

2. DEVELOPMENTS SINCE LAST REPORT

Recruitment Updates:

- Wellbeing Team Leader - Rebecca Steele – now in post
- Wellbeing and Safeguarding Officer - Yulia due to start on the 10th November 2025
- 2 x Mind Counsellors in post and are accessible for student referrals.

Child Protection Monitoring System (CPOMS):
Wellbeing cases are now recorded on CPOMS; Safeguarding and Wellbeing team members have full access to the system. This improves communication across the team; each member is aware of involvement from colleagues and allows for smoother and consistent support for our students. It also improves the ability to report on issues faced by our students. The information is all in one place and is regularly reviewed, actions identified and carried out and closed in a timely fashion.

Referral Process:
Internal
A streamlined wellbeing referral form has been introduced, enabling students to request support by completing a short form. Submissions are sent directly to the Wellbeing mailbox for triage, after which students are contacted with a scheduled face-to-face appointment. This approach encourages self-referral, increases engagement, and reduces disruption to learning by discouraging unscheduled visits.
The system has also improved operational efficiency: staff are no longer escorting large numbers of students to the wellbeing team, appointments are better managed, and access to support is now fair and consistent. Wellbeing Advisors can allocate their time more effectively, ensuring the service remains open and responsive. Students awaiting appointments are signposted to daily Open Door sessions, 24/7 support via Spectrum Life, and on-site Mental Health First Aiders.

York Mind (External)
As part of the triage process, students who may benefit from counselling are referred to Mind, provided they can commit to the service. Wellbeing Advisors complete the referral form, and Mind Counsellors arrange appointments directly with the student. To date, 37 referrals have been made.

Drop-in Service:
The Open Door service offers daily drop-in support from 12:30–1:30pm, providing brief face-to-face contact with Wellbeing Advisors. Post-half-term, attendance and repeat visits will be monitored to inform service development.

Spectrum Life
Student engagement with the Spectrum Life app has more than doubled, with 475 students now registered. The team continues to promote this 24/7 support resource to increase uptake.

My Wellbeing Daily Plan
Replacing the previous wellbeing/safety plan, *My Daily Wellbeing Plan* is a personalised tool based on the five pillars of wellbeing: connecting, being active, learning, giving, and taking notice. Each plan is tailored to the individual student, supporting their wellbeing and resilience through strategies that work for them.

3. STUDENT SUPPORT & CASE MANAGEMENT

Between the 1st September and 20th October, 559 cases have been triaged on CPOMS. This is a mix of safeguarding and wellbeing. 336 of these have mental health links and 223 are safeguarding cases.

Wellbeing:

Of the 336 wellbeing cases recorded on CPOMS the most common reported issues have been:

- Anxiety and low mood – 190 reports
- Low mood – 102 reports
- Family and friendship issues – 57 reports
- Suicidal thoughts – 56 reports
- Self-harm – 40 reports

Based on the above, the Wellbeing Advisors are implementing COMBat training (Cognitive and Motivational Behavioural Activation Training). This will be group sessions to help students manage low mood and depression by increasing motivation and daily activity. It supports students to set small, achievable goals, rebuild positive routines, and take practical steps to improve their wellbeing.
The wellbeing advisors are introducing COMBat to help students feel more in control, boost their mood, and stay engaged in college life.

Safeguarding:

Of the 223 safeguarding cases:
- 36 have involved Social Care and partnership working.
- 13 cases are reports of sexual assault. This is a mix of students disclosing that a sexual assault has taken place and they are asking for advice and support, or students reporting on behalf of a friend.
- 14 Operation Encompass alerts have been received, informing the safeguarding team of a domestic incident where the police have attended, and the student has either been present during the incident or lives in the home where the incident took place.
- 16 cases are in relation to home issues.
- 11 reported cases of bullying
- 11 students are on a Child in Need plan
- 4 students are on a Child Protection Plan
- 3 are open to Early Help
- 5 students have been subject to strategy meetings.

Following reports of several student altercations, North Yorkshire Police will be attending college to speak with students about the dangers of violence, specifically the consequences of a single punch. The session aims to raise awareness and promote safer behaviours. A date for the visit is currently being finalised.

4. WELLBEING SERVICES & REFERRALS

- 199 student referrals have been received and processed by the Wellbeing Team.
- 37 students have been referred to York Mind for counselling.
- 41 Mental Health First Aid call-outs have taken place: 35 managed by volunteer Mental Health First Aiders. 6 supported by Safeguarding or Wellbeing staff

Students access support by completing a referral form, which is triaged by the Wellbeing Team and recorded on CPOMS. Appointments are scheduled to align with students' availability (e.g. breaks or free periods). During the initial meeting, advisors assess the need for individual or group support, or a referral to Mind.

If appropriate, a Mind referral is completed with the student, and Mind contacts them directly to begin counselling. The current waiting time is 4–8 weeks. In the interim, students are reminded of available support including daily Open Door drop-ins (12:30–1:30pm), 24/7 access to Spectrum Life, and Mental Health First Aiders. Students may also submit a new referral form if needed.

Students are offered two opportunities to attend scheduled wellbeing appointments. If both are missed, the case is closed on CPOMS and the student is advised to re-refer if support is still required. They are also reminded of the ongoing support options available.

4. PREVENT & ONLINE SAFETY

There are currently no Prevent cases.

- This academic year, one case has been closed. He remained a York College student throughout the process.

- 1 Prevent referral was made by Social Services in relation to one of our students. This was closed after the information gathering stage as there was no suggestion of the student having an ideology or grievance from either party.

- One student has been discussed with Prevent Police due to concerns raised. At this time, the information does not meet the Prevent threshold, but advice has been sought from Prevent Police. The Safeguarding Team continues to work closely with the student, their parents, the CSM, and meet with the student.

Smoothwall:
Reviewed every day by the safeguarding team. This includes the concerns highlighted from the previous 24 hours and the instant alerts received throughout the day. There has been an increase in the number of students accessing gore and extreme violence sites. These searches tend to be on the student's own devices that show up once they connect to the college's Wi-Fi.

5 incidents have been recorded on CPOMS following Smoothwall alerts and follow up actions taken by the Safeguarding Team.

5. EXTERNAL REFERRALS & MULTIAGENCY ENGAGEMENT

2 x LADO referrals:
- Coach driver at a different college, had previously been a bus driver for one of the York College bus routes and befriended a student. The adult male driver then started writing to the student and come on to college grounds to give her a letter revealing he had been following her and trying to contact her. The safeguarding team shared information appropriately with the relevant college, Coach company and York LADO. Male is no longer in a role with access to children.

- Concern was raised about a staff member in relation to a matter at home and possible police involvement. Phone conversation with LADO followed by a referral so Police and Social Care checks could be carried out by LADO. This is also documented in the Low-Level Concerns document.

3 x Social Care referrals.
- Potential harm to a child
- Disclosures made by a student about their living situation
- Matters at home.

1 x referral to CAMHS
1 x referral to drug and alcohol services

2 x Police intelligence submitted – this has been in relation to fighting and behaviour in the underpass.
The Safeguarding Team is working with the Police and City of York Council to look at various options around making the underpass a less desirable place for students and members of the public to frequent.

The following multi agency meetings have been attended by the Safeguarding Team:
1 x Child Protection Meeting
4 x Child in Need Meeting
2 x Strategy Discussion
4 x Core Group
1 x Child Care Review

3 x Professionals Meeting
1 x Protect and Prepare
1 x Regional Safeguarding Meeting
2 x Child Death Overview Panel (one in relation to death by suicide, one death in road collision, both York College students at the time of their deaths)
3 x Discharge Section 117 meeting – discharge from eating disorder clinics / teams.

Internal meeting attended by the Safeguarding and Wellbeing Team:
3 x Fitness to Study
2 x Behavioral Management
2 x EHCP Review (LS and RB)

6. AWARENESS, EDUCATION & EVENTS

Safety Event:

- Fire, Road Safety,
- Street Angels,
- BTP,
- LNER,
- Neighbourhood Policing – Property Marking

The Long Game:
Lived experience speaker - Exploitation and County Lines. 251 students attended over three sessions held in the Lecture Theatre.

Online Safety event for parents and staff:
Online event around exploitation for parents and carers and staff. This was delivered by the Ivison Trust and The Childrens Society.
21 attended this event.

5 Pillars to Wellbeing:
DDP sessions were delivered by CVS (York Centre for Voluntary Service). This will continue throughout the year. The sessions are about resilience and what students can do to improve their own mental health and wellbeing, giving the students tools they can use while knowing additional support is also available.
At the time of writing this report, 26 PPD sessions have been delivered.

World Mental Health Day:

- Gratitude Hand – students reflect on what they are grateful for and what one kind thing they have done today.
- Reflect – a pregnancy choice and loss support charity, attended college and engaged with students in the atrium.
- Young Carers were also in the Atrium, engaging with students.
- Ted the Therapy dog.

Hate Crime Awareness:
North Yorkshire Police Hate Crime Officers were in attendance on the 16/10/2025, raising awareness of Hate Crime and Hate Incidents and *Start Safe Stay Safe,* a 24-hour street harassment report and support app.
Project Unity: attended 6 PPD sessions during the hate crime awareness week and will return to college throughout the academic year.

Online events for staff – Anti Semitism, misogyny and incel culture.

Newsletter
The first Safeguarding and Wellbeing newsletter was sent to parents and carers and added to the college website at the start of the academic year. A second newsletter will be sent out just before Christmas break.

7. PARTNERSHIPS & EXTERNAL COLLABORATION

External Partners worked with during the period:
York Mind, IDAS, North Yorkshire Police, Ivison Trust, The Children's Society, Young Carers, CVS (Centre for Voluntary Service), Reflect, York Bereavement, Leaders Unlocked, and The Iveson Trust, GeneraTe, Fire and Rescue, Street Angels.

Nature of Collaboration and Joint Initiatives:

The Safeguarding and Wellbeing Team continues to strengthen multi-agency partnerships to enhance the support we can offer our students and increase awareness across a wide range of safeguarding and wellbeing areas.

- Attendance at the North Yorkshire DSL Event led to new links with The Iveson Trust and The Children's Society, resulting in free access to online training for parents and carers on child exploitation.

- Leaders Unlocked will support the *Call It Out* campaign, focusing on challenging harassment and inappropriate behaviours.

- Monthly meetings are held with the North Yorkshire Police Schools Liaison Officer, enabling effective information sharing, guidance, and awareness of emerging local trends.

- Collaboration with North Yorkshire Police Hate Crime Officers resulted in their attendance at Hate Crime awareness and information about the Polices' reporting mechanisms, and accessibility for people with additional needs.

- IDAS continue to provide on-site drop-in sessions through their Independent Domestic and Sexual Violence Advisors (IDVAS/ISVAS), offering direct, confidential support for students.

- Young Carers York now provide monthly drop-in sessions for students aged 16–25, helping them access tailored support and advice.

- CVS have delivered *the Five Pillars of Wellbeing* programme into PPD sessions, promoting self-awareness and resilience. This is supported by the introduction of My Wellbeing Plan to be completed by students in line with the 5 pillars.

- Reflect, a North Yorkshire service supporting individuals facing pregnancy choice or loss, are launching monthly drop-in sessions to meet an identified student need. We are aware of 5 pregnant students and one student whose partner (not a York College student) is pregnant, and they are struggling with this.

- Ongoing partnership with York Bereavement continues to provide compassionate support to students affected by loss.

- Discussions are underway with Change Grow Live, a York-based drug and alcohol service, to establish regular student drop-in sessions, and also YorSexual Health.

Impact on Student Support:
These collaborations have broadened the range of specialist services available to students at York College, reducing barriers to accessing external support.

Students benefit from earlier intervention, improved continuity of care, and an enhanced understanding of issues such as exploitation, domestic abuse, hate crime, and wellbeing.

This also provides staff with access to professional advice and services, which can result in timely support for all students.

8. EMERGING THEMES

Trends:
Data trends include anxiety, low mood, and self-harm are the most common wellbeing and metal health challenges. Safeguarding cases are becoming more complex, with sexual-assault disclosures, home issues, domestic-abuse notifications, and multi-agency involvement.

CPOMS shows an increase in student engagement with wellbeing services; however, all wellbeing cases are now recorded on CPOMS with no comparable data from last year.

There has been an increase in the number of sexual offences disclosed by students. These include students who have experienced offences outside of college and are now needing support for the impact of this, as well as students who are currently under police investigation for alleged offences. Risk assessments and risk management plans are completed for any student under investigation, on police bail, or subject to other conditions, to ensure the safety and wellbeing of all students.

There have also been a number of fights involving York College students, which have been dealt with under the College's Behaviour Policy. Some of these incidents were only brought to the College's attention after they occurred, in some cases several days later.

To support prevention and education, North Yorkshire Police will be delivering "One Punch" training to first-year students, focusing on the consequences of violence, joint enterprise, and the importance of being an active bystander.

Case studies:

Student 1 (PRG)

Third-hand information was received by the Safeguarding Team via a DSL from another school, reporting that a student had approached them anonymously, stating their brother had claimed a York College student was pregnant and was consuming alcohol and taking tablets in an attempt to miscarry.

The 16-year-old York College student was identified and spoken to. She denied being pregnant and appeared unsure where this information had originated. Social Services were contacted by the safeguarding team; they confirmed they had already received and investigated the same information. Social Care had visited the student's home, established that both she and her mother denied any pregnancy, and subsequently closed the case. The Safeguarding Team maintained contact with the student to ensure her wellbeing.

Due to this continued contact, the student disclosed she was pregnant. She became visibly upset and expressed fear about how her mother would react. Immediately emotional support was provided, and steps were taken to ensure she felt safe and protected in college and at home. The team contacted her mother to explain the information and provided support. Social Care was updated, and they are now actively involved with the family. Due to this work, the student received medical support and was found to be 8 months pregnant. The Safeguarding Team referred the student to Reflect, maintained contact with Social Care and provided support to the student and her mother.

Without the safeguarding team's persistence and support, the pregnancy may not have been identified, leaving both the student and the unborn child at serious risk of harm.

Student 2 (CD)

This student had not been attending school due to anxiety and panic attacks for the previous year before enrolling at York College. She was highlighted to the wellbeing team during enrolment and the team made contact with her after her first day. The wellbeing team has supported the student, kept open communication with the student's mother (with consent) and curriculum area enabling the student to see her own growth, strength and resilience. This has resulted in the student attending lessons, something she had been unable to do in her previous setting, settling into college life and reducing the contact she has with Wellbeing.

9.TRAINING & STAFF DEVELOPMENT

Safeguarding Training Delivered to Staff:
Safeguarding training – 2 x CPD events, non-attendance. CSM's emailed for Safeguarding and Wellbeing to attend staff meetings.
Safeguarding training delivered to – Uniformed Services and Sport Staff
New staff safeguarding training x 3
The college now has 3 Hate Crime Champions – Carrie Wason (Safeguarding) Tilly Dickensen (ESOL) and Katie Robey (Enrichment Officer)

Training Attended by Safeguarding Team:
Misogyny, sexism and violence against women and girls
Hate Crime Champions x 3
Hate Crime Conference
North Yorkshire DSL event

Resources shared with staff:
Hate Crime – online training for staff incel culture, misogyny and antisemitism
Expressive Minds Group Support
AI and Nude images

10. RECOMMENDATIONS / ACTIONS

November:

- Stress Awareness Drop-In (5th–7th November): Held in The Cube ahead of mock exams, offering students short grounding, relaxation, and de-stressing sessions to promote exam wellbeing.
- Ted the Therapy Dog: Returning to the Student Experience area to support student wellbeing.
- New Staff Appointment: The new Wellbeing and Safeguarding Officer joins the team on 10th November.

December:

- Safeguarding & Wellbeing Newsletter: A positive end-of-term update highlighting achievements, upcoming initiatives, and available support during the Christmas break.
- The Festive Period Campaign: Funded through the DfE Period Product Scheme, wellbeing packages containing period products and sanitary wear will be distributed to students in the lead-up to the Christmas holidays.

February:

- Breck Foundation Training: Three sessions will be delivered in the Lecture Theatre by the Breck Foundation, an organisation established following the death of Breck Bednar, a 14-year-old boy groomed and murdered online. The sessions will raise awareness of online grooming and exploitation and will be available to all students via a booking system.

Ongoing and Strategic Developments:

- Marketing and Visibility:
  Updated posters and digital content will showcase the Safeguarding and Wellbeing Team to increase awareness and accessibility.

- Online presence and communication with parents:
  The Safeguarding and Wellbeing webpages will be merged, with usage data monitored to assess engagement.

- Call It Out Campaign: Funding is due imminently, enabling the full rollout of the campaign to challenge inappropriate behaviour, language, and harassment across the College community.

- Referral Review: Current processes for student referrals to York Mind will be reviewed to ensure fairness, consistency, and efficiency.

- Improved visibility with apprentices: The team is currently in communication with Menfullness to discuss what is needed for them to support York College students under their new initiative. A meeting is arranged to discuss approaching employers with York College apprentices to support mental health training and awareness.

11. CONCLUSION

The Safeguarding and Wellbeing Team continues to make a real difference to the lives of students at York College. Bringing the two services together has created a stronger, more collaborative approach, with clearer communication and consistent support for those in need.

The number and complexity of cases show the importance of support for students. Many of the issues we see reflect wider national challenges around young people's mental health, but students now have more ways to access help than in previous years; from drop-ins, the Spectrum Life app, wellbeing referral form and counselling. The introduction of COMBat sessions, group work, and My Daily Wellbeing Plans will help students take practical steps to look after their own wellbeing and stay engaged in college life.

Partnerships with organisations such as York Mind, IDAS, Young Carers, and North Yorkshire Police have strengthened the support available both in and outside college. Awareness events, campaigns, and staff training continue to raise understanding of key issues like exploitation, online safety, and hate crime.

As we move into the next term, the focus will remain on prevention, communication, and empowering students to take ownership of their safety and wellbeing. The team's commitment and care ensure that students and parents / carers know there is someone ready to listen and help when they need it.

YORK COLLEGE & UNIVERSITY CENTRE

COMMITTEE

Paper Title:	**Adult growth update and implementation plan**
Date of Meeting:	25/11/25
SLT Lead/ Paper Author:	Katharine Dent-Jones
Purpose of Paper:	Update and Scrutiny
Previously considered by:	n/a

Supports

Strategic Roadmap alignment:	Students & Apprentices ☒ Staff ☐	Sustainability ☐ Surroundings ☐

Implications

Related risk:	Core purpose ☒ Financial sustainability ☒			Safe community ☐ Cyber security ☐ Other - ☐		
Direction of Travel:	Declining Risk	☐	Static Risk	☒	Increasing Risk	☐
Legal/Regulatory:						
Financial:						

Executive Summary

At the early year funding return (R03), Adult Education income performance is strong and tracking both at target and at a position significantly above the same time in 2024/25. A total of £1.228m has already been secured, representing 92% of the annual £1.33m budget. Adult Skills Funding (ASF) is performing with R03 income of £762k, rising to £770k once the 10% reduction is removed. Forecasts indicate the ASF target is achievable this academic year, although it should be noted that contracts from the combined authorities have been increased in year, and we are seeing more advanced learner loan (ALL) applicants in 2025/26 than we did in 2024/25.

Tuition fee income stands at £458k banked, with a projected £510k by year end. Although slightly below the full fee budget, planned delivery is expected to recover most of the target.

Overall, the combined income forecast for the year is £1.367m, which would be £37k above the Adult income budget assuming all courses planned recruit and run up to July of 2026. This positions the organisation favorably for year-end, with strong confidence that planned provision will meet the 'all streams' target although it is less clear how the income will be spread across the ASF/ALL/Full Cost income lines.

Adult provision at York College demonstrates clear strengths, including growing student numbers on Access to Higher Education programmes, high achievement rates, and strong progression into university - particularly in medical and health-related fields. The curriculum is increasingly flexible and employment-focused, with part-time and evening provision, strong employer links, and personalised support driving high engagement and meaningful outcomes.

Key areas for development include enhancing SEND support, which remains underutilised and inconsistently recorded, and refining pastoral support for 19+ learners on 16-18 programmes. Ongoing improvements in these areas are already in process and are beginning to positively impact learner engagement, retention, and achievement.

Overall, the College is well-positioned to build on its current momentum and continue developing an adult learning offer that is ambitious, inclusive, and aligned with both learner aspirations and the wider economic landscape.

Resolution:	The committee notes this document

1. INTRODUCTION

The College strengthened its adult provision with the appointment of a dedicated Adult Education Manager in January 2024, creating clearer operational oversight and coordination of adult programmes, funding, and learner experience. We continue to deliver a broad range of adult pathways including Access to HE, professional courses, and full-cost provision underpinned by improving learner support and positive progression outcomes.

However, following strategic review and shifting demand patterns, the College closed its distance learning provision in January 2025, enabling resources to be refocused on in-person, locally responsive adult learning that better meets regional skills priorities and learner needs.

At present we have close to 1000 adult learners enrolled at college, with 456 drawing Adult Skills Funding (ASF), the remaining number are funded in a mix of income streams including self and co-funded as well as Adult Learner Loan (ALL).

2. BACKGROUND

At the mid-year point (RO3), Adult Education income performance remains strong, tracking on target and significantly ahead of the same point in 2024/25 on ASF (£762k Vs £582k). A total of £1.228m has already been secured, representing 92% of the annual £1.33m budget.

Income Adult Skills Funding (ASF) is performing well, with RO3 income of £762k, increasing to £770k once the 10% reduction is removed but this remains in forecast reflecting expected retention rates. Current forecasts indicate that the ASF target is achievable for the academic year and there is a noticeable rise in Adult Learner Loan (ALL) applicants in 2025/26 compared with 2024/25. Tuition fee income stands at £458k banked, with a year-end projection of £510k. Although slightly below the full budget line at RO3, planned delivery for the remainder of the year is expected to recover most of this target. Overall, the combined income forecast of £1.367m is achievable assuming all planned courses recruit and run through to July 2026. This positions us favourably for year-end, with confidence in meeting the 'all streams' income target, though the distribution across ASF, ALL, and full-cost lines may vary.

Strengths across Adult Provision continue to be evident. Student numbers on Access to Higher Education programmes have grown, supported by high achievement rates and strong progression into university, particularly for learners entering medical and health-related fields. Curriculum development has focused on offering a broad and flexible adult learning offer, including part-time and evening provision, while moving away from less suitable models such as Distance Learning. Courses are increasingly aligned to employment needs, higher-level study, and career development, with strong employer links and personalised support contributing to meaningful learner outcomes and high engagement.

Areas for Development include continuing to improve SEND support for adult learners as this is an underserved area that is not yet tapping into the full available funding. Previously, inconsistencies in the recording of support and interventions created uncertainty for both staff and learners. Work is ongoing with the ALS team to ensure support is clearly captured, communicated, and embedded to improve accessibility and learner experience. Additionally, pastoral provision for 19+ learners enrolled on 16–18 study programmes requires further refinement to better meet their specific circumstances. Differentiated guidance and support structures are being strengthened, with early improvements already reflected in learner engagement, retention, and achievement.

Overall, adult provision at York College is performing well both financially and academically, with continuing improvements focused on learner support, curriculum relevance, and high-quality progression routes.

3. RO3 Financials

ASF: £762,282 includes Tailored learning and Innovation fund (£68k which we are absolutely confident will be spent). It also has 10% reduction baked in so technically we still have 100% of this at present- therefore overall this is £770,510

Tuition Fees: £457,509 are banked. The £509,570 is planned (with 10% predicted for drop off to be cautious)

Overall, £1,228,019 banked at 11th Nov against the top line Adult income budget of £1.33m

Adult Courses All Income streams	2025-26 Budget	RO3 October	Rough Forecast
		10% reduction applied to Funding	This includes further expected income based on data from course file planning. Tuition fees include planned Full cost plus a 10% reduction- refunds and withdrawal
Funding (Inc Tailored learning & Free courses for jobs)			
Adult Skills Funding (DfE)	£99,000	£92,403	£95,000
2024-25 adjustment		-£22,989	
Adult Skills Funding (York & North Yorkshire Combined Authority)	£660,000	£618,845	
Adult Skills Funding (West Yorkshire Combined Authority)	£86,000	£74,023	
	£845,000	**£762,282**	**£857,282**
Tuition Fees			
Advanced Learner Loan Funded Fees	£217,000	197,937	185,570
Full Cost - Loan Eligible - Self Funded	£50,000	66,398	58,000
Adult Co-Funded Courses	£40,000	40,930	36,000
Full Cost - Adult	£228,000	152,244	230,000
	£535,000	**457,509**	**509,570**
	£1,330,000	**£1,219,791**	**£1,366,852**

4. Implementation Plan

Priority Area	Objectives	Key Actions	Timeline	Success Measures
1. Strengthen SEND Support for Adult Learners	Improve consistency and quality of SEND identification, recording, and support	• Standardise SEND recording across all adult provision • Train staff on SEND processes and inclusive strategies • Create SEND learner profiles • Introduce regular review points	December 2025 (development) Full implementation and training March 2026	• Accurate, complete SEND records • Improved satisfaction • Higher achievement and retention for SEND learners Full ALS claim to CA

2. Enhance Pastoral Support for 19+ Learners on Study Programmes	Provide differentiated support tailored to adult needs	• Create a pastoral framework for 19+ learners • Train pastoral staff on adult-specific needs • Introduce adult-focused induction • Assign adult pastoral lead	Framework by Spring 2025	• Improved retention • Higher engagement with support services • Positive learner feedback
3. Curriculum Refinement Through Curriculum Review 2025	Strengthen relevance and quality of adult curriculum post-distance-learning closure. More employer led provision.	• Review current and planned courses • Expand face-to-face/ blended provision	Audit – ongoing Curriculum Planning Complete Jan 2026	• Increased enrolments in priority areas • Stronger financial performance • Curriculum aligned to skills needs
4. Build on Access to HE Growth & Progression	Sustain growth and strong progression rates	• Strengthen marketing & outreach • Expand university progression agreements • Enhance academic preparation support • Analyse data for improvement	Enhancements by Summer 2026	• Increased Access enrolments Sept 2026 • High HE progression rates • Improved achievement
5. Ensure Financial Stability Across Income Streams (ASF/ALL/Full Cost)	Maintain strong income performance and manage variation between streams	• Develop real-time monitoring tool • Hold monthly curriculum–finance meetings • Expand full-cost provision • Staff development in employer engagement	Monitoring tool Jan 2025 Strategy active 2026/27	• Income target met/exceeded • Balanced performance across streams • Growth in ALL enrolments
6. Strengthen Leadership of Adult Provision (Adult Education Manager)	Consolidate strategic oversight, planning, and collaboration under Assistant Director	• Set KPIs and accountability • Formalise cross-college coordination • Develop three-year adult learning strategy • Introduce annual adult provision review cycle	KPIs Summer 2025 Strategy Autumn 2026	

8. RECOMMENDATIONS / ACTIONS

1. Consolidate Leadership and Strategic Direction
- Finalise and embed a three-year adult learning strategy, led by the Adult Education Manager, with clear priorities linked to labour market need, combined authority expectations, and college income targets.

2. Strengthen Infrastructure for SEND and Pastoral Support
- Implement the new central SEND tracking and recording system, ensuring full adoption across adult curriculum teams for 2025/26.
- Deliver mandatory SEND and inclusive teaching training for all staff delivering to adult learners.
- Introduce a formal pastoral model for 19+ learners, with differentiated support pathways and clear communication to learners at induction.

3. Maximise Income Opportunities Across Funding Streams
- Investigate a funding mix strategy to balance ASF, ALL, and full-cost provision, reducing dependency on any single income stream.
- Respond to the increase in Adult Learner Loan applicants by exploring the expansion of Level 3 and Level 4 provision in high-demand subject areas (creative) and professional qualifications (Business & Professional).
- Introduce real-time financial dashboards to track underperforming courses early and take corrective action (e.g., marketing boosts, timetable adjustments, additional cohorts).
- Engage employers and combined authorities to shape future adult programmes aligned to regional skills pipelines.

4. Strengthen Access to HE and Higher-Level Adult Pathways
- Scale Access to HE marketing, particularly targeting adults considering career change or re-entry to education.
- Expand HE progression partnerships, especially with regional providers offering health and medical degrees.
- Strengthen pre-Access and transition support (digital skills, academic writing) to boost retention and achievement.

5. Strengthen Marketing, Employer Engagement, and Community Presence
- Extend targeted campaigns for adult audiences—including Access, professional qualifications, short courses, and retraining pathway outside of social media routes.
- Strengthen employer engagement via a coordinated approach to business development, focusing on sectors with strong workforce needs.
- Increase community presence through outreach events, partnerships with local organisations, and in partnership with other education providers.

9. CONCLUSION

Adult provision at York College is in an improving position, both financially and academically. Mid-year income is tracking at target, The appointment of the Adult Education Manager in January 2024 has provided much-needed leadership and coordination, allowing the College to focus provision more effectively and phase out less sustainable models such as distance learning and re-focus on local needs and to identify and challenge areas for development. Areas for improvement are well understood as SEND support must become more consistent and robust, pastoral provision for 19+ learners on study programmes requires further differentiation, and financial performance across income streams needs more systematic monitoring to maintain long-term stability.

The implementation plan and recommended next steps provide a route for strengthening adult provision further by expanding higher-level and employer-responsive programmes, and improving marketing and employer engagement. Together, these actions will ensure that York College continues to deliver high-quality, accessible, and financially sustainable adult learning that meets regional skills needs and supports adults into employment, higher education, and lifelong learning.

Overall, the College is well-positioned to build on its current momentum and continue developing an adult learning offer that is ambitious, inclusive, and aligned with both learner aspirations and the wider economic landscape.

QUALITY AND CURRICULUM COMMITTEE

Paper Title:	**KPI Scorecard and Quality Report**
Date of Meeting:	25 November 2025
SLT Lead/ Paper Author:	Victoria Lindberg – Director of Quality of Education
Purpose of Paper:	Scrutiny
Previously considered by:	SLT

Supports

Strategic Roadmap alignment:	Students & Apprentices ☒ Staff ☐	Sustainability ☐ Surroundings ☐

Implications

Related risk:	Core purpose ☒ Financial sustainability ☐		Safe community ☐ Cyber security ☐ Other - ☐			
Direction of Travel:	Declining Risk	☒	Static Risk	☐	Increasing Risk	☐
Legal/Regulatory:	N/A					
Financial:	N/A					

Executive Summary

The Q&C KPI Scorecard is designed to provide The Committee with an 'at a glance' view of progress towards strategic targets relevant to the success of our students and apprentices. This is the first scorecard of the 2025-26 year.

The Committee will note an overall positive picture in terms of recruitment at this stage.

Attendance is discussed in the quality report and is a concern, though it is in the context of an attendance issue across all sectors of education currently.

Retention is holding well across all provision types with the exception of HE which is being looked into in more detail.

Our first survey of the year saw a significant increase in participation with over 2600 responses, over 1000 more than the equivalent survey last year. The results of that survey are being analysed at the time of writing this report.

The Quality Report provides a detailed review of results and in most cases, a six-year trend of performance. The Committee will already be aware of the improvements made across the majority of provision n 2024-25. Adult achievement remains an area for improvement. The quality report also provides a brief update on attendance and retention as well as commenting on some of the quality activities currently going on in college, including an update on the work of the TLA Team and Digital

Innovation Team. At the time of writing, work to analyse progress check one results and the first survey is underway. The Director of Quality can provide a verbal update in the Committee as well as presenting the outcomes of this quality work in the February meeting.	
Resolution:	The Committee are invited to scrutinise the data on the scorecard and in the quality report and provide support and challenge to senior leaders.

Quality & Curriculum Committee – KPI Scorecard 2025-26

	Students & Apprentices	Target (End of Strategic Plan)	Milestones (24/25)	25-26 (10-11-25)	National Rate 23-24 (where applicable)	24-25	23-24
	Recruitment						
1	Recruitment (16-19)	3784	3784	4086		3847	3758
2	Recruitment (16-19) £	£21.5m	£21.5m			£21.8m	£20.1m
4	Recruitment (Adult) £	£830,233	£700K	£845k		£881,000	£543K (inc Support)
5	Recruitment (HE) £	£1.6m	880k	£1.05m		£1.1m	£1.2m
6	Recruitment (Apprenticeships) £	£4.3m	£4.2m	£4.9m		£4.9m	£4.4m
	Attendance						
7	Attendance (all)	95%	87%	86.5%		86.4%	80.8%
8	Attendance A-Level	95%	87%	90.8%		88.8%	82.0%
9	Attendance Vocational	95%	87%	85.9%		85.2%	78.8%
10	Attendance Adult	95%	87%	86.0%		82.9%	83.1%
11	Attendance HE	95%	90%	89.0%		89.1%	88.8%
12	Attendance Apprenticeships	95%	90%	90.3%		90.4%	88.4%
13	Attendance English	90%	80%	79.0%		77.9%	73.1%
14	Attendance Maths	90%	80%	79.1%		76.9%	70.0%
	Retention						
15	Retention (all)	93%	90%	97.2%	91.8%	89.2%	88.8%
16	Retention (16-19)	93%	90%	97.1%	90.6%	90.1% Overall 95.9% A-levels 89.0% Voc	93.1% A-levels 86.8% Voc

Quality & Curriculum Committee – KPI Scorecard 2025-26

17	Retention (Adult)	93.0%	90%	97.9%	93.2%	84.7%	84.7%
18	Retention (HE)* being measured differently in 24/25 – targets adjusted accordingly	91.1%	90%	80.4%	79.8%	84.8%	79.6%
19	Retention (Apprenticeships)	80%	75%	80.7%	58.8%	74.5%	74.3%
	Achievement						
20	Achievement (all classroom based quals, all ages – incl maths and English)	90%	86%		85.5%	86.4%	81.3%
21	Achievement (all classroom based quals, **16-19 only** – incl maths and English)	90%	86%		83.4%	87.8%	81.6%
22	Achievement (all classroom based quals, **adult only** - incl maths and English)	90%	86%		87.8%	79.2%	79.3%
23	Achievement (all classroom based quals, **HE only current year** – excl. maths and English)	90%	90%		80.1%	82%	77.8%
24	Achievement (all **apprenticeships only** excl. maths and English)	75%	72%		60.5%	72%	70.9%
25	Difference between overall HN achievement against peers.	Less than 3pp	Less than 3pp			+7.2pp	-1.2pp
26	Difference between overall achievement of any disadvantaged groups against peers	Less than 3pp	Less than 3pp			+3.2pp -1.1pp	+4.7pp (FSM) -1.4pp (LDD)
26a	Difference between overall achievement of BAME students	Less than 3pp	Less than 3pp			-0.2pp	-4pp
27	GCSE maths grades 1-9	96%	94.5%		95.2%	95.5%	93.3%
28	GCSE maths Grades 4-9	20%	17.5%		17.1%	15.2	12.4%

29	GCSE maths progress % (% of students who improved a grade/level in maths)	50%	35%			28%	25.7%
30	GCSE English Grades 1-9	96%	94.5%		95.4%	96.7%	94.4%
31	GCSE English Grades 4-9	25%	21%		20.9%	19.9%	15.3%
32	GCSE English progress % (% of students who improved a grade/level in English)	50%	40%			34.5%	33.8%
33	A-level grades A*-E	100%	99.5%		97.5%	99.8%	99.1%
34	A-level grades A*-B	70%	55%		55.2%	54.2%	47.7%
35	A-level ALPS	4	4			5	6
36	L3 Vocational – high grades	75%	65%			64%	55.3% Plus 24.5% who gained the highest grade possible
37	T-Level – high grades	75%	65%		65.3%	70.3%	76%
	Progression and Destinations						
38	Internal progression between levels	55%	55%			40.0%	47.9%
39	Internal progression from L3 to HE	1%	1%			1.1%	0.6%
40	Destinations - % of students progressing to positive destination.	90%	90%			TBC	68%
41	Progression to first choice HE	85%	85%		82%	85.6%	82%
	Satisfaction Rates						
42	Student Survey – participation rate	65%	50%	45%		31%	35%

43	Student Survey – overall satisfaction	95%	88%	TBC		89%	84.8%
44	Employer Survey - overall satisfaction	90%	90%			94%	98%

Themed Quality Report – Quality and Curriculum Committee

25th November 2025

Victoria Lindberg – Director of Quality of Education

Cross-College Achievement Rates 6 Year Trend

Pro-Achieve – all ages, all qualifications

	2018-19	2021-22	2022-23	2023-24	2024-25	National Average (2023-24)
All Ages	87.1%	79.7%	78.1%	81.3%	86.4%	85.5%
16-18	86.9%	79.7%	77.6%	81.6%	87.8%	83.4%
19+	87.8%	79.7%	81.2%	79.1%	79.2%	87.8%

Education Programmes for Young People

Overall Achievement, Pass and Retention Rates 6 Year Trend

Pro-achieve – 16-18 QAR, all qualifications

	24/25	23/24	22/23	21/22	20/21 *TAG	19/20 *CAG	National Rates (2023-24)
Achievement	87.8%	81.6%	77.6%	79.6%	87.4%	91.6%	83.4%
Pass	96.7%	91.3%	92.0%	94.4%	97.4%	98.0%	92.1%
Retention	90.8%	89.4%	84.3%	84.3%	89.8%	93.5%	90.6%

Overall Achievement Rates 6 Year Trend by level (including % of student enrolments)

Pro-achieve – 16-18 QAR, all qualifications

	24/25	23/24	22/23	21/22	20/21 *TAG	19/20 *CAG	National Rates (2023-24)
E/L1	88.0% (12.7%)	83.1% (8.0%)	79.8% (5.4%)	76.0% (4.6%)	80.5% (4.4%)	93.1% (6.9%)	81.7%
L2	84.6% (47.0%)	78.2% (30.1%)	72.9% (27.2%)	73.6% (23.2%)	84.2% (26.9%)	92.5% (41.4%)	81.4%
L3	91.5% (40.3%)	83.2% (61.9%)	79.3% (67.4%)	81.7% (72.2%)	89.1% (68.7%)	90.7% (51.7%)	85.2%

Please note at L3 – 43.2% of enrolments are to A Level.

Overall A-level achievement

	24/25	23/24	22/23	21/22	20/21 *TAG	19/20 *CAG	National Rates (2023-24)
A-level	95.5%	97.8%	95.2%	92.7%	96.2%	98.8%	82.4%

Overall Vocational Achievement

Pro-achieve – 16-18 QAR, Award, Certificate and Diploma

	24/25	23/24	22/23	21/22	20/21 *TAG	19/20 *CAG	National Rates (2023-24)
Overall	86.2%	81.1%	78.4%	79.5%	84.7%	87.5%	84.4%
E/L1	88.0%	83.1%	75.3%	74.7%	77.7%	90.0%	82.5%
L2	84.6%	78.2%	78.8%	77.6%	81.5%	82.4%	83.8%
L3	88.4%	84.7%	78.8%	80.8%	87.0%	89.5%	86.4%

Achievement Gaps

Where small achievement rates have existed previously, these gaps have narrowed, leaving us with very few gaps in achievement and where larger gaps do exist, these are favourable in terms of disadvantaged groups.

Student Group	Achievement Rate	Difference
All 16-19	87.8%	
Male	86.4%	-1.4pp
Female	89.2%	+1.4pp
Declared LDDD	86.7%	-1.1pp
High Needs Students	95.0%	+7.2pp
BAME	87.6%	-0.2pp
Free School Meals	91.0%	+3.2pp

Value Added

ALPS Value Added shows an improvement in value added at A-level with a provider quality score of 4 which means that the vast majority of students meet their Minimum Expected Grades. Vocational ALPS has also improved demonstrating the increase in high grades across our vocational programmes this year.

A-Level

2	RED teaching & learning %	4.9%	8.2%	4.9%	7.6%
	RED teaching & learning grade	7	6	7	7

3	BLUE teaching & learning %	32.5%	31.7%	18.6%	26.1%
	BLUE teaching & learning grade	6	6	5	6

4	Provider A level Quality Indicator score	0.91	0.91	0.95	0.96
	Provider A level Quality Indicator grade	6	6	5	4

Vocational ALPS

2	RED teaching & learning %	0.9%	0.0%	2.3%	49.6%
	RED teaching & learning grade	6	6	6	4

3	BLUE teaching & learning %	55.8%	84.3%	19.3%	40.5%
	BLUE teaching & learning grade	7	8	5	7

4	QI Score	0.78	0.75	0.81	0.90
	QI Grade	7	7	7	5

GCSE English and maths

Results – Overall Outcomes

The tables below indicate the pass rates for GCSE English and maths which are the main measure. The achievement rate for GCSE English in 2023-24 was 82.2% (77.5% last year) and 81.1% (73.4% last year) for maths.

GCSE English	24/25	23/24	22/23	21/22	20/21 *TAG	19/20 *CAG	National Rates (24/25 17+)
Grades 9-1	96.9%	94.4%	93.1%	92.9%	98.3%	98.1%	95.4%
Grades 9-4	20.8%	15.3%	18.2%	16.7%	39.1%	36.6%	20.9%

GCSE Maths	24/25	23/24	22/23	21/22	20/21 *TAG	19/20 *CAG	National Rates (24/25 17+)
Grades 9-1	96.0%	93.3%	93.6%	91.7%	99.5%	97.1%	95.2%
Grades 9-4	15.4%	12.4%	8.8%	6.2%	23.3%	18.7%	17.1%

<u>Attendance</u>

Attendance, though better than last year continues to present a challenge. On 16-19 study programmes, year to date attendance is 90.8% (92.7% last year) for A-levels and 85.9% for vocational programmes (87.3% same point last year). Attendance of young people to English and maths are both 79.0% and 79.1% respectively compared to 80% at the same point last year. It is of course disappointing for attendance to be slightly lower than at the same point last year, however, this is in the context of a national attendance issue across all sectors of education. Whilst disappointing, in conversations with peers in other organisations, it does not feel as though we are an outlier in terms of our current attendance rates.

<u>Retention</u>

At the time of writing the report, 7 students have been withdrawn post-census date. Retention for 16-18 students currently stands at 97.1%, the impact of students on 2-year programmes leaving in year 1 or failing to return for year 2 is included in this. This is marginally higher than at the sae point last year but expected due to the impact of linear A-levels.

266 students withdrew during the first 6 weeks, approximately 6% of enrolments. This represents 41 students more than the same point last year. Feedback from curriculum suggests that initial assessment was implemented with greater rigour this year and that more students were withdrawn in the first 6 weeks who previously may have stayed in the system well into the academic year. This position requires weekly scrutiny of withdrawals by the DoQE to ensure this is indeed the case.

<u>Destinations</u>

In 2024-25, 633 students applied through the UCAS process. Of these 560 (88.5%) were placed at either their firm or insurance choice; (85.6% firm choice and 2.8% insurance choice). This is slightly above the national picture of 82% gaining a place at their firm choice and 2.9pp higher than our outturn last year. Seventy-three students were unplaced,11.5% of applicants. All 73 were contacted to offer support either with clearing, joining our own HE provision or offered general careers advice. Of those who responded to contact, the vast majority had taken employment or were enjoying a Gap Year before applying again in the future.

Our most applied for Higher Education Institutions remained York St John, Leeds Beckett and Manchester Metropolitan University. The most offers came from York St John, Northumbria and Leeds Beckett, also the same as last year. The most acceptances were to York St John, Northumbria and the University of York. The University of York has not appeared on this list for some time and may represent a positive consequence of our improved high grades at A-level. These three Higher

Education Institutions took 26% of our applicants. Acceptances to Russel Group universities accounted for 24% of our applicants, broadly in line with previous years.

Notable strengths in destination data include Access to HE Medicine students securing places to read Medicine at Bristol and Lancaster and Dentistry at Liverpool. In Performance and Production, 100% of students secured offers at their chosen universities following audition success, demonstrating excellent preparation for these next steps. In Early Years, 57% of students progressed to higher education, including three progressing to courses internally. In Hospitality and Travel, students secure employment with industry partners, including commis chef positions at Middlethorpe Hall whilst all students on the Travel and Tourism Extended Diploma secured employment including as Cabin Crew with Jet2. All students from Health T-Level progressed to their first-choice university. In motor vehicle, 45% of level 3 students moved into employment with the likes of Toyota and Volvo.

In terms of the overall destination picture, 2811 16–18-year-olds completed their qualification with us in 2024-25. 40% have progressed internally to the next level of their course, 1.1% progressed to our own HE offer and 16.7% moved on to HE elsewhere. For the second year, leaders have recruited the support of an external company to conduct further destination analysis as we recognise the high number of 'unknown' destinations. Leaders also recognise that progression to our own HE or Apprenticeship offer is too low.

Adult (19+)

Overall achievement rates

	24/25	23/24	22/23	21/22	20/21 *TAG	19/20 *CAG	National Rates (24/25)
Achievement	79.2%	79.1%	80.9%	78.1%	78.3%	84.4%	87.8%
Pass	93.4%	94.7%	94.8%	92.1%	93.7%	94.5%	94.2%
Retention	84.8%	83.6%	85.3%	84.8%	83.5%	89.4%	93.2%

	24/25	23/24	22/23	21/22	20/21 *TAG	19/20 *CAG	National Rates (24/25)
Level 1	84.4% (35.7%)	87% (34.4%)	91.2% (34%)	77.0% (17.2%)	78.9%	79.7%	82.1%
Level 2	72.5% (39.7%)	75.4% (47.8%)	77.1% (49%)	79.3% (68.8%)	74.0%	83.8%	82.3%
Level 3	73.0% (12.6%)	75.6% (14.8%)	70.4% (14%)	73.7% (13.0%)	80.7%	85.7%	79.2%
Level 4	73.3% (2.5%)	66.7% (3.0%)	70.4% (2%)	73.3% (1%)			
Non-Qual	98.3% (10.0%)						

Adult achievement has been similar for a number of years, but consistently below the national rate. Improving the achievements rates in adult is a leading priority for leaders in managers in 2025-26.

Attendance

Adult attendance is currently 86.0% (86.6% last year). Attendance to adult English and maths programmes is particularly low as well as attendance to some of our tailored learning programmes.

Retention

Retention to adult programmes is currently 97.9% (86.2% last year). This is largely impacted by Level 4 counselling which is being taught out and historic withdrawals from these programmes still counting towards us.

Higher Education

Attendance

Attendance to HE programmes currently sits at 89.0% (89.4%). The cost-of-living crisis continues to impact on HE students who are often juggling study with work and family commitments. HE programmes in Digital and Early Years are particularly low at 79.6% and 81.1%, the causes of which are known by the relevant managers and support is in place for those students.

Retention

Retention on HE and professional programmes is currently 80.4% (92.8%). The Director of Quality of Education has extended the data analysis of HE to wider number of programmes than previously reported on hence a lower number than previously reported. A small number of students have withdrawn from programme largely due to the cost-of-living crisis and the need to delay their studies due to the need to work. Alternative options, such as suspension of studies, are always explored and of those students who have left so far, several will return to their studies next year. This will be explored in more detail in the semester one HE Boards due to take place in early January to ensure the best decisions have been taken.

Apprenticeships

Attendance

Attendance to apprenticeship programmes is currently 90.3% (92.1% last year) Attendance is similar across all programmes but notably strong in Science, Health and Engineering.

Retention and Achievement

Given the nature of apprenticeship provision, a more comprehensive summary of our apprenticeship provision will be provided at the February Committee once all likely in-year starts are with us.

High Needs

Achievement

Achievement for High Needs students in 2024-25 was 95%, significantly above college achievement.

Recruitment

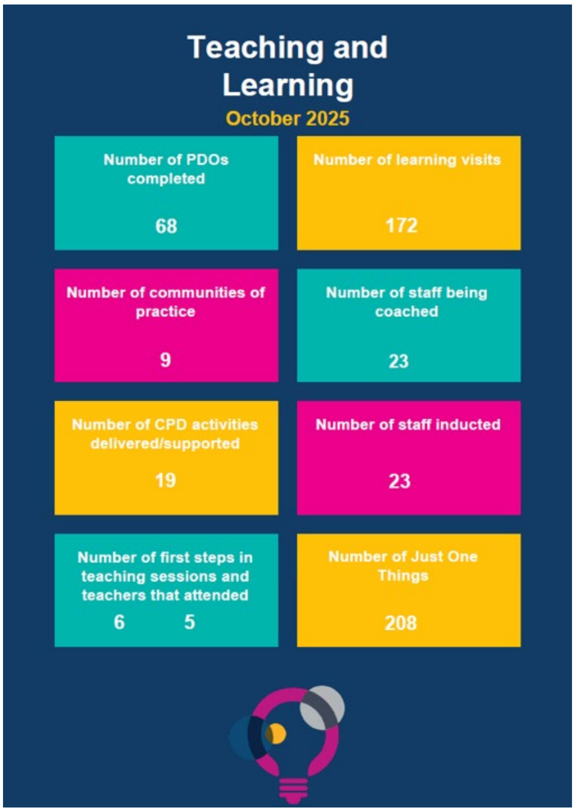
At the time of writing the report, c. 250 students at the college have Educational Health Care Plans in place. The number of students in receipt of High Needs Funding is expected to be around 160, work is ongoing with local authorities to secure this.

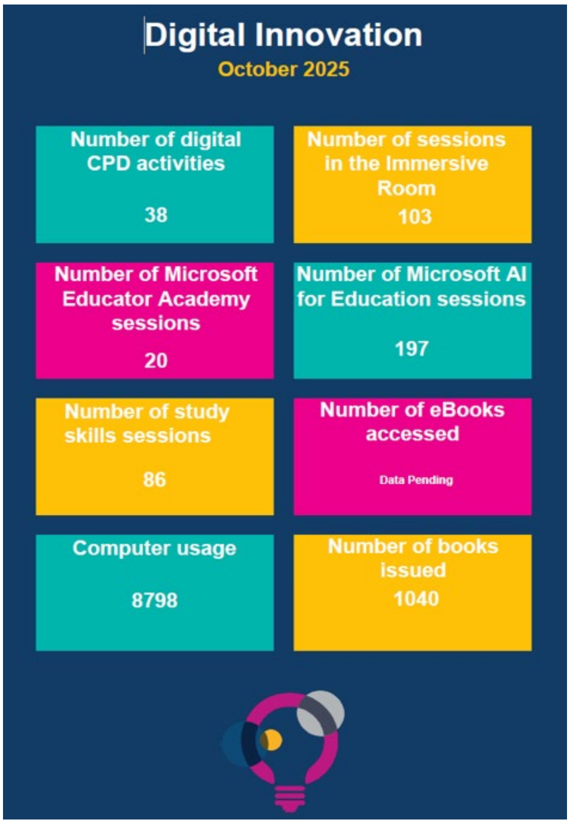
Attendance and Retention

Attendance of High Needs students is currently in line with college current year average. Retention is currently 100%.

Quality Assurance and Improvement Activities

Teaching, Learning and Assessment





Expected Impact	Evidence Base	KPI
Teaching staff will see the benefit of the support made available to them in developing their craft of teaching.	Staff surveys following TLA activities (coaching, whole-college CPD, team CPD etc)	September – 80% positive responses October – 80% positive responses
Teaching and learning activities will engage, motivate and inspire all students and apprentices so	Attendance	Attendance is a challenge and we are yet to demonstrate year-on year improvement.

that they are fully involved in the learning process and ready for their next steps.	Achievement High Grades Value Added Destinations (inc progression) Learner survey results	2024-25 improvement seen. 2024-25 improvement seen. 2024-25 improvement seen. 93% positive responses to TLA related questions
Teaching staff will be able to highlight highly effective practice within their peer teaching communities and share this with the wider college staff.	Uptake in peer observations Uptake in open door events Uptake in communities of practice Participation in Festival of Learning	Year on year improvement across all measures has been seen in 2024-25.
The proportion of students and apprentices staying with the college for the full length of their programme will increase.	Retention	90.8% in 2024-25 (0.8pp above target).
The proportion of students and apprentices who achieve their qualifications (and their full potential on graded qualifications) will increase.	Achievement High Grades Value Added	Year on year improvement across all measures in 2024-25.

<u>Initial Assessment and Progress Check 1 – At Risk students</u>

During the first six weeks, teams across the college went through an initial assessment process with their students. Feedback from curriculum areas suggests that the process was used with greater rigour this year and meant that more students were withdrawn or directed to alternative programmes who previously would have stayed on roll for longer.

Progress check 1 has fallen later than last year due to the later half-term and at the time of writing has yet to be fully analysed or discussed at SLT. However, headline figures show 197 (239 last year) students as 'red' at risk.

Start of Year Survey

The start of year survey ran from the 6th to the 24th October 2025. The response rate was around 45%, a total of 2684 responses (1474 responses to the same survey last year).

Responses at the time of writing are yet to be fully analysed or discussed with SLT, detailed analysis of the outcomes will be shared at the February Committee.

QUALITY AND CURRICULUM COMMITTEE

Paper Title:	Strategic Risk Register
Date of paper:	18 November 2025
SLT Lead/ Paper Author:	Ken Merry, Principal & Chief Executive
Purpose of Paper:	To provide governors with an oversight of the Strategic Risks currently facing the college.

Supports

Strategic Roadmap alignment:	Students & Apprentices ☒ Staff ☒	Sustainability ☒ Surroundings ☒

Implications

Related risk:	Core purpose ☒ Financial sustainability ☒			Safe community ☒ Cyber security ☒ Other ☒		
Direction of Travel:	Declining Risk	☐	Static Risk	☒	Increasing Risk	☐
Legal/Regulatory	None					
Financial:	None					

Executive Summary

The Strategic Risk Register is presented to Quality & Curriculum Committee for scrutiny at this meeting.

Notable changes since September 2025 include:

- Reduction in the residual score for *Core Purpose* due to the excellent results achieved by students and apprentices in Summer 2025.
- Reduction in the residual score for *Financial Sustainability* in light of the strong 2025/26 budget position and the increase in 16-to-18 recruitment which will benefit 2026/27 income.
- An adjustment to the narrative about *Safe Community* regarding the increase in right wing tension across York and North Yorkshire. Whilst we are not experiencing this within the college, it is (sadly) evident in the communities that we serve.

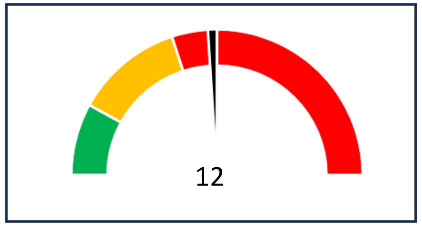
The *Subcontracting* risk has been removed as the college has received the letter from the Department for Education approving our subcontracting audit and confirmed we have met the *Subcontracting Standard.* As a result, we are allowed to continue subcontracting and do not need to undertake another subcontracting audit until 2027/28.

As always, members across the Strategic Leadership Team have contributed to the updates included in this document, and the risks that are on the team's mind are frequently revisited to ensure that the risk register covers everything.

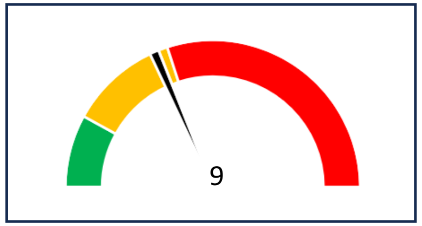
Resolution:	Governors are asked to read and note the risk register.

MITIGATED RISK DASHBOARD

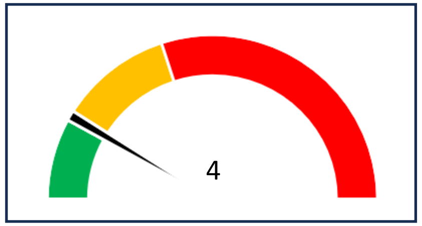
CYBER SECURITY



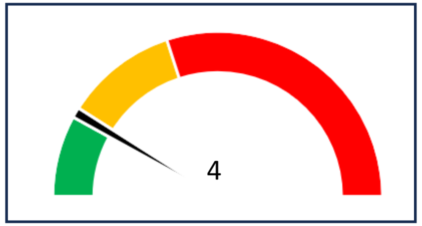
SAFE COMMUNITY



CORE PURPOSE



FINANCIAL SUSTAINABILITY



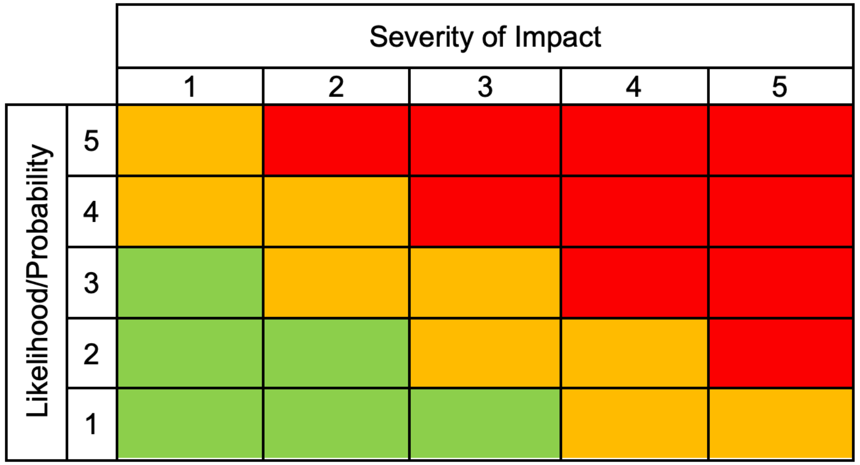
Date reviewed: November 2025

RISK MONITORING

IMPACT

		Financial	Quality or Service	Reputation
1	Very Low	Negligible (under £100k)	No effect	No effect
2	Low	Low cost (£100k to £250k)	Minor changes to maintain	Negligible effect
3	Medium	Moderate cost (£250k to £500k)	Limited changes to maintain	A potential for slight reputational damage
4	High	Some impact on reserves (£500k to £1m)	A number of changes to maintain	Limited reputational damage arising
5	Very High	Significant impact on reserves (£1m+)	Significant changes to maintain	Significant, widespread reputational damage

SEVERITY



CYBER SECURITY

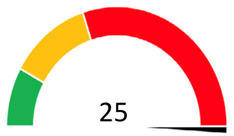
York College succumbs to a comprehensive cyber attack

Risk owner: Chief Finance Officer

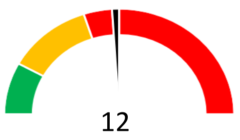
Area of Concern: No

Risk Appetite: Minimalist

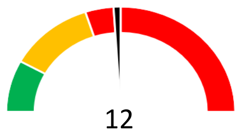
INITIAL RISK



MITGATED RISK



RISK LAST QUARTER



DIRECTION OF TRAVEL

RISK DESCRIPTION

- Failure to maintain business as usual because of a cyber security attack
- Potential impact on student experience could lead to reputational damage

EXISTING RISK CONTROLS

- Business Continuity Plan (under review)
- Firewall, web filtering, email filtering, security audits, intrusion detection systems in place, along with Anti-virus software
- Cyber security training
- Purchased enhancements from Microsoft
- Regular testing incident responses
- Cyber-attack insurance in place (increased cover)

NEW RISK CONTROLS THIS QUARTER

- Continued stress-testing of the infrastructure.
- Significant (and ongoing) investment being made to the network, including new PCs, laptops, switches, and wireless internet.

ACTIONS AND PROGRESS TO DATE

- Implementation of multi-factor authentication *All staff and students now use MFA.*
- Regular testing of the Business Continuity Plan *Stress testing the BCP to ensure it is fit-for-purpose supported by some Disaster Recovery planning completed by the new Head of IT Services – tested in a JANET outage recently. Support from JISC might help mitigate certain types of attack.*
- Scheduled updates of web filtering, operating systems, firewalls to ensure latest versions are deployed *Frequently updated systems and software to ensure full protection*
- Frequent testing of vulnerabilities in the system. *Plans in place to create a 'cyber attack' in the autumn term when it would have minimal operational impact.*

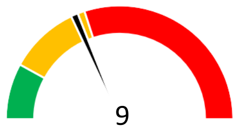
NEW ACTIONS THIS QUARTER

- Further insurance arranged for recovery plans
- Head of IT has identified a range of necessary infrastructure investments included in 2025/26 budget.
- Exploring options around a more robust approach to monitoring, mitigation & prevention for 25/26 with a range of products being considered.

BUSINESS AS USUAL ASSURANCE MECHANISMS:

- Frequently reviewed at SLT and CLT
- Staff completion of mandatory training reviewed and followed up
- Reported to Finance and General Purposes Committee

TARGET RISK

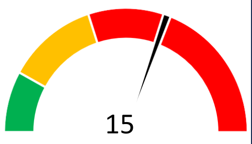


SAFE COMMUNITY

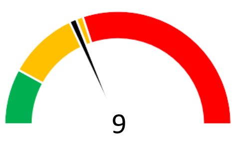
Failure to maintain York College as a safe environment

Risk owner: Director of Student & Apprentice Services **Area of Concern:** No **Collective Risk Appetite:** Cautious/Adverse

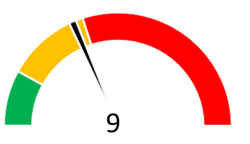
INITIAL RISK



MITGATED RISK



RISK LAST QUARTER



YTD DIRECTION OF TRAVEL

RISK DESCRIPTION

- Students & Apprentices feel unsafe
- Students & Apprentices are at risk of harm
- Staff fail to spot signs of support needs
- Health and Safety culture fails to promote safe working

EXISTING RISK CONTROLS

- Established, knowledgeable Safeguarding team is in place.
- Mandatory training is in place – with most people completing it timely.
- Health & Safety is a high priority within the college environment.
- Visible ID policy is in place; all staff, students, and apprentices are expected to wear ID when on site.

NEW RISK CONTROLS THIS QUARTER

- Continue to review the implications of *Martin's Law* to ensure the college remains safe.
- Increased safeguarding visibility – including Leaders in Safeguarding Assessment.

ACTIONS AND PROGRESS TO DATE

- Team Structure: *A newly formed Safeguarding and Wellbeing team is now in place, adopting a collaborative and preventative approach.*
- Visible ID policy *All staff are expected to challenge non-compliance with frequent reminders. A 'meet & greet' rota is in place.*
- External review and internal audit undertaken on Safeguarding *The sector recognised 'Leaders in Safeguarding' has completed an external review of our Safeguarding processes and practices to ensure we are strong in this area. TIAA internal audit had no recommendations after an intensive review.*
- Safeguarding review: *Leaders in Safeguarding completed an external review, awarded the college 'gold standard' – the highest award.*
- Increase PPD Guest Speakers *Paul Hannaford: anti-crime/drug awareness sessions, IDAS: domestic abuse, NY Police –healthy relationships, Odd Arts theatre performance: stalking/harassment.*
- Increased partnership work *IDAS a frequent feature at the college; York Mind starting on-site, face-to-face counselling sessions in 2025/26.*
- Tension across the region *York (along with other places) has seen an increase in St George flags flying. Work is on-going internally to ensure community cohesion is not affected.*

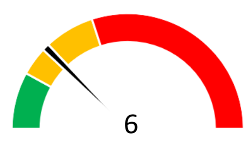
NEW ACTIONS THIS QUARTER

- From September 2025, York Mind will provide on campus counselling five days a week.
- Continued review of visitor safeguarding activities and policies.

BUSINESS AS USUAL ASSURANCE MECHANISMS:

- Safeguarding and Health & Safety both regularly discussed at SLT.
- Safeguarding governor meets regularly with Safeguarding team.
- Frequent communication with local Safeguarding agencies.

TARGET RISK



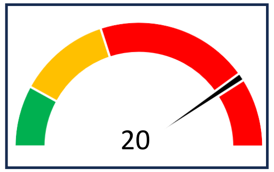
YORK COLLEGE & UNIVERSITY CENTRE

CORE PURPOSE

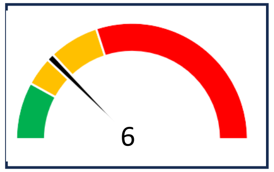
York College does not consistently achieve its core purpose of preparing students, apprentices, and the community for Brilliant Futures.

Risk owner: Deputy Principal/Deputy Chief Executive **Area of Concern:** No **Risk Appetite:** Open

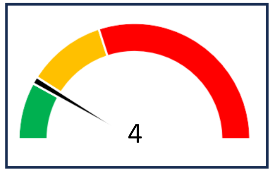
INITIAL RISK



MITGATED RISK



RISK LAST QUARTER



YTD DIRECTION OF TRAVEL

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RISK DESCRIPTION

- Poorly planned curriculum offer
- Poor or declining quality of education
- Proportion of students and apprentices going onto brilliant destinations too low
- Falling below regulator expected standards

EXISTING RISK CONTROLS

- Ensuring a well-planned and responsive curriculum that is carefully reviewed and designed.
- Developing innovation amongst tutors and sharing best practice
- Supporting tutors in a timely manner with tailored CPD and guidance, and an expanding T&L team
- Creating robust performance reviews – where student progress and predictions are scrutinised
- Embedding a new Teaching & Learning strategy

NEW RISK CONTROLS THIS QUARTER

- Revised T&L Strategy shared with staff and includes additional peer learning walks.
- Review of the curriculum planning, timetabling, enrolment, and staffing process is underway to enhance these core functions.
- T&L team involvement in learning walks provide early indications of support needs.

ACTIONS AND PROGRESS TO DATE

- Curriculum review: *Curriculum planning process to be reviewed and further refined for 2025/26, starting earlier to provide additional time for reflection. High level of confidence the offer is meeting local skills needs.*
- Careful review of key performance indicators *Achievement rates from 2024/25 showed significant improvement. Curriculum teams are completing an in-depth review of results as part of their self-assessment process.*
- Investment in digital resources *Implementation of the digital strategy is moving at pace with the development of our Microsoft programme. Using Microsoft Learn to enhance the digital skills of our teachers, we now have 82% of our teachers with an active Microsoft Learn account, with 61% completing the AI for Educators Learning Path and 7% have applied MIEE status. Cube360 has seen a significant increase in bookings since the start of the 2025/26 academic year.*
- BPM process *Providing a much stronger insight into performance and forecasted achievement. The process to be retained into 2025/26 and chaired by the Deputy Principal to enable the Director of QofE to provide more tailored support to curriculum leaders throughout the year.*
- Plans to embed the York College Brilliant Futures Plan *The BFP is now supported by employer partners who have endorsed the key skills it promotes. Staff have been briefed on the purpose and application process for associated badges, with the student launch planned for September.*

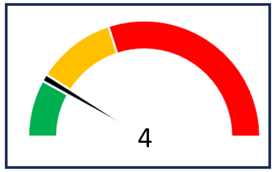
NEW ACTIONS THIS QUARTER

- Revised student voice mechanisms led to increased engagement
- Increased drive on ALPS performance
- Incorporated an external SAR validation into the self-assessment process
- Deputy Principal and Director of Quality attending a range of Ofsted webinars in preparation for the new framework.

BUSINESS AS USUAL ASSURANCE MECHANISMS:

- Self-assessment report and Quality Improvement Planning cycle
- Scrutiny at Quality & Curriculum committee
- Deep dive activity from governors (where appropriate or necessary)
- Ofsted/OfS/DfE oversight

TARGET RISK

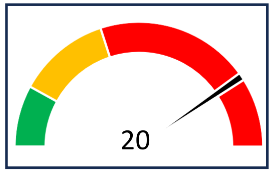


FINANCIAL SUSTAINABILITY

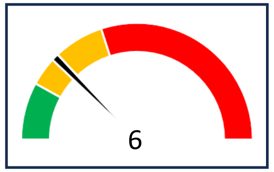
Financial sustainability is not maintained

Risk owner: Chief Finance Officer **Area of Concern:** No **Risk Appetite:** Cautious

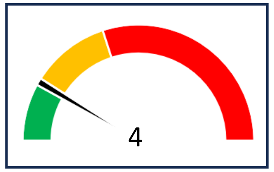
INITIAL RISK



MITGATED RISK



RISK LAST QUARTER



YTD DIRECTION OF TRAVEL

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RISK DESCRIPTION

- Failure to maintain at least *Good* financial health
- Future pension costs may increase as a result of external factors
- Failure to maintain financial sustainability will impact ability to invest in resources/staff

EXISTING RISK CONTROLS

- College income (c. £40m) provide beneficial, economies of scale
- Regular forecasting and production of detailed management accounts
- Robust budget planning by SLT
- Frequent monitoring of performance against KPIs

NEW RISK CONTROLS THIS QUARTER

- Financial statements confirm 'going concern' status of the college.
- Cashflow forecast for 25/26 is positive, cash balances positive at 24/25 year end.
- Budget adjustments in response to recruitment have been actioned.
- Generous capital grant allocation and further investment in 16-to-18 funding helpful.

ACTIONS AND PROGRESS TO DATE

- Recruitment in 24/25 was strong for 16-18 students and provided an increase in funding for 25/26 *Recruitment for 25/26 is currently ahead of the target. In year funding is possible.*
- Financial health maintained at ESFA good *The 24/25 financial statements position should be good; the CFFR 25/26 has financial health on the cusp of Outstanding financial health.*
- Very careful management of cash balances and fixed asset spend *Both regularly reviewed and sound financial controls in place.*
- Interim CFO started in May 2025. *Helping to oversee regulatory obligations and supporting with 2025/26 budget (including CFFR).*

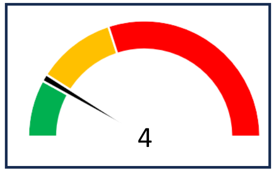
NEW ACTIONS THIS QUARTER

- Cash balances remain stable and closely managed
- Allocation for 16-18 in 25/26 now known, growth funding is a possibility based on current enrolment.
- HE and Adult budgets for 2025/26 adjusted downwards to alleviate challenges. Recruitment is lower than expected

BUSINESS AS USUAL ASSURANCE MECHANISMS:

- Internal and External audit cycle
- Scrutiny at Finance and General Purposes/Audit committees
- Deep dive activity from governors (where appropriate or necessary)
- CFFR submission
- Financial Health Calculation projected to be at least 'good' for 2024/25
- On-going controls against fraud and misappropriation of funds carefully managed.

TARGET RISK



LIKELIHOOD/SEVERITY SCORES

RISK MONITORING SCORES AT A GLANCE

	Initial Risk			Mitigated Risk			Target Risk		
Risk	Likelihood	Impact	Score	Likelihood	Impact	Score	Likelihood	Impact	Score
1	5	5	25	3	4	12	3	3	9
2	3	5	15	3	3	9	3	2	6
3	4	5	20	2	2	4	2	2	4
4	4	5	20	2	2	4	2	2	4
5	4	5	20	2	2	4	0	0	0

YORK COLLEGE & UNIVERSITY CENTRE

QUALITY & CURRICULUM COMMITTEE

Paper Title:	Committee Effectiveness
Date of Meeting:	25 November 2025
SLT Lead/ Paper Author:	Carolyn Barker
Purpose of Paper:	Information

Supports

Strategic Roadmap alignment:	Students & Apprentices ☒ Staff ☐	Sustainability ☐ Surroundings ☐

Implications

Related risk:	Core purpose ☒ Financial sustainability ☐			Safe community ☐ Cyber security ☐ Other - governance ☒		
Direction of Travel:	Declining Risk	☐	Static Risk	☒	Increasing Risk	☐
Legal/Regulatory:	Ensures continued alignment with Department for Education expectations and sector codes, reinforcing the committee's compliance and accountability.					
Financial:	No direct financial implications arise from the effectiveness review.					

Executive Summary

Committee effectiveness report
As part of the college's annual governance review, we conduct a review of the effectiveness of committees. The feedback received from those responding to the questionnaire is provided in the following report.

Key Highlights
- Strong Governance and Leadership: All respondents agreed that the Chair encourages open discussion and that meetings are well-structured, with clear agendas and effective reporting to the Corporation.
- The committee is seen to be fulfilling its duties effectively, particularly in safeguarding, curriculum oversight, policy approval, and strategic monitoring.
- Reports and minutes are considered appropriate and detailed, and staff engagement in meetings is well-regarded.
- Six members rated the committee's performance as "Good" and one as "Outstanding."

Areas for Improvement
- Several respondents suggested the committee would benefit from deeper engagement with HE provision, including dedicated agenda time and clearer reporting on HE quality improvement.
- Feedback indicated that the ToR may be outdated and should be reviewed to better reflect current practice, including references to apprenticeships, adult learning, and inclusion.
- While student welfare is well covered, there is a desire for more direct student input and broader inclusion reporting beyond high needs and SEND.

- Some felt the committee's remit may be too broad, leading to packed agendas and potential dilution of focus.

The committee's schedule of business was last approved on 23 October 2025. The committee's Terms of Reference are due for review.

Resolution:	That the committee considers the outcomes from the committee effectiveness survey.

Audit Committee Effectiveness Questionnaire - 2025 Summary Report

Seven members completed the annual effectiveness questionnaire for the Quality & Curriculum Committee. Overall, responses were highly positive, with the majority of questions receiving unanimous or near-unanimous agreement.

- **Membership and Chairing**: Most respondents agreed that the committee has an appropriate number and range of members, with Corporation members in the majority. The Chair was unanimously praised for encouraging open discussion and inviting questions.

- **Terms of Reference and Governance**: The committee's Terms of Reference (ToR), schedule of business, and reporting arrangements were generally seen as clear and effective. One respondent suggested the ToR could benefit from an update to reflect current practice and terminology.

- **Meeting Operations**: Meetings were considered well-structured, with appropriate attendance monitoring and staff engagement. Reports and minutes were viewed as effective and sufficiently detailed.

- **Committee Responsibilities**: The committee was seen to be fulfilling its responsibilities well, particularly in areas such as safeguarding, curriculum review, policy approval, and strategic monitoring. Some responses indicated that oversight of HE provision and quality assurance activities could be strengthened.

- **Student Voice and Inclusion**: While the committee's engagement with student experience and welfare was rated highly, there were suggestions to enhance direct student involvement and broaden reporting on inclusion beyond high needs and SEND learners.

- **Performance Rating**: One respondent rated the committee's performance as "Outstanding," while the remaining six rated it as "Good."

- **Improvement Suggestions**: Comments included the need for more focused discussion on HE, better alignment of the ToR with current practice, and consideration of the committee's broad remit which can lead to packed agendas.

Detailed Responses to Question 23.
Committee Impact How might the performance of the committee be improved?
6 responses**6**Responses

ID	Name	Responses
1	anonymous	I think a better/clearer focus on HE would benefit the committee. Potentially having one of the meetings where the majority of HE business is discussed/reviewed (potentially with the HE manager present) would help.
2	anonymous	The committee would benefit from more first-hand engagement with students - at governance level through student input to meetings as well as more generally through wider governor involvement in planned student feedback opportunities. This is beginning to be addressed -e.g through invitations to Student Champion lunches - but could be built in to the new student voice strategy. This is beginning to be addressed, but would benefit from being more
3	anonymous	Perhaps have more detailed insight into HE self-assessment and quality improvement actions

ID	Name	Responses
4	anonymous	The agenda is always very full but has become more manageable
5	anonymous	We are presented with data on performance and retention. However, in the schedule of business, point 7, it would be useful if attrition rates were reported each quarter to enable Governors to monitor leaders and managers actions for improvement, if needed. If students stay at the college they achieve. I strongly suspect leaders monitor this but regular reporting to the committee would be helpful.
6	anonymous	I do wonder if this Committee has too much in its remit - it makes agendas and meetings rather crammed.

Detailed Responses to Question 25.
Please feel free to provide any comments below to expand on any of your responses to the questions above (include the relevant question number)
4 responses**4**Responses

ID	Name	Responses
1	anonymous	Sometimes there is a lot to get through in the agenda and the (valuable) time spent discussing things means meetings overrun. Not sure the solution as there is normally good reason for the discussions.
2	anonymous	Some of the above questions were tricky to answer, because I think that the ToR are in need of updating to reflect what the committee actually does as set out in the schedule of business. Some of this is a matter of outdated terminology. I don't think that we now refer to the "Student Involvement Framework", for example, and conversely there is no reference to the Brilliance Plan. There are also some big gaps. It seems to me that the Core Purpose should make reference to student experience and well-being, as well as safeguarding. There is also no mention of meeting local, regional and national skills needs, which now features heavily in our discussions. I also think that there should be specific reference to Apprenticeships, Additional Learning Support, Careers, HE strategy and adult provision. A good overhaul needed! Overall, I think we have had a good year, stayed focused and benefited from informative deep dives. The direct engagement with more staff has been very welcome, as has the much greater involvement with curriculum planning and review. We are on an improvement journey! I hope that this year we will improve our understanding of HE and adult provision. I would also like to see the overall skills and experience of the committee extended by the recruitment of a governor with greater links to employers and more first-hand knowledge of skills need and the opportunities to develop our apprenticeship provision.
3	anonymous	20. as above, have more detailed insight into HE self-assessment and quality improvement actions
4	anonymous	In line with Ofsted's renewed inspection framework, I think the committee needs more frequent reporting on inclusion. reports need to incude all of those disadvantaged learners, not just high needs and SEND.