



# Annual Report 2017/18





# Contents

	Chair of Governor's Statement: Shirley Collier	8
	Principal and Chief Executive's Statement: Dr Alison Birkinshaw	12
	Community Engagement 2016-17	28
	Financial Summary	34
	Student Statistics	36
	Highlights of Results	44
	Success Stories	54
	Staff Analysis	68
	Equality and Diversity	72

# Public Value

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York College Corporation is an exempt charity for the purposes of the Charities Act 1993 as amended by the Charities Act 2011. The Corporation was established in 1999 and is subject to the Further and Higher Education Act 1992 for the purposes of conducting the activities of York College.

The Corporation is responsible for the following functions:

- The determination and periodic review of the educational character and mission of the institution and the oversight of its activities
- Approving the quality strategy of the institution
- The effective and efficient use of resources, the solvency of the institution and the Corporation and safeguarding their assets
- Approving annual estimates of income and expenditure
- The appointment, grading, suspension, dismissal and determination of the pay and conditions of service of the holders of senior posts and the Director of Governance.

- Setting a framework for the pay and conditions of service of all other staff.

In setting and reviewing the objectives and activities of the College, the governors, as trustees, have had due regard to the public benefit that is expected to derive from the advancement of education and training. They are particularly keen to ensure the College develops academic and vocational skills and knowledge, whilst providing a broad education which enhances an individual's employability skills. Ultimately the College wishes to nurture responsible citizens for the future who can engage positively, in many ways, with their community. These overarching desires are expressed through the setting of the College's mission, vision and values, strategic plan and key objectives. Reports on the College's performance may be found in the Annual Report published each January, the College's Self Assessment Report and other strategic documents.



# Vision, Values and Mission

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Governors and all College staff have been consulted on the College's mission, vision and values which underpin the annual setting of key objectives and strategy through the College's Staff Board structure and governor strategic planning activities:

**York College's ambition is to be truly outstanding in all that we do.**

The York College Mission:

***"York College: where everyone matters and a successful future begins."***

York College's Mission is to provide a life-enhancing educational experience, through inspirational teaching, working in partnership and helping individuals to be the best they can.

York College's Values are summarised by the following statement:

As a way of fostering learning, York College values:

- All our students and their individual achievements
- The commitment and professionalism of our staff
- The highest standards in all that we do
- Working together to meet the needs of our College and the wider community
- Effective, efficient and appropriate use of resources
- Respect, equality and honesty

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The College's progress against its key objectives is monitored closely by governors, College managers and other staff and informs strategic planning and the College's self assessment activities and reports. Governors also direct activities and receive regular information and reports regarding the College's engagement with its communities, the satisfaction expressed with the portfolio as well as the education and training and service offered by the College. Feedback is used to inform future developments and is gathered from stakeholders in a number of ways, including:

- Parent/carer, employer, student, prospective student advice and feedback activities, including:
  - Surveys
  - Focus groups
  - Feedback following events

- Governor activity including an Employer and Skills Committee
- Chair directed appraisal of the Principal which involves key stakeholders
- Reporting, including that of complaints and compliments

# Chair of Governors' Statement: Shirley Collier

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At York College our objective is to provide the best possible Further and Higher Education and Vocational training for the students and employers of York. We have been rated "Outstanding" by Ofsted for the last five years, not only is this a source of pride, it is also the yardstick by which we measure what we do, and what we aspire to be.

Every year in the world of Further Education brings challenges but the last academic year brought more than most. Changes to A level syllabuses and vocational qualifications, continuing changes to the funding of apprenticeships, the reduction in numbers of 16-18 year olds in our catchment area and the impacts of continued public sector austerity and Brexit were just some of the issues which staff and governors have had to address in the last twelve months.

Against this backdrop it is pleasing to report that once again our students achieved exceptionally strong results in A levels, vocational qualifications and at degree level. Equipping students with the skills for rewarding careers or further study is the fundamental purpose of the

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College and we are delighted that high percentages of our graduating students went into work or continued in education this year.

The College's Apprenticeship programme is another way in which the College made a valuable contribution to the success of the local economy. In the last year, the college provided training for over 750 apprentices from the York region in disciplines as diverse as hair and beauty, engineering and digital technologies.

Education is not only about exams and qualifications. Just as important is preparing students for their life after college and supporting them during their studies. Like many educational institutions we are experiencing an increase in mental health issues amongst our student body. This is something we take very seriously. We believe that early identification and support of students facing difficulties is vital to ensuring that their issues are successfully addressed. Significant staff time and resources are devoted to this and it will remain a key area

of focus for Governors, College Management and Staff in the coming year.

Looking forward we have seen a significant increase in enrolment of 16-18 years for the 2018/19 academic year, bucking both a national trend across FE colleges and demographics in the York area. The number of apprentices enrolled has also increased, against a national picture of decline in this area. This growth is underpinned by the continued quality of the education and training we provide and also our financial strength, which has once again been rated "Outstanding" by the government.

York College remains at the forefront of new developments in Further Education. We have been identified as a pilot provider for "T" Levels (the new "gold standard" technical qualification). In addition the college is also leading a consortium of FE Colleges and employers in Yorkshire and Humberside to create an Institute of Technology to enhance the offering of higher level technical qualifications in the region.

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None of the above would have been possible without the talents, effort and commitment of the management and staff of the college. The Governors would like to record their heartfelt thanks for another year of both hard work and splendid achievements.

Finally, on behalf of all the Governors, I would like to pay tribute to our Principal, Dr Alison Birkinshaw OBE, who will be leaving the College during the current academic year. Alison has served as Principal for the past 11 years and under her leadership the College has flourished and developed into the outstanding institution it is today. Replacing Alison's skill, commitment and inspirational passion for Further Education will be a difficult task indeed and she deserves our lasting gratitude and recognition for the legacy which she will be leaving us.

***Shirley Collier***

Chair of Governors

November 2018



# Principal and Chief Executive's Statement: Dr Alison Birkinshaw

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This year's Annual Report is written with mixed emotions since it will be the last report that I shall write as a college principal. I have taken the decision that now is a good time for me to step down from my post as Principal of York College, and the Governing Body are now recruiting for my successor. I do know that the future principal will have tremendous support from the York College staff team, and will be privileged to work with thousands of talented and motivated students. Although the role isn't an easy one, it brings many rewards, and the way in which York College impacts on the future successes of young and older students year on year is something that I won't forget.

2017-18 saw many highlights for York College. Our results are worthy of first mention since, overall, they demonstrated good improvements in almost all areas. Our pass rate for A levels improved on last year's position at 99.9% (only one U grade in almost 900 entries) (the National Average fell to 97.6%). High grades also rose again to 59.2% from 58.7% with A\* grades at 9.4% (NA 8%); A\*/A grades at 27.7% (NA 26.4%), so it is clear that our work to improve our A\* to B grades is paying off and must

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continue. Thirty seven A level subjects achieved a 100% pass rate (35 last year) and there were a large number of 100% subjects with 50%+ high grades:

- Ancient History (57% A\*-B)
- Business Studies (61% A\*-B)
- Computer Science (58% A\*-B)
- Textiles (67% A\*-B)
- Theatre Studies (92% A\*-B)
- Early Modern History (55% A\*-B)
- Economics (56% A\*-B)
- Film Studies (60% A\*-B)
- Fine Art (64% A\*-B)
- Further Maths (78% A\*-B)
- French (75% A\*-B)
- Geography (71% A\*-B)
- German (71% A\*-B)
- Government/Politics (57% A\*-B)
- ICT (60% A\*-B)
- Law (59% A\*-B)
- Maths (72% A\*-B)
- Modern History (67% A\*-B)
- Music (74% A\*-B)
- PE (50% A\*-B)
- Physics (59% A\*-B)
- Psychology (63% A\*-B)
- Sociology (79%A\*-B)
- Spanish (88% A\*-B)

Thirty-five students obtained three or more A\*s or A grades. The pass rate at AS was 91.84% an improvement on last year's 91.51% with also a rise in high grades to 38% from 37%.



A Level Results Day 2018





VQ Awards 2018

It was also pleasing to see that students studying on our vocational, technical and professional qualifications achieved very well indeed. The percentage of Triple Distinctions on Level 3 qualifications again improved with almost two thirds of the cohort gaining Triple Distinctions and with an improved 38% (against last year's 29%) gaining Triple Distinction\*s. This meant that

vocational value added remains very strong. Some very high results were achieved in some areas, most notably in Music, Performing Arts and Business. Business students achieved particularly well with 91% triple distinctions and 71% triple distinction stars, and in many other areas the majority of students achieved at least a triple distinction.



Our adult Access to HE provision continues to show a strong performance with 55% of all Access units graded at distinction, an improvement on the previous year. Apprenticeship results were again well above the national average, with many of these qualifications in key skill areas needed by the locality, including Engineering, and Construction. We were also delighted to launch a new apprenticeship in Digital Skills and saw growth in apprenticeships at a time when many colleges were seeing falls in recruitment due to the introduction of the Apprenticeship Levy and non-levy funded provision. Our HE students similarly performed well with 70% of students gaining First or 2:1 (26% firsts) in their BA qualification; 52% with a Merit or Distinction on the Foundation Degrees, and 75% with Merits or Distinctions on the HNC.

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We know that much of the College's overall success is down to high quality teaching and learning, and we continue with our focus on evidence-based professional development for teachers. Our Teaching and Learning Communities focus on improving student achievement and student satisfaction, whatever the area of study. As a result, 96% of our lessons when observed were graded 'Good' or better, and 96% of students when surveyed believed their lessons to be interesting and stimulating with 97% satisfaction with assessed work.

York College students also achieved significant individual and group successes and as always, hundreds of York College students progressed to Higher Education in 2018, with many accepted at some of the most selective universities in the UK, including six students to Oxbridge. A large number of students continue to choose to study locally, either at our York universities (University of York and York St John) or York College itself. Overall, approximately three quarters of our students remain in education with a high proportion of the remainder progressing directly into employment, and this makes us very proud.



We are also proud of the wider range of successes achieved by individuals and groups of students, and there are so many of these that a small sample must suffice:

First year Level 3 Art Diploma student Jenny Price was the first student from the College to have her work selected for the Origins student exhibition at the Bargehouse, OXO Tower Wharf in London. Students attending York College's Saturday Art Club (a new initiative for the College) were

excited and honoured to see their work exhibited at London's Somerset House as part of a national exhibition showcasing the talents of young artists from around the country.



Having won a Schools Competition to pose questions to Sir David Attenborough, A Level Geology students from York College were chosen to take part in a Q&A session at the Yorkshire Museum.



The students questioned Sir David about his work with fossils, a lesser-known area of his work. After the Q&A session they were over the moon to have the opportunity to meet him properly, and to see him officially open the Museum's 'Yorkshire's Jurassic World' exhibition.



Blake Chaplin - Sutton Trust winner

A Level student Blake Chaplin won a place on the Sutton Trust US Programme, run in partnership with the US-UK Fulbright Commission. The Sutton Trust US Programme allows academically talented low and middle-income.

British students to explore US higher education and experience what it would be like to study at a top US university.

AS Level German students Shreya Bondili and Katie Turnbull secured places on a prestigious German scholarship programme, with only eight places available for UK students.



Shreya Bondili & Katie Turnbull - German Scholarships

The Construction department at York College was delighted to host the regional heat of SkillBuild, the country's largest multi-trade competition. York College students excelled in the competition, winning four Gold, one Silver and two Bronze medals. And apprentice Tom Burdett was named the regional winner of the Sparks UK Apprentice of the Year competition, held in Newcastle.



SkillBuild Regional Competition

Level 3 Theatrical, Special Effects, Hair and Media Make-up student Ava Gillies competed and triumphed at the National Student Makeup Awards at 'Beauty UK', held at Birmingham's NEC and hairdressing apprentice Hollie White won first place in the Blow-Dry category at the National Final of the AHT UK Trainee Competition 2018, held at the Winter Gardens, Blackpool.

Former Foundation Degree Media Make-up graduate Madison Croft also won Best Hair, Make-up and Body Design for the film 'Trainset', at the International Filmmaker Festival of World Cinema, London.



Ava Gillies wins at National Student Makeup Awards



Hollie White - Winner of National Blow-Dry Category



Madison Croft - Winner at the International Filmmaker Festival

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And as always, sport enjoyed a great year of success:

- On leaving York College this summer Reece Kral, aged 18, secured a scholarship at St Louis Community College in Missouri, USA. Reece achieved a Diploma in Sport and was a member of the York College/i2i Football Development Centre. A talented midfielder, he played for Hull City, York City and Goole AFC.



- Sports Therapy degree student, Lewis Bulmer, is to start a coveted internship with the Society of Sports Therapists (SST) at York University in Canada in September.

- The York College/i2i Men's Football Development Centre enjoyed great success - both teams won the national League and the first team reached the national final.



- Harry Sheppard, aged 19, signed a two-year deal with Sheffield United. Harry studied the Extended Diploma in Sport and was an integral player in the College's Football Development Centre team.

- Sport and Exercise students Issie Spray and Zoe Belding played for the York College Football Development Centre Women's team and were both selected for the English Colleges Football Association National Team (ECFA).



- Gaz Lee, Head of York College Women's football was appointed to the ECFA's national coaching team
- Having been crowned the Yorkshire & Humberside regional champions, the York College Women's Basketball Team reached the AoC National Sports Championships for the first time in the College's history. The team was made up of Norwegian students studying at the College.



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- Lucy Hadaway won Bronze at the England Under 20 Championships and the British Senior Championships. In 2017 she won Silver for England Schools at the World Championships in France and Bronze at the Commonwealth Youth Games in Bermuda. Lucy has huge potential as a long jump athlete and hopes to represent Great Britain at the Olympic Games.

Not to be outdone, the Music and Performing Arts students had a similarly successful year with a range of fantastic showcase events, including a summer's day of music in Rowntree Park in York, and our Art, Design and Craft students continued the tradition of excellent end of year exhibitions and fashion shows.

We all know that education at York College adds up to more than taking qualifications or winning competitions and the success of our students depends very much on the rounded experience we can offer them. Many of our students are involved in community projects each year – for 2017-18 these include live media projects for York Museums Trust; music workshops for people with dementia; charity fund raising (including £500 raised in





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one event for Marie Curie by the Health and Social Care students); and community and volunteering contributions by teams and individuals. The vast majority of our students (and our staff) benefit from an enhanced curriculum which includes work experience and work related learning, trips and residential visits, and other exciting activities throughout their course.

Our Atrium frequently echoes with interactive exhibitions on a range of themes from careers and progression to health and well-being (including Animal Therapy where rabbits and lambs played their part in helping students relax). Our annual report gives a flavour of all the events taking place at the College as does our website. This year our students and staff have visited places as far afield as Barcelona, Lausanne in Switzerland, Hollywood, Florence and Courmayeur in Italy, and Berlin. This is in addition to many day and residential visits to a huge variety of venues across the length and breadth of the UK organised by staff teams to enhance the student experience.

York College has also successfully completed a best

practice Five Star Occupational Health and Safety Audit conducted by the British Safety Council demonstrating its commitment towards the continual improvement of health and safety management systems and achieved top marks, at over 97%. The College was also successful in achieving the Sword of Honour from the British Safety Council. Only 61 organisations worldwide have demonstrated such excellence in the management of health and safety risks at work.

Looking to the future, we are delighted to have been selected to be part of the Government's drive to establish world leading UK technical education. The College is now one of a small number allowed to pilot the brand new T Level qualifications in Construction, Childcare and Digital. These will involve employers directly in the delivery and provide students with a fantastic opportunity to develop high quality technical skills and experience of the workplace in one qualification. The College is also through to the second stage of the bid to open an Institute of Technology to take forward higher level



technical education and training. And our financial health remains confirmed as 'Outstanding'.

I would like to congratulate all our students and staff for their 2017-18 successes and place on record my thanks to all our employers and other partners, our governors and, of course, all staff at York College for their support, hard work and commitment during the past year. I would also like to thank Shirley Collier for her support during the past year as Chair of Governors.

It continues to be a privilege to be principal of such a college and it will be a wrench to hand York College on to my successor. However, I am confident that they will work with our team to make sure that York College has a very successful future and ensure that our students continue to be well prepared for their next steps into further or higher education or employment.

*Dr Alison Birkinshaw OBE*

Principal and Chief Executive

November 2018

# Community Engagement 2017-18

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York College prides itself on the way it works with its local and regional communities, and the breadth and diversity of these. Of course, the definition of a 'community' can be wide ranging and can cover virtual as well as 'real' communities; the College has a long history (which has been recognised by Ofsted and other authorities) of very real engagement with and responsiveness to all types of community groups and individuals.

Many staff at York College have a significant number of interactions with community groups and are involved in building partnerships whether these are formal or informal. Members of Senior Management Team are involved in formal partnership work which informs strategic planning. Other members of staff represent the College on local networks, including voluntary, sporting and artistic groups, and the College has a long history of individual staff supporting governance structures in schools. York College governors have strong links with local community groups and Local Authorities and the College has sought to formalise operational relationships with schools by identifying individual SMT members to link with schools in York and North Yorkshire. And

the College is well represented at a variety of other partnership meetings, whether one off meetings or more regular, and whether these are concerned with local issues (for example, car parking) or key stakeholder meetings (for example, membership of the local head teachers' group).

All of our curriculum areas have partnerships and networks with relevant groups (whether business or community) and these can often bring great benefits in informing curriculum development, enhancing work experience placements and making curriculum delivery real for the students. The projects also bring real benefits to the community groups themselves. It is not possible to give every instance of this type of work across the College, a small number of examples below should suffice:

- Art and Design students work on real life projects for businesses each year and benefits from the support of the local guilds. The division has very strong links with York studios and the York Art Gallery and Yorkshire Museum's Trust, frequently working on joint projects

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- Performing Arts students take performances into local high schools and align these to the curriculum being studied in the schools through consultation with teachers. They are also fully engaged in community and theatrical performances throughout the year.
  - Construction students undertake regular projects in the community each year and are also involved in partnerships abroad developing their skills in sustainable design; and the technical and professional students are each year engaged in real life design projects which give impressive employer related experience.
  - Stonemasonry staff have very strong links with the community of stonemasons across the country, York Minster and other minsters and cathedrals.
  - Two construction tutors (Bricklaying and Stone) are linked into the international community in their areas through their role as WorldSkills' judges and tutors and were delighted with the continued success of the construction apprentices.
  - Child Studies students all benefit from work placements and the team has a strong relationship with employers in the sector, adapting the curriculum content on the basis of feedback received.
  - All Hair and Beauty students benefit from exemplary links with employers and their work experience and curriculum delivery is informed by this.
  - The Business, Hospitality and Catering/Travel and Tourism students have benefited from a large number of international links, including learning visits to Spain and Italy. They have also developed strong community links with their charity fund raising activities and the students regularly cater for the various business breakfasts and food festivals and other events in York and the wider region thus gaining valuable experience. The College's restaurant has also been awarded the TripAdvisor Certificate of Excellence.
  - Languages have developed very successful exchange partners, building strong links with international groups.
  - Science students benefit from strong partnership work with the hospitals, and medical schools
  - The work of the Skills for Life team is embedded in the local community. The work with female offenders, and

our links with the international community through our ESOL are examples of this type of engagement that brings real benefits to those with literacy, numeracy or language needs.



- The Division of IT and Computing has been leading the way in demonstrating how virtual communities can really benefit both students and businesses.
- And of course, a number of employers recognise the quality of training delivered at York College and engage with divisions to secure new employees on Apprenticeships and HE programmes each year.

- Our International students (about 150 of them each year) and our formal work with international organisations in China, Switzerland, Denmark and Norway in particular, makes a real difference in the internationalisation of the curriculum and the community in the College.

Significant numbers of students volunteer in the local community (and win awards for doing so) and are involved in work experience and cross College charity fund raising activities coordinated through our enrichment programme. Charity fund raising is not confined to students, however. The staff fill hampers each year for the Christmas Beesom Hamper project;



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the Estates team support the St Leonard's Hospice in their Midnight Walk; and the College always supports the city-wide events which promote sustainable travel. The College proactively opens up its facilities for community use recognising that summer schools, the use of the sports facilities, room use by organisations, all are excellent ways of building a multitude of links with individuals and community groups.

The College is a member of a wide number of local, regional and national education partnership groups which serve to inform curriculum developments and strategic planning. These include education partnership groups led by the Local Authority (including those designed to direct developments of the 14-19 curriculum) and there are strong ties with adult learning providers in the City through partnership work with the adult education team.

Higher York is a key formal partnership of HE providers in York which serves to inform HE developments and design in the city with clear benefits to the local and regional student and business community. In addition, York College has extensive senior representation on a range

of local, regional and national strategic and planning groups and committees which inform and influence the education provision and support (including that at a higher level) made available at York College.

The College has very strong links with employer groups and is grateful for the support shown to the College by these groups. York is unique in the number of guilds and employer groups that still survive and provide very positive support networks for young people making their way in business. For example

- The York Guild of Building makes awards to the construction students each year and works with the College to inform curriculum development.
- The Company of the Cordwainers also has a longstanding relationship with the College, sponsoring and assisting with the fashion and textiles curriculum and shows in particular.

- The Company of the Merchant Taylors provides significant support to the College, through its sponsorship of Saturday Art School, the Fashion Show and individual students studying Music, Media and Performing and Creative Arts.



- Students benefit from the Company of the Merchant Adventurers' sponsorship of enterprise activities and competitions.

The College belongs to a number of formal employer groups, such as the Chamber of Commerce, and uses these networks to gather information regarding emerging skills needs to inform planning. Links with the Local Enterprise Partnerships are valued and partnership working with large employers in York has resulted in specialised training packages being designed to improve business efficiencies as well as supporting student placement and master classes.

We work closely with the Police, for example, through the Safer York Partnership, and we have very strong links with the safeguarding/Prevent teams in York and North Yorkshire.

Clearly we must also engage closely with our student communities, including those from overseas, using the College's Student Voice infrastructure. This serves to inform quality improvement and planning in a detailed way. Our Schools Liaison and Marketing team also have developed strong links with other student communities in the schools in York and North Yorkshire, and Higher York facilitates links between the student communities in each member organisation.

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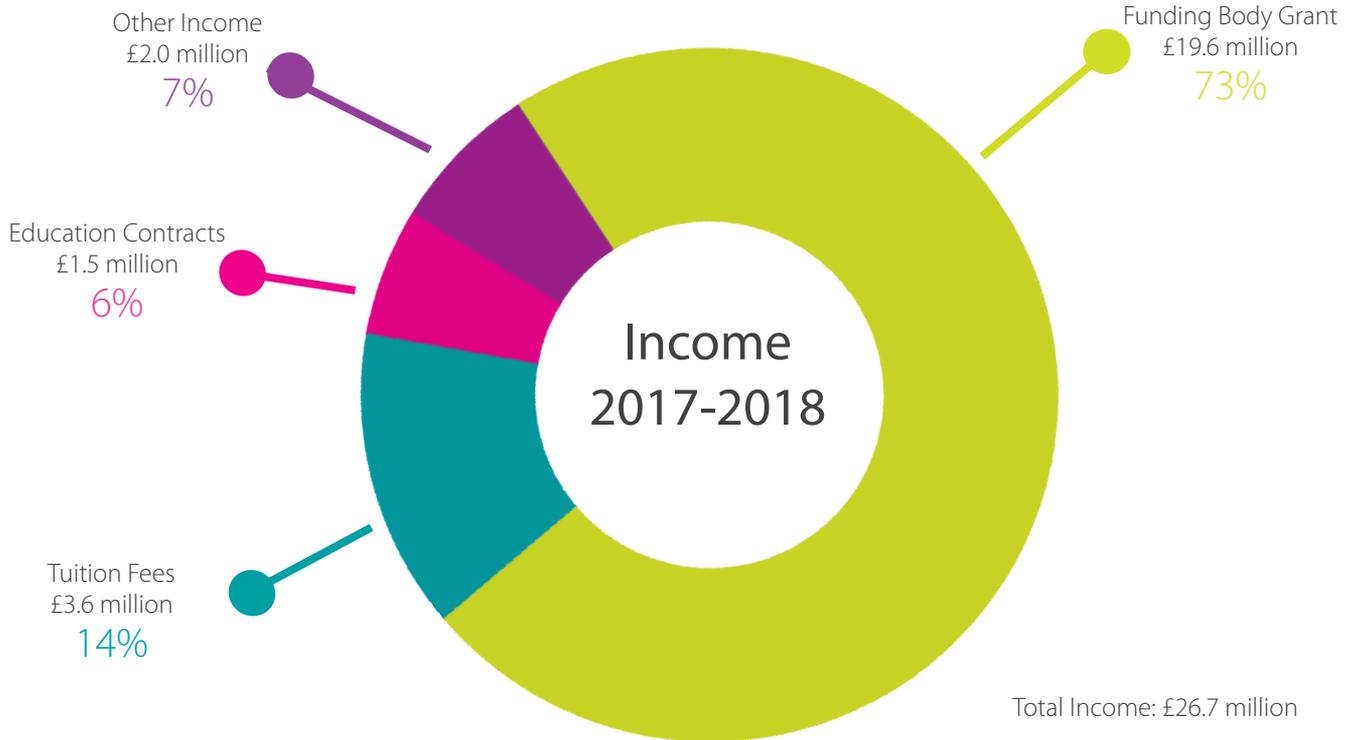
All the above partnership work (which is not an exhaustive list by any means) has an important role in planning provision, and has been particularly useful in developing the 14-19 offer, progression into HE (Higher York), extensive NEET work (Local Authority and Connexions), adult provision (the York and North Yorkshire Local Authorities), and innovative work. The amount of time this partnership work takes should not be underestimated and we pride ourselves on being responsive to local and national needs.

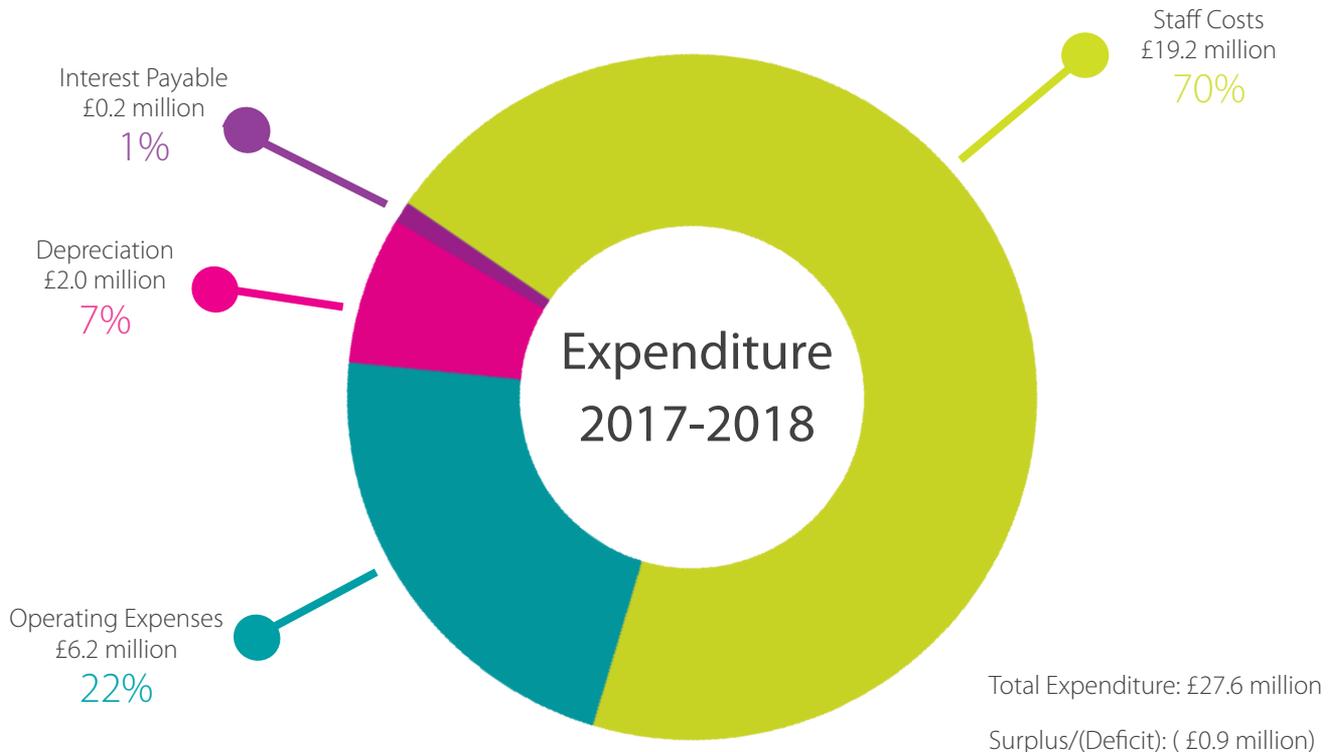
Each year the College refreshes and reconsiders its strategic plan and set of priorities for the future year based upon the feedback drawn from all the networks outlined above. The College's Employer and Skills committee of the Governing Body facilitates the oversight of this planning and directs formal consultation with local employers and other stakeholders through its network of co-optees and advisers. Additionally, the College's Annual Report is given at the College's December awards event and responses are invited and the College uses the informal and formal feedback drawn from networks above to inform curriculum and skills planning.

York College is always keen to seek additional feedback from local communities, business and individuals about its plans. Anyone can email the Clerk to the Governing Body if they or their organisation would like to discuss any element of this annual report or the College's future plans with the College's Governing Body or Senior Managers. The College also welcomes applications from suitably experienced individuals to join its governing body either as a full member or as a co-optee onto one of its committees.

# Financial Summary 2017-18

## Expenditure 2017-18



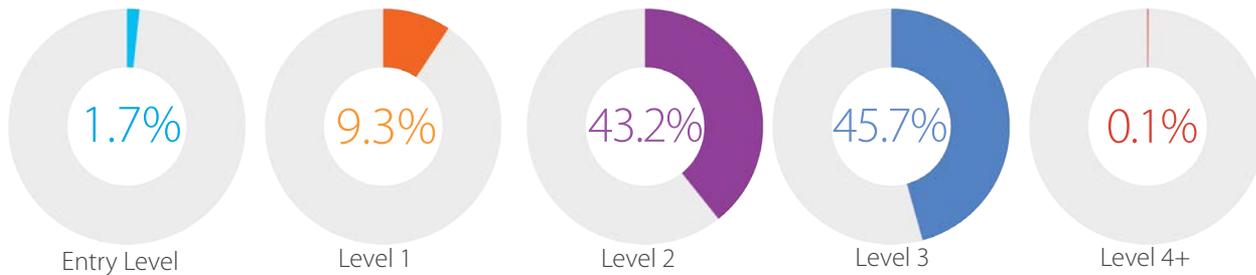


# Student Statistics

In 2016/17 the College's profile of FE student enrolments (leavers) was:



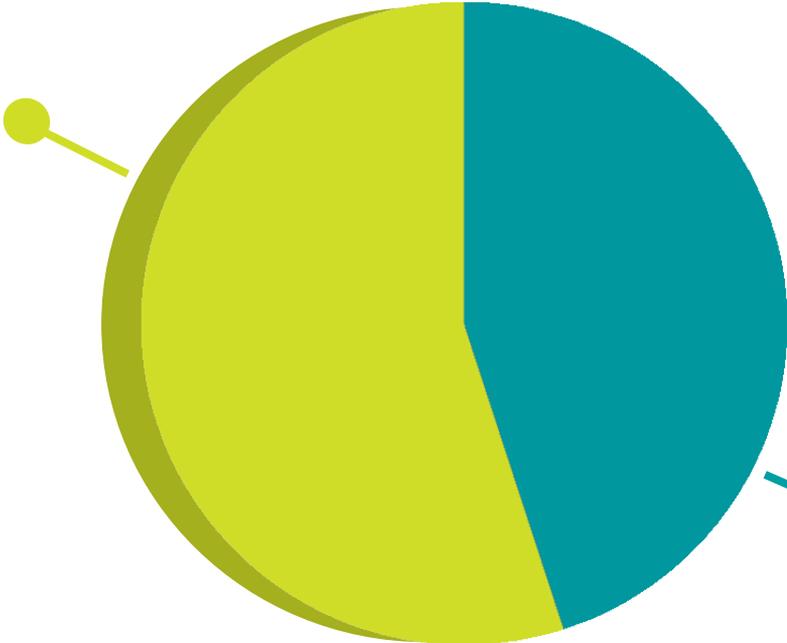
Students study level:



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Student Gender (Further Education: Enrolments)

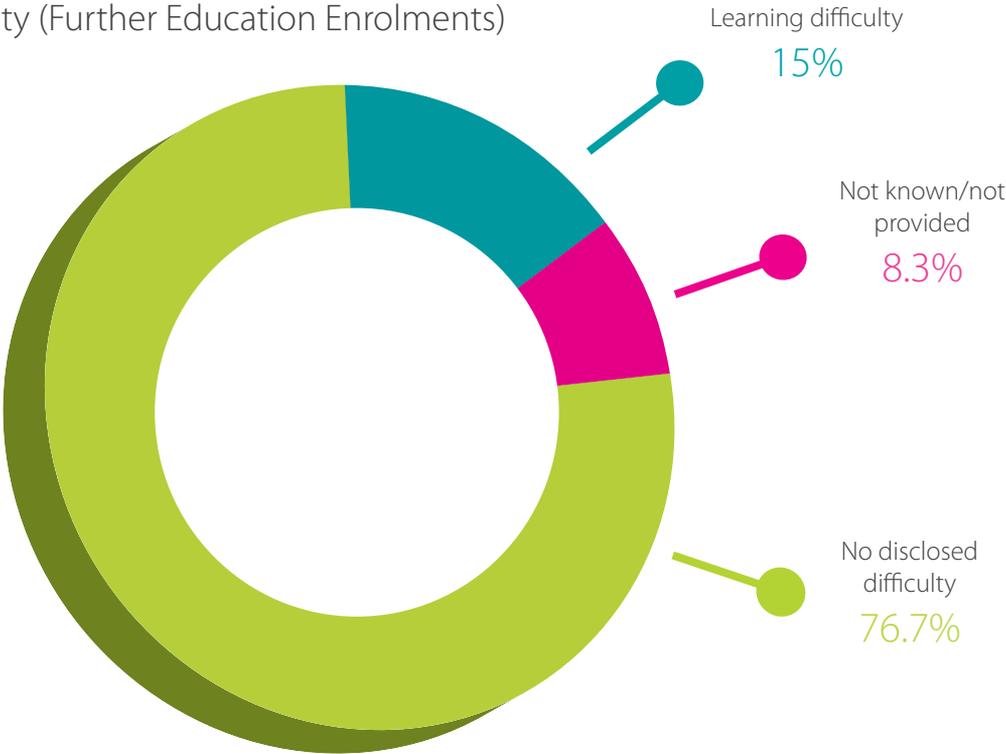
Male  
45%



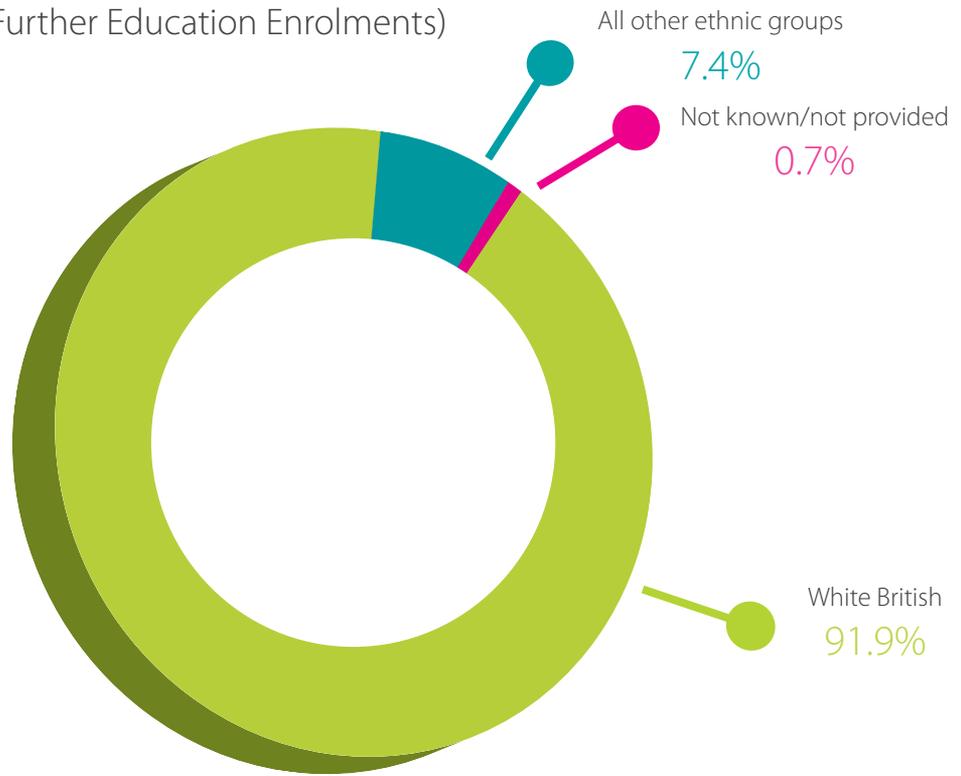
Female  
55%

For information: Mx / not declared <1

Learning Difficulty (Further Education Enrolments)



## Student Ethnicity (Further Education Enrolments)

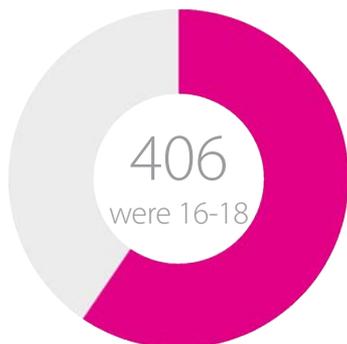


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## Apprenticeships

The number of apprentices in learning throughout the year was 682, excluding CSkills

Of whom:



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**141**  
apprentices completed  
during 2017 - 2018  
and achieved a  
Level 2 Intermediate  
Apprenticeship

**73.3%**  
Intermediate  
Apprenticeship  
achievement, national  
average 69.1%

**128**  
apprentices completed  
during 2017 - 2018  
and achieved a  
Level 3 Advanced  
Apprenticeship

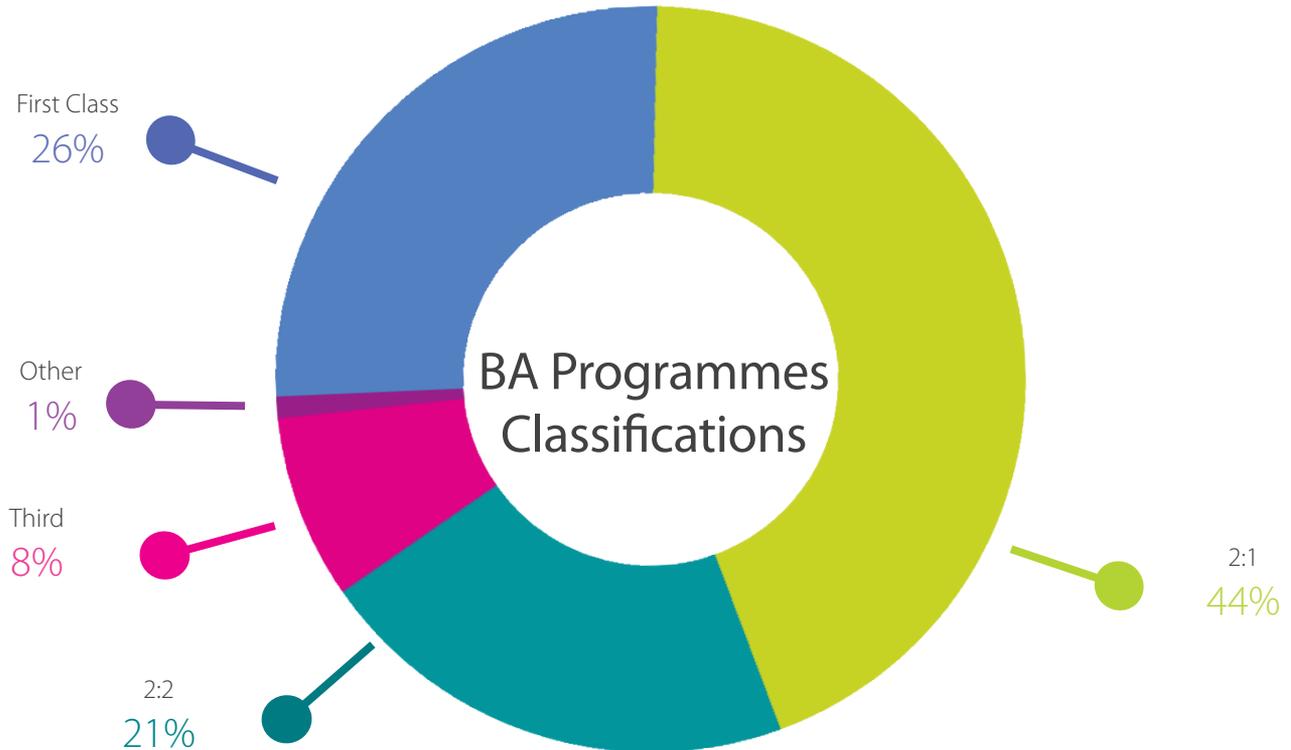
**78.8%**  
Advanced  
Apprenticeships  
achievement rate,  
national average  
69.2%

**7**  
apprentices  
completed during  
2017 - 2018  
and achieved a  
Level 4 Higher  
Apprenticeship

**42.9%**  
Higher  
Apprenticeship  
achievement rate,  
national average  
61.6%

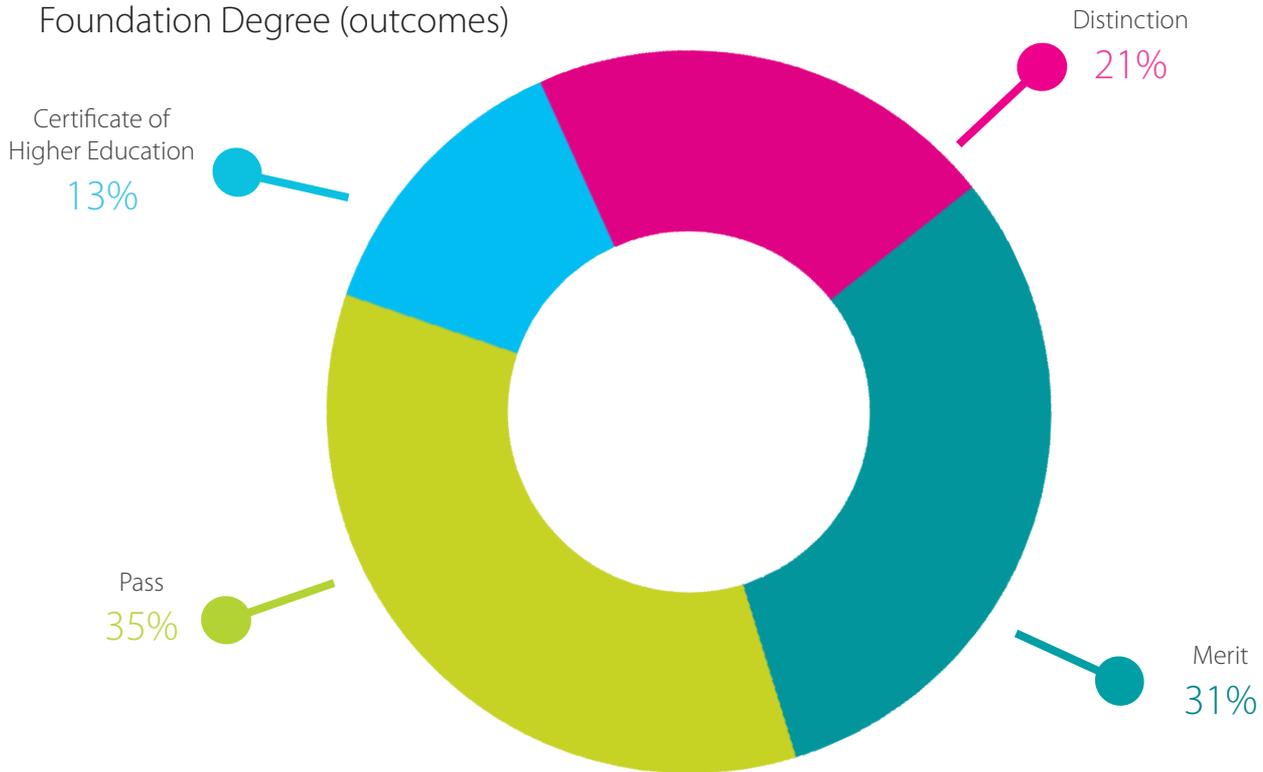
# Student Statistics (Higher Education)

499 Students studied at Higher Education level

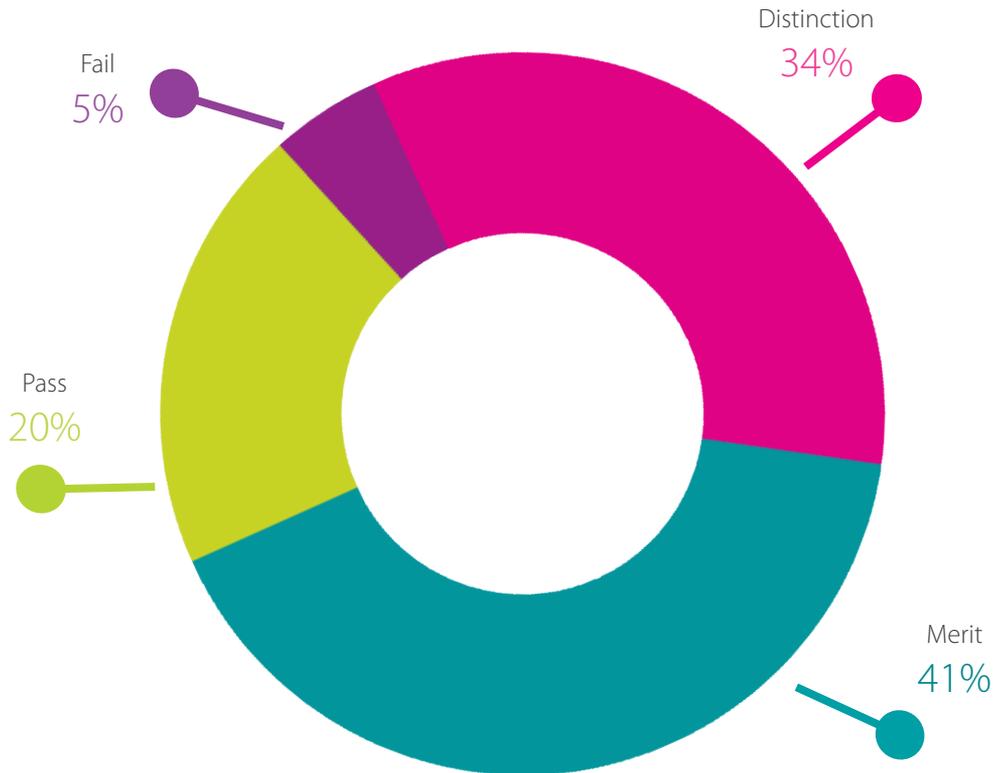


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## Foundation Degree (outcomes)

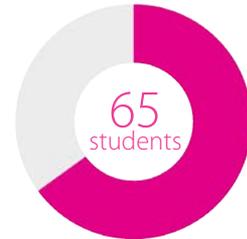


## Higher National Programmes (outcomes)

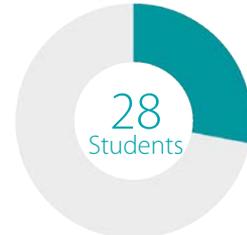


## International Students

During 2017/18, there were 93 students enrolled at York College from outside the European Union.



Heltberg Programme



Other Provision

# Record Results

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## Spectacular A Level Results 2018

In August 2018 York College was elated to announce a record 99.9 per cent A Level pass rate with nearly 60 per cent high grades (A\* - B), out of almost 900 A Level entries,

An impressive 35 students achieved three or more A\* or A grades, with 8 students gaining 3 A\*s or more, together with 37 subjects celebrating a 100 per cent pass rate. The most remarkable set of results the College has ever seen!

At a time when many schools and colleges had dropped AS Level exams, the College was also delighted to achieve the very best AS results, helping first year A Level students to secure top offers at university or from employers.

Oxford and Cambridge university places were secured by the following students:

- Lucas Davison (formerly of Ryedale School) achieved: Maths (A\*), Government & Politics (A), Modern History (A), AS Level Further Maths (A). Destination: Philosophy, Politics and Economics at Lady Margaret Hall, Oxford
- Sam Holmes (formerly of Garforth Academy) achieved: Chemistry (A\*), Maths (A\*), Further Maths (A\*), AS Level Physics (A) and an Extended Project Qualification (A\*). Destination: Natural Sciences at Selwyn College, Cambridge
- Edward Mellor (formerly of Barlby High School) achieved: Early Modern History (A\*), English Literature (A\*), French (A\*). Destination: History & French at Worcester College, Oxford
- Cat Robinson (formerly of St John Fisher Catholic High School, Harrogate) achieved: Biology (A\*), Chemistry (A\*), Maths (A\*), Further Maths (A). Destination: Biochemistry at Wadham College, Oxford
- Hannah Rodger (formerly of Appleby Grammar School, Cumbria) achieved top grades in an Access to Higher Education Diploma in Humanities. Destination: English at Lucy Cavendish College, Cambridge
- Kate Wareing (formerly of Crawshaw Academy, Pudsey) achieved: English Language/Literature (A\*), French (A), Modern History (A). Destination: French & German at Queens' College, Cambridge



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More fantastic student successes:

Bradley Almond (formerly of Hull College): Further Maths (A\*), Maths (A\*), Further Additional Maths (A), Physics (A\*), Chemistry (A), progressing to Durham University to study Natural Sciences.

Mark Beech (formerly of Snaith School): Law (A\*), Maths (A\*), History (A), Extended Project Qualification (A), progressing to the University of York to study Law.

Enrico Cavallaro: Biology (A\*), Chemistry (A\*), Maths (A\*) and AS Level Further Maths (A), a gap year working in Scientific Consultancy before progressing to Imperial College London to study Biochemistry.

Patrick Forbes (formerly of Abbey Grange C of E Academy): Further Maths (A\*), Maths (A\*), Physics (A\*), progressing to the University of Manchester to study Physics with Theoretical Physics.

Jonathan Foster (formerly of Barlby High School) : Maths (A\*), Further Maths (A), Music Technology (A), Physics (A), progressing to University of Edinburgh to study Physics and Music.

Abigail Harman: Maths (A\*), Physics (A\*), Further Maths (A), Music Technology (A), progressing to the University of Edinburgh to study Mathematics.

Rebecca Haslam (formerly of Tadcaster Grammar School): Biology (A), Geography (A), Psychology (A), Extended Project Qualification (A\*), progressing to Newcastle University to study Geography.

Bethan Law (formerly of Millthorpe School): Maths (A\*), Further Maths (A\*), Physics (A\*), Computer Science (A\*), Extended Project Qualification (A\*), progressing to Durham University to study Mathematics.

Nicola Merrett (formerly of Tadcaster Grammar School): Law (A\*), Psychology (A\*), Sociology (A\*), Extended Project Qualification (A\*), progressing to Lancaster University to study Sociology.

Jem Parker (formerly of Manor C of E Academy) and A Level Student of the Year at York College: Textiles (A\*), Psychology (A\*), English Language (A), Extended Project Qualification (A\*), pursuing a career in the church.

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Lewis Poll (previously of Manor CE Academy): Biology (A\*), Chemistry (A\*), Maths (A\*), Physics (A\*), Psychology (A), progressing to Imperial College London to study Chemistry with Molecular Physics.

Heather Shillito (formerly of John Smeaton Academy): Law (A\*), Psychology (A\*), Ancient History (A), progressing to the University of Leeds to study Law.

Robert Short (formerly of Millthorpe School): Further Maths (A\*), Maths (A\*), Ancient History (A), Extended Project Qualification (A\*), progressing to the University of Bath to study Economics.

Harry Wade (formerly of Manor C of E Academy): Ancient History (A), Drama & Theatre Studies (A), English Literature (A), progressing to Durham University to study Ancient History.

Principal, Dr Alison Birkinshaw, said: "These results are sensational and I am thrilled that our students have done so well. This is a time when A Level specifications have changed and students take all their exams at the end of two years. Our fantastic tutors have had to adapt very quickly to support students so they are able to achieve

the very best grades. I must pay tribute to the hard work of our A Level Faculty team and our industrious students. We are all so delighted they can now move onto top universities with confidence and be proud of their achievements."



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## Wonderful Vocational Results and Progressions in 2018

York College reported wonderful Vocational results again this year, with nearly two thirds of students who studied Level 3 courses achieving Triple Distinctions, of which over one third achieved the very highest grade of Triple Distinction\* (equivalent to three A\*s at A Level).

An amazing 100% of students attained Triple Distinction grades in IT (Networking and Systems Support), including 40% of students who achieved Triple Distinction\* grades. More than 50% of students achieved Triple Distinction\* grades in Business, Manufacturing Engineering and Dance, and in Performing Arts 19 students attained Triple Distinction \* grades.

Amongst hundreds of successful York College students progressing onto the next stage of their careers are:

Oliver Roy Cockerill, previously of Pocklington School gained Triple Distinction\*s in Manufacturing Engineering. Oliver fought off hundreds of applicants and went through a gruelling selection process to secure an

Apprenticeship in Aerospace Engineering with Rolls Royce in Derby.

Adam Shay, previously of Harrogate Grammar School, studied IT, achieving Triple Distinction\*s. Adam is progressing to Northumbria University to study Computer Science where he has an

unconditional offer and has been offered a scholarship. He says: "A highlight of my College course was being taught how to assemble my own computer. It

was a good experience, I met lots of new friends and learnt new IT skills. The tutors helped me to continue to achieve high grades which gave me the opportunity to go to university."



Oliver Roy Cockerill



Adam Shay



Matilda Everitt

Matilda Everitt, previously of King James School in Knaresborough, studied Sport and Exercise Science, achieving Triple Distinction\*s. Matilda is progressing to York St John University to study the subject at degree level and aims to become a Sports Therapist. Having

always had a passion for sport she says: "On my College course I learnt about different aspects of sport and exercise, enabling me to apply knowledge to sports performance. The College environment and teaching styles helped to prepare me for university."

Brannoc Selby, previously of Fulford School, studied Electrical and Electronic Engineering, achieving



Brannoc Selby

Triple Distinction\*s. During his final year at York College Brannoc was employed as an Electronic Engineer by Paragon Creative in Elvington and the company is sponsoring him through a degree with the Open University, enabling Brannoc to work and gain practical experience whilst studying.

Janine Brown, previously of Danesgate Community Centre, studied Applied Science, gaining Triple Distinction\*s grades. Janine is progressing to Lancaster University to study Biological Sciences. She says: "I really enjoyed the practical modules within my college course and at university I will be studying lots of different aspects of biology. I would like to specialise in one particular area at post-graduate level and eventually become a Research Scientist."



Janine Brown



Dance student Jessica Arnold, previously of Scalby School, achieved Triple Distinction\*s. She says: "The tutors have great industry experience and are really good at guiding students, helping them discover the different career paths within dance. I

am going to Bird College in London and hope to achieve a Masters in Dance. Jessica hopes to be a professional dancer and choreographer."

Adele Rolf, previously of Huntington School, studied Music, achieving D\*DD. Adele is progressing to the University of West London to study Music Performance and Recording.



Adele Rolf

Oliver Steward, previously of Selby High School, studied Business, achieving Triple Distinction\*s. Oliver is one of three candidates from across the country who has secured a CIM degree apprenticeship with Nestle, at Sheffield University.

IT student Luke Fawcett is the York College Vocational Student of the Year 2018. Luke, previously of Manor CE Academy, progressed through Levels 1 and 2 and achieved Triple Distinction\*s at Level 3 within the College's Digital Technologies department. Luke continues



Luke Fawcett

to progress at York College, embarking on a degree in Graphic Arts this September.

Kerensa Murray, previously of All Saints RC School, gained a Distinction grade for the Post Level 3 Art Foundation Diploma. Kerensa is delighted to



Kerensa Murray

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progress to Central Saint Martins in London to study Fine Art.

Toni Lough, previously of Selby High School, achieved an A\* in Level 3 Technical Diploma in Childcare & Education (Early Years Education). Toni is looking forward to studying Primary Education at Sheffield Hallam University and wants to be a primary school teacher. And Millie Bills, previously of The Mount School, achieved a B grade for Level 3 Certificate in Childcare and Education (Early Years Educator). Millie is going to be a Norland Nanny at Norland College in Bath.



Principal Dr Alison Birkinshaw said:  
"I am absolutely delighted with our vocational results this year. Two thirds of our students studying these demanding technical and professional qualifications have

achieved triple Distinctions, with a significant proportion of these gaining the very highest triple Distinction\*s.

This is such good news, and means that these students can hold their own when they move on to university or employment, and have confidence that they have the ability to match the very best across the country. We all know that we need well trained and educated professionals in our businesses and I am so pleased that York College students will provide the backbone of the country's prosperity.

I would like to congratulate them all, and thank and pay tribute to their tutors at the College, their families, and our local businesses which have provided valuable placements. The success of our students is down to the partnership and support they have received, and their own hard work."

## GCSE Success and Progression

Hundreds of students, of all ages, celebrated success and progression having re-taken their GCSE Maths and English exams, as well as a smaller number of students who studied GCSE Biology.

Builder, Linden Clark (aged 33 from Selby) has the learning bug having achieved impressive Grade 7 grades in both Maths and Biology. Delighted with his results, he explains: "I was looking at my old GCSEs and felt I could do better, so I signed up to do them again! The tutors at the College were great, helping me when needed. I want to get on top of GCSE English next year, and I'm learning Spanish and German at home. I would like to further my interest in Science and my GCSE in Biology will get me started. I may think about a career change in the future, perhaps going more towards Engineering, so perhaps enrolling on a distance learning course with the Open University is a good option."



Sport student Chelsea Dawson, aged 17, now has her grade 4 in Maths, she said: "Having my Maths GCSE makes me feel more confident and will allow me to chase my dream of becoming a PE teacher. I am so happy with everything I have achieved as it means I can now focus solely on my sport qualification. I am looking forward to the future, being able to pursue higher education and go on to university after the final year of my Level 3 Extended Diploma in Sport course."

Full-time carer, Gemma Potter (age 22 from York) is over the moon with her GCSE results in Maths (Grade 4), English (Grade 4) and Biology (Grade 6). She says: "I slogged away on these GCSEs in my spare time because I want to be a nurse and I needed these



qualifications to progress my career. The studying was hard-going at times but luckily the tutors were very supportive. It was all so worth it and now I feel fully prepared to stay on at the College to start on an Access to Higher Education Diploma in Nursing, to make my dream career a reality."



Anna Scott, age 17 and previously of Danesgate Community Centre, is elated to have passed GCSE Maths with a Grade 4. Anna is currently studying a Level 3 Diploma in Fashion & Clothing at York College and says: "The tutors really helped and supported me, I couldn't have done it

without them. I am so pleased with my results and relieved with how I have done, it feels as though a weight has been lifted. This now means I can go on to complete a degree in the future. I intend to do this at the College too once I have finished my current course, studying Fashion further at a higher level."

Principal Dr Alison Birkinshaw says: "I really congratulate our GCSE students this year. Every one of them has demonstrated great tenacity, resilience and motivation to improve their skills and qualifications and for this they should be admired.

Their hard work will enable them to progress onto the next stage of their education or careers and I am absolutely delighted for them. On behalf of the students I would also like to thank our tutors for their constant support and encouragement, helping our students get to where they want to be in life."

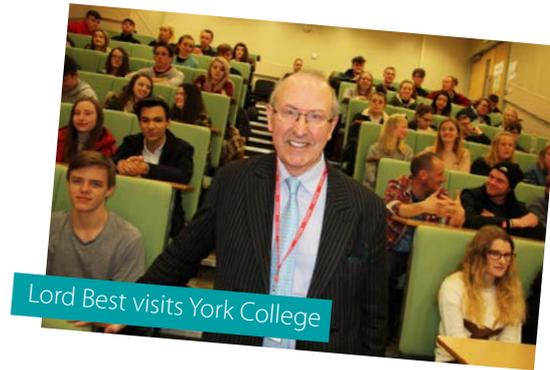


# A Level Success Stories

## Peer's Visit Inspires A Level Politics and Law Students

A Level students were honoured to meet Lord Best, the former Chief Executive of the Joseph Rowntree Foundation and Housing Trust, when he visited the College as part of the House of Lords 'Peers in School' outreach programme. The visit, organised by the Lord Speaker's office, raised awareness of the work and role of the House of Lords and demonstrated the pool of knowledge and experience that exists within the Chamber.

Students studying A Level Politics and Law heard how the House of Lords and its associated committees amend government bills, passing them through Parliament. Lord Best stressed the importance of young people engaging in politics, in particular voting in future General Elections, and students had the opportunity ask questions on a range of topics including Brexit, the recent budget, housing, sexual harassment, sustainability, cross-faith representation in the House of Lords, and the Peer's wider interests.



Second year A Level Politics student John-Paul Duddy (formerly of Millthorpe School) was inspired by Lord Best's talk, saying: "It was fantastic, so informative - everything I learned in my AS Level studies about the legislative processes was explained so clearly today. Lord Best was particularly interesting when he spoke about housing issues – it was obviously his area of expertise. I want to study Politics at university and Lord Best's talk has sparked my interest even further."

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Norwegian student Mari Fosker said: “I really liked it, it was so interesting to hear about the House of Lords from someone who actually sits in the Chamber. I am studying the parliamentary law process in AS Level Law and this talk has made things much clearer in my mind.”

Katie Cocker, also an A Level Politics student (formerly of Queen Margaret’s School) said: “It was fascinating to hear this information first-hand. I am opposed to the House of Lords, I think it needs reforms in all kinds of ways but I do appreciate that it is good for the House of Lords to make checks on Parliament, to provide a balance.”

Politics tutor Sean Ledwith said: “The purpose of the talk was to encourage first year Politics and Law students to become more engaged with UK political, parliamentary and legal processes. As the House of Lords is an essential part of both A Level courses, this was a great opportunity for students to enhance their exam performance and wider understanding of the nature of British democracy.”

## Akosua’s Parrot Training makes interesting Extended Project Qualification

A Level student Akosua Efa was one of over 90 students studying the Extended Project Qualification (EPQ) alongside their A Level, Apprenticeships and Late Start courses. Taking their studies to a deeper level, the students carried out a sustained project on a subject of real interest to them, and in Akosua’s case she presented an EPQ on the subject of ‘Techniques for the Taming and Training of Parrots.’

Akosua, formerly from Archbishop Holgate’s School, already had an AS Level in Psychology and was studying A Levels in Biology, Chemistry and Maths, intending to progress to university to study veterinary science.

Concentrating on the Step Up method of parrot training, Akosua used academic research to evidence her theories,

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giving a demonstration in the classroom of parrot behaviour to back up her findings.

She said: “Combining my interests in psychology and biology, I based my research on a subject close to my heart and I was also able to brush up on my essay writing and research skills. The parrots were abandoned three years ago and when we took them in I became interested in their behaviour. Having the opportunity to delve into research and know where to look for resources, it was a labour of love to present my EPQ. In the future I would like to write a manual on parrot training.”

Hayley McQueen, Curriculum Performance Manager, says: “The EPQ supports progression to Higher Education and is highly regarded by universities and employers alike, carrying the equivalent UCAS points to half an A Level. It provides a wonderful opportunity for students to research, write about and present a subject of their choosing.”



# Vocational Success Stories

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## Wojciech Serves Up Winning Dishes at York Food Festival

Congratulations to York College apprentice Wojciech Sukiennik on winning the Young Chef competition at the York Food Festival 2017.

Wojciech, aged 20, came to the UK two years ago and is an apprentice chef at the Star Inn the City in York. After an initial job at Pizza Hut, Wojciech started working at the Star Inn the City as a Kitchen Assistant, progressing to Commis Chef and Chef De Partie. During this time he completed his Level 2 Professional Cookery Apprenticeship, progressing to the Level 3 Professional Cookery Apprenticeship qualification.

Matthew Hunter, Director of Operations at the Star Inn the City said: "I think his success is down to his hardworking nature and tenacity - and of course his new found love of teaching himself the Yorkshire dialect! He worked very hard practicing his dishes. The dishes he prepared not only represented our style, using local ingredients, but also showed off his skills and his own interpretation of the brief."



Suzanne Barwick, Hospitality Tutor at York College says: "Wojciech is such a great student, always so enthusiastic and motivated to learn. He's like a sponge, soaking up information and using his creative flair to produce really lovely cooking. I am so pleased he had a platform to show off his skills and gain recognition for his hard work."

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## Depicting War Through Dance

Dance students at York College commemorated one hundred years since the ending of the First World War in their 'Centenary' performance in the College's Alan Ayckbourn Theatre. Exploring different dance styles, the students took on an emotive journey between 1914 -1918.

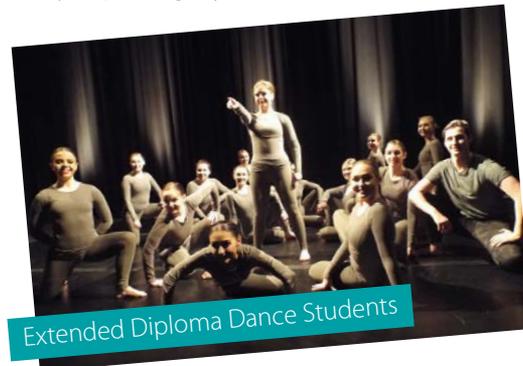
Depicting events and emotions from war-time, first year Extended Diploma Dance students mastered a range of dance styles to tell a series of devised stories; from losing loved ones, to wartime equipment and weaponry, animals and working women.

The students gained an insight into WW1 conditions in the trenches and built a comprehensive knowledge of the period when they took part in a workshop at the Royal Armouries in Leeds where they learnt how to march, perform a gas mask drill and throw grenades.

Dance student Abbie Newhall, formerly of Roundhay School, said. "This reflective performance is about a period of history. Different dance styles relate the events; a joyful ragtime dance shows the freedom of pre-war Britain,

quickly followed by a dance symbolising war propaganda, where the music and the mood changes dramatically. Our skills were pushed to the limit, performing contemporary dance, ballet, musical theatre, circus and physical theatre. I had previously studied A Levels and decided to take up this course to develop my technique to the required standard for drama school."

Callum Thompson-McConnell, formerly of Garforth Academy, says: "It is the first time I have been involved in researching a performance and the concept and history was very interesting. This is a challenging course and I am constantly improving my skills."



Extended Diploma Dance Students

# Apprenticeship Success Stories

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## Celebrating National Apprenticeship Week

'Apprenticeships Work' was the theme of National Apprenticeship Week in March 2018 when the College shone the spotlight on the work of hundreds of successful apprentices and employers.

Bench joinery apprentice Sam Batters, aged 20, is employed by York Minster. He says: "I'd studied Levels 1 and 2 site joinery at York College and wanted to find employment. I applied for the bench joinery apprenticeship with York Minster and haven't looked back since. I enjoy making things and working at York Minster is amazing. I feel very lucky to have found something I absolutely love doing."

Business Administration apprentice Jodie Sabin, aged 41, has worked at Saville's Audio Visual for twelve years. Wanting to gain qualifications to back up the skills she already used in her job, Jodie studies the NVQ Level 3 in Business Administration as an apprenticeship through the company. She says: "The apprenticeship has certainly improved my skill-set, I am learning new things all the



Sam Batters



Jodie Sabin



time and my improving my confidence. The apprenticeship works well alongside my role and I think it's important for people to realise you can take up an apprenticeship at any age."

Laboratory and Science Technician apprentice Kailum Browne, aged 18, enjoys working at Fera. Initially he studied A Levels and then decided he preferred a more practical study programme. When he found out about the Laboratory and Science Technicians apprenticeship he knew it was the right route for him. Kailum says: "I like earning and learning at the same time."

Faye Rich, aged 23, worked in an office when she left school and was training to be an accountant but felt she was not suited to the role. She had a change of heart and decided to become a dental nurse, taking on an apprenticeship with Thorpe Dental Group in Woodthorpe. After completing her Level 3 apprenticeship Faye is now a practicing Dental Nurse. Achieving the apprenticeship has led to Faye securing a full-time job with the Practice.



Chris Moore, aged 32, is employed by York District Hospital as a chef. He is a great example of how existing employees can develop themselves further in their chosen field through Apprenticeships. Chris is studying a Level 3 Advanced Apprenticeship in Professional Cookery, which he decided to take up after completing his Level 2 qualification some years ago. He says: "I enjoy working in a small team at the hospital, cooking around 2,000 meals



# Higher Education Stories

## Prizewinning Art & Design Student Communicates Through Visual Art

BA Contemporary Craft student Kate Buckley won third place in The Eleanor Worthington Prize competition for her art installation based on the theme 'Communicative Languages through Visual Arts'.

The Eleanor Worthington Prize, offered to students in the UK and Italy, is in memory of Eleanor Worthington who was born in York in 1982 and who died in Italy in 2008. Eleanor spent the last five years of her life confined to a wheelchair, immobile, unable to speak, and only able to use her eyes and face for expression.

Kate Buckley, aged 52, returned to education to study the Art Foundation course at York College, progressing onto the BA (Hons) Contemporary 3D Crafts degree. She is delighted her winning artwork entitled 'Not being able to speak is not the same as not having anything to say' is worthy of the Prize.

Her mixed media installation made comprised of millinery wire, 3D pen, ceramics, fabric screen printing and paper



incorporating text in English and Italian, had a hidden message of 'Talk to me, I am here, share'

Describing her work (which was also exhibited at York St John University in the summer), she says: "Being able to communicate is the most important skill we need in life. Everyone should be able to express feelings and make choices, and communication isn't just about expressing it is also about listening. Often the significance and

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importance of the day-to day conversations about the little things in life are overlooked in favour of politics and world events. My art became an installation around sharing a moment, taking time to share a cuppa, share the same space, face-to-face and one-to-one."

Kate says: "The 3D Contemporary Craft degree has been great - the expertise and workshops at the College, and learning about the business side of making a living from my craft, is exactly what I was looking for. I am very grateful for the support I have received from my course tutor and I look forward to developing my work as a designer/maker in the future."

## Portuguese Siblings Graduate

Brother and sister Bernardo and Maria Henriques enjoyed a unique opportunity to graduate together in the beauty of York Minster, having been schooled in Portugal and making the decision to come over to the UK to pursue higher education.

Bernardo, aged 22, studied BA (Hons) Leadership and Management, said: "We are delighted to have had the

opportunity to study in England as there is no such thing as a Higher Education loan in Portugal. It has been wonderful to study at York College and with English not being our first language, we are proud to have coped with the challenge. It was an extra pressure listening and understanding the tutors' dialects, as well as coping with the workload, particularly at first it was not easy. We are extremely happy to have achieved our degrees and feel indebted to our tutors for their support and encouragement."



Maria & Bernardo Henriques

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Maria, aged 23, studied BA (Hons) Public Sector Leadership and Management, adds: "Studying together we were able to motivate each other. Our learning became more interactive which made it easier to adapt, and the College was very flexible to our learning needs, which was lovely. Having had a break from studying over the summer, we are looking forward to seeing what opportunities are out there, we hope new doors will open for us and we want to explore where our higher level qualifications can lead us. We would like to develop our careers in this country."

Their proud father could not have been happier watching his son and daughter graduate in York Minster: "They were both brilliant at school and in coming over to the UK they have continued to work incredibly hard to complete their education. We are extremely grateful to the College and their tutors for enabling this to happen. This is every parent's dream and the prestigious Graduation ceremony in York Minster was just perfect for the whole family to enjoy."



# Adult Learning Stories

## Fadileh Learns English to Embrace a New Life in the UK

Syrian refugee, Fadileh Ramadan celebrated getting her first voluntary job two years after coming to the UK and learning how to speak, read and write in English.

Not speaking any English, Fadileh could not read or understand the English language when she first arrived in York. Her breakthrough moment was enrolling on the ESOL (English for Speakers of Other Languages) course at York College - learning to communicate in English with a class of like-minded people from a range of different nationalities.

Starting with the English alphabet, progressing to writing, speaking and listening, and learning Maths in a classroom of friendly people with a supportive tutor, she gained in confidence and started volunteering at the Leeds Refugee Council. After a successful interview, Fadileh is now working with a group of Arabic women who are new to the UK. She says: "Speaking Kurdish, Arabic and English means I can communicate effectively with them, and I understand their fears and struggles."

Fadileh also has regular volunteering slots at a local charity shop, at York Art Gallery and at York Theatre Royal where she helps other people integrate into life in England.

Having seen the difference the ESOL course has made to her life, in the near future Fadileh wants to continue her studies, gaining further qualifications in English.



# Students of the Year 2018

Congratulations to five York College students who were awarded Student of the Year titles in recognition of their personal and academic achievements throughout the 2017/18 academic year.

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**A Level Student of the Year – Jem Parker**

**Vocational Student of the Year – Luke Fawcett**

**HE/Adult Student of the Year – Harrison Kees**

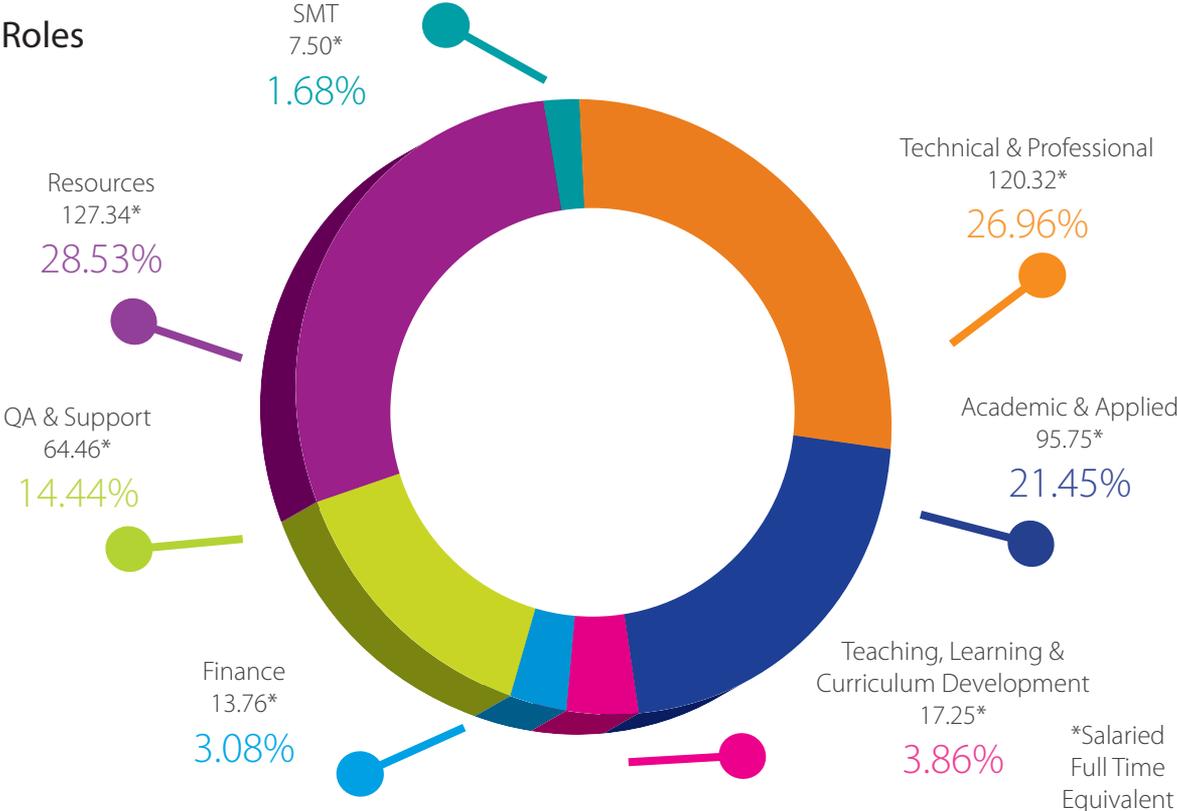
**Foundation English Student of the Year – Alicia Karpasea Jones**

**Foundation Maths Student of the Year – Jordan Thackray (no photo)**



# Staff Analysis

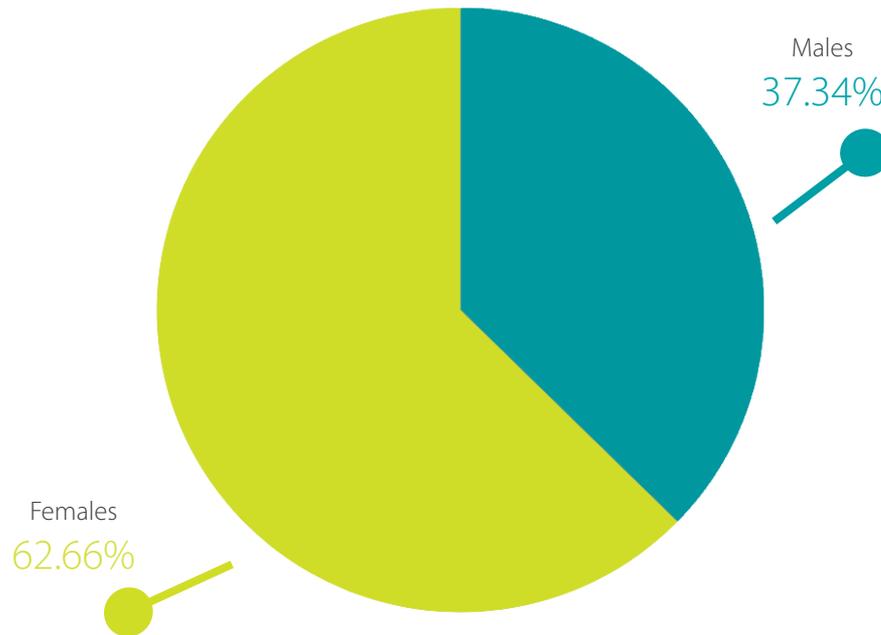
## Staff Roles



\*Salaried Full Time Equivalent

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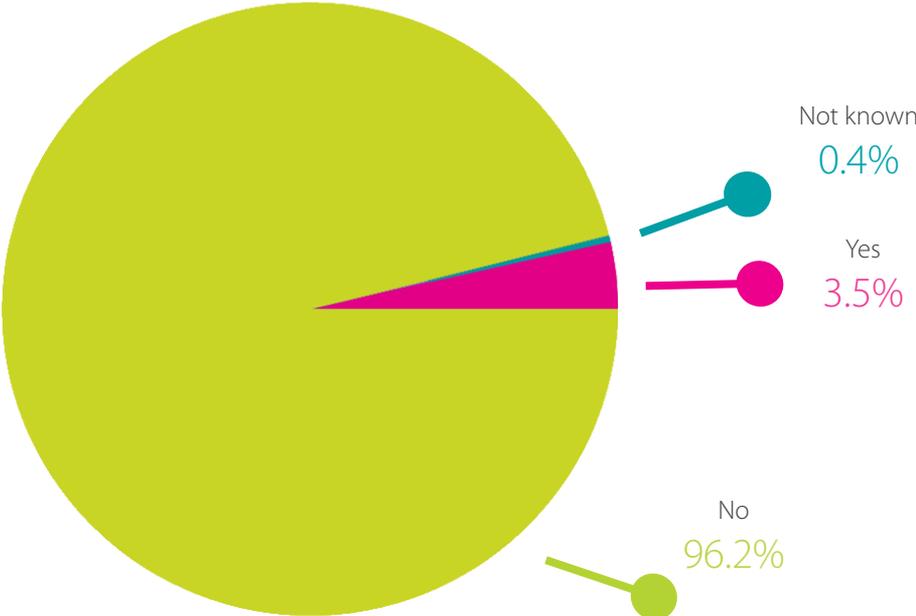
## Gender



## Ethnicity



# Disabilities



# Equality & Diversity

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This information can be made available in alternative formats. Please ring 01904 770770.

## Disability Commitment

York College is committed to ensuring that disabled people, including those with learning difficulties, can access, participate and succeed in their learning.

We will make all reasonable adjustments to ensure that disabled people are not substantially disadvantaged.

## Equality and Diversity Statement

'York College is committed to equality of opportunity. The aim is to create an environment in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions.'

## Safeguarding Statement

'The safeguarding of young people and vulnerable adults is fully embraced by all York College staff and underpins the College's values.'

## Values

As a way of fostering learning, York College values:

- All our students and their individual achievements
- The commitment and professionalism of our staff
- The highest standards in all that we do
- Working together to meet the needs of our college and the wider community
- Effective, efficient and appropriate use of resources
- Respect, equality and honesty.









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