



ACCOUNTABILITY STATEMENT

2024/2025

PRESTON

COLLEGE



Principal Comment

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SIMON NIXON
Principal and Chief Executive

Our Vision, Mission and Strategic Objectives

Our Vision

To transform lives through education

This reflects our longer term ambition for the College, and encompasses more than just helping people to achieve qualifications. We want to be a place that people choose to come to in order to change their lives in a positive way, whether through improved job prospects or learning new life skills.

Our Mission

To inspire, educate and support our diverse community to reach its potential

This reflects what we aim to do every day. We pride ourselves on our community focus, with a diverse mix of learners and staff, and plan our curriculum and other activities to give everyone the chance to truly achieve what they are capable of. We believe that we are inspirational in what we do, and that the support we offer to both our learners and our staff is second to none.

Our Key Strategic Objectives

- Deliver high quality teaching, learning and support to promote high levels of attendance, achievement and positive outcomes for learners
- Provide a high quality technical and vocational curriculum, aligned to regional and local businesses and community needs
- Value our diverse college community, and provide aspirational progression pathways for all learners and staff
- Improve financial surplus and cash generation to provide future investment capacity
- Fully embed a culture in which all staff deliver outstanding performance that contributes effectively to the learner experience
- Nurture effective partnerships that benefit learners, staff, the City of Preston and the wider region

Our Values

Welcoming and inclusive

We believe in making sure that all learners, staff and visitors to the College feel welcomed and valued at all times

Supportive and compassionate

We believe in the importance of being reassuring, encouraging and caring towards our College community

Aspirational for our learners, ourselves and each other

We believe in being ambitious in the way we work and promoting this with our learners

Act with integrity and transparency

We believe in acting honestly at all times, and having open and transparent communications

Be accountable

We believe in the importance of taking ownership of our actions, and expect others to act similarly

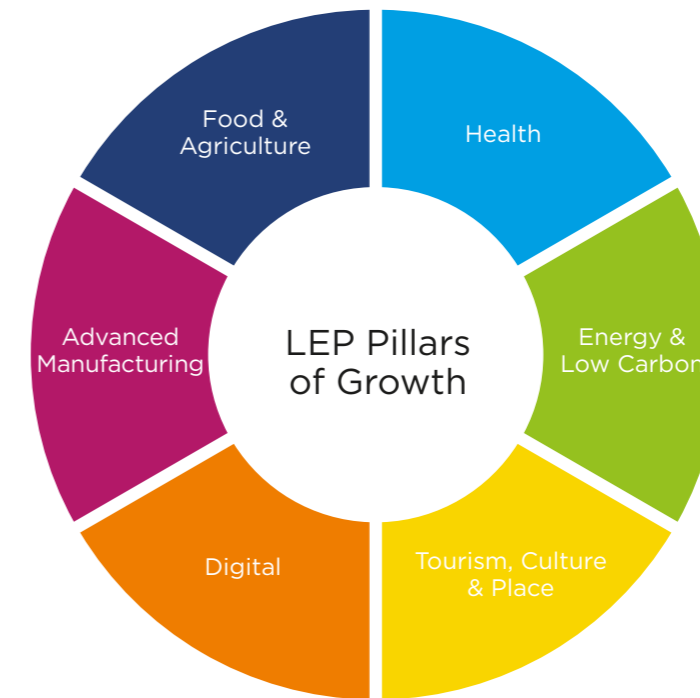
These values, together with the vision and mission statements, provide stretching aspirations underpinned by a strong College culture. The detailed strategic priorities for Curriculum, Quality and Resources, with associated deliverables, are detailed in the Strategic Plan.



Preston College has aligned its curriculum portfolio to regional and local economic needs and the employment priorities published by the Lancashire Enterprise Partnership (LEP), we have also contributed significantly to the development and delivery of the Local Skills Improvement Plan (LSIP) and will continue to proactively respond to the published priorities for Lancashire. Effective Local Authority, sector body and employer engagement supports the college in ensuring our curriculum is responsive to local skills priorities, whilst enabling us to maximise delivery opportunities for our learners, supporting and often facilitating progression into employment.

The College worked closely with the North and Western Lancashire Chamber of Commerce, as the lead employer representative body on the Lancashire Local Skills Improvement Plan (LSIP), engaging with employers and stakeholders to help develop a greater understanding of what employers require from the skills system. This work resulted in the publication of the Plan in August 2023 which highlighted the key priorities of employers and laid out a roadmap to address these priorities. The College is actively delivering to these priorities and we ensured that our Curriculum Strategy (2023-2026) closely aligned to LSIP priorities.

The Lancashire Skills and Employment Strategic Framework identifies the key priorities and actions required to drive up skills and employment in Lancashire, enabling the college to directly align the pipeline of skills with the needs of local business. The college use this, along with relevant Labour Market Information to inform curriculum development and planning. In 2023, the college won an AOC Beacon Award in Employer Engagement for work undertaken in the Construction sector in direct response to the Preston and South Ribble City Deal, and consequent significant investment in infrastructure and house-building in Central Lancashire. The identified growth pillars for Lancashire are as follows;



The College has worked significantly in aligning its curriculum in support of these key employment sectors, and the positive upturn in learner numbers that we have achieved in recent years (16-18 study programme contract growing from 1760 to 2150 between 2021/22 and 2023/24) is testament to the positive impact that we are making in directly linking our curriculum to local skills priorities.

Effective collaboration is central to our approach to providing Education & Training, and the College is proactive in working with other key providers in ensuring that individuals and business across Lancashire have access to the high quality learning and development. Preston College are a founding member of the Lancashire & Cumbria Institute of Technology, we work closely with JCP in developing and delivering 'Sector Based Work Academies' and we have played a significant role in leading and delivering recent Strategic Development Fund (SDF) and ongoing Local Skills Improvement Fund (LSIF) projects commissioned by the Department for Education (DfE).

Preston College is proud of the impact that we make in supporting individuals and employers to learn, develop, achieve and progress. Our strategic objectives, core values and behaviours are integral to the promotion of a positive culture which is centered around learning and continuous improvement for all; whilst our campus, physical resources, policies and procedures actively promote a thriving learning community.

Context & Place

Preston College is based in Lancashire in the North West of England. Lancashire is one of the most diverse economic areas in the country, with no urban core but a polycentric set of towns and cities, rural and coastal areas, agricultural and industrial zones. With a population of 1.5m people, Lancashire's 55,000 businesses generate 700,000 jobs across a range of important and future-facing sectors from manufacturing and tourism to cyber, digital and low carbon. The thriving £35bn economy is home to globally leading firms with sector/supply chain clusters including the fourth largest aerospace cluster in the world. There is a pan-Lancashire labour market, particularly for technical and professional roles while workforce is also imported from and exported to neighbouring areas including Greater Manchester, Cumbria and the Liverpool City Region.



The **Lancashire 2050** Vision has Employment and Skills as one of eight strategic priorities with an ambition to 'support people to develop their skills throughout their lives and attract business to the county because of our highly skilled workforce' while the **Local Skills Improvement Plan (2023)** states that 'The local skills agenda has never been as important as we address the post-pandemic and post-Brexit world'. Preston College recognises its place in delivering to the skills agenda, and our vision, mission and strategic objectives will underpin our approach to impacting positively in the coming years.

The College recognises the value of working with other education and skills providers in Lancashire to review how well our provision is collectively meeting local needs. Our shared ambition is to ensure that together we deliver a curriculum and progression pathways that serve the local community while building on individual strengths and specialisms to maximise collective impact and meet business needs.

The College currently engages over 1000 employers in the delivery of apprenticeships, Industry Placement and other significant curriculum development and delivery initiatives. The launch of our Sector Advisory Groups in January 2024 will further strengthen the input of employer partners on our provision, as we look to build upon the 'significant contribution to skills' outcome awarded by Ofsted in January 2024.

The College is part of The Lancashire Colleges group (TLC); a collaborative network that we have invested in for over 25 years. TLC includes all the Further Education and Sixth Form Colleges in the area and represents the diversity of the sector as a whole. As part of TLC we have a successful track-record of working collectively and collaboratively to improve quality, enhance the curriculum and deliver programmes that respond to business and community needs.

Through TLC we have invested in pan-Lancashire analysis that has helped our colleges to better understand the demographic make-up of our learners and what they are studying. Further, we have recently commissioned the production of a series of detailed sector pathway maps which will inform a collaborative review of the curriculum offer with the aim of ensuring that there is a clear line of sight for all learners to different occupations and sectors.

TLC acts as an advocate and voice for the sector locally and works closely with key stakeholders including the Chambers of Commerce, Local Authorities and the LEP to drive recognition of the collective offer of its members and gather intelligence about emerging skills needs.

The College is actively engaged in preparations for a Lancashire Combined County Authority (CCA) Devolution Deal which is expected to include the devolution of adult skills budgets. Under the banner of TLC, we are working closely with the emerging CCA team to demonstrate the impact that adult education and skills provision has on the local economy, individuals and communities. We are supporting the CCA team to consider their skills strategy and to identify the opportunities and additional flexibilities that devolution can bring, allowing the sector to better-support local priorities and respond to emerging needs.

TLC was influential, informing and shaping the Lancashire LSIP and the College continues to actively engage with our local Chamber helping them to engage local employers, capture intelligence and understand current and emerging skills needs. This has already acted as a catalyst for curriculum change and will continue to do so as we work with local employers and industry bodies to design local solutions to emerging skills needs for employers of all sizes.

Through collaborative programmes funded via the Strategic Development Fund and the Local Skills Improvement Fund, Preston College has proactively worked with its College and employer partners, investing in a network of industry-standard education and training spaces, building on our specialisms and collaborating to develop new courses and curriculum that align with business needs. Through communities of practice and investment in joint CPD we have been able to jointly meet challenges and build on best practice to ensure our teaching remains high quality and keeps pace with technological and other developments.

We will continue to work with our neighbours in Lancashire, supporting our Governing Body in effectively discharge its duty to review provision in the local area. We will enhance the collective understanding of how well college provision meets local needs and develop a shared evidence base to assist Governing Bodies in identifying strengths and specialisms within Lancashire. We will work towards the development of a shared action plan and consider what actions the colleges might take, individually or collectively, in order to better meet identified local needs.

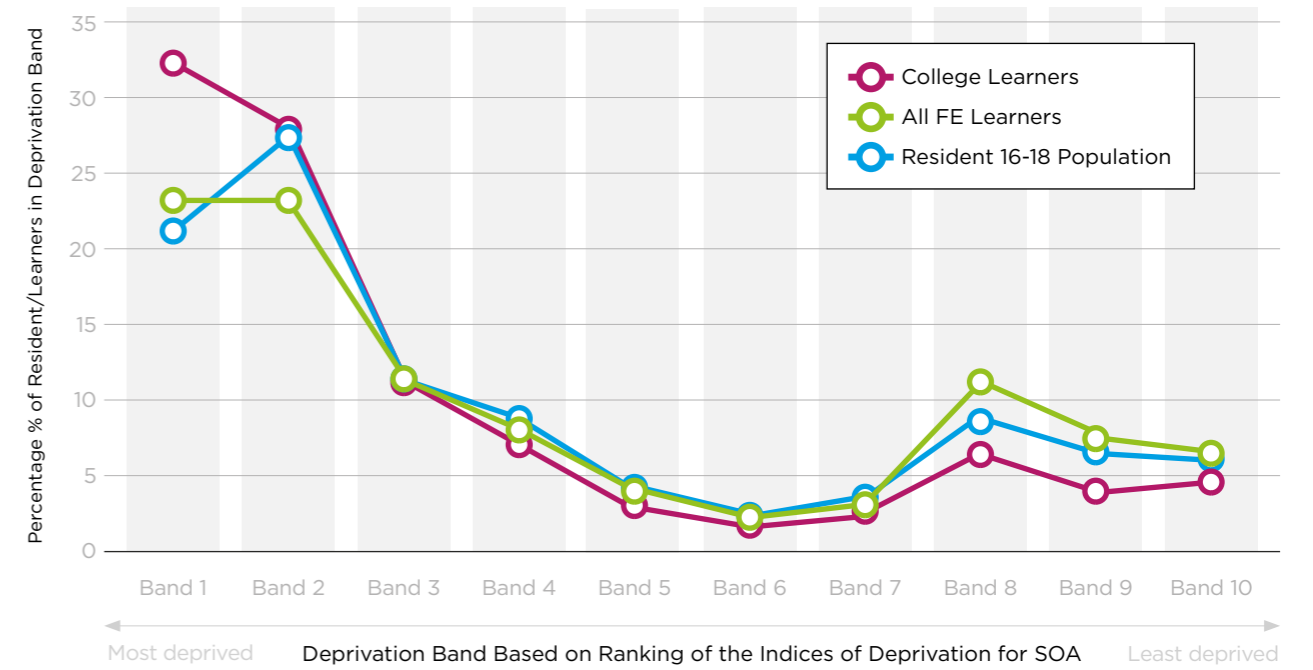
Colleges may wish to quote one or more of the following as examples of collaborative work in response to local needs, depending on their involvement:

The £9m Strategic Development Fund (SDF) Pilot Programme (2021-22) saw Lancashire's colleges collaborating with each other to help provide the skills businesses need as they respond to the challenges and opportunities presented by the shift towards net-zero carbon. This programme recognised the importance of Lancashire's Energy and Low Carbon sector as emphasised in the **The Lancashire Independent Economic Review** and supported and enabled businesses to respond to market and technological change, a priority highlighted in **Lancashire's Technical Education Vision**.

Preston College successfully operated as Lead Accountable Body for two SDF projects relating to Net Zero and the development of short programmes to support employers in developing skills for new technologies, whilst we are currently leading a Local Skills Development Fund project relating to sustainability, further strengthening training opportunities across Lancashire in direct response to the LSIP.

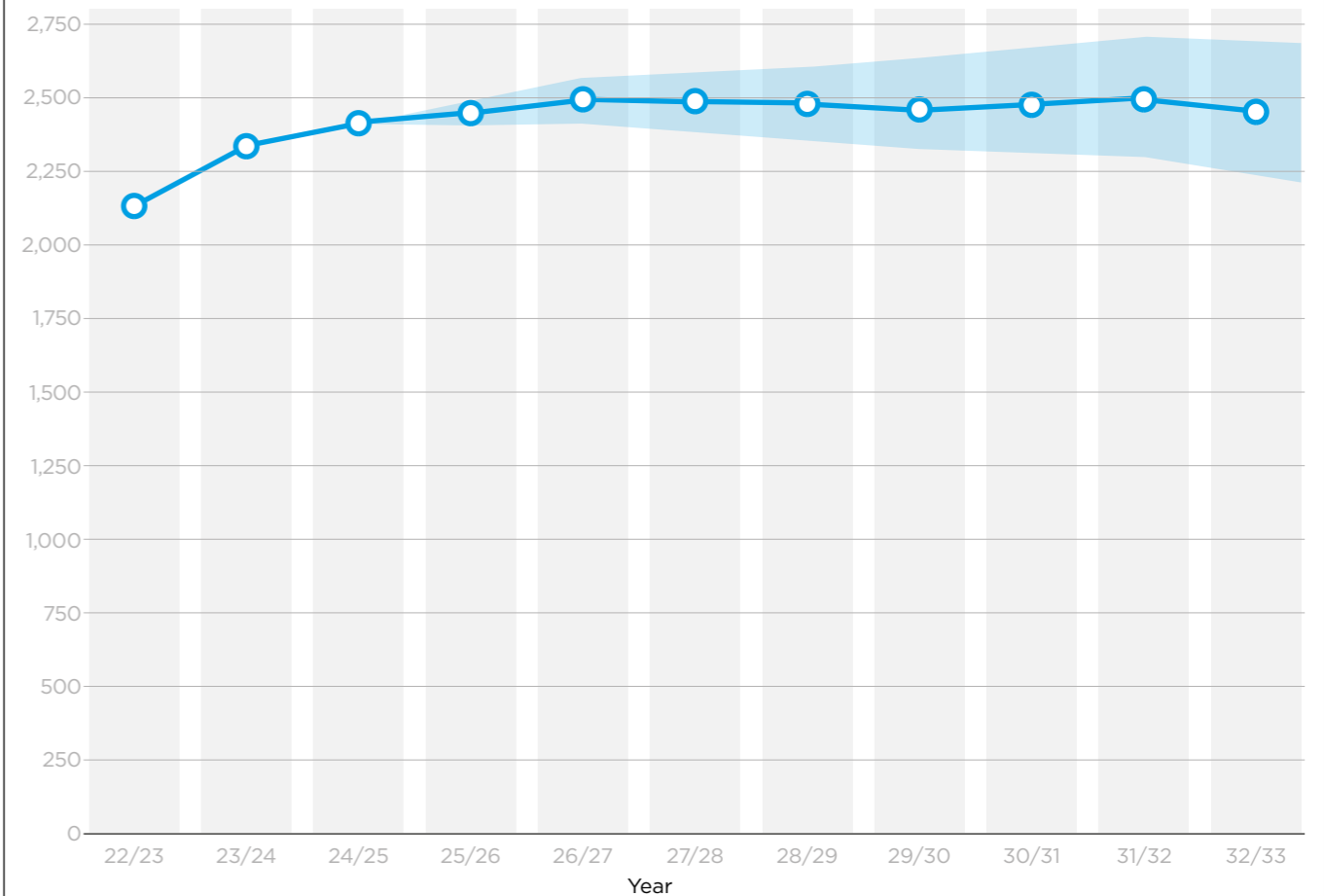


Deprivation Profile



(2020/21 - 2022/23) and schools data (PLAMS/Autumn Learning Aims and Pupil Census 2020/21 2022/231 MD 2019 and Mid-Year 2020 Population estimatesA ** indicates that a figure has been suppressed

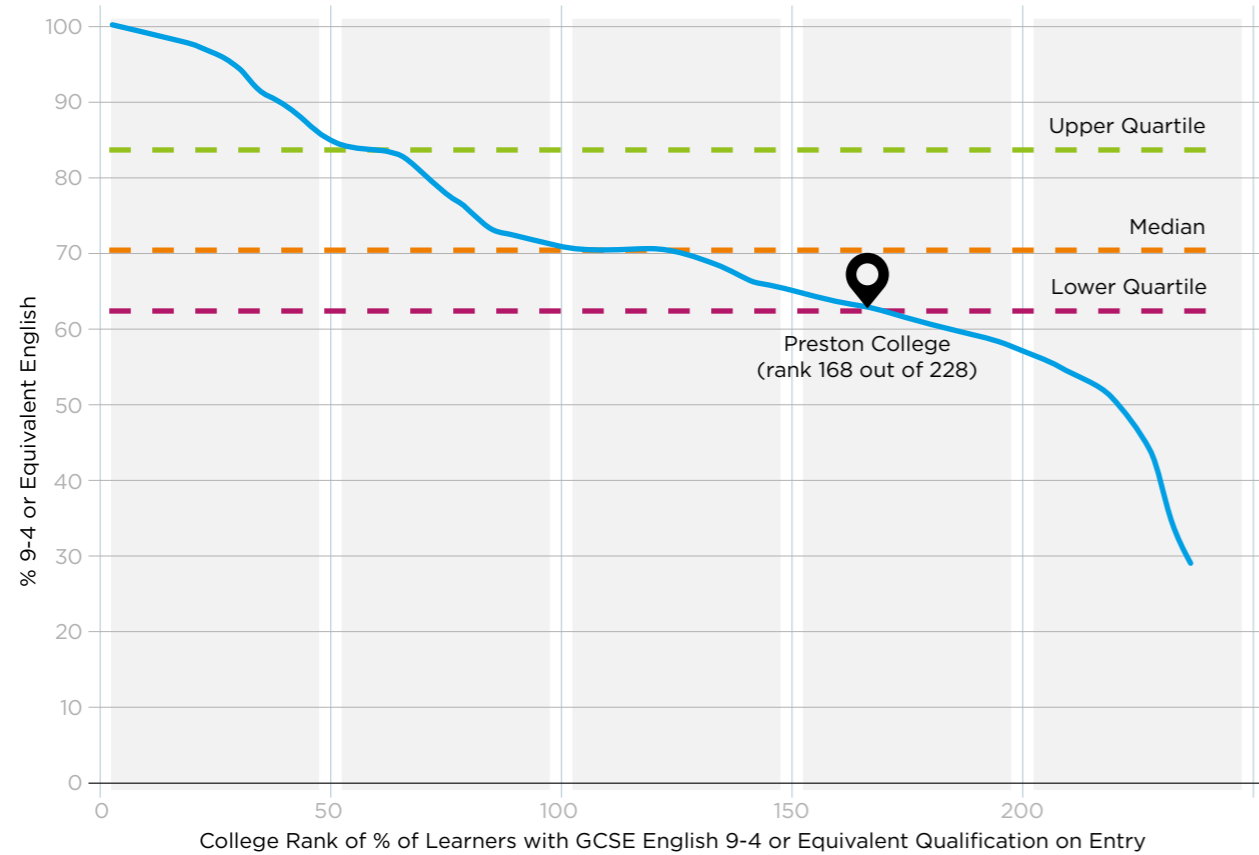
Projected Learner Numbers



Change 22/23 to 32/33: 321

Previously Taken GCSE English

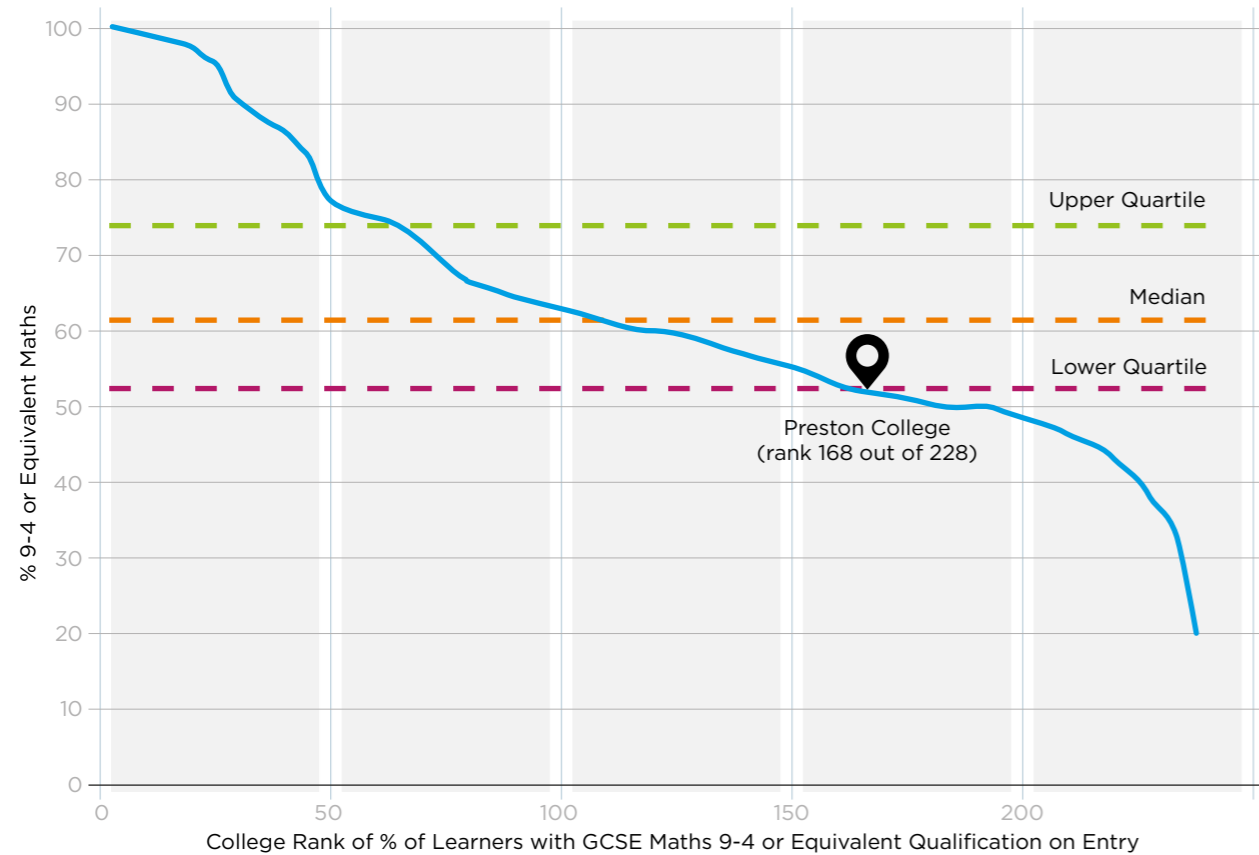
% 9-4 Rank by College (All Colleges)



Source: MiDES ILR R14 2022/23 (limited to 15 or more enrolments)

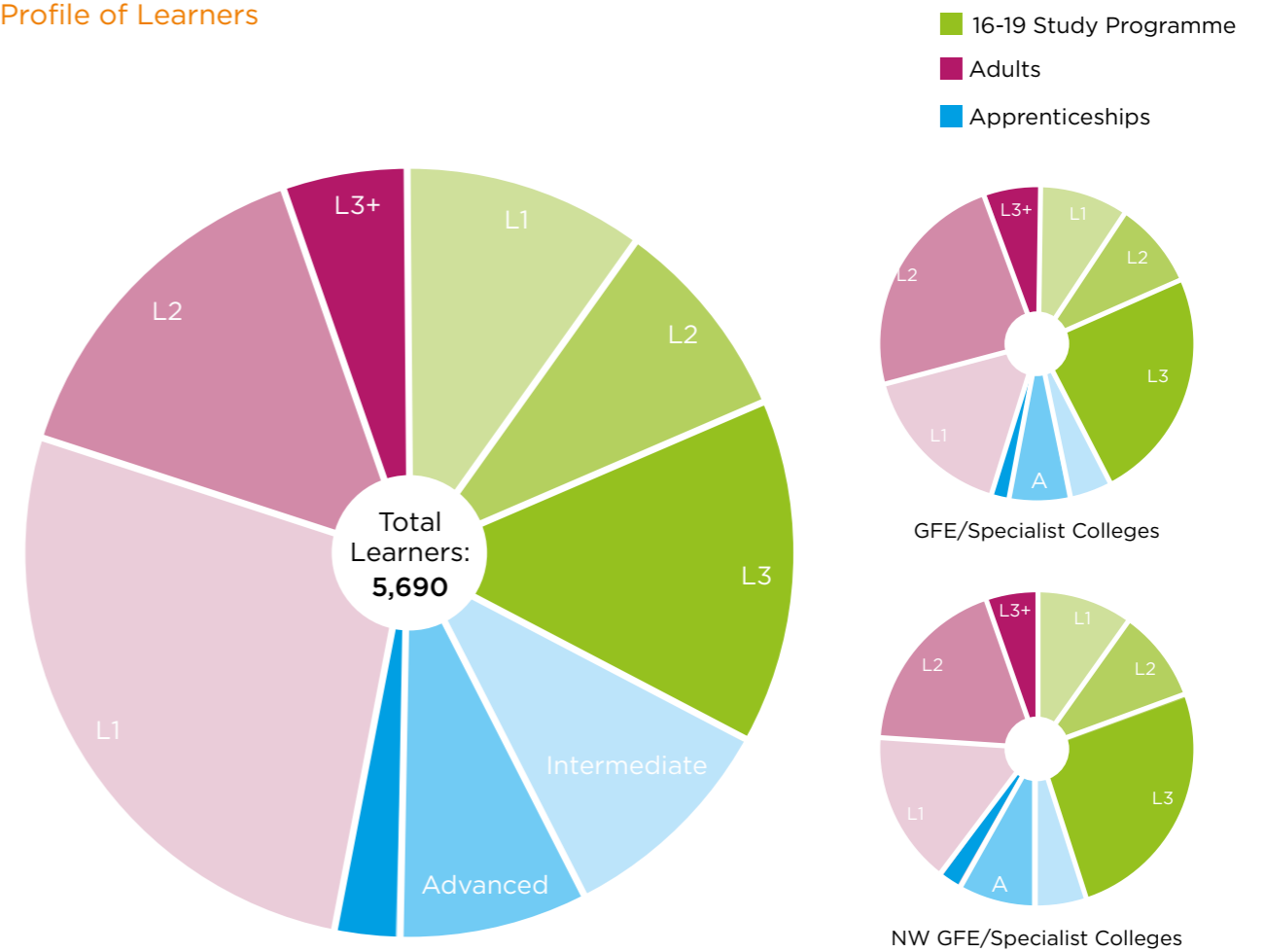
Previously Taken GCSE Maths

% 9-4 Rank by College (All Colleges)



Source: MiDES ILR R14 2022/23

Profile of Learners



	LEARNERS	% COLLEGE	% GFE/SC	% NW GFE/SC
16-19 Funded	1,920	34%	43%	46%
Level 1 or below	620	11%	10%	10%
Level 2	490	9%	10%	11%
Level 3	810	14%	23%	26%
Apprenticeships	1,080	19%	13%	15%
Intermediate	480	8%	4%	5%
Advanced	470	8%	7%	8%
Higher	130	2%	2%	2%
Adults (Adult Skills & Loans)	2,690	47%	45%	39%
Level 1 or below	1,600	28%	17%	16%
Level 2	800	14%	23%	17%
Level 3+	290	5%	5%	5%
TOTAL	5,690	100%	100%	100%

OBJECTIVES	ACTIONS TO BE TAKEN	TARGETS/KPIS (2023/24)	IMPACT MEASURES
<ul style="list-style-type: none"> To develop and deliver a responsive curriculum portfolio which directly meets the needs of local and regional employers and LSIP priorities. 	<ul style="list-style-type: none"> Annual review of LMI to ensure that the college is reflective of local and regional skills need. Align LSIP priorities to College curriculum offer ensuring that we are directly responding to agreed targets. 	<ul style="list-style-type: none"> All full-time learners to undertake an employer-led project to add-value to their qualification. 94% of all learners to progress into further study, an apprenticeship or employment upon successful completion of their programme. All T Levels and new Apprenticeship Standards effectively introduced into the college offer and reflective of local and regional demand New programmes developed at L4+ in Health, Engineering and Construction to support the significant skills gap in Lancashire. 	<ul style="list-style-type: none"> Close alignment of our technical education provision with local, regional and national priorities in supporting economic growth. Strong community impact through the effective provision of ESOL, English and maths provision. To maintain judgement of 'significant contribution' to skills needs through SAR/ Ofsted. To effectively develop and deliver to the Annual Accountability Statements, strengthening the college reputation in relation to Technical Education and community impact.
<ul style="list-style-type: none"> To effectively transform programmes of learning in response to Technical Education reform, including the effective implementation of T Levels and new Apprenticeship Standards. 	<ul style="list-style-type: none"> Review curriculum developments through the college business planning cycle. To respond to LMI and employer input in reviewing and developing apprenticeship curriculum. To fully engage organisations including AOC and ETF in T Level and Transition Programme development. 	<ul style="list-style-type: none"> Over 15 T Level routeways available in the college, with competing technical equivalent qualifications phased out. Every T Level Pathway to be complimented by a Transition Programme at Level 2. T Level routeways to reflect local demand, ensuring that the college curriculum is targeted to need and less generic. New apprenticeship standards introduced based on employer need, with the least impactful Standards being divested. 	<ul style="list-style-type: none"> Increase in the quality, relevance, and uptake of T levels and apprenticeship standards by learners and employers in Lancashire, as evidenced by data including enrolment, completion, satisfaction, retention, progression, and employment rates. Enhancement of the skills, knowledge, and competencies of learners and apprentices in meeting the current and future needs of the industry sectors in Lancashire, as verified by key stakeholders. Promotion of the social and personal development of learners and apprentices, as well as the diversity, equity, and inclusion of the technical education provision.
<ul style="list-style-type: none"> To ensure year on year growth in 16-19 and Apprenticeship provision whilst maintaining the college position as a significant provider of Adult Skills. 	<ul style="list-style-type: none"> Delivery of highly impactful stakeholder activity in-line with agreed plans across all provision types. To improve learner progression across all provision types using 'RCU Mides' information as the baseline. To build community perceptions of the college through engaging and impactful marketing and promotions activity, including the strengthening of alumni related provision. 	<ul style="list-style-type: none"> To achieve 1% growth in 16-19 recruitment year on year, culminating in 2331 learners in 2025. To achieve 1% growth in apprenticeship recruitment year on year, culminating in 1081 learners on programme in 2025. To effectively deliver our Adult Learning contract year on year. Subject to funding, to grow National Skills Fund provision by 2% year on year, culminating in a financial contract of £432,000 in 2025. 	<ul style="list-style-type: none"> Increased access to education and training: By achieving growth in the number of 16-19 and apprentice learners, more individuals will have the opportunity to access Further Education, reinforcing our place as an important community provider. Improved skill levels: Growing the number of learners in the college will contribute to an increase in the overall skill levels within the workforce. Increased market responsiveness - better supporting skills needs locally and regionally. Enhanced financial performance - increased learner numbers will enable the college to operate with greater efficiency in delivery.
<ul style="list-style-type: none"> To embed sector specific Digital Skills into every programme of study, ensuring that all learners have access to Digital Technologies that are reflective of key employment sectors. 	<ul style="list-style-type: none"> To contribute to the development of the College Digital / ICT Strategy, ensuring that curriculum and planned infrastructure development are aligned. To proactively and positively engage with innovation including AI for example, ensuring that learning is enhanced through effective use of new technologies. To respond to market needs in relation to training and skills, enhancing provision in key areas including Cyber Security for example. 	<ul style="list-style-type: none"> 100% of college programmes to have specialist digital skills embed into the delivery plan. To have a 'best practice' VLE which supports current and prospective learners in enhancing their digital skills for employment. To have an enhanced digital offer for individuals and employers which supports critical areas of training and development. Increased access to new and 'different' technology including AI, AR/VR, cloud services, assistive technology and software rich digital classrooms across all college programmes. 	<ul style="list-style-type: none"> Enhanced employability: In today's digital age, employers across various sectors prioritise candidates with strong digital skills. By acquiring sector-specific digital skills, learners become more attractive to potential employers and increase their employability. Industry relevance: Sector-specific digital skills will ensure that learners are equipped with the knowledge and competencies required in their chosen field. Competitive advantage: Having sector-specific digital skills sets learners apart from their peers and gives them a competitive edge. Increased productivity: Sector-specific digital skills will enable learners to leverage technology effectively to streamline processes, automate tasks, and improve productivity. Future-proofing careers: Technology continues to reshape industries at a rapid pace. This future-proofing ensures that learners are well-prepared for the evolving job market, where digital skills are becoming increasingly essential across all sectors.

OBJECTIVES	ACTIONS TO BE TAKEN	TARGETS/KPIS (2023/24)	IMPACT MEASURES
<ul style="list-style-type: none"> To work collaboratively with other providers and external stakeholders in promoting widening participation and effectively delivering to the Skills and Post-16 Education Act. 	<ul style="list-style-type: none"> Proactively engage with the LSIP, working collaboratively with the Chamber of Commerce and other providers in responding to local need. Positively engage in LCIOT development and LSIF provision in strengthening provider collaboration in Lancashire. 	<ul style="list-style-type: none"> The Lancashire and Cumbria IOT to be fully operational, with Preston College achieving its curriculum development and learner recruitment targets. The college curriculum to reviewed in-line with LSIP priorities and Local Skills Impact, with ambitious progression KPIs agreed and implemented within our accountability framework. T Level provision to be fully embed into the college curriculum, with 100% learners able to access a full Industry Placement. 	<ul style="list-style-type: none"> Improvement in the partnerships and collaborations between the education providers and employers in Lancashire, as evidenced by the level of employer engagement, co-design, and co-delivery of education programmes. Enhanced learner satisfaction reflecting the improved learning opportunities facilitated by increased collaboration. Improved reputation locally and nationally based upon our positive and proactive engagement with others.
<ul style="list-style-type: none"> As a member of the LCIOT, to develop innovative provision and grow Higher Skills Learning in key sectors including Health, Engineering & Construction. 	<ul style="list-style-type: none"> Effective partnership working with other providers and UCLan in developing the LCIOT and associated curriculum. Develop innovative programmes that reflect industry need whilst providing L3 learners with a progression pathway. 	<ul style="list-style-type: none"> New programmes developed and validated in Health, Engineering and Construction to promote FT, PT and Apprenticeship delivery. The college to deliver in-line with / above agreed LIOT recruitment targets (127 starts in 2025). Improved internal progression and direct recruitment to provision, supporting Higher Skills growth of 5% by 2025. All LCIOT students to have provision underpinned by Digital Skills development reflective of future industry requirements. 	<ul style="list-style-type: none"> Enhance the college status as a significant provider of Higher Skills provision in Lancashire. Improved learning resources for learners to enhance in-class and out of classroom learning. Enhanced progression pathways for all learners, enabling higher volumes to progress from L3 to L4+ in-line with employer needs.
<ul style="list-style-type: none"> To expose every learner to employer-related experience whilst promoting an outstanding Careers and Industry Placement programme accessible to all. 	<ul style="list-style-type: none"> To plan employer encounters into every college programme, ensuring strong employer influence in planning and delivery. Take influence from our Sector Advisory Groups in ensuring that our Placement programme is reflective of industry need. 	<ul style="list-style-type: none"> 100% of college full-time programmes to have employer encounters built into the delivery plan. 100% 16-19 Study Programme learners to undertake Industry Tasters or Industry Placement. All learners to benefit from individual Careers support, guidance and planning, regardless of programme or provision type. 94% of all learners to progress into further study, an apprenticeship or employment upon successful completion of their programme. 	<ul style="list-style-type: none"> Real-world relevance: Employer encounters provide learners with valuable insights into the world of work. They can understand how their education relates to actual job roles, industry practices, and the skills demanded by employers. Career awareness and exploration: Interactions with employers expose learners to various career options and pathways. They can explore different industries, job roles, and the skills required for specific careers. Industry insights and trends: Employer encounters allow learners to gain first-hand knowledge about the current state of industries and emerging trends. They can learn about technological advancements, changing market demands, and skill requirements. Work-based learning opportunities: Some employer encounters may include work placements, internships, or apprenticeships. Increased motivation and engagement: Exposing learners to employer encounters can spark their motivation and enthusiasm by connecting their education with real-world contexts.
<ul style="list-style-type: none"> To promote sustainability in every programme, ensuring that all learners understand and contribute to the ten point plan for a green industrial revolution. 	<ul style="list-style-type: none"> To work proactively with other providers in developing and sharing good practice. To develop college-wide sustainability objectives linked to the 4 C's (Curriculum, Campus, Culture, Community) To contribute to a college-wide working group in developing and delivering to the sustainability agenda, leading on the curriculum components. 	<ul style="list-style-type: none"> All learners to have sustainability built into their programme of study and for all learners to have access to innovative resources contained on the college VLE. For the college to implement sustainability objectives, and to deliver proactively against agreed KPIs. The college will have invested in resource to support technical areas of specialism, including Building Services Engineering and Automotive Technologies. 	<ul style="list-style-type: none"> Increase in the awareness, engagement, and action of learners and staff in promoting sustainable and green practices. Integration of sustainable and green themes across the curriculum and co-curriculum, empowering learners and staff to develop critical thinking, problem-solving, innovation, and leadership skills relevant to the green industrial revolution. Improvement in the sustainability performance and reputation of the college, as measured by relevant external benchmarks. Enhancement of the college culture and community through delivering to common objectives relation to sustainability.



Governing Body Statement

On behalf of the Preston College Governing Body, it is hereby confirmed that we conduct reviews in line with local skills duty, as such resulting in this plan. This accountability statement 2024-25 sets out an agreed statement of purpose and delivery objectives as approved by the Governing Body at their meeting on 04 July 2024.

This accountability statement will be published on the college's website in line with Department for Education expectation.



John Boydell

JOHN BOYDELL

Corporation Board Chair



Simon Nixon

SIMON NIXON

Principal and Chief Executive

PRESTON COLLEGE

Preston College
St Vincent's Road
Preston
PR2 8UR

T 01772 225768
E info@preston.ac.uk
W www.preston.ac.uk

www.preston.ac.uk