EQUALITY, DIVERSITY & INCLUSION

ANNUAL REPORT
2022/23

PRESTON COLLEGE

PRESTON COLLEGE

EQUALITY, DIVERSITY & INCLUSION STATEMENT

Preston College is committed to creating an inclusive environment, where people are treated with dignity and respect and where we anticipate and respond positively to different needs and circumstances so that everyone can achieve their potential.

We celebrate, support and thrive on the differences that our diverse college community brings which in turn enriches the inclusivity of our organisation.

We believe that everyone has the right to be treated fairly and without discrimination, regardless of age, disability, sex, gender identity, race, religion or belief, sexual orientation, circumstances or background. The College community fully embraces the FREDIE principles of Fairness, Respect, Equality, Diversity, Inclusion and Engagement to advance equality. Specifically, we will:

- actively promote equality by valuing and respecting each other's differences.
- ensure College staff, governors and stakeholders are equipped to recognise diversity and challenge discrimination.
- investigate all allegations of discrimination sensitively.
- monitor the curriculum and learning to ensure they are free from discrimination and reflect the needs of the wider community.
- implement effective processes for monitoring policies, procedures and practices to ensure they are free from discrimination, are inclusive and respond to the needs of learners, staff, governors and the wider community.
- reflect the contributions of all members of the community in promoting our activities.
- strive towards becoming an outstanding equality organisation which listens to and cares for all its learners, staff, stakeholders and the wider community.

This statement is supported by a number of policies and procedures which can be located on the College's website.

INTRODUCTION

This is Preston College's Equality, Diversity and Inclusion Annual Report for 2022/23. The report is linked to the College Vision, Mission Statement and Values, the Strategic Plan and the Equality, Diversity and Inclusion Policy.

The purpose of this document is to share and celebrate Equality, Diversity and Inclusion at Preston College and report on the progress against our statutory duties under The Equality Act 2010.

Preston College is a diverse and inclusive organisation which seeks to raise standards of education and training, support the skills needs of employers and act as a positive force for equality of opportunity within the Preston community.

We were proud to be the first FE College in the North West to be awarded "College of Sanctuary" status in October 2018, and the College has held the status ever since.

We respect our colleagues and students as individuals and celebrate diversity in the rich mix of backgrounds and experiences they bring to the College.

The College champions its commitment to treating all students and staff with the respect that they deserve as a unique human being, and to maximise the potential of all students and staff through the power of high quality education and training. This means that there should be no barriers in the College for students and staff to achieve their potential.

We will continuously monitor the recruitment and performance of students and staff to ensure the College reflects the communities we serve and everybody has equal opportunity to succeed and develop and to investigate and action plan should any equality gaps become apparent.

Equality, diversity and inclusion are at the heart of all aspects of the College's work.

SUMMARY AND STATUTORY OBLIGATIONS

At Preston College we are committed to the development of a balanced, inclusive and diverse College community which is open and accessible to all students, staff, visitors and members of the public. Preston College aspires to excellence and a positive attention to values and behaviours is an essential part of that process, including:

- Committed to Learning
- Respect and Consideration
- Customer Focussed
- Integrity and Honesty
- Make it Enjoyable

Some of the ways in which the College promotes equality include:

- Embedding equality into our curriculum activities, tutorials and training.
- Staff and student engagement in community support activities and charity fund raising.
- Recruited and trained Student Inclusion Ambassadors.
- Providing a wide range of support for students with learning difficulties or disabilities, or who need help to overcome economic or social barriers to their participation or success.
- Provision of facilities for prayer.
- Family friendly policies to support staff needs including: flexible working, job sharing, leave of absence, parental and adoption leave.

The College has agreed 2 key equality and diversity objectives in line with the strategic objectives and best practice in response to appropriate equality legislation.

Corporate Equality Objectives for 2021-2025

- To develop and deliver action plans focusing on narrowing gaps in student performance; and
- To actively enhance and demonstrate our inclusive College culture, providing opportunities for all, regardless of individual characteristics.

Statutory Reporting Obligations

Under the Public Sector Equality Duty (PSED) which was created by the Equality Act 2010, the College has a duty to have a Single Equality Scheme (SES) in place. The SES encompasses nine protected characteristics including disability, age, sex, gender reassignment, ethnicity, religion or belief, marriage and civil partnership, pregnancy and maternity and sexual orientation.

The general duty is set out in section 149 of the Equality Act.

The duty came into force in April 2011. In summary, those subject to the general equality duty must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

We are committed to being open and transparent about the information on which we base our decisions, what we are seeking to achieve and our results.

Access to Services and Information

One of the College's priorities is that all of our services should become fully accessible to all parts of the community. Our programme of analysis and assessment of any potential impact should highlight any factors which indirectly discriminate, by making a particular service less accessible to particular groups. We are committed to taking action to address any barriers experienced by any section of our community.

We recognise the importance of not only communicating our clear commitment to equality, diversity and inclusion, but also the importance of keeping stakeholders regularly informed of the progress being made and the outcomes being achieved. This includes opportunities for the community to take part in this work and help contribute to the improvements that the college is seeking.

Our aim is to publish information in the most customer friendly, accessible, practical and cost effective way and we communicate our messages by letter, the media, at specifically arranged meetings with particular groups and individuals, email, telephone, using an interpreter if needed, a summary report and using appropriate and accessible multimedia.

Promotion and Communication of Equality, Diversity and Inclusion

Equality, diversity and inclusion is promoted to staff, students and Governors at induction to ensure that the College values and behaviours are well understood. Teachers and trainers explore opportunities to further develop understanding of equality, diversity and inclusion and it is integral to the tutorial framework.

Leadership and Management

The Corporation is responsible for:
• ensuring that the College complies with its legislative duties, including the General and Specific duties
• ensuring that adequate strategies and systems are in place to implement the Equality Duty.

The Principal and Executive Leadership Team are responsible for:

• chairing the Equality, Diversity and Inclusion Strategic Group
• providing a consistent and high profile lead on equality issues
• promoting a general awareness of equality within and outside college
• requiring managerial action to implement the Duty and related policies
• ensuring the Equality Duty and its aims are followed.

Managers are responsible for:

• implementing the Duty and its related aims and strategies
• ensuring that all staff are aware of their responsibilities and are given appropriate training and support
• following the relevant procedures in taking appropriate action against staff or learners who carry out unlawful discrimination.

All staff are responsible for:

• ensuring they are aware of the College's statutory duties in relation to equality legislation
• eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
• promoting positive attitudes towards equality
• attending staff development and information opportunities in order to keep up to date with

legislation and College requirements regarding equality, diversity and inclusion.

Contractors and Service providers are responsible for:

Complying with the equality requirements set out in the contract or agreement (the College is responsible for ensuring the requirements of the positive duty are met in those functions delivered under contract. Contracts and agreements should include a requirement to comply with the College's Equality and Diversity policy).

The Equality, Diversity and Inclusion Strategic Group is responsible for:

• providing a strategic lead and direction for the College
• ensuring that all learners and staff are enabled to achieve their full potential, irrespective of a protective characteristic
• ensuring that Preston College is seen as a beacon of best practice within the community.

Responsibility when working with other organisations

The College is responsible for meeting the general Equality Duty when carrying out functions with other organisations. If the partner is another public authority also bound by the duty, each organisation will be responsible for meeting its general duty and any specific duties. If the partners are private or voluntary organisations it will be the responsibility of the College to ensure that the work done jointly meets its Equality Duty.

Monitoring and Evaluation

The Equality, Diversity and Inclusion Strategic Group will monitor the effectiveness of the Equality Duty and agree actions to be incorporated into the annual Equality Action plan. The Equality Duty will be reviewed and revised every three years. An annual report will be published on the progress made towards meeting the targets set in the action plan. The annual report will be approved by the Corporation prior to being disseminated throughout the College and published on the website.

OUR LEARNERS

As part of the College's Quality Assurance processes the Heads of School and the Quality team monitor learner progress, retention and achievement for all learners. Key Performance Indicators are set annually to monitor overall achievement for all learners and compare learners with particular characteristics and identify any trends or gaps in achievement.

The College, in line with the Further Education sector, uses a set of particular characteristics for the purpose of benchmarking learner performance by General Further Education Colleges through the national Qualification and Achievement Rate (QAR) tables. The particular characteristics include some protected characteristics as defined by the Equality Act 2010[1] and some characteristics specific to learning.

The College monitors achievement for learners with the following characteristics:

 I. Gender ie achievement averages of females compared to males;
 II. Ethnic Group ie Asian, Black, Mixed, Not applicable/ Not known, Other, White;
 III. Ethnicity ie African, Arab, Bangladeshi, Caribbean, Chinese, Gypsy/ Irish Traveller, Indian, Irish, Not Provided, Other, Other Asian, Other Black, Other Mixed, Other White, Pakistani, White British, White/ Asian, White/Black African, white/ Black Caribbean;
 IV. Disability ie Asperger's, Hearing, Medical, Mental Health, Mobility, Multiple, N/A, No disability, Not Known/ Not Provided, Other, Physical, Profound/ Complex, Temporary, Visual;
 V. Difficulty or Disability ie Has difficulty/ disability/ health problem, No difficulty/ disability/ health problem, No information provided by the learner;
 VI. Learning Difficulty ie Autism, Dyscalculia, Dyslexia, Moderate, Multiple, Not Applicable, None, Not Known/ Not Provided, Other, Other Spec, Severe.

The College also monitors learners who have an Educational, Health and Care Plan (EHCP), Looked after Children and learners who are eligible for Free School Meals (FSM).

The protected characteristic sensitive data is collected from learners during the enrolment process and specialist categories of disability, difficulty and learning difficulty is established through a formal assessment by specialist trained staff in the Special Education Needs and Disabilities (SEND) Team for individual learners. For those learners coming direct from school, any SEND information is shared often before the learner commences through the dedicated transition team.

In line with Education Inspection Framework, Heads of School are required to monitor achievement for learners with particular characteristics in order to identify any trends showing gaps in achievement between those learners with particular characteristics and learners within the cohort who do not have those particular characteristics. An achievement gap is identified when there is a disparity in educational outcomes/ attainment between different groups of learners. The data contained in this report shows much progress in the narrowing of gaps in achievement rates for learners through the implementation of College wide teaching and learning strategies. Lecturers and learner facing staff work with each individual learner to fulfil their potential and work hard to create a very inclusive learning environment to support all learners regardless of specific characteristics. The College has set key performance indicators (KPIs) across all pathways to reduce any equality of achievement across all pathways or learner cohorts.

---

[1] The following characteristics are protected characteristics—age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. (Equality Act 2010).

Overall Effectiveness

Context

As a further education community provider, the College is committed to skills-based education and training, providing opportunities for all learners to achieve and progress. In 2022/23 the College:

- Provided courses from pre-entry level to undergraduate – 8687 (+229) further education learners
- 2,056 16-18 Classroom based learners
- 479 (+95) apprenticeships completed in 2021/22, 55% of whom were 16-18
- 542 (-220) Community learners
- Engaged 123 (+24) High Needs learners
- 186 Higher Education learners undertaking full time and part time day and evening courses and 78 Higher Apprentices

Approximately a quarter of learners at the College come from the most deprived areas of Preston. The proportion of the local population who have no qualifications is higher than the national average. The proportion of pupils in Preston who gain 5 GCSEs at grades A* to C (or 9 to 4), including English and mathematics, is lower than that nationally with over two thirds of 16-18 learners not attaining either a GCSE English grade 4 and/or GCSE Maths grade 4 prior to starting at Preston College.

What key outputs did we achieve in 2022/23?

We successfully engaged learners from diverse communities:

- 1,819 learners (21%) were from ethnic minority groups. The diversity of learners at College is reflective of the diversity in the local community.
- 48% leavers reported a learning difficulty or disability
- 36% apprentices reported a learning difficulty or disability
- Overall achievement rates on technical programmes are above last published national rates at all levels.

We made a significant impact on local skills gap, upskilling young people and adults in technical education:

- 23% of young people's enrolments were on a STEM or Health related qualification
- 1,607 English for Speakers of Other Languages (ESOL) learners
- 1,926 16-18 and Adults learners undertook a Construction Skills course
- 1,198 Apprentices including in year growth of 478 new Apprenticeship enrolments.

We continue to achieve high levels of learners and employer satisfaction:

- 67% of 16-18 learners Entry – Level 2 progressed to next level programme of study
- The College engaged with 900 circa employers 2022/23
- Learner and employer survey feedback is positive.

Narrowing Gaps in Learner Performance

The main areas for note in relation to narrowing gaps in learner performance are:

Young People - The overall achievement rate for all leavers (8,722) in this age group was 87.9% in 2022/23 (+2.2% on 21/22). This has levelled out across a four year period from 87.3% in 2018/19. Great progress has

been made in narrowing the gap in achievement for this group of learners with a range of learning difficulties or disabilities (3,986 leavers) 87.1%, and is in line with learners with no disabilities (4,736) at 88.5%. Learners with High Needs have very good achievement rates outperforming the College averages at 91.8%. This very good trend can be seen over the last three years.

The College has worked hard to support Looked After Children/Care Leavers with additional human resources and by offering wrap around support to learners. This has led to improvements in the overall achievement rates for our Looked After Children/Care Leavers with 424 leavers and overall achievement rates of 89.9% which is significantly above national average. Prince's Trust provision achievement rates are excellent at 97.8% with 161 learners. The College successfully continued to access the Government's tuition fund to support learners who had been most impacted by the pandemic in terms of lost learning.

Adult Learners - Adult learners swiftly acquire the knowledge and skills essential for employment, continued studies, or life in the United Kingdom. The overall achievement rate for all adult leavers was 91.1% (7,880) in 2022/23. This has shown a four year improving period with the achievement results for 2018/19 being reported as 88.6% (5,996) indicating +2.5% increase. Great progress has been made in narrowing the gap in achievement for this age group of learners with a range of learning difficulties or disabilities (4,093 leavers) 92%, and is in line with learners with no disabilities (3,787) at 90.1%.

Apprenticeships - The achievement averages for Apprentices are below those of classroom-based learners, although above low national averages. Overall achievement averages for apprenticeships are 58%, however 16-18 apprentices have been most impacted by the pandemic with 54% (+1.2% on 2021/22) outturn compared to 62.9% achievement rate for 19+ apprentices. Female apprentices only account for 41% of the overall number of apprentices with 201 apprentices (69.2%), compared to 287 male apprentices with an overall achievement rate (50%). The achievement averages have been impacted by the pandemic in particular retention rates and delayed end point assessments being critical factors.

Ethnicity Performance (Overall)

The Chart below shows the achievement, retention and pass rate for all classroom based provision by ethnicity.

Hybrid End Year	Ethnicity	Leaver	Ach %	Pass %	Ret %	Nat Ach %	Diff Nat Ach %
22/23	Irish	75	89.3 %	94.4 %	94.7 %	81.2 %	+8.1 %
22/23	Arab	481	92.1 %	97.1 %	94.8 %	86.0 %	+6.1 %
22/23	Any other ethnic group	1,211	94.2 %	97.6 %	96.5 %	85.8 %	+8.4 %
22/23	Any Other White background	1,899	91.2 %	96.1 %	94.9 %	85.3 %	+5.9 %
22/23	Caribbean	151	89.4 %	95.1 %	94.0 %	80.5 %	+8.9 %
22/23	Indian	553	89.0 %	94.1 %	94.6 %	86.8 %	+2.2 %
22/23	Pakistani	1,040	90.3 %	95.1 %	94.9 %	84.8 %	+5.5 %
22/23	White and Black Caribbean	207	88.9 %	94.4 %	94.2 %	78.3 %	+10.6 %
22/23	White and Asian	32	93.8 %	96.8 %	96.9 %	83.7 %	+10.1 %
22/23	Chinese	95	94.7 %	97.8 %	96.8 %	90.1 %	+4.7 %
22/23	African	600	95.7 %	97.6 %	98.0 %	84.6 %	+11.1 %
22/23	English / Welsh / Scottish / Northern Irish / British	8,814	87.2 %	95.3 %	91.5 %	83.2 %	+4.0 %
22/23	Gypsy or Irish Traveller	12	58.3 %	87.5 %	66.7 %	72.4 %	-14.1 %
22/23	Any other Black / African / Caribbean background	149	93.3 %	97.2 %	96.0 %	81.1 %	+12.2 %
22/23	Not provided	496	92.1 %	95.0 %	97.0 %	82.9 %	+9.2 %
22/23	Any Other Mixed / multiple ethnic background	173	92.5 %	97.6 %	94.8 %	80.9 %	+11.5 %
22/23	Bangladeshi	72	84.7 %	95.3 %	88.9 %	87.7 %	-2.9 %
22/23	White and Black African	115	90.4 %	95.4 %	94.8 %	82.0 %	+8.4 %
22/23	Any other Asian background	427	93.9 %	96.9 %	97.0 %	86.0 %	+7.9 %
		16,602	89.4 %	95.7 %	93.4 %		

Ethnicity – The College continues to recruit a large percentage of young people and adult learners from ethnic minority groups. In 2022/23, data shows that the vast majority of learners achieved above national

average. The exceptions to this is the achievement rate for Bangladeshi learners which is 84.7% (-2.9% below NA) there are low numbers of learners and the reasons for lower achievement rates have been addressed. In addition the Gypsy/Irish traveller was low but only represents two learners, one relocated and another is employed within the family.

Gender Performance (Overall)

Hybrid End Year	Gender	Leaver	Ach %	Pass %	Ret %	Nat Ach %	Diff Nat Ach %
22/23	Female	7945	90.50%	96.10%	94.20%	84.10%	+6.4%
22/23	Male	8657	88.40%	95.40%	92.60%	83.40%	+5.0%
	Total	16602	89.40%	95.70%	93.40%		

Gender - In 2022/23, there were just 712 more male leavers than female with a 2.1% difference in achievement with females achieving higher than males. This has changed from the previous academic year where both genders achieved equitably. This is slightly higher than the norm nationally, but the gap has narrowed from the previous academic year, where the gap was 2.5%.

Young People Classroom Based

Hybrid End Year		Gender	Leaver	Ach %	Pass %	Ret %	Nat Ach %	Diff Nat Ach %
22/23	16-18	Female	3740	88.5 %	96.4%	91.8 %	81.4 %	+7.1 %
22/23	16-18	Male	4982	87.4 %	95.8 %	91.2 %	80.8 %	+6.6 %
		Total	8722	87.9%	96.1%	91.5%		

There is a 1.1% difference between Male and Female 16-18 leavers, with two thirds of young people required to undertake a GCSE in maths and/or English.

Apprenticeships

Hybrid End Year	Gender	Leaver	Ach %	Nat Av %
22/23	Female	201	69.2 %	
21/22	Male	284	50.0 %	
	Total	485	58.0%	53%

The College recruits more male apprentices (236) compared to 201 female apprentices with a 19% achievement gap. The shortage of construction workers in the local areas positively impacted on recruitment but did impact on overall achievement rates for males. A significant number of Construction apprentices gained employment whilst undertaking their apprenticeship, due to the shortages in Construction workers in the local area as part of the City Deal. A high number of male apprentices achieve the End Point Assessment in 2023/24, this impacted negatively on overall achievement rates.

9

Learners with Learning difficulties or disabilities Performance (Overall)

Hybrid End Year	LLDD Status	Leaver	Ach %	Pass %	Ret %	Nat Lvr	Nat Ach %	Diff Nat Ac...
22/23	Has LLDD/Health Problem	8,079	89.6 %	95.7 %	93.6 %	481,220	81.4 %	+8.1 %
22/23	Doesn't have LLDD/Health Problem	8,296	89.1 %	95.8 %	93.1 %	1,339,970	84.6 %	+4.5 %
22/23	No information	227	91.6 %	95.4 %	96.0 %	47,260	82.9 %	+8.8 %

The table above shows the College's, retention, pass and achievement averages for all classroom-based provision by Learners with Learning difficulties or disabilities (LLDD) and includes a comparison difference to National Achievements averages. All learners achieved higher than national average with learners with a learning difficulty or disability achieving slightly higher than their peers. This is the same across both adult and young people.

Young People – The College has continued to invest in supporting young people to succeed, increasing enrichment opportunities and utilising the flexibilities of study programmes to ensure the right course for the right learner. This has led to a positive impact on narrowing the gap in achievement for young people with a range of learning difficulties or disabilities (3986 leavers) 87.1.0% (+1.1%) 2021/22, which is slightly below the overall achievement averages for young people in College which is 87.9% (4736 leavers).

Adults -There are no gaps in achievement for the 19+ classroom learners with a range of learning difficulties or disabilities (3787 leavers) 90.1%, which is slightly above those learners with no disabilities (4736) 88.5%. This improvement trend can be seen over the last 3 years.

Apprenticeships - Whilst there is less diversity in the apprenticeship learner cohort than in classroom-based groups, the targeted campaigns to attract underrepresented groups in apprenticeships has seen an increase in a number of underrepresented groups. The introduction of a Learning Support Coach for Apprenticeships has seen a significant increase in number of SEND apprentices with 92 apprentices 57.1% achievement rate being support throughout the apprenticeship journey.

Uplift Area Performance (Overall)

Hybrid End Year	IMD Decile	IMD Decile2	Leaver	Ach %	Leaver %
22/23	1	0 - 10% (Most Deprived)	3,768	87.5 %	22.7 %
22/23	10	90 - 100%	804	90.3 %	4.8 %
22/23	2	10 - 20%	3,132	89.7 %	18.9 %
22/23	3	20 - 30%	1,946	90.5 %	11.7 %
22/23	4	30 - 40%	1,349	89.0 %	8.1 %
22/23	5	40 - 50%	1,055	87.8 %	6.4 %
22/23	6	50 - 60%	703	87.6 %	4.2 %
22/23	7	60 - 70%	1,020	91.5 %	6.1 %
22/23	8	70 - 80%	1,472	90.8 %	8.9 %
22/23	9	80 - 90%	1,006	92.4 %	6.1 %
22/23	99	Unknown	347	88.5 %	2.1 %
			16,602	89.4 %	

The table above shows the College's, retention, pass and achievement averages for all classroom-based

provision by social economic deprivation areas and includes a comparison difference to National Achievements averages.

As in 2022/23, the College has recruited a large proportion of learners from the four most deprived indices of multiple deprivation areas (IMD).

The College has recruited 42% of leavers from the two most deprived, indices of multiple deprivation areas (IMD). Despite recruiting a significant proportion of learners from the most deprived social economic wards, achievement for all learners is equitable across all areas. Those learners living in the most deprived wards achieve significantly above the national averages (Most Deprived 10% - 87.5% achievement averages which are significantly above national averages) and (10-20% IMD Decile 89.7% achievement rate again above national averages) with high progression outcomes.

High Needs Learner Performance (Overall)

	Hybrid End Year	Level	Leaver	Ach %	Best Case Ach %	Pass %	Ret %	Ret In Yr %	Continuing	Achieved	Comp Unknown Outcome
>>	22/23	Level 1	311	94.5 %	94.5 %	98.7 %	95.8 %	95.8 %	0	294	0
>>	22/23	Level 2	149	90.6 %	90.6 %	95.7 %	94.6 %	94.6 %	0	135	0
>>	22/23	Level 3	40	95.0 %	95.0 %	97.4 %	97.5 %	97.5 %	0	38	0
>>	22/23	Level 4	1	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	0	1	0
>>	22/23	Entry level	145	97.9 %	97.9 %	97.9 %	100.0 %	100.0 %	0	142	0

High Needs Learners receive highly effective support from their teacher and support staff. Learners with high needs demonstrate the same level of skill as their peers and achieve above the college overall achievement rates at 94.4% with 643 leavers. The College has continued to see a growth in the number of learners with Educational Health and Care Plan.

Destination Data

22/23 Destinations by Destination
Actual Destinations for all learners
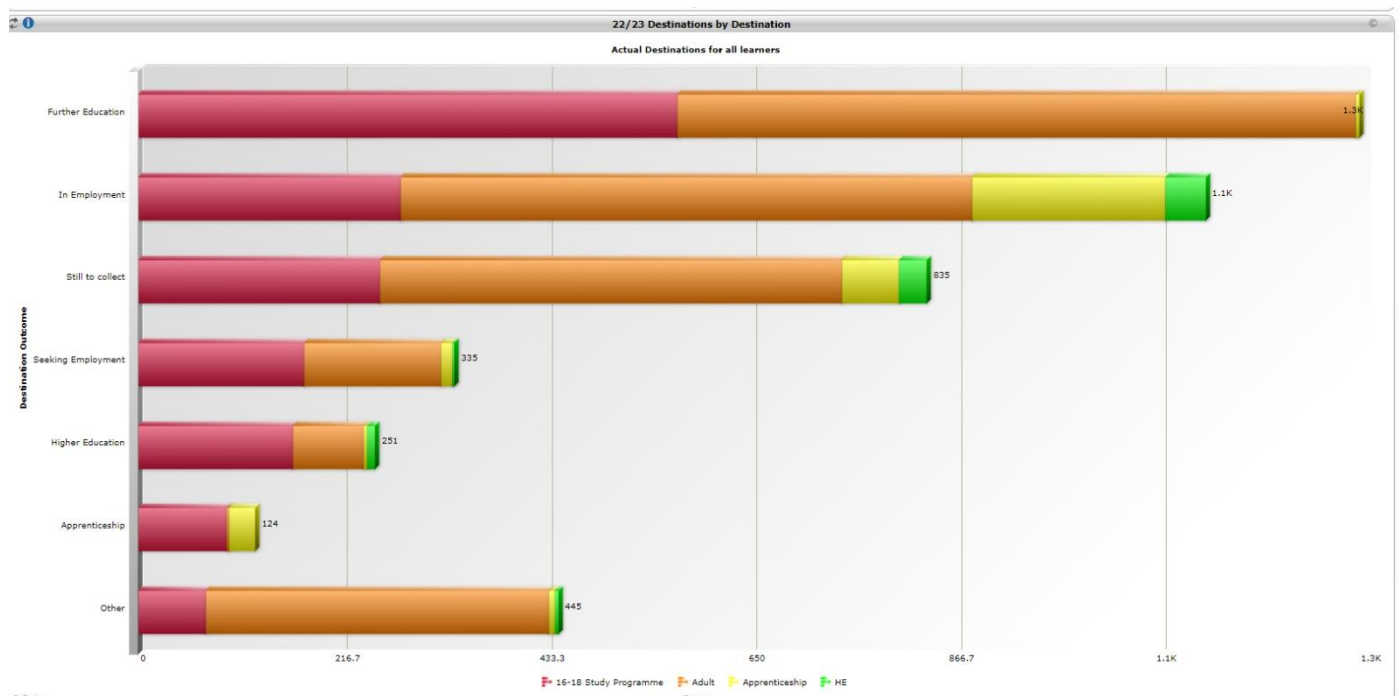
Learner destinations are an important factor in the judging of the quality and impact of College provision and how the College is meeting the Equality, Diversity and Inclusion corporate objectives. The progression information for all learners is strong and the positive impact of the College curriculum pathways can be seen at all levels, but the collection of destinations (intended or actual) is important for all learners.

Key strengths and areas for continuing improvement:

Key Strengths	Areas for improvement
▪ Overall high percentage achievement with little or no gaps by gender or ethnicity.	▪ Improve achievement rate outcomes for Apprenticeship provision.
▪ The College offers an inclusive curriculum from Entry Level up to Level 6 across 14 of the 15 Subject Sector Areas which supports the local skills plan and achieved a strong for local skills Ofsted January 2022.	▪ Develop recruitment strategies to improve diversity within apprenticeship learner cohort (5% Ethnic minority compared to 31% College learner cohort).
▪ The College recruits a diverse learner cohort from some 100 different nationalities and enriches the College community.	▪ Low high-grade success on GCSE maths and English.
▪ Outcomes for English for speakers of other languages (ESOL) provision is excellent at above 90% achievement and positive progression opportunities onto professional and technical areas of the College for both 16-18 and adult learners.	
▪ Effective wrap around support for High Needs and learners with a declared learning disability/difficulty including a strong multi-agency approach to support vulnerable learners and their families, including Looked After Children, leads to successful outcomes and progression.	

GOVERNANCE

Board composition

The composition of the Board is as follows:

Independent governors	15
Principal and Chief Executive	1
Staff governors	2
Student governors	3

At the date of the last board meeting on 29 June 2024, the Corporation Board had 17 members. The Board size can be up to 21 members. By 31 July 2023 the two student governors had retired and the Board carried three independent governor vacancies. The Board approved three independent governor appointments in June 2023 and these governors joined the Board for the 2023/24 academic year.

The following chart shows the Board composition by sex and age as of 31 July 2023. The chart also includes the student governors who were in post for most of the 2022/23 academic year.

Protected characteristic		Preston College % 2022/23
Ethnicity	Arab	5.9
	White British	82.4
	White Other	5.9
	Black/ African/Caribbean/Black British	
	Asian or Asian British	
	Mixed/ Multiple Ethnic Group	
	Other ethnic group	
	Prefer not to say	5.9
Sex	Female	53
	Male	41
	Prefer not to say	6
Age	18-24	
	25-34	5.9
	35-44	11.8
	45-54	17.6
	55-64	29.4
	65-74	23.5
	Prefer not to say	11.8

Increasing Board diversity and inclusion

In accordance with the College's governing documents:

- The Corporation Board should be representative of the community served by the College.

- The Search and Governance Committee should support the Board in seeking to ensure the membership of the board is diverse and representative of the community served by the College.

- The Search and Governance Committee should ensure there is a transparent and open selection process for applicants to the Board and consider the best methods of attracting a diverse range of candidates with the skills the Board requires.

- The Search and Governance Committee should have regard to the need to combat discrimination, promote equality and ensure the Corporation Board has the appropriate mix of skills and experience.

The Board is mindful that a successful board has an appropriate mix of governors with diverse skills, experience and backgrounds. When succession planning and filling vacancies the Board is looking for people who are enthusiastic about education and good governance and who will widen the Board's perspective when discussing College matters and making decisions.

The Board also values the diversity of our learners and staff, who come from a variety of ethnic, cultural and religious backgrounds. The Board is determined to reflect this diversity amongst its Governing Body and encourages people from a range of backgrounds and experiences to apply.

An open and transparent recruitment process is in place, with roles advertised and appointments made openly and on merit. There is a dedicated governor recruitment webpage and vacancies were advertised as widely as possible including on websites such as: Governors for Schools, LinkedIn, Women on Boards, the Young Trustee Movement, Charity Job and also with local community organisations. Peridot also supported the Board with its governor search in 2023. The Search and Governance Committee plan to engage face to face with the wider community to promote future governor vacancies.

WORKFORCE

PURPOSE

The Workforce Profile Data Report for the 2022/23 academic year provides an overview of the diversity of the College workforce under the definitions of protected characteristics contained in the Equalities Act 2010. It also sets out a comparison with workforce data previously presented for the academic year 2020/21 and 2021/22 and where possible, against the FE sector, local community and our learners.

CONTEXT

The report is divided into sections to address each aspect of the College workforce profile:

This report covers the workforce data for the 2022/23 academic year. The College's data has been compared to the 2021 Census data; the Department for Education (DfE) Workforce Data published via the AoC on 11 October 2023; and, where available, learner data. These are the most up to date sources of comparator data available. Market intel (Mintel) has also been used in one area as it provides the most up to date and reliable market intel. The main concerns have been highlighted in each section and reasons for these issues have also been provided. The sections are split as shown below:

- Section 1 – Annual Staffing Figures - Numbers of staff divided into the sector specific occupation groupings of management, academic, and business support.
- Section 2 - Stability of Workforce
- Section 3 – Sickness Absence Data
- Section 4 – Diversity of the Workforce & Learners: Ethnicity
- Section 5 – Diversity of the Workforce & Learners: Sex
- Section 6 – Diversity of the Workforce & Learners: Sexual Orientation
- Section 7 – Diversity of the Workforce: Disability
- Section 8 – Diversity of the Workforce: Age Profile
- Section 9 – Diversity of the Workforce & Learners: Religion
- Section 10 – Diversity of the Workforce & Learners: Marriage, Civil Partnership
- Section 11 - Pregnancy, Maternity Leave Data

The 2022/23 data has been compared to that of the previous two academic years, where that is available. In order to provide the opportunity to identify any trends and issues that may have arisen.

SECTION 1 – ANNUAL STAFFING FIGURES

Table 1 – Headcount by Contract Type Row Labels	Full Time 20/21	Part Time 20/21	Total 20/21	FTE 20/21	Full Time 21/22	Part Time 21/22	Total 21/22	FTE 21/22	Full Time 22/23	Part Time 22/23	Total 22/23	FTE 22/23
Academic (Lecturing)	125	81	206	170.79	132	64	196	168.75	140	56	196	172.83
Business Support	98	56	154	127.54	104	70	174	137.81	75	100	175	130.07
Business Support (Learner journey facing)	43	50	93	68.77	46	40	86	66.5	60	17	77	72.83
Management	16	1	17	16.93	15	1	16	15.8	18	1	19	18.8
Grand Total	282	188	470	384.03	297	175	472	388.86	293	174	467	394.53
%Full Time / Part Time	60%	40%	100%		62.92%	37.08%	100%		64.01%	35.99%	100%	

Table 1 shows that just over 64% of the College's workforce are full time and has increased slightly compared to the 2020/2021 and 2021/2022 academic years. Where the number of academic staff hasn't changed, the number of full-time staff has increased.

The actual number of permanent and fixed term employees has decreased slightly. This may be due to the minor staffing restructure in summer 2023. Even though the staffing level has dropped slightly the overall FTE has increased.

Many academic staff are part-time because their subject specialism is not required on a full-time basis. Often these staff continue to also work in their profession or trade, which enriches the curriculum because they are able to teach cutting edge sector practice. The College does employ a significant number of Business Support staff on part time contracts and this is mainly due to staff groups being on term time only or annualised hour contracts e.g., Cleaners, Catering staff and staff working within Learner Support.

SECTION 2 – STABILITY OF WORKFORCE

The overall turn over in the UK was standing at a high of 35% in August 2023, with the Public sector turnover rate at 12.9%. The turnover rate for academic staff was close to this in 2022/23. The College's overall turnover rate in the 2022/2023 academic year was 14.56% (This data was provided by Mintel which is a live, up to date, market intel software that is considered the most accurate software available for market information)

STAFF TURNOVER

Table 2 – % of people leaving	Our Performance 2020/21	Our Performance 2021/22	Our Performance 2022/23
Business Support	8.1%	17.31%	20.80%
Academic	8.73%	18.87%	12.76%
Management	17.65%	6.25%	5.26%
Total	8.7%	17.8%	14.56%

Staff are leaving throughout the academic year; however, the months of August, December, October and July see the highest number of leavers across an academic year. The maternity rate is higher this year so it may

affect the turnover rate. The pay awards and the motivation and retention points may also have had a positive impact on the academic turnover. In 2022/23 3.85% of staff were on fixed term contracts.

STAFF RETENTION

Table 2(a) - Category	Full-time	Part-time	Grand Total	New Starters in 2022/23	% New Staff In-Year	Leavers in 2022/23	% Turnover performance for 2022/23	Staff retention %
Business Support	135	117	202	29	14.36%	42	20.80%	**79.20%**
Academic (Lecturing)	140	56	196	37	18.88%	25	12.76%	**87.24%**
Management	18	1	19	0	0.00%	1	5.26%	**94.74%**
Grand Total	293	174	467	66	14.13%	68	14.56%	85.44%

Table 2 shows the College's leaving data over the last three years and Table 2(a) shows the retention rate across the staffing groups in 2022/23. Table 2(a) also includes new starter data because the College workforce stability and productivity is also impacted during periods of induction and probation. The retention patterns are similar across all types of employment groups. There has been a higher proportion of retention in the Management group at 94.74% than Business support at 79.2%, and with Academic staff at 87.24%.

SECTION 3 – SICKNESS ABSENCE DATA

Table 3 – % Short-Term / Long-Term Absence Rates	Our Performance 2020/21	Our Performance 2021/22	Our Performance 2022/23
% Sickness	1.40%	2.77%	2.33%
% Time lost to short-term absence	0.39%	0.81%	0.55%
% Time lost to long-term absence	1.01%	1.96%	1.78%

The sickness absence data shows that compared to 2021/22 the sickness absence rate has dropped from 2.77% to 2.33% in the 2022/23 academic year. With working from home and Covid 19 the sickness rates were down in 2020/21. However, the sickness rates are now back up to pre pandemic rates, but are still relatively low compared to the 2021/22 academic year.

For the purposes of managing staff sickness, we split the sickness absence into short term and long-term sickness. The last year has seen a decrease in all absences across the college. The sickness rates are higher than they were in the 2020/21 but going back to the 2019/20 academic year the sickness rates are lower. The sickness rate lowering could be due to Covid 19 being less prevalent as it was in the 2021/22 academic year and people's immune systems becoming stronger after a year of having very limited contact. The regular illnesses such as the common cold, stomach bugs and the flu are still relevant and effecting staff. There was a number of staff off with stress in the 2022/23 academic year. There were also a few staff off with some form of cancer which will be impacting the long-term sickness.

SECTION 4- DIVERSITY OF THE WORKFORCE: ETHNICITY

Table 4 – Breakdown of Staff's Ethnicity

Ethnic Origin	Workforce 2020/21	% of Workforce	% of Learners 2020/21	Workforce 2021/222	% of Workforce	% of Learners 2021/22	Workforce 2022/23	% of Workforce	% of Learners 2022/23
White - British	384	81.61%	71.47%	373	79.03%	67.70%	354	75.80%	59.18%
White - Irish	2	0.39%	0.40%	2	0.42%	0.42%	5	1.07%	0.44%
White – Gypsy or Irish Traveller	1	0.21%	0.17%	3	0.64%	0.05%	2	0.43%	0.07%
Any other White background	5	1.01%	6.68%	6	1.27%	7.79%	6	1.28%	10.01%
Mixed - White and Black Caribbean	1	0.21%	1.33%	1	0.21%	1.17%	1	0.21%	1.13%
Mixed - White and Black African	0	0%	0.55%	0	0%	0.63%	1	0.21%	0.69%
Mixed - White and Asian	1	0.21%	0.28%	1	0.21%	0.20%	2	0.43%	0.2%
Any other Mixed background	0	0%	0.64%	0	0%	0.66%	1	0.21%	0.91%
Asian or Asian British - Indian	44	9.35%	3.37%	43	9.11%	3.02%	48	10.28%	3.53%
Asian or Asian British - Pakistani	6	1.22%	3.76%	9	1.91%	4.26%	10	2.14%	5.46%
Asia or Asian British - Bangladeshi	0	0%	0.64%	0	0%	0.46%	1	0.21%	0.52%
Asian or Asian British - Chinese	2	0.42%	0.18%	1	0.21%	0.32%	0	0%	0.54%
Asian or Asian British – Other Asian	0	0%	1.54%	0	0%	1.33%	0	0%	1.97%
Black or Black British - African	0	0%	1.71%	0	0%	1.97%	0	0%	2.97%
Black or Black British - Caribbean	2	0.39%	0.59%	3	0.64%	0.56%	2	0.43%	0.72%
Any other Black/African or Caribbean background	0	0%	0.35%	0	0%	0.48%	0	0%	0.72%
Any other Asian Background/Arab	1	0.18%	1.25%	0	0%	1.65%	0	0%	2.23%
Any other ethnic group	3	0.62%	2.58%	3	0.64%	3.85%	2	0.43%	5.75%
Prefer not to say	14	3.12%	0%	13	2.75%	0%	13	2.78%	0%
Not Known	5	1.06%	2.52%	14	2.97%	3.5%	19	4.07%	2.96%
Grand Total	470	100%	100	472	100%	100%	467	100%	100%

The above table details all staff over the past three years. According to the DfE's workforce data report, the workforce in the UK's FE sector is predominantly white. 86% of the FE sector is white, whereas Table 4 shows that the College profile is 75.8% white. This is a positive as the College's workforce is more representative of the local community. The 2021 Census is the latest data set we can use to compare the workforce with the local area of Preston. In the Census it was found that 72.6% of people identified as 'White' and 20.2% of people in Preston identified as 'Asian, Asian British or Asian Welsh'.

The highest represented group outside of White – British is still Asian or Asian British Indian (10.28%) which is also reflective of the local population

ETHNICITY – SALARY LEVELS

The College monitors the earnings of staff who fall in the category of other than White. This year the threshold has been increased from £25,000 to £29,000 to reflect the average salary paid in this area.

Analysis tells us that 37 out of 59 British Asian staff that are employed at the College earn less than £29,000 this equates to 62.71%. This is an increase from last year which was only 29 (54.72%) that were earning less than £25,000 per year.
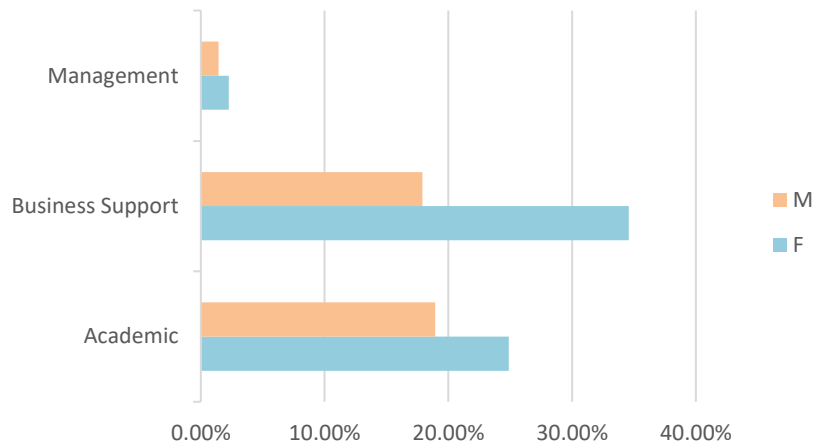
In addition to the above information, an analysis of the diversity of the College's top 5% of earners shows that higher earners within the College are predominantly White-British.
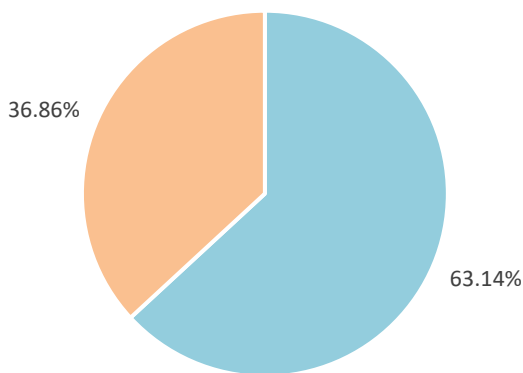
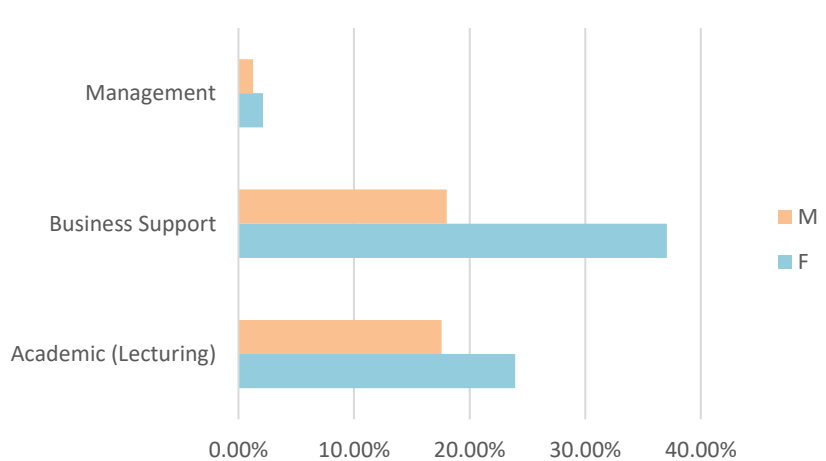## SECTION 5 - DIVERSITY OF THE WORKFORCE: SEX

Gender Split 2020/21: 38.29% / 61.71%
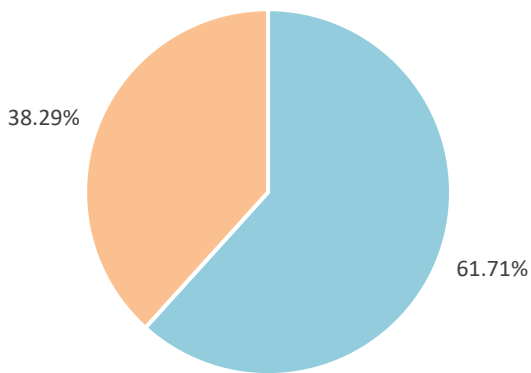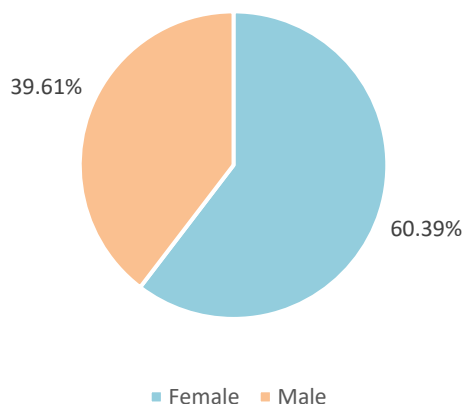
2020/21 Gender Split by Contract Type

Gender Split 2021/22: 36.86% / 63.14%

2021/22 Gender Split by Contract Type

Gender Split 2022/23

39.61%

60.39%

■ Female ■ Male

2022/23 Gender Split by Contract Type

Management

Business Support

Academic

0.00% 5.00% 10.00% 15.00% 20.00% 25.00% 30.00% 35.00% 40.00%

■ M ■ F
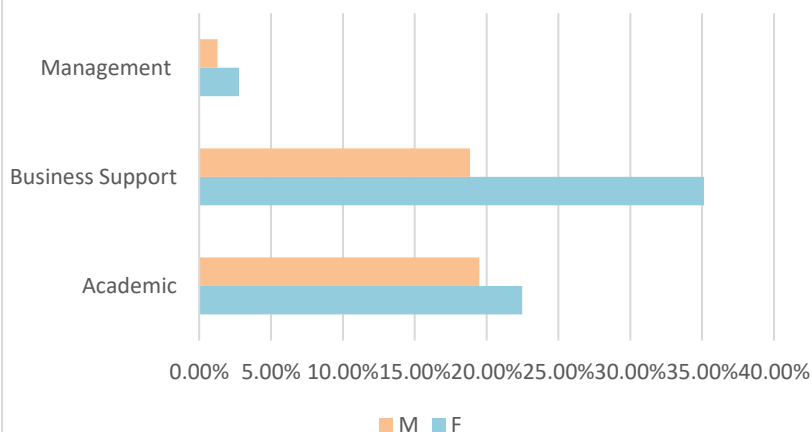
This data refers to the birth sex of employees, it does not reflect gender identity. The graphs above illustrate the split between males and females in the workforce over the past three years. It has also been broken down into the contract types and the sex split of them. The workforce is currently sat at just over 60% female and just under 40% male. The DfE workforce data is reflective of the workforce at the college as they state their findings to be that 64% of the workforce in FE is female. The College sits slightly below the DfE's data but follows the trend of it being a female dominated sector.

The 2021 Census data on the male / female split in Preston shows a 50/50 split; and for our learners in the academic year 2022/23 it was 46.31% female and 53.69% male

Sex	Census Data 2021	Learners 2022/23	Preston College Workforce 2022/23	DfE Workforce Data 2021/22
Female	50.0%	46.31%	60.39%	64%
Male	50.0%	53.69%	39.61%	36%

SECTION 6- DIVERSITY OF THE WORKFORCE & LEARNERS: SEXUAL ORIENTATION

Sexual Orientation	Workforce 20/21	2020/21 % of Workforce	Learners 20/21	Workforce 21/22	2021/22 % of Workforce	Learners 21/22	Workforce 22/23	2022/23 % of workforce	Learners 22/23
Bisexual	4	0.81%	0.68%	4	0.85%	1.93%	9	1.93%	2.59%
Gay	6	1.27%	0.15%	7	1.48%	0.5%	4	0.86%	0.59%
Heterosexual	414	87.84%	32.19%	406	86.02%	35.12%	399	85.44%	37.51%
Lesbian	3	0.55%	0.29%	2	0.42%	0.55%	3	0.64%	0.66%
Prefer not to say	30	6.50%	6.39%	27	5.72%	9.33%	23	4.93%	58.66%
Not Known	13	3.03%	60.29%	26	5.51%	52.57%	29	6.21%	0.00%
Grand Total	470	100%	100%	472	100%	100%	467	100%	100%

There is no comparable data with other organisations in the FE sector available currently.

The table above shows that the number of staff who declared themselves as bisexual has doubled since

2021/22. It now sits at 1.93% of the workforce compared to last year where it was only 0.85%. It also reflects the learner declared population for this sexual orientation.

SECTION 7 - DIVERSITY OF THE WORKFORCE: DISABILITY

	20/21	20/21%	21/22	21/22%	22/23	22/23%
Number of staff that have declared a disability	19	3.9%	19	4.03%	29	6.21%
Number of staff with no declared disability	422	90%	416	88.14%	402	86.08%
Not known / blank	29	6.1%	37	7.84%	36	7.71%
Grand Total	470	100%	472	100%	467	100%

The table above shows that the number of people with declared disability has risen by 10 over the last academic year. It raised by 2.18 percentage points from the 22/23 academic year. The Census data also shows that 10.7% of the population in Preston has a long-term illness or disability where day to day activities are impacted but they are still employable.

There may be a variety of reasons as to why the figures for staff remain low:
- An employee who has become disabled whilst in employment may not feel the need to declare this to the HR Department;
- The employee may not be aware that they should update their personal sensitive data in the HR/ Payroll System;
- The employee does not want the College to be aware of their disability;
- The employee does not consider themselves disabled as described by the Equality Act 2010.

SECTION 8 - DIVERSITY OF THE WORKFORCE: AGE PROFILE

Age Group	Workforce 2020/21	% of workforce	Workforce 2021/22	% of workforce	Workforce 2022/23	% of workforce	DfE Workforce Data 2021/22
16-19	4	0.81%	2	0.42%	1	0.21%	1%
20-29	56	11.84%	57	12.08%	58	12.42%	11%
30-39	109	23.21%	107	22.67%	102	21.84%	21%
40-49	133	28.39%	129	27.33%	133	28.48%	23%
50-59	135	28.75%	145	30.72%	143	30.62%	27%
60+	33	6.99%	32	6.78%	30	6.42%	15%
Total	470	100%	472	100%	467	100%	100%

The table above highlights a small increase in the number of 40–49-year-olds who work at the college and very slight decreases in the number of staff who are in the 50-59 and 60+ brackets. It also highlights that nearly 60% of staff sit within the 40-49 and 50-59 years old. It also shows how the College's workforce compares to the DfE's data age profile for 2022/23. The profile is to be expected because FE lecturers will normally have held a first career, before moving in to the sector to teach learners about their first career trade or profession.

SECTION 9 - DIVERSITY OF THE WORKFORCE: RELIGION

Table 9 shows that for the last three years the biggest religious group reported in the College is Christianity (46.03%), although this has declined in the past three years, followed by staff who have reported they have no religion (17.56%). The data over the past three years has remained steady in all areas. However the number of Muslim members of staff is slowly increasing and has moved from 6.99% to 8.14%. There was no learner data available for religion at the time of collating this report.

Religion	Workforce 2020/21	% of workforce 2020/21	% of learners 2020/21	Workforce 2021/22	% of workforce 2021/22	% of learners 2021/22	Workforce 2022/23	% of workforce 2022/23	% of learners 2022/23
Atheist	10	2.12%	-	15	3.18%	-	34	7.28%	0%
Buddhist	1	0.21%	0.22%	1	0.21%	0.12%	1	0.21%	0%
Christian	245	52.08%	15.38%	228	48.31%	16.65%	215	46.03%	0%
Hindu	10	2.12%	0.18%	10	2.12%	0.18%	11	2.36%	0%
Islam – Sunni	8	1.70%	-	9	1.91%	-	9	1.93%	0%
Jewish	0	0%	0.04%	0	0%	0%	0	0%	0%
Muslim	30	6.37%	4.26%	33	6.99%	4.91%	38	8.14%	0%
No religion	99	21.07%	17.13%	98	20.76%	22.30%	82	17.56%	0%
Other	6	1.27%	1.64%	6	1.27%	1.17%	6	1.28%	0%
Prefer not to say	35	7.615%	4.58%	37	7.84%	4.05%	34	7.28%	0%
Sikh	1	0.21%	0.23%	0	0%	0.13%	1	0.21%	0%
Not Known	25	5.22%	56.34%	35	7.42%	50.49%	36	7.71%	100%
Grand Total	470	100%	100%	472	100%	100%	467	100%	100%

SECTION 10 - DIVERSITY OF THE WORKFORCE: MARITAL & CIVIL PARTNERSHIP

In 2022/23, the aggregate of the marital and civil partnership data of the workforce was 56.10% which is a slight increase from last year's 55.09%. It is much higher in comparison to the learner's data at 3.56%. However, this is to be expected given the difference in average age.

TABLE 10 – STAFF DATA 2019/20 – MARITAL AND CIVIL PARTNERSHIP

Marital Status	Workforce 20/21	% of the Workforce 20/21	% of learners 20/21	Workforce 21/22	% of the Workforce 21/22	% of learners 21/22	Workforce 22/23	% of Workforce 22/23	% of learners 22/23
Civil Partnership	7	1.58%	0.60%	9	1.91%	0.41%	8	1.71%	0.35%
Divorced	30	6.32%	-	29	6.14%	-	23	4.93%	0%
Married	262	55.59%	7.65%	251	53.18%	2.58%	254	54.39%	3.21%
Not Provided	15	3.27%	59.16%	26	5.51%	83.77%	28	6.00%	0%
Partner	25	5.29%	-	27	5.72%	-	28	6.00%	0%
Prefer not to say	22	4.85%	4.25%	20	4.24%	1.62%	30	6.42%	87.12%
Single	106	22.46%	28.34%	107	22.67%	11.62%	95	20.34%	9.32%
Widowed	3	0.64%	-	3	0.64%	-	1	0.21%	0%
Grand Total	470	100%	100%	472	100%	100%	467	100%	100%

SECTION 11 – PREGNANCY / MATERNITY LEAVE DATA

2020/21	% of workforce 2020/21	2021/22	% of workforce 2021/22	2022/23	% of workforce 2022/23
18	3.83%	18	3.81%	21	4.50%

The table above shows how many staff, shown as both a number and percentage, were either pregnant or on maternity leave in the past three years. In 2022/23 the level of pregnancy or people on maternity had risen by 3. There is no external comparable data about this subject area.

CONCLUSION

In the main there are no fundamental areas for concern against the benchmarking information, however, key points have been identified and commented upon. An annual Workforce Profile report will continue to be produced for monitoring against national; regional and learner benchmarks.

The slight increase of males in the College's workforce sex split has also impacted the Gender Pay Gap for 2023 at the College.

The College's workforce is becoming increasingly more diverse and representative of the local community, whether that is through the ethnicity of the College's workforce changing or through the sexual orientation of the College's workforce changing. The increasing diversity means that staff are more representative of the local area and provide better role models for learners within the College.