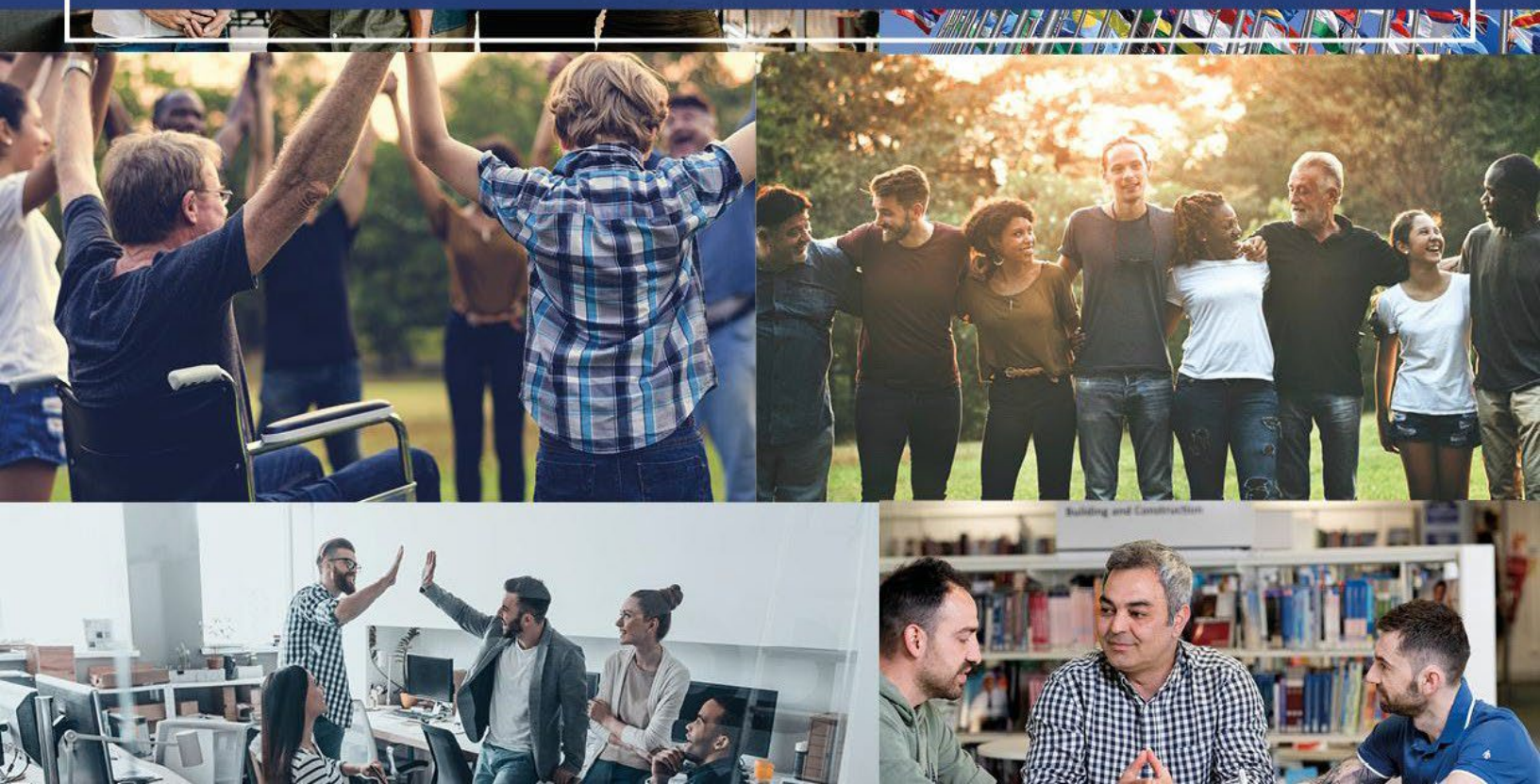# PRESTON COLLEGE

EQUALITY, DIVERSITY & INCLUSION

ANNUAL REPORT
2023/24

PRESTON COLLEGE

EQUITY, DIVERSITY AND INCLUSION PLEDGE

Preston College is committed to advancing equity, diversity, and inclusion (EDI). The college embraces the principles of Fairness, Respect, Equality, Diversity, Inclusion, and Engagement (FREDIE) and aims to provide a safe and supportive environment for all. The commitment to equality is embedded within our college values: to be welcoming and inclusive, supportive and compassionate, aspirational for all students and each other, to act with integrity and transparency and to be accountable. To achieve this, we will:

- Incorporate commitments into action plans and monitor through governance processes.
- Track key performance indicators (KPIs) for students, apprentices, and employees.
- Ensure all policies align with the EDI strategy.

Strategic Equality Commitments

Welcoming and Inclusive: Ensure everyone feels part of the college community.

1. Supportive and Compassionate: Promote diversity and challenge discrimination.
2. Aspirational: Set realistic goals and provide equal opportunities.
3. Integrity and Transparency: Treat everyone fairly and equally.
4. Accountability: Promote ownership of actions related to equality.

Student and Apprentice EDI Commitments

1. Belonging: Increase engagement and co-production in EDI action plans.
2. Diversity and Anti-Discrimination: Implement external audit tools and celebrate diversity.
3. Equal Opportunities: Eliminate achievement gaps and improve support for hidden disabilities.
4. Fair Treatment: Develop trauma-informed policies and challenge biases.
5. Accountability: Promote the 5 As Accountability Framework- Aspiration, Attendance, Achievement, Attitude and Accountability.

Employee EDI Commitments

1. Inclusion: Develop collaborative relationships and enhance employee voice.
2. Diversity and Anti-Discrimination: Review policies and provide development opportunities.
3. Equal Opportunities: Support colleagues with disabilities and promote a culture of celebration.
4. Fair Treatment: Promote inclusion and resilience.
5. Accountability: Provide CPD opportunities and use the PDP framework.

Governing Body EDI Commitments

1. Inclusion: Develop open relationships and enhance governor voice.

2. Diversity and Anti-Discrimination: Review policies and provide development opportunities.
3. Equal Opportunities: Support Corporation Members with disabilities and promote a culture of celebration.
4. Fair Treatment: Promote inclusion and resilience.
5. Diverse Membership: Ensure the governing body is representative of the community.
6. Transparency: Develop and monitor EDI strategies and publish annual reviews.

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 2023/24. The report is linked to the College's Vision, Mission Statement and Values, the Strategic Plan, the Equity, Diversity and Inclusion Strategy 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 and equitable opportunities to succeed, and develop action plans should any equality gaps become apparent.

Equality, equity, 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:

- Welcoming and inclusive
- Supportive and compassionate
- Aspirational for our learners, ourselves and each other
- Act with integrity and transparency
- Be accountable

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 an EDI Strategy, containing a range of commitments and objectives relevant to students, staff and governors..

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 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 students 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 students 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.

EDI STUDENT REVIEW 2023/24

The College's Equity, Diversity and Inclusion Strategy

Preston College is committed to the advancement of equity, diversity and inclusion. We celebrate the diversity of all our students, apprentices, colleagues and any visitors accessing our services and have embraced the principles of Fairness, Respect, Equality, Diversity, Inclusion and Engagement (FREDIE).

Preston College believes that everyone should expect to be treated with respect and dignity and we are committed to providing a safe and supportive environment in which everyone is able to study and work to the best of their abilities.

The College recognises and proactively works towards its responsibilities in respect of Equality Legislation and our duty to:

- **Eliminate discrimination and harassment**
- **Advance equality of opportunity**
- **Foster good relations between people who share protected characteristics and those who don't.**

INTENT

There is a clear ethical, moral, social case for why equality, diversity and inclusion matter and why the associated themes should be at the forefront of our strategic planning.

Knowing the communities that we serve and responding to their diverse needs are at the very heart of our educational offer.

KEY PRINCIPLES

The College's Equality Objectives help to ensure that Equity, Diversity and Inclusion are placed at the heart of College policies and procedures and are considered as part of the decision-making process. By meeting these objectives and the actions associated with each, we strive to ensure that we remove any barriers that students, apprentices, colleagues or stakeholders may face while being proactive in promoting good practice.

We aim to create an inclusive learning and working environment that respects and celebrates differences and individuality. We want everyone to feel able to fully participate in College life and achieve their full potential.

Our key themes for our equality objectives are to promote and champion social mobility, accessibility, voice and influence, diversity, inclusion and wellbeing while challenging discrimination. These themes align with our core values.

Our values:

- **Welcoming and inclusive –** we believe in making sure that all students, 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 students, ourselves and each other –** we believe in being ambitious in the way we work and promoting this with our students
- **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

In accordance with its specific duties under the Equality Act 2010, the College will gather, analyse and publish equality information on its website, outlining any College policies, procedures and practices that may impact students and employees with different protected characteristics.

Student Data – Education and Training

As part of the College's Quality Assurance processes the Directors of School and the Quality team monitor student progress, retention and achievement for all students. Key Performance Indicators are set annually to monitor overall achievement for all students and compare students 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 student 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 students with the following characteristics:

i.   Achievement averages of females compared to males; (Sex)
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 i.e. 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 student;
vi.   Learning Difficulty ie Autism, Dyscalculia, Dyslexia, Moderate, Multiple, Not Applicable, None, Not Known/ Not Provided, Other, Other Spec, Severe.

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[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).

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

STUDENT AND APPRENTICE EDI OBJECTIVES

Student and Apprentice Equality Objective 1:

Ensure that everyone feels part of the College community and included in our activities (aligned with our College Value: Welcoming and inclusive)

We commit to:

a) Work with the wider student body to increase engagement, influence and co-production in our equality, diversity and inclusion action plan, to ensure students and apprentices are widely consulted and create their own opportunities
b) Shape and promote equality, diversity and inclusion within the College through intelligence collected throughout the academic year to represent the full student journey.
c) Develop the knowledge, confidence and awareness of students' and apprentices' representation via the Student Council and Student Voice to ensure they have a strong EDI voice in their study, work and social environments.
d) Continue to coordinate activities for students and apprentices to plan, co-produce and lead activities which challenge non-inclusive behaviours, including wider curriculum and enrichment activities
e) Continue to create opportunities for students and apprentices to engage with local communities and networks, to share best practice and build links with external groups.

Student and Apprentice Equality Objective 2:

Promote and champion diversity and challenge discrimination (aligned with our College Value: Supportive and compassionate)

We commit to:

a) Identify and implement where appropriate an external audit tool to support Equality Impact Assessment at organisational level, monitored through the EDI Group.
b) Review and further improve our strategies to inform and celebrate equality and diversity and British values across all aspects of college life.
c) Refine the data reporting process within the quality cycle, with a view to increasing outreach and support.
d) Continue to celebrate the differences between members of the College community with actions, demonstrated in all documents and images, drawing on diversity in its broadest sense.
e) Continue to provide opportunities for students and apprentices to develop the skills, knowledge and confidence to challenge behaviours which are inappropriate, disrespectful or intimidating.
f) Engage with students to develop their own EDI Statement, promoted widely through a poster campaign in teaching and social spaces.

Student and Apprentice Equality Objective 3:

Ensure that everyone is set realistic goals and given equal opportunities to succeed (aligned to our College Value: Aspirational for ourselves, our students and each other)

We commit to:

a)   Continue to eliminate gaps in student achievement and progression.
b)   Raise awareness of the impact of hidden disabilities on participation and inclusion in college life.
c)   Improve the way we identify and meet additional support needs for all students and apprentices, through a SEND operating framework and procedures.
d)   Champion accessibility of the curriculum and the College environment, both physical and online, challenging disability discrimination and promoting respect.
e)   Ensure barriers to socio-cultural accessibility are diminished by fully promoting our range of bursaries and hardship funds.

Student and Apprentice Equality Objective 4:

Ensure that everyone is treated fairly and equally (aligned to our College Value: Act with integrity and transparency)

We commit to:

a)   Reference a trauma informed approach in designing student and apprentice facing policies and procedures.
b)   Develop strategies to build resilience through the personal development curriculum.
c)   Continue to consistently review College policies and procedures for students and apprentices to ensure they are inclusive in both language and impact
d)   Continue to monitor the take-up of development opportunities and evaluate feedback on student experience and outcomes by equality characteristic.
e)   Identify and address performance gaps in experience or outcome throughout the student journey.
f)   Continue to develop our curriculum portfolio to reflect local and regional skills needs matched to the needs of our community.

Student and Apprentice Equality Objective 5:

Promote the taking of ownership for actions relating to equality of opportunity (aligned to our College Value: Be accountable)

We commit to:

a)   Raise awareness of, and promote with all students, the 5 As Accountability Framework
b)   Ensure that pastoral activities encourage students and apprentices to be accountable, including awareness of the importance of EDI.
c)   Develop video resources to capture a "day in the life of" student groups in College to increase

awareness and facilitate a greater sense of ownership.

The protected characteristic sensitive data is collected from students 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 students. For those students coming direct from school, any SEND information is shared often before the student commences through the dedicated transition team.

In line with Education Inspection Framework, Directors of School are required to monitor achievement for students with particular characteristics in order to identify any trends showing gaps in achievement between those students with particular characteristics and students 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 students. The data contained in this report shows much progress in the narrowing of gaps in achievement rates for students through the implementation of College wide teaching and learning strategies including the Quality framework – the 5 As. Lecturers and student facing staff work with each individual student to fulfil their potential and work hard to create a very inclusive learning environment to support all students 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 student cohorts.

Overall Effectiveness

Context

As a further education community provider, the College is committed to skills-based education and training, providing opportunities for all students to achieve and progress. In 2023/24 the College:

- Provided courses from pre-entry level to undergraduate – 7,818 total number of further education students
- 2,115 16-19 Classroom based students
- 528 (+41) apprenticeships completed in 2023/24, 53% of which were 16-18
- 762 (+220) Community students
- 134 (+11) High Needs students
- 83 full time and 63 part time Higher Education students undertaking full time and part time day and evening courses and 73 Higher Apprentices
- 68% of 16-18 students begin their studies without having achieved a grade 4 in GCSE English and/or Maths.
- 54% of students at the College come from the 30% most deprived lower tier areas of Preston and surrounding areas.

We successfully engaged students from diverse communities:

- 32% of young people and adult leavers on programmes were from ethnic minority groups
- 93.1% Achievement rate (2570 students)
- The diversity of students at College is reflective of the diversity in the local community.
- 48% leavers reported a learning difficulty or disability

- 40% apprentices reported a learning difficulty or disability.

We supported high numbers of students to successfully achieve their programme of study:

- Overall achievement rates on technical programmes are above the latest published national rates at all levels with achievement for all ages 90%
- Apprenticeship outcomes have improved with overall achievement rate 66% -plus 7 percentage points on 2023/24 outcomes and 8 percentage points above National Achievement rates 2022/23 benchmark
- There is little or no gap in achievement rates bysex, ethnicity, disadvantaged, disability or learning difficulty.

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

- 15,506 enrolments (all ages) in 14 out of the 15 Subject Sector Areas with overall achievements 90.8%
- 28% (+4 percentage points on 2022/23) of young people's enrolments were on a STEM or Health related qualification
- 2,107 16-18 and Adult enrolments undertook a Construction Skills course
- 1,265 (+67 on 2022/23) Apprentices including in year growth of 518 new Apprenticeship enrolments
- Prince's Trust outcomes are outstanding at 99.3% with 210 students and English for Speakers of Other Languages (ESOL) provision 96% with 5,177 leavers.
    -

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

- Student surveys are generally very positive with 96% of students feeling safe and 91% are happy that teaching met their expectations.
- The College engaged with circa 950 employers 2023/24
- Student and employer survey feedback is positive. Apprenticeship government training provider employer and apprenticeship reviews rate overall feedback as good.

Narrowing Gaps in Student Performance

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

Young People - The overall achievement rate for all leavers (6,552) in this age group was 86.9% in 2023/24. 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 students in receipt of free school meals (1,858 leavers) 87%, a 5 percentage point improvement over the last three years, and is in line with overall college outcomes for young people. Students with High Needs have very good achievement rates, outperforming the College averages at 95.5%. These very high outcome trends can be seen over the last three years.

The College has worked hard to support Looked After Children/Care Leavers with additional resources and by offering wrap around support to students. This has led to improvements in the

overall achievement rates for our Looked After Children/Care Leavers with 797 leavers and overall achievement rates of 92.8% being excellent and significantly above national average. Prince's Trust provision achievement rates are excellent at 99.3% with 210 students. The College successfully continued to access the Government's tuition fund to support students who had been most impacted by the pandemic in terms of lost learning, however this fund ceases in 2024/25.

Adult Students - Adult students 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 93.6% (8,954) in 2023/24, with three year high achievement rates.

Apprenticeships - The achievement averages for Apprentices are below those of classroom-based students, although above low national averages. Overall achievement averages for apprenticeships are 66%, 9 percentage points better than national averages.

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 Lvr	Nat Ach %	Diff Nat Ach %
23/24	White and Black Caribbean	177	85.3 %	96.2 %	88.7 %	26,450	79.1 %	+6.2 %
23/24	White and Asian	40	100.0 %	100.0 %	100.0 %	21,830	83.9 %	+16.1 %
23/24	Chinese	82	93.9 %	95.1 %	98.8 %	8,900	90.0 %	+3.9 %
23/24	African	863	95.0 %	96.9 %	98.0 %	130,220	85.3 %	+9.8 %
23/24	Irish	49	85.7 %	95.5 %	89.8 %	4,940	82.3 %	+3.5 %
23/24	Arab	506	95.1 %	97.4 %	97.6 %	46,180	85.2 %	+9.8 %
23/24	Any other ethnic group	1,502	94.4 %	98.0 %	96.3 %	86,300	85.9 %	+8.5 %
23/24	Any Other Mixed / multiple ethnic backgro	149	86.6 %	94.9 %	91.3 %	34,430	82.4 %	+4.2 %
23/24	Bangladeshi	44	90.9 %	93.0 %	97.7 %	39,970	87.8 %	+3.1 %
23/24	Any Other White background	1,863	93.8 %	97.2 %	96.6 %	189,720	86.2 %	+7.7 %
23/24	Caribbean	108	96.3 %	97.2 %	99.1 %	30,600	82.2 %	+14.1 %
23/24	English / Welsh / Scottish / Northern Irish /	7,397	88.1 %	95.1 %	92.7 %	1,017,360	83.5 %	+4.5 %
23/24	Gypsy or Irish Traveller	19	78.9 %	78.9 %	100.0 %	2,820	71.5 %	+7.4 %
23/24	Any other Black / African / Caribbean back	117	94.0 %	97.3 %	96.6 %	36,390	82.5 %	+11.5 %
23/24	Not provided	481	96.1 %	98.5 %	97.5 %	34,070	83.2 %	+12.9 %
23/24	White and Black African	135	88.9 %	94.5 %	94.1 %	15,220	82.8 %	+6.1 %
23/24	Any other Asian background	584	93.8 %	97.0 %	96.7 %	68,140	85.6 %	+8.2 %
23/24	Indian	481	93.1 %	95.1 %	97.9 %	38,260	86.9 %	+6.3 %
23/24	Pakistani	909	89.0 %	93.5 %	95.2 %	83,750	85.0 %	+4.0 %
		15,506	90.8 %	95.9 %	94.7 %			

Ethnicity – The College continues to recruit a large percentage of young people and adult students from ethnic minority groups. In 2023/24, data shows all students achieved above national average by ethnicity. There have been improvements in achievement rates for Bangladeshi and Gypsy/Irish traveller students which were identified as areas for improvement the reasons for lower achievement rates have been addressed and both are now above national averages.

Achievement averages of females compared to males Performance (Overall) Sex

Hybrid End Year	Sex	Leaver	Ach %	Pass %	Ret %	Nat Ach %	Diff Nat Ach %
23/24	Female	7415	91.20%	96.10%	94.90%	84.4%	+6.8%
23/24	Male	8091	90.40%	95.70%	94.40%	84.0%	+6.4%
	Total	15506	90.80% (+1.4%)	95.90%	94.60%		

In 2023/24, there were only 676 more male leavers than female, with a 0.8 percentage point difference in achievement (females achieving higher than males).

Young People Classroom Based

Hybrid End Year		Sex	Leaver	Ach %	Pass %	Ret %	Nat Ach %	Diff Nat Ach %
23/24	16-18	Female	2802	86.3 %	95.1%	90.7 %	81.9 %	+4.3 %
23/24	16-18	Male	3750	87.4 %	95.4 %	91.6 %	81.5 %	+5.9 %
		Total	6552	86.9%	95.3%	91.2%		

There is a 1.1 percentage point 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	Sex	Leaver	Ach %	Nat Av %
23/24	Female	173	71.7 %	59.6
23/24	Male	355	63.4 %	56.4
	Total	528	66.1%	

The College recruits more male apprentices (355) compared to 173 female apprentices with an 8.3 point achievement gap. The shortage of construction workers in the local areas positively impacted on recruitment but did also 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 in engineering withdrew early in 2021/22 from their three year apprenticeship programme, which has negatively impacted on outcomes.

Students with Learning difficulties or disabilities Performance (Overall)

Hybrid End Year	LLDD Status	Leaver	Ach %	Pass %	Ret %	Nat Lvr	Nat Ach %	Diff Nat Ach %
23/24	Has LLDD/Health Problem	6,885	89.3 %	95.1 %	94.0 %	508,040	82.0 %	+7.1 %
23/24	Doesn't have LLDD/Health Problem	8,621	92.0 %	96.6 %	95.2 %	1,364,970	85.1 %	+6.9 %
		15,506	90.8 %	95.9 %	94.7 %			

The table above shows the College's, retention, pass and achievement averages for all classroom-based provision by Students with Learning difficulties or disabilities (LLDD) and includes a comparison difference to National Achievements averages. All students achieved higher than national average, with students with a learning difficulty or disability achieving below their peers, GCSE maths and English condition of funding has impacted on outcomes for SEND students.

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 student. This has led to a positive impact on narrowing the gap in achievement for young people with a range of learning difficulties or disabilities. The relevant achievement rate (3303 leavers) is 85.6%, and this is slightly below the overall achievement averages for young people in College of 86.9% (6552 leavers). However, this gap has continued to get smaller.

Adults -There are slight gaps in achievement for the 19+ classroom students with a range of

learning difficulties or disabilities (3528 leavers) 92.8%, which is slightly below those students with no disabilities (5426) 94.1%.

Apprenticeships - Whilst there is less diversity in the apprenticeship student 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 214 apprentices 62.6% (+5.5 percentage point on 2022/23 outturn) achievement rate being support throughout the apprenticeship journey.

Uplift Area Performance (Overall)

Hybrid End Year	IMD Decile	IMD Decile	Leaver	Ach %	Leaver %
23/24	1	0 - 10% (Most Deprived)	3,481	90.1 %	22.5 %
23/24	10	90 - 100%	709	94.5 %	4.6 %
23/24	2	10 - 20%	3,151	90.4 %	20.3 %
23/24	3	20 - 30%	1,900	89.7 %	12.3 %
23/24	4	30 - 40%	1,309	93.2 %	8.4 %
23/24	5	40 - 50%	1,021	91.2 %	6.6 %
23/24	6	50 - 60%	734	91.7 %	4.7 %
23/24	7	60 - 70%	915	91.3 %	5.9 %
23/24	8	70 - 80%	1,304	89.8 %	8.4 %
23/24	9	80 - 90%	943	91.1 %	6.1 %
23/24	99	Unknown	36	77.8 %	0.2 %
			15,503	90.8 %	

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 2023/24, the College has recruited a large proportion of students from the four most deprived indices of multiple deprivation areas (IMD).

The College has recruited 43% of leavers from the two most deprived indices of multiple deprivation areas (IMD). Despite recruiting a significant proportion of students from the most deprived social economic wards, achievement for all students is equitable across all areas. Those students living in the most deprived wards achieve significantly above the national averages (Most Deprived 10% - 90.1% achievement averages which are significantly above national averages) and (10-20% IMD Decile 90.4% achievement rate again above national averages) with high progression outcomes.

High Needs Student Performance (Overall)

Hybrid End Year	Level	Leaver	Ach %	Best Case Ach %	Pass %	Ret %	Ret In Yr %
23/24	Level 1	341	96.8 %	96.8 %	99.1 %	97.7 %	97.7 %
23/24	Level 2	156	90.4 %	90.4 %	95.3 %	94.9 %	94.9 %
23/24	Level 3	49	93.9 %	93.9 %	100.0 %	93.9 %	93.9 %
23/24	Entry level	196	98.0 %	98.0 %	98.5 %	99.5 %	99.5 %
		742	95.6 %	95.6 %	98.2 %	97.3 %	97.3 %

High Needs Students receive highly effective support from their teacher and support staff. Students with high needs demonstrate the same level of skill as their peers and achieve above the college overall achievement rates at 95.6% with 742 leavers. The College has continued to see a growth in the number of students with Educational Health and Care Plan.

Destination Data

23/24 Destinations by Destination

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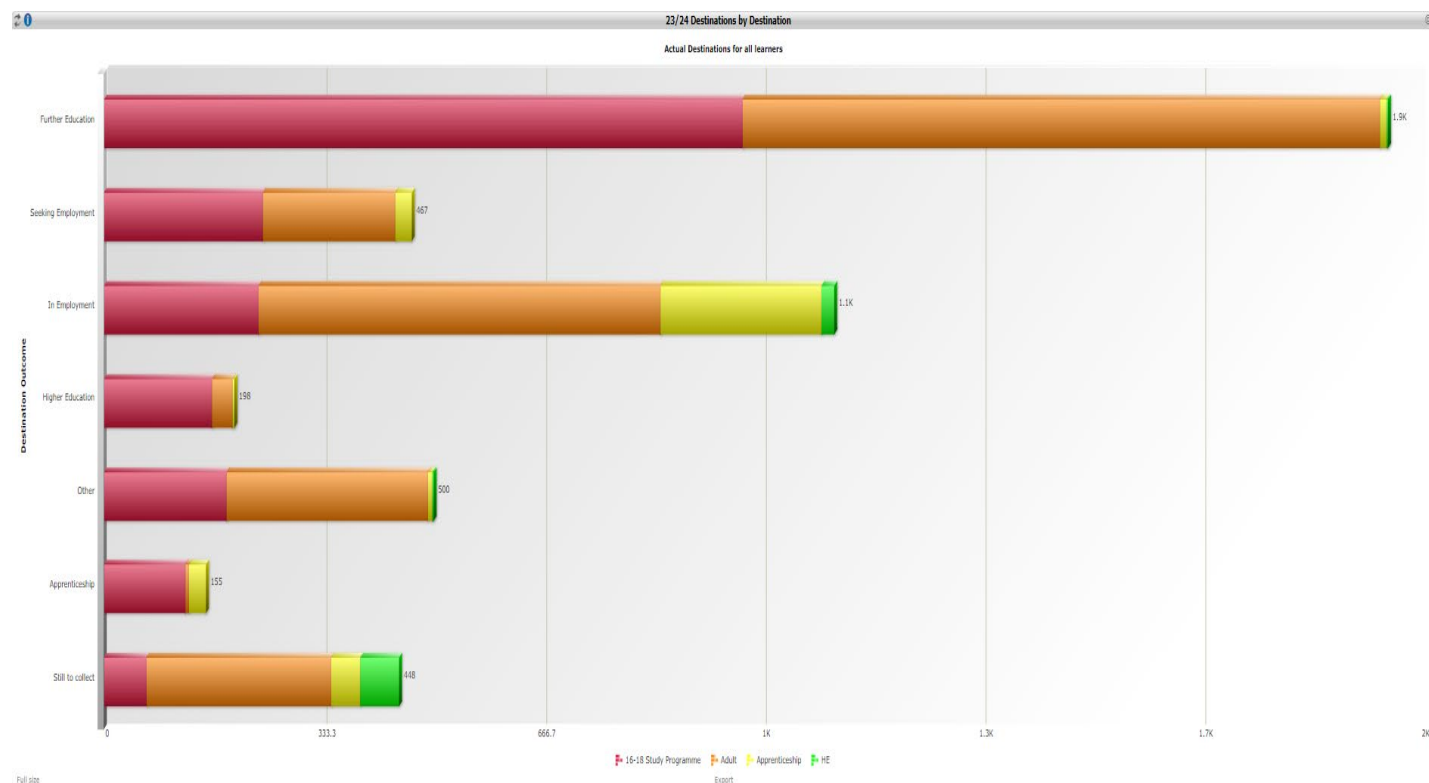
Student destinations are an important factor in the judging of the quality and impact of College provision and how the College is meeting its Equality, Diversity and Inclusion corporate objectives. The progression information for all students is strong and the positive impact of the College curriculum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

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 4 July 2024, the Corporation Board had 18 members. The Board size can be up to 21 members. By 31 July 2024 the student governor had retired and the Board carried two independent governor vacancies.

The following chart shows the Board composition by sex, age and ethnicity as of 31 July 2024. The chart also includes the student governors who was in post for most of the 2023/24 academic year.

Protected characteristic		Preston College %	Preston College % 2022/23
Ethnicity	Arab		5.9
	White British	88.2	82.4
	White Other	5.9	5.9
	White Irish	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	64.7	53
	Male	35.3	41
	Prefer not to say		6
Age	Under 18	5.9	
	18-24		
	25-34	5.9	5.9
	35-44	11.8	11.8
	45-54	17.6	17.6
	55-64	29.4	29.4
	65-74	23.5	23.5
	Prefer not to say	5.9	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 students 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. The Board will be supported by Peridot in autumn 2024 to search for new independent governors.

WORKFORCE

PURPOSE

The Workforce Profile Report for the 2023/24 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 to governors for the academic years 2021/22 and 2022/23 and where possible, against the FE sector, local community and our students.

CONTEXT

The report is divided into sections to address each aspect of the college workforce profile.

This report covers the workforce data for the 2023/24 academic year. The College's data has been compared to the 2021 Census data and the DfE Workforce Data published on 30th May 2024. These are the most up to date datasets available for benchmarking purposes. Market intel (Mintel) has also been used in one area as it provides the most up to date and reliable market intel. The main points have been highlighted in each section together with reasons provided. There is also an executive summary contained in agenda item 14a.

The sections are split into the following protected characteristics:

- 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 & Students: Ethnicity
- Section 5 – Diversity of the Workforce & Students: Sex
- Section 6 – Diversity of the Workforce & Students: Sexual Orientation
- Section 7 – Diversity of the Workforce: Disability
- Section 8 – Diversity of the Workforce: Age Profile
- Section 9 – Diversity of the Workforce & Students: Religion
- Section 10 – Diversity of the Workforce & Students: Marriage, Civil Partnership
- Section 11 - Pregnancy, Maternity Leave Data

The 2023/24 data has been compared to that of the previous two academic years where that is available 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 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	Full Time 23/24	Part Time 23/24	Total 23/24	FTE 23/24
Academic (Lecturing)	132	64	196	168.75	140	56	196	172.83	144	65	209	180.89
Business Support	104	70	174	137.81	75	100	175	130.07	65	36	101	81.72
Business Support (Student journey facing)	46	40	86	66.5	60	17	77	72.83	72	84	156	124.03
Management	15	1	16	15.8	18	1	19	18.8	23	1	24	23.8

									304	186	490	410.44
Grand Total	**297**	**175**	**472**	**388.86**	**293**	**174**	**467**	**394.53**				
									62.04%	37.96%	100%	
%Full Time / Part Time	**62.92%**	**37.08%**	**100%**		**64.01%**	**35.99%**	**100%**					

Table 1 shows that 62.04% of the workforce at the College are full time, in keeping with the 2021/2022 and 2022/2023 academic years. The number of full-time academic staff has risen again and has shown continued growth from 2021/2022 to 2023/2024. This is to be expected as the number of enrolled students increases year on year.

The actual number of staff has grown overall from 2022/2023. The split between Business Support and Business Support (Student Journey Facing) has changed significantly between 2022/2023 and 2023/2024. This has happened because in 2022/2023 we reported on the staffing levels before we knew that the job categories for staff were incorrect on our HR/Payroll System. The job categories have been corrected manually for this report so that the reported figures are a more accurate representation of workforce at the College. A lot of Business Support (Student Facing) staff are part time as they only work when the students are on campus eg in roles such as Communication Support Workers and Learning Support Assistants.

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 can 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 eg, Cleaners, Catering staff, student Support Assistants and staff working within Student Support.

SECTION 2 – STABILITY OF WORKFORCE

STAFF TURNOVER

Table 2 – % of people leaving	Our Performance 2021/22	Our Performance 2022/23	Our Performance 2023/24
Business Support	17.31%	20.80%	19.44%
Academic	18.87%	12.76%	16.4%
Management	6.25%	5.26%	0%
Total	17.8%	14.56%	17.37%

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.

STAFF RETENTION

Table 2(a) - Category	Full-time	Part-time	Grand Total	New Starters in 2023/24	% New Staff In-Year	Leavers in 2023/24	% Turnover performance for 2023/24	Staff retention %
Business Support	137	120	257	29	11.28%	62	19.44%	80.56%
Academic (Lecturing)	144	65	209	21	10.05%	41	16.4%	83.6%

Management	23	1	24	1	4.17%	0	0.00%	100%
Grand Total	304	186	490	51	10.41%	103	17.37%	82.63%

Table 2(a) shows the leaver data and the new starter data for the 2023/2024 academic year. The retention patterns are similar across all the areas of the College with management being the highest retention. The retention and the turnover are relatively normal compared to previous years.

SECTION 3 – SICKNESS ABSENCE DATA

Table 3 – % Short-Term / Long-Term Absence Rates	Our Performance 2021/22	Our Performance 2022/23	Our Performance 2023/24
% Sickness	2.77%	2.33%	2.20%
% Time lost to short-term absence	0.81%	0.55%	0.70%
% Time lost to long-term absence	1.96%	1.78%	1.50%

The sickness absence data shows that compared to 2021/22 and 2022/23 the reported sickness rate has dropped year on year overall. Starting at 2.77% in 2021/22 and reaching 2.20% in 2023/24. There was a year of extremely low sickness in 2020/21 during COVID -19 lockdowns but, as the table now shows, the sickness levels are at more normal rate. In 2021/22 COVID-19 was still an issue that was affecting the sickness rates, now that there is no longer guidance for COVID-19, preventing people coming into work, and that vulnerable people have regular boosters, it means that people are not going off as regularly as they were. The College has also provided staff with the opportunity of receiving a 'Flu' vaccination and approximately 60 staff (13%) have taken up this offer.

For the purpose 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 absence across the College. This could be due to people's immune systems recovering after a period of little to no contact over the COVID-19 outbreak. The regular illnesses such as the common cold, stomach bugs and the flu are still relevant and affecting staff. In terms of long term absence, there were several staff off with depression/anxiety in the 2023/24 academic year but it should be noted that not all long term absences are due to this. There were also quite a few staff off with some form of cancer which will be impacting the long-term sickness data.

SECTION 4- DIVERSITY OF THE WORKFORCE: ETHNICITY

Table 4 – Breakdown of Staff's Ethnicity

Ethnic Origin	Work force 2021/222	% of Work force	% of Students 2021/22	Workforce 2022/23	% of Workforce	% of Students 2022/23	Workforce 2023/24	% of Workforce	% of Students 2023/24
White - British	373	79.03%	67.70%	354	75.80%	59.18%	376	76.73%	56.62%
White - Irish	2	0.42%	0.42%	5	1.07%	0.44%	3	0.61%	0.40%
White – Gypsy or Irish Traveller	3	0.64%	0.05%	2	0.43%	0.07%	3	0.61%	0.07%
Any other White background	6	1.27%	7.79%	6	1.28%	10.01%	10	2.04%	9.52%
Mixed - White and Black Caribbean	1	0.21%	1.17%	1	0.21%	1.13%	1	0.20%	1.12%
Mixed - White and Black African	0	0%	0.63%	1	0.21%	0.69%	1	0.20%	0.73%
Mixed - White and Asian	1	0.21%	0.20%	2	0.43%	0.2%	3	0.61%	0.20%
Any other Mixed background	0	0%	0.66%	1	0.21%	0.91%	0	0%	1.05%
Asian or Asian British - Indian	43	9.11%	3.02%	48	10.28%	3.53%	49	10%	3.16%
Asian or Asian British - Pakistani	9	1.91%	4.26%	10	2.14%	5.46%	10	2.04%	5.83%
Asia or Asian British - Bangladeshi	0	0%	0.46%	1	0.21%	0.52%	1	0.20%	0.33%
Asian or Asian British - Chinese	1	0.21%	0.32%	0	0%	0.54%	0	0%	0.33%
Asian or Asian British – Other Asian	0	0%	1.33%	0	0%	1.97%	1	0.20%	2.61%
Black or Black British - African	0	0%	1.97%	0	0%	2.97%	0	0%	3.87%
Black or Black British - Caribbean	3	0.64%	0.56%	2	0.43%	0.72%	2	0.41%	0.57%
Any other Black/African or Caribbean background	0	0%	0.48%	0	0%	0.72%	0	0%	0.70%
Any other Asian Background/Arab	0	0%	1.65%	0	0%	2.23%	1	0.20%	2.32%
Any other ethnic group	3	0.64%	3.85%	2	0.43%	5.75%	4	0.82%	7.75%
Prefer not to say	13	2.75%	0%	13	2.78%	0%	11	2.24%	0%
Not Known	14	2.97%	3.5%	19	4.07%	2.96%	14	2.86%	2.82%
Grand Total	472	100%	100%	467	100%	100%	490	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 FE sector is predominantly white. 79.4% of the FE sector in 2022/23 was white. This shows that the College's workforce is more diverse than the national FE workforce. This is a positive as the

College's workforce is more representative of the local community and therefore, more than likely, to be representative of the students who are enrolled at the College.

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'. This highlights that the College workforce is still not representative of the population profile of the local area. However, it is showing signs of gradually getting to that point.

The highest represented group outside of White – British is still Asian or Asian British Indian (10%).

ETHNICITY – SALARY LEVELS

The College monitors the earnings of staff who fall in the category of other than White. The earnings threshold that is being used as a benchmark is £29,000 which reflects the average wage in this area.

Analysis tells us that 35 out of the 62 British Asian staff that are employed at the College earn less than £29,000 this equates to 56.45%. This is a slight decrease from the year before which was 37 (62.71%) members of staff.

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

Sex Split 2021/22

36.86% M
63.14% F

2021/22 Sex Split by Contract Type

Sex Split 2022/23

39.61% Male
60.39% Female

2022/23 Sex Split by Contract Type

Sex Split 2023/24

2023/24 Sex Split by Contract Type
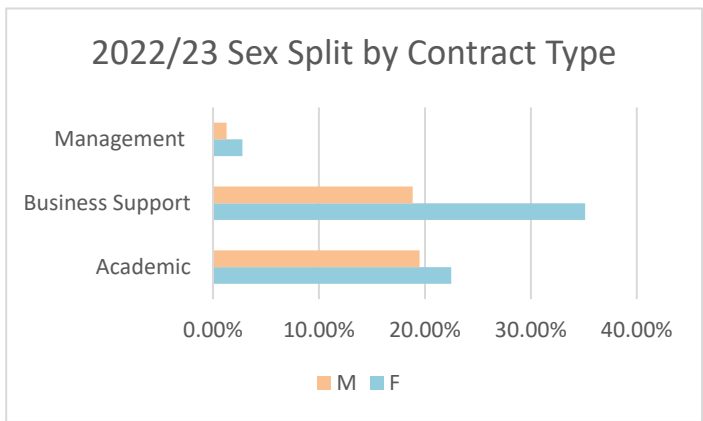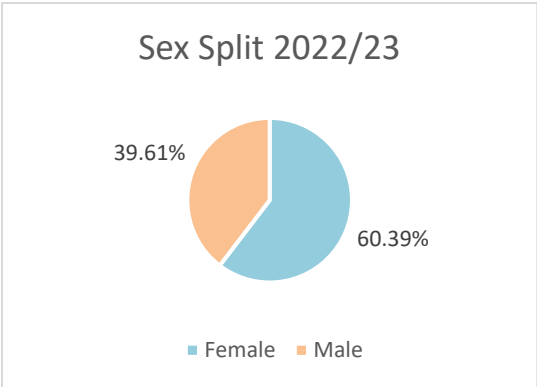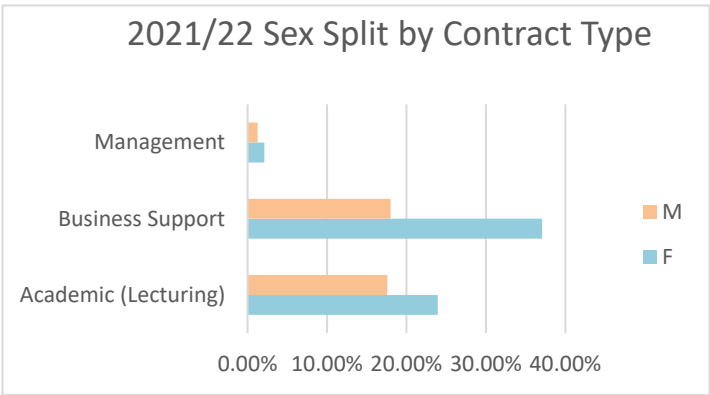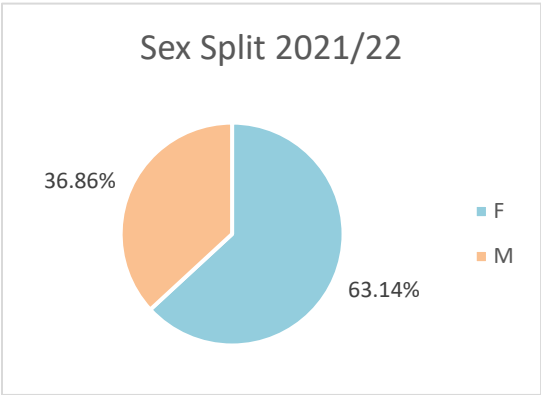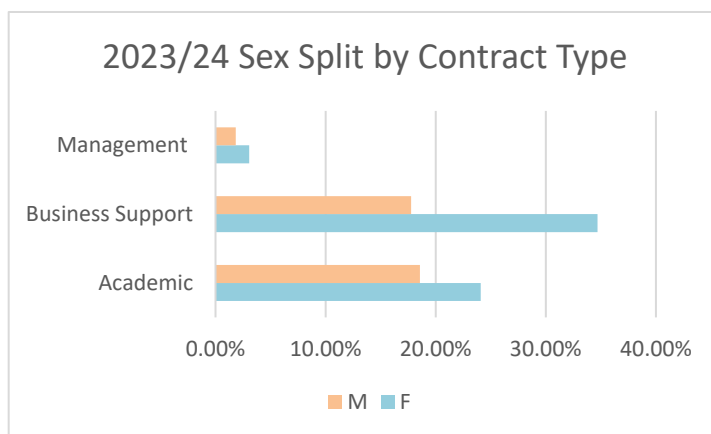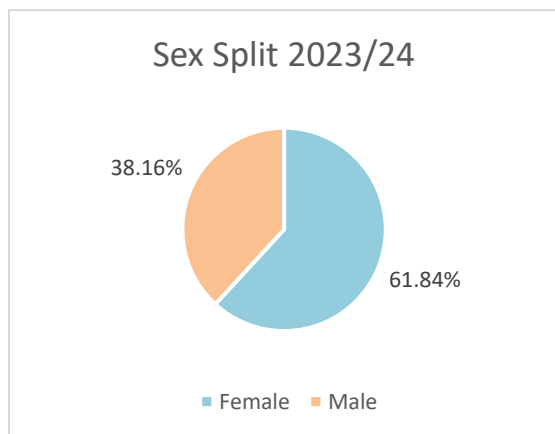
The graphs above illustrate the split between males and females in the workforce over the past three years. It has also been broken down into the contract types and the sex split of them. The workforce is currently sat at just over 60% female and just under 40% male. The DfE Workforce Data is reflective of the workforce at the College as they state their findings to be that just over 65% of the workforce in FE is female. The College sits slightly below the DfE Workforce Data but follows the trend of it being a female dominated sector.

The table below compares our 2023/24 sex data with the DfE national FE data, the Census data on the male / female split in Preston; and with our student population in the academic year 2023/24, which was 45.41% female and 54.59% male.

Sex	Census Data 2021	Students 2023/24	Preston College Workforce 2023/24	DfE Workforce Data 2022/23
Female	50.0%	45.41%	61.84%	65.2%
Male	50.0%	54.59%	38.16%	33.4%

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

Sexual Orientation	Workforce 21/22	2021/22 % of Workforce	Students 21/22	Workforce 22/23	2022/23 % of Workforce	Students 22/23	Workforce 23/24	2023/24 % of Workforce	Students 23/24
Bisexual	4	0.85%	1.93%	9	1.93%	2.59%	5	1.02%	2.64%
Gay	7	1.48%	0.5%	4	0.86%	0.59%	5	1.02%	0.62%
Heterosexual	406	86.02%	35.12%	399	85.44%	37.51%	428	87.35%	35.44%
Lesbian	2	0.42%	0.55%	3	0.64%	0.66%	4	0.82%	0.57%
Prefer not to say	27	5.72%	9.33%	23	4.93%	58.66%	25	5.10%	60.74%
Not Known	26	5.51%	52.57%	29	6.21%	0.00%	23	4.69%	0.00%
Grand Total	472	100%	100%	467	100%	100%	490	100%	100%

The table above shows that the number of staff who declared themselves as bisexual, gay or lesbian has decreased since the last academic year. This group of staff now equates to 2.86% of the workforce where as in 2022/23 this group of staff equated to 3.43%. However, compared to the student data, the workforce is fairly representational of the student demographic at the College.

SECTION 7 - DIVERSITY OF THE WORKFORCE: DISABILITY

	21/22	21/22%	22/23	22/23%	23/24	23/24%
Number of staff that have declared a disability	19	4.03%	29	6.21%	31	6.33%
Number of staff with no declared disability	416	88.14%	402	86.08%	425	86.73%
Not known / blank	37	7.84%	36	7.71%	34	6.94%
Grand Total	472	100%	467	100%	490	100%

The table above shows that the number of staff who have declared a disability has risen by 2 over the last academic year and the number of staff who have declared not known/blank has decreased by 2. This could be the same 2 members of staff who now feel more comfortable declaring that they have a disability. The Census data from 2021 found that 10.7% of the population of Preston has a long-term illness or disability where day to day activity is impacted but they are still employable. The DfE Workforce Data found that in 2022/23 there was 7.3% of the workforce who declared themselves as having a disability. The College is very close to that as there are 6.33% of staff who have declared they have a disability.

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 2021/22	% of Workforce	Workforce 2022/23	% of Workforce	Workforce 2023/24	% of Workforce	DfE Workforce Data 2022/23
16-19	2	0.42%	1	0.21%	0	0.00%	0.00%
20-29	57	12.08%	58	12.42%	62	12.65%	14.0%
30-39	107	22.67%	102	21.84%	97	19.80%	21.3%
40-49	129	27.33%	133	28.48%	144	29.39%	23.8%
50-59	145	30.72%	143	30.62%	147	30.00%	26.3%
60+	32	6.78%	30	6.42%	40	8.16%	14.6%
Total	472	100%	467	100%	490	100%	100%

The table above highlights the small increase in the number of 40-49, 50-59 and 60+ year olds who work at the College. It also shows how the College's workforce compares to the DfE Workforce Data from 2022/23. The DfE Workforce Data banded their age ranges slightly different as they had 'Under 25's' and then '25-29 years old'. For this report the Under 25's and the 25–29-year-olds were combined and the 16-19 age group was left as 0%.

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 with 228 members of staff (46.55%) followed by the number of staff who have declared they have no religion 93 (18.98%). The data over the past 3 years has remained steady in all areas. However, the number of staff who have declared they are Muslim has increased slightly again to 40 (8.16%). It should be noted that there was no data available for the religion of the students.

Religion	Work force 2021/22	% of Workforce 2021/22	% of Students 2021/22	Work force 2022/23	% of Workforce 2022/23	% of Students 2022/23	Work force 2023/24	% of Work force 2023/24	% of Students 2023/24
Atheist	15	3.18%	-	34	7.28%	0%	32	6.53%	0%
Buddhist	1	0.21%	0.12%	1	0.21%	0%	1	0.20%	0%
Christian	228	48.31%	16.65%	215	46.03%	0%	228	46.55%	0%
Hindu	10	2.12%	0.18%	11	2.36%	0%	13	2.65%	0%
Islam – Sunni	9	1.91%	-	9	1.93%	0%	8	1.63%	0%
Jewish	0	0%	0%	0	0%	0%	0	0%	0%
Muslim	33	6.99%	4.91%	38	8.14%	0%	40	8.16%	0%
No religion	98	20.76%	22.30%	82	17.56%	0%	93	18.98%	0%
Other	6	1.27%	1.17%	6	1.28%	0%	6	1.22%	0%
Prefer not to say	37	7.84%	4.05%	34	7.28%	0%	34	6.94%	0%
Sikh	0	0%	0.13%	1	0.21%	0%	1	0.20%	0%
Not Known	35	7.42%	50.49%	36	7.71%	100%	34	6.94%	100%
Grand Total	472	100%	100%	467	100%	100%	490	100%	100%

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

In 2023/24, the number of employees who declared themselves as married went up from 254 to 261, however, the percentage of the workforce that equates to has decreased by 1.12%. Similarly, the percentage of students who declared themselves as married has decreased and the percentage of students who answered 'Prefer not to say' has risen.

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

Marital Status	Work force 21/22	% of the Work force 21/22	% of Students 21/22	Work force 22/23	% of Work force 22/23	% of Students 22/23	Work force 23/24	% of Workforce 23/24	% of Students 23/24
Civil Partnership	9	1.91%	0.41%	8	1.71%	0.35%	6	1.22%	0.25%
Divorced	29	6.14%	-	23	4.93%	0%	26	5.31%	0%
Married	251	53.18%	2.58%	254	54.39%	3.21%	261	53.27%	2.34%
Not Provided	26	5.51%	83.77%	28	6.00%	0%	44	8.98%	0%
Partner	27	5.72%	-	28	6.00%	0%	32	6.53%	0%
Prefer not to say	20	4.24%	1.62%	30	6.42%	87.12%	18	3.67%	91.48%
Single	107	22.67%	11.62%	95	20.34%	9.32%	102	20.82%	5.93%
Widowed	3	0.64%	-	1	0.21%	0%	1	0.20%	0%
Grand Total	472	100%	100%	467	100%	100%	490	100%	100%

SECTION 11 – PREGNANCY / MATERNITY LEAVE DATA

2021/22	% of Workforce 2021/22	2022/23	% of Workforce 2022/23	2023/24	% of Workforce 2023/24
18	3.81%	21	4.50%	23	4.70%

The table above shows how many staff, shown as both a number and a percentage, were either pregnant or on maternity leave in the past three years. In 2023/24 the level of pregnancy or people on maternity has risen by 2. There is no 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 included in the report. An annual Workforce Profile report will continue to be produced for monitoring against national and local benchmarks. The slight decrease of males in the College's workforce data split may have an impact on the Gender pay gap 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 workforce is becoming more representative of the local areas meaning that the students will continue to have those important role models and points of contact within the College.