



# EQUALITY, DIVERSITY & INCLUSION

ANNUAL REPORT  
2024/25





## **EQUITY, DIVERSITY AND INCLUSION PLEDGE**

Preston College is committed to advancing equity, diversity, and inclusion. 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 College's Equity, Diversity and Inclusion 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 Equity, Diversity and Inclusion Commitments**

1. Belonging: Increase engagement and co-production in Equity, Diversity and Inclusion 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 Equity, Diversity and Inclusion 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 Continuing Professional Development (CPD) opportunities and use the Personal Development Plan (PDP) framework.

## Governing Body Equity, Diversity and Inclusion 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 Equity, Diversity and Inclusion 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 2024/25. The report is linked to the College's Vision, Mission Statement and Values, the Strategic Plan, the College's Equity, Diversity and Inclusion Strategy and Equality, Diversity and Inclusion Policy.

The purpose of this document is to share and celebrate equality, equity, 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.

# EQUALITY DIVERSITY AND INCLUSION STUDENT REVIEW 2024/25

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## Preston College Corporate Student and Apprentice Equality Objectives 2024- 2027

- Ensure that everyone feels part of the College community and included in our activities (aligned with our College Value: Welcoming and inclusive)
- Promote and champion diversity and challenge discrimination (aligned with our College Value: Supportive and compassionate)
- 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)
- Ensure that everyone is treated fairly and equally (aligned to our College Value: Act with integrity and transparency)
- Promote the taking of ownership for actions relating to equality of opportunity (aligned to our College Value: Be accountable)

## 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<sup>1</sup> and some characteristics specific to learning.

The College monitors achievement for students with the following characteristics:

- i. Sex 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 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.

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.

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<sup>1</sup> 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).

## **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 2024/25 the College:

- provided courses from pre-entry level to undergraduate – 7,609 further education students
- enrolled 2,233 16-18 Classroom based students
- completed 500 apprenticeships, 53% of whom were 16-18
- engaged 2,080 Community students
- engaged 159 (+24 on 2023/24) High Needs students
- delivered to 66% of 16-18 students who began their studies without having achieved a grade 4 in GCSE English and/or Maths
- had an enrolment pattern in which 63% of leavers came from the 30% most deprived areas of Preston and surrounding areas.

We successfully engaged students from diverse communities:

- 28% of young people and adult leavers on programmes were from ethnic minority groups, achieving at **93.4%**
- the diversity of students at College is reflective of the diversity in the local community
- 701 students were eligible for free school meals
- 48% of young people and adults on programme reported a learning difficulty, achieving at **88.8%**
- 159 students attended the College with an Educational Health Care Plan (EHCP), achieving at **91.5%**
- 168 students on 16-18 Study Programmes were categorised as a 'looked after child', they achieved at **88.1%**
- 48% 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 rates **89.4%** all ages
- apprenticeship outcomes have improved with overall achievement rate **70.3%** (4 points higher than 2023/24 outcomes and 8 points above National Achievement rates 62.3% 2023/24 benchmark)
- no or negligible gaps in achievement rates by sex, ethnicity, disadvantaged, disability or learning difficulty
- overall classroom based provision achievements **90.4%** and retention **95.3%** rates are excellent and 5 points above national achievement rates.

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

- 14,991 enrolments (all ages) in 14 out of the 15 Subject Sector Areas with overall achievements **90.4%**
- 25% of young people's enrolments were on a STEM or Health related qualification
- 1,137 students (all ages) undertook a Construction Skills course
- 1,174 Apprentices including in year growth of 530 new Apprenticeship enrolments
- King's Trust outcomes outstanding at **99.4%** with 155 students
- the outcomes for our English for speakers of other languages (ESOL) provision, which includes essential basic skills, are excellent, with a **96.6%** achievement rate for 5385 leavers
- Exceptional achievements have also been achieved at all ages in the School of Visual Performing Arts at **95.2%** achievement with 1,253 leavers and Health, Business and Uniformed Services with 1,101 leavers and **90.4%** achievement rate.

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

- student feedback is strong, students feel supported and safe in College. Student surveys are very positive with 96% of students feeling safe and 94% feel part of the College's community.
- the College engaged with c970 employers 2024/25
- Student and employer survey feedback is positive. Apprenticeship accountability framework national data for the College, rates overall feedback as good for both employer and apprentices.

## **Inclusion**

- The College is committed to fostering an inclusive learning environment where every student is supported to achieve their full potential, regardless of background or starting point. We ensure that our provision is responsive to the needs of all students, particularly those facing barriers to education.
- Our curriculum is designed to be inclusive, ambitious, and adaptive. We provide learning opportunities from Pre-Entry to Level 7, ensuring that all students, regardless of prior attainment, can access high-quality education and progress meaningfully. We prioritise early identification of needs, personalized support, and curriculum accessibility, with strong systems in place to monitor impact and progression.
- The College delivers a high volume of programmes at Level 2 and Level 3, reflecting our commitment to providing accessible pathways into education and employment. These programmes are designed to build confidence, develop core skills, technical knowledge and support progression to higher levels of learning.
- We are committed to delivering an inclusive and supportive learning environment that meets the diverse needs of its student population. The College has made substantial investments to strengthen the inclusivity and equity of its curriculum over the last few years, including: accessible technology, adaptable equipment, digital screens in all classrooms, sensory friendly environments, quiet spaces and developing new curriculum models

- Inclusion is not only embedded in our curriculum design but also in our culture. We work collaboratively with students, families, employers and external agencies to ensure that every student feels a sense of belonging and is equipped with the skills, knowledge, and behaviours needed for success in education, employment, and life.
- We continue to see a rise in the number of students requiring additional support. In response, the College has expanded its staffing provision, including Learning Support Assistants, Safeguarding Officers, English and Maths lecturers, Communication Support Workers, and Apprenticeship Support Workers. We have also invested in specialist equipment and adaptive furniture to create more accessible learning environments.
- A significant proportion of our 16–18 student cohort present with additional needs:
  - 32% of young people and adult leavers on programmes were from ethnic minority groups with a **93.1%** achievement rate (2570 students)
  - 48% of young people and adults on programme reported a learning difficulty, achieving at **88%**.
  - 134 students attended the College with an Educational Health Care Plan (EHCP), achieving at **95%**
  - 165 students on 16-18 Study Programmes were categorised as a 'looked after child' or care leaver, they achieved at **92.8%**
  - The outcomes for our ESOL provision, which includes essential basic skills, are excellent, with a **96%** achievement rate for 5771 leavers.
  - 102 Home School students successfully attend and achieved
  - 66% have not yet attained a grade 4 in GCSE English and/or maths, and are therefore required, under funding conditions, to continue studying these essential subjects.
  - A high volume of students are enrolled on Entry Level and Level 1 programmes, reflecting our commitment to accessible and progressive pathways.
- Timetables have been restructured to offer shorter, one-hour lessons, enabling more flexible and personalised learning experiences. These changes are designed to support individual needs and improve engagement.
- Feedback from students has been overwhelmingly positive. Many have reported feeling more supported and included in their learning journey. Comments include:
  - *the shorter lessons help me stay focused and manage my energy better;*
  - *having a support worker in class makes a big difference – I feel more confident asking for help.*
  - *the new tables and equipment make it easier for me to participate fully.*
- This feedback reinforces the impact of our inclusive approach and highlights the importance of continued investment in support services and adaptive learning strategies.
- Leaders and staff work with the local authority and the Red Cross to support some of the most disadvantaged groups. They provide programmes for asylum seekers to develop their English

skills. The College has a very well-established approach to supporting students who are not in education, employment or training (NEET). The College works in partnership with The King's Trust to provide programmes to help young people to re-engage in learning and move into work. The College provided extensive support to looked after children and care leavers with an excellent 88% achievement rate.

- The College was the first nationally to be recognised as a 'College of Sanctuary', and we continue to work with high volumes of asylum seekers and refugees in helping them to prepare for the workplace. This is a source of real pride for the College and demonstrates our sense of community. The College continues to support high volumes of asylum seekers unaccompanied minors and those seeking refuge.

## **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 (6,297) in this age group was 85.4% in 2024/25. This has levelled out across a four year period. Great progress has been made in narrowing the gap in achievement for students in receipt of free school meals (2,217 leavers) 85%, a 5 percentage point improvement over the last four 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 91.5%. 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 165 students and overall achievement rates of 92.8% being excellent and significantly above national average. King's Trust provision achievement rates are excellent at 99.3% with 155 students.

**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 93.9% (8,694) in 2024/25, with four 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 70.3%, 4 points above 2023/24 outturn and 5 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 %
24/25	Indian	483	93.38	95.55	97.72	40910	88.36	5.01
24/25	Pakistani	962	88.67	93.94	94.39	88920	86.46	2.21
24/25	Irish	25	80	83.33	96	5370	85.31	-5.31
24/25	Arab	478	94.35	97.62	96.65	49190	85.87	8.48
24/25	Any other ethnic group	1787	95.75	97.44	98.27	96130	86.29	9.46
24/25	Any Other Mixed / multiple ethnic background	175	82.86	91.77	90.29	38200	83.49	-0.63
24/25	Bangladeshi	34	97.06	97.06	100	39760	88.76	8.3
24/25	Any Other White background	1597	94.68	96.67	97.93	187670	87.47	7.21
24/25	Caribbean	79	77.22	83.56	92.41	30770	84.94	-7.72
24/25	English / Welsh / Scottish / Northern Irish / British	6739	86.33	93.03	92.8	1053230	84.64	1.69
24/25	Gypsy or Irish Traveller	26	84.61	95.65	88.46	3410	73.31	11.31
24/25	Any other Black / African / Caribbean background	131	94.66	95.38	99.24	41540	84.74	9.92
24/25	Not provided	632	93.51	94.86	98.58	45440	84.72	8.79
24/25	White and Black Caribbean	156	87.18	91.89	94.87	29470	81.58	5.6
24/25	White and Asian	47	95.75	97.83	97.87	25320	84.53	11.22
24/25	Chinese	62	91.94	95	96.77	10010	90.93	1
24/25	African	899	95.11	96.5	98.55	145740	87.37	7.73
24/25	White and Black African	112	93.75	95.45	98.21	17000	84.46	9.29
24/25	Any other Asian background	567	94.71	97.11	97.53	75400	86.31	8.4

**Ethnicity** – The College continues to recruit a large percentage of young people and adult students from ethnic minority groups. In 2024/25, data shows in the vast majority students achieved above national average by ethnicity. There have been dips in achievement rates for Irish and Caribbean. Gypsy/Irish traveller students which was identified as an area for improvement the reasons for lower achievement rates have been addressed and outcomes are 11.31% above national averages.

### Performance by Sex (Overall)

Hybrid End Year	Sex	Leaver	Ach %	Pass %	Ret %	Nat Ach %	Diff Nat Ach %
24/25	Male	7840	89.20%	94.20%	94.70%	85.3%	+3.9%
24/25	Female	7151	91.40%	95.20%	95.90%	85.6%	+5.8%
	Total	15506	90.20%	94.70%	95.30%		

**Sex** - In 2024/25, there were only 689 more male leavers than female, with a 2.2 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 %
24/25 16-18	Female	2725	87.2 %	93.3%	93.5 %	83.7 %	+3.5 %
23/24 16-18	Male	3572	84.1 %	91.5 %	91.9 %	83.57%	+0.8 %
	Total	6297	85.4%	92.3%	92.6%		

There is a 3.1 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 and significant number of students undertaking Construction which impacted overall male achievement rates.

## Apprenticeships

Hybrid End Year	Sex	Leaver	Ach %	Nat Av %
24/25	Female	165	77 %	65.1%
24/25	Male	343	67.3 %	60.5%
	Total	508	70.5%	

The College recruits more male apprentices (343) compared to 165 female apprentices with a 9.7 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 2023/24 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	Leav	Ach	Pass	Ret	Nat	Nat Ach	Diff Nat Ach
24/25	Has LLDD/Health Problem	7,275	88.7 %	93.5 %	95.0 %	548,340	83.1 %	+5.7 %
24/25	Doesn't have LLDD/Health Problem	7,392	91.5 %	95.9 %	95.4 %	1,426,470	86.4 %	+5.1 %
24/25	No information	324	94.4 %	95.3 %	99.1 %	48,660	85.1 %	+9.4 %
		14,991	90.2 %	94.7 %	95.3 %			

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, however students with a learning difficulty or disability achieving below their peers, Award in Proficiency in Number and Measure 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 (3339 leavers) is 84.9%, and whilst this is below the overall achievement averages for young people in College of 86.1% (2859 leavers), this gap has continued to get smaller.

**Adults** -There are gaps in achievement for the 19+ classroom students with a range of learning difficulties or disabilities (4160 leavers) 92.8%, which is below those students with no disabilities (4534) 95.3%. Steps will continue to be put in place to reduce this gap, including investment in additional support staff.

**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 248 apprentices 68.1% (+5.5 percentage point on 2023/24 outturn) achievement rate being support throughout the apprenticeship journey.

**Uplift Area Performance (Overall)**

Hybrid End Year	IMD Decile	IMD Decile2	Leav	Ach	Leaver
24/25	1	0 - 10% (Most Deprived)	3,183	89.4 %	21.2 %
24/25	2	10 - 20%	3,158	90.9 %	21.1 %
24/25	3	20 - 30%	2,039	91.3 %	13.6 %
24/25	4	30 - 40%	1,200	87.8 %	8.0 %
24/25	5	40 - 50%	873	92.7 %	5.8 %
24/25	6	50 - 60%	704	89.5 %	4.7 %
24/25	7	60 - 70%	855	89.5 %	5.7 %
24/25	8	70 - 80%	1,227	91.5 %	8.2 %
24/25	9	80 - 90%	829	89.3 %	5.5 %
24/25	10	90 - 100%	757	91.0 %	5.1 %
24/25	99	Unknown	166	94.6 %	1.1 %
			14,991	90.4 %	

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 2024/25, the College has recruited a large proportion of students from the four most deprived indices of multiple deprivation areas (IMD).

The College has recruited 55% of leavers from the three most deprived indices of 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% - 89.4% achievement averages which are above national averages) and (10-20% IMD Decile 90.9% achievement rate again above national averages) with high progression outcomes.

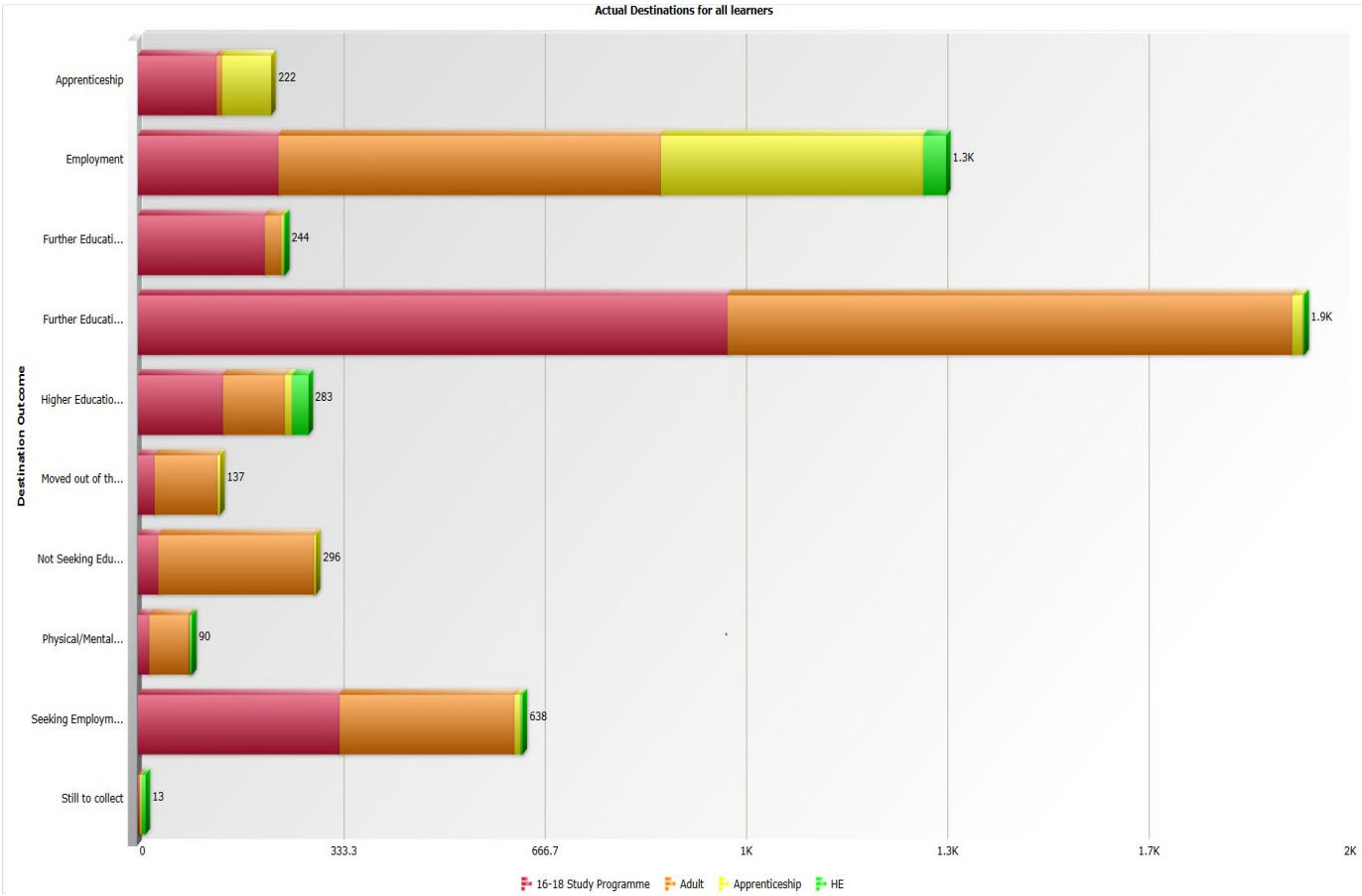
**High Needs Student Performance (Overall)**

Hybrid End Year	Level	Leav	Ach	Best Case Ach	Pass	Ret	Ret In Yr	Achiev
24/25	Level 1	477	90.6 %	90.6 %	97.3 %	93.1 %	93.1 %	432
24/25	Level 2	208	85.1 %	85.1 %	91.2 %	93.3 %	93.3 %	177
24/25	Level 3	58	86.2 %	86.2 %	94.3 %	91.4 %	91.4 %	50
24/25	Entry level	283	98.9 %	98.9 %	99.3 %	99.6 %	99.6 %	280
		1,026	91.5 %	91.5 %	96.5 %	94.8 %	94.8 %	939

**High Needs Students** receive highly effective targeted support from their teachers and support staff. Students with high needs enrolled on mainstream programmes outperform their peers, further demonstrating the effectiveness of the College’s inclusive and supportive approach and

achieve above the college overall achievement rates at 91.5% with 1026 leavers. The College has continued to see a growth in the number of students with Educational Health and Care Plan.

**Destination Data**



Student destinations are an important factor in the judging of the quality and impact of College provision and how the College is meeting its Equity, 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.

Across 16–18 Study Programmes, the majority of students progress into positive destinations such as further study, apprenticeships, or employment, although this varies considerably by curriculum area. ESOL and Visual Performing Arts show particularly strong rates of sustained progression, with over half of learners moving into their main destination categories. Areas like Construction and Service Industries show significant numbers of students progressing into employment-related routes, though with more variation across categories such as part-time work or industry pathways.

For Adult learners, destinations are more diverse and often more employment-focused. Large curriculum areas such as ESOL and Construction have notable proportions moving into employment, part-time work, or other vocational routes, reflecting the employment oriented nature of many adult programmes. Some areas such as Counselling and Engineering show higher

proportions entering specific job roles or sector-related destinations, while others like Service Industries indicate a balanced distribution between employment, further study or self employment outcomes.

Within Apprenticeships and Higher Education, destinations are more concentrated. Apprentices in areas like Business, Health, Construction, Dance and Engineering show very strong progression into sustained employment, often exceeding 90%, which reflects the work-based nature of these programmes. Higher Education cohorts are smaller but show clear patterns: many HE students progress into employment or further specialised study, with majority of areas showing high completion rates. Overall, these pathways demonstrate strong alignment between programme type and intended progression outcomes.

**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 3 July 2025, the Corporation Board had 19 members. The Board size can be up to 21 members. By 31 July 2025 the student governor had retired and the Board carried one independent governor vacancy.

The following chart shows the Board composition by sex, age and ethnicity as of 31 July 2025. The chart includes the student governor who was in post for most of the 2024/25 academic year.

<b>Protected characteristic</b>		<b>Preston College % 2024/25</b>	<b>Preston College % 2023/24</b>
<b>Ethnicity</b>	Arab		
	White British	77.8	88.2
	White Other	5.6	5.9
	White Irish	0	5.9
	Black/ African/Caribbean/Black British		
	Asian or Asian British	5.6	0
	Mixed/ Multiple Ethnic Group	5.6	0
	Other ethnic group		
	Prefer not to say	5.6	0

<b>Sex</b>	Female	55.6	64.7
	Male	44.4	35.3
	Prefer not to say		
<b>Age</b>	18 or under	0	5.9
	19-24	5.6	0
	25-34	0	5.9
	35-44	22.2	11.8
	45-54	22.2	17.6
	55-64	38.9	29.4
	65-74	0	23.5
	Prefer not to say	11.1	5.9

### **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 on the College website and vacancies were advertised as widely as possible including on websites such as: Governors for Schools, LinkedIn, Women on Boards, the Young Trustee Movement and Charity Job. During 2024/25 the Board was supported by Peridot for the search for new independent governors as part of the DfE Governor Recruitment Service. Five governor appointments were made with support from Peridot.

# **WORKFORCE**

## **PURPOSE**

The Workforce Profile Report for the 2024/25 academic year provides an overview of the diversity of the College workforce under the definitions of protected characteristics contained in the Equality Act 2010. It also sets out a comparison with the workforce data previously presented to governors for the previous two academic years, 2022/23 and 2022/21. Where possible data from the FE sector, the local community and our students has also been used to compare results.

## **CONTEXT**

The report is divided into sections to address each aspect of the college workforce profile. This report covers the workforce data for the 2024/25 academic year. The Colleges data has been compared to the 2021 Census data and the Department for Education Further Education Workforce (FEW) Data published on 29 May 2025. These are the most up to day and reliable market intel. The main points have been highlighted in each section together with any known reasons also being provided. There is also an executive summary contained in Agenda Item 12.

The sections are split into the following protected characteristics:

- Section 1 – Annual Staffing Figures
- Section 2 – Stability of Workforce – Staff Turnover and Retention
- Section 3 – Sickness Absence Data
- Section 4 – Diversity of the Workforce and Students: Ethnicity
- Section 5 – Diversity of the Workforce and Students: Sex
- Section 6 – Diversity of the Workforce and Students: Sexual Orientation
- Section 7 – Diversity of the Workforce: Disability
- Section 8 – Diversity of the Workforce: Age Profile
- Section 9 – Diversity of the Workforce and Students: Religion
- Section 10 – Diversity of the Workforce and Students: Marriage, Civil Partnership
- Section 11 – Pregnancy and Maternity Leave Date

The 2024/25 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**

Contract Type	Full Time 24/25	Part Time 24/25	Total 24/25	FTE 24/25	Full Time 23/24	Part Time 23/24	Total 23/24	FTE 23/24	Full Time 22/23	Part Time 22/23	Total 22/23	FTE 22/23
Academic	134	78	212	180. 11	144	65	209	180. 89	14 0	56	196	172. 83
Business Support (Student facing)	94	148	242	182. 42	102	123	225	174. 64	92	12 6	218	170. 29
Professional Services	29	4	33	32.1 3	29	3	32	31.1 1	30	4	34	32.6 1
Management	23	0	23	23	23	1	24	23.8	18	1	19	18.8
<b>Grand Total</b>	<b>280</b>	<b>230</b>	<b>510</b>	<b>417. 66</b>	<b>298</b>	<b>192</b>	<b>490</b>	<b>410. 44</b>	<b>28 0</b>	<b>18 7</b>	<b>467</b>	<b>394. 53</b>
<b>%Full Time / Part Time</b>	<b>54.9 %</b>	<b>45.1 %</b>	<b>100 %</b>		<b>60.8 %</b>	<b>39.2 %</b>	<b>100 %</b>		<b>60 %</b>	<b>40 %</b>	<b>100 %</b>	

Table 1 shows the overall total of staff numbers to have risen again. Over the last three years we have seen this number steadily rise. The split between full time and part staff has shifted, moving this difference closer to an equal divide at 55% full time and 45% part time staff. Looking at the overall FTE for each year this also shows steady growth year on year. For reporting purposes, the categories that have been used to divide the staff groups have been updated this year. This is to highlight the number of business support staff that the college employs who are student facing and those not working directly with students in corporate services.

The number of staff that are Business Support (Student Facing) have had the biggest growth between 2023/24 and 2024/25. This is reflective of the student number growth, where more support staff are required to support students access their studies. Business Support (Student Facing) also has the highest number of part time staff, and this is because many of the roles are Term Time Only for example Learning Support Assistants, and Catering staff.

The number of part time academic staff has also increased. Some academic staff have to continue to work in their profession or trade to retain their professional bodies endorsement. This arrangement enriches curriculum, ensuring the most up to date techniques or skills are being taught in those subject areas. The number of staff in Professional Services and on Management contracts has remained around the same figure, showing workforce stability in these areas.

## SECTION 2 – STABILITY OF WORKFORCE

### STAFF TURNOVER

**Table 2 – Annual Staff Leavers - % of people leaving**

Contract Type	Our Performance 2024/25	Our Performance 2023/24	Our Performance 2022/23
Academic	12.86%	24.12%	20.80%
Business Support (Student facing)	15.62%	10.22%	12.76%
Professional Services	13.04%	9.38%	0%
Management	4.35%	0%	5.26%
<b>Total</b>	<b>13.50%</b>	<b>21.02%</b>	<b>14.56%</b>

Staff turnover throughout 2024/25 has decreased in comparison to the previous year. Academic Staff turnover has seen the biggest drop in the amount of staff leaving compared to the other reporting groups. This could be because of the impact of the College's recruitment and retention approach, which has been supported by Board through recent pay awards designed to create more competitive salaries. Another factor could be the introduction of improved career pathways for academic staff with the introduction of the Quality Practitioner role for exceptional academic staff who do not want to move into management; and the expansion of the Curriculum Leader role to include people management together with the introduction of some Assistant Director roles. All of which have provided career progression opportunities.

Staff are leaving at different points throughout the academic year, however the two biggest months with leavers recorded are July and August. June has no leavers recorded. This is better than previous years and provides more stability for students, who are more likely to be taught by the same tutor throughout the whole academic year.

## STAFF RETENTION

**Table 3 – New Starters and Staff Retention**

Contract Type	Full-time	Part-time	Grand Total	New Starters in 2024/25	% New Staff In-Year	Leavers in 2024/25	% Turnover performance for 2024/25	Staff retention %
Academic (Lecturing)	134	78	212	15	7.08 %	27	12.86%	87.14%
Business Support (Student facing)	94	148	242	26	10.74 %	35	15.62%	84.38%
Professional Services	29	4	33	2	6.06 %	3	13.04%	86.96%
Management	23	0	23	0	0%	1	4.35%	95.65%
<b>Grand Total</b>	<b>280</b>	<b>230</b>	<b>510</b>	<b>43</b>	<b>8.43 %</b>	<b>66</b>	<b>13.50%</b>	<b>86.50%</b>

Table 3 shows the leaver data and the new starter data for 2024/25. Staff retention across all the

staffing groups are showing a similar pattern of a high retention and a stable workforce. Management retention remains high, only reporting one leaver, which was due to a retirement. Compared to previous years the retention figures are good and better by an average of 3 percentage points.

**SECTION 3 – SICKNESS ABSENCE DATA**

**Table 4 – Short and Long Term Absence**

Sickness Type	Our Performance 2024/25	Our Performance 2023/24	Our Performance 2022/23
% Sickness	1.94%	2.20%	2.33%
% Time lost to short-term absence	0.74%	0.70%	0.55%
% Time lost to long-term absence	1.20%	1.50%	1.78%

Reported sickness absence in 2024/25 seems to have dropped slightly compared to 2023/24. The sickness statistics have been split into short-term and long-term absence. Any absence longer than 20 working days is defined by the Health and Safety Executive as long term. Long term sickness absence has continued to reduce each year, but we are still seeing trends of illnesses such as cancer, and long-term anxiety and depression. Short term absences have increased slightly compared to 2023/24 and the common reasons for this type of absence are flu/colds, sickness bugs and mental health reasons.

In 2024/25 there was an additional wellbeing day given to staff to celebrate the College’s 50<sup>th</sup> year and the College embedded a two-week Christmas break through the introduction of two concessionary day to employees’ contracts.

The College continued to offer the Flu Vaccine to those that requested this. Approximately 63 staff took up the offer in autumn 2024. Flu vouchers were available from mid-October, and staff had to book themselves in at their local Boots Chemist for this service.

**SECTION 4- DIVERSITY OF THE WORKFORCE: ETHNICITY**

**Table 5 – Breakdown of Staff Ethnicity**

Ethnic Origin	Local Population Preston 2021 Census Info %	Workforce 2024/25	% of Workforce	% of Students 2024/25	Workforce 2023/24	% of Workforce	% of Students 2023/24	Workforce 2022/23	% of Workforce	% of Students 2022/23
White - British	85.5%	378	74.12%	58.4%	376	76.73%	56.62%	354	75.80%	59.18%
Asian or Asian British - Indian	2.0%	44	8.62%	0.9%	49	10%	3.16%	48	10.28%	3.53%

Ethnic Origin	Local Population Preston 2021 Census Info %	Workforce 2024/25	% of Workforce	% of Students 2024/25	Workforce 2023/24	% of Workforce	% of Students 2023/24	Workforce 2022/23	% of Workforce	% of Students 2022/23
Asian or Asian British - Pakistani	4.6%	10	1.96%	4.6%	10	2.04%	5.83%	10	2.14%	5.46%
Any other White background	3.1%	14	2.75%	8.2%	10	2.04%	9.52%	6	1.28%	10.01%
Any other ethnic group	0.5%	1	0.2%	6.8%	4	0.82%	7.75%	2	0.43%	5.75%
White - Irish	0.5%	4	0.78%	0.3%	3	0.61%	0.40%	5	1.07%	0.44%
White – Gypsy or Irish Traveller	0.1%	1	0.2%	0.2%	3	0.61%	0.07%	2	0.43%	0.07%
Mixed - White and Asian	0.6%	2	0.39%	0.2%	3	0.61%	0.20%	2	0.43%	0.2%
Black or Black British - Caribbean	0.1%	3	0.59%	0.4%	2	0.41%	0.57%	2	0.43%	0.72%
Asian or Asian British – Other Asian	0.5%	0	0%	3.2%	1	0.20%	2.61%	0	0%	1.97%
Any other Asian Background/ Arab	0.2%	2	0.39%	4.6%	1	0.20%	2.32%	0	0%	2.23%
Mixed - White and Black Caribbean	0.2%	2	0.39%	1.2%	1	0.20%	1.12%	1	0.21%	1.13%
Mixed - White and Black African	0.4%	1	0.2%	0.7%	1	0.20%	0.73%	1	0.21%	0.69%
Asia or Asian British - Bangladeshi	0.5%	0	0.0%	0.3%	1	0.20%	0.33%	1	0.21%	0.52%
Black or Black British - African	0.1%	1	0.2%	4.1%	0	0%	3.87%	0	0%	2.97%
Any other Black/African or Caribbean background	0.4%	0	0%	0.6%	0	0%	0.70%	0	0%	0.72%
Any other Mixed background	0.3%	1	0.2%	0%	0	0%	1.05%	1	0.21%	0.91%
Asian or Asian British - Chinese	0.4%	0	0%	0.4%	0	0%	0.33%	0	0%	0.54%
Prefer not to say	0%	16	3.14%	0%	11	2.24%	0%	13	2.78%	0%
Not Known	0%	30	5.87%	4.9%	14	2.86%	2.82%	19	4.07%	2.96%
<b>Grand Total</b>	<b>100%</b>	<b>510</b>	<b>100%</b>	<b>100%</b>	<b>490</b>	<b>100%</b>	<b>100%</b>	<b>467</b>	<b>100%</b>	<b>100%</b>

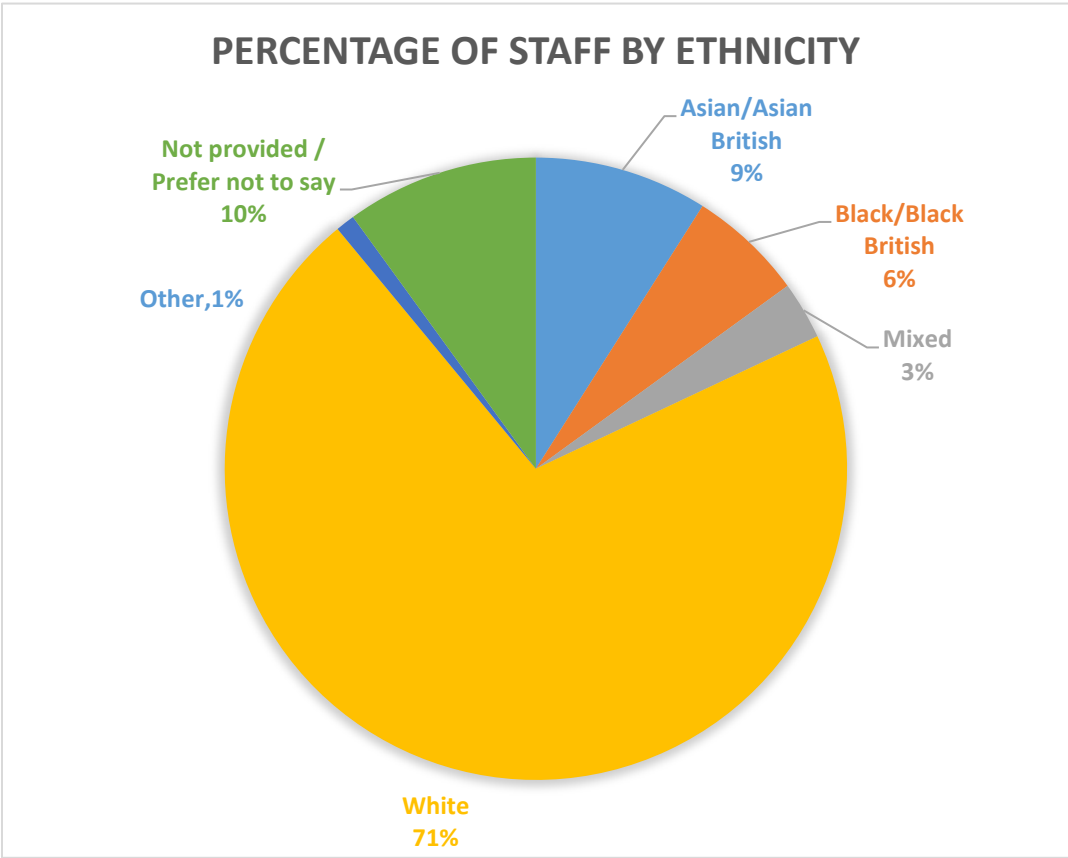
Table 5 details the staff ethnicity over the past 3 years. Data from the recent 2021 local population census has also been included to see comparable trends, with Preston as the local community. Comparing Preston’s population to the College’s workforce, we look to have a good diverse ethnic population. This is positive as it shows that the College is representative of the local community.

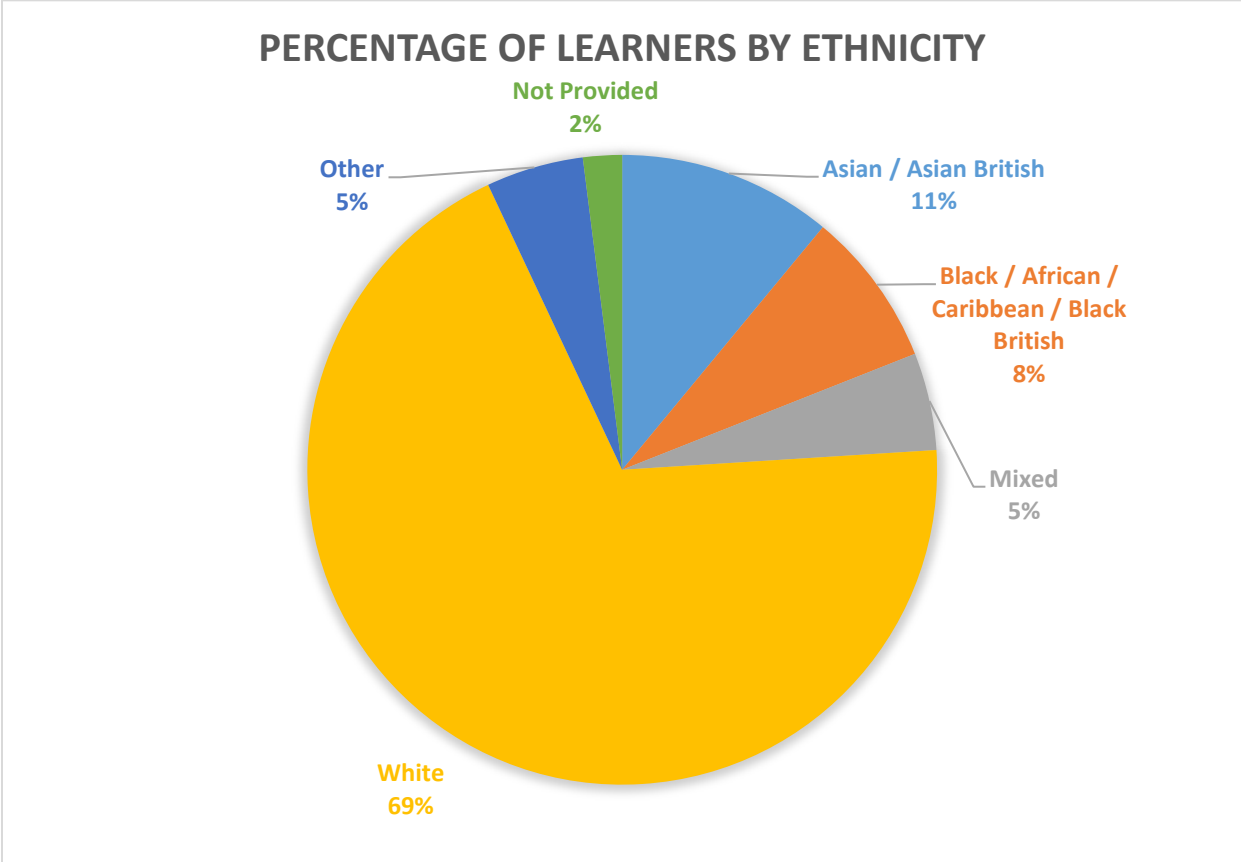
Looking at the student ethnicities there are some differences compared to the staff ethnicity percentages. There are a mixture of ethnicities represented between the staff and students but White – British remains the biggest groups for both. The highest represented staff group, outside of White – British is still Asian or Asian British Indian.

The charts below show the DfE's Further Education Workforce and Students split by Ethnicity for 2023/24. The DfE do not split out Asian and Asian British into countries of origin. From the DfE charts we can see that in 2023/24 Asian/ Asian British was the second highest ethnicity for both staff and students at 9% and 11% respectively.

If the College were to combine the different Asian/ Asian British categories it uses into one overarching Asian/ Asian British group, it would make up 11% of the workforce, which is 2 percentage points higher than the FEW as a whole and matches the national student profile.

**Charts 1 – 2023/24 DfE FEW and National Student Ethnicity**





**Table 6 – DfE Workforce Data Results - Ethnicity**

DfE Ethnicity Population – White British and White other minority groups		Preston College – White British and White other minority groups total	
2023/24	78.4%	2023/24	78.77%
2022/23	79.4%	2022/23	77.08%

When comparing our results to the DfE’s Further Education Workforce Data, we have to used data from the year before. The previous two years’ worth of data can be seen recorded above in Table 5. In 2023/24 the DfE has reported a decrease of 1 percentage point on their leading ethnicity group i.e. White British and While other minority groups, which indicates a move towards a more diverse workforce. Preston College has reported an increase in this ethnicity group, but still had a good mix of different ethnicity groups in the workforce.

**ETHNICITY – SALARY LEVELS**

The College monitors the earnings of staff who fall in the category of other than White. This year the earning threshold that is being used as a benchmark is £31,000 which reflects the average wage in this area as defined by Lancashire County Council.

**Table 7 – Lancashire County Council Average Earnings**

Average Earnings for Lancashire Area		# of Staff with ethnicity other than white	% of Staff with ethnicity other than white, earning less than LCC average	# of staff with a white ethnicity	% of staff with a white ethnicity, earning less than LCC average
2024	£31,000	118	(81) 68.64%	402	(133) 33.08%
2023	£29,000	104	(49) 47.12%	486	(132) 33.94%

The table above shows the number and percentage of staff earning the average income rate for people in the Lancashire County Council area or below with an ethnicity other than white in comparison to staff who identify to a white ethnicity.

Analysis shows us that between the academic years 2023/24 and 2024/25 we have employed 14 more staff that identify as a different ethnicity than White. Out of these staff 68.64% earn less than the LCC Average earnings. This is because we have recruited people to roles such as Cleaners, Catering and Learner Support Assistants which all have annual salaries of less than £31,000.

The data shows that in 2024 two in three staff with an ethnicity other than white were earning less than the average salary for the area, whereas only one in three staff with a white ethnicity earned less than the average salary for the area. This gap has widened since 2023, when it was closer to one in two staff who were earning less than the average salary for the area. This data will inform us of potential areas which may need further examination prior to Ethnicity Pay Gap reporting becoming mandatory.

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 remain predominantly White British.

The ratio of the Principal Salary to the medium workforce salary can be seen in the chart below.

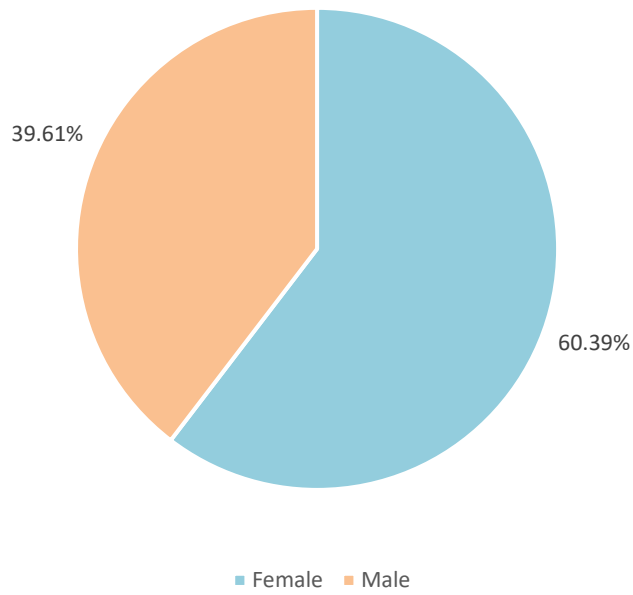
**Table 8 – Yearly Ratio of Principal Salary**

Year	Ratio
2022	5.16:1
2023	4.98:1
2024	4.98:1
2025	4.99:1

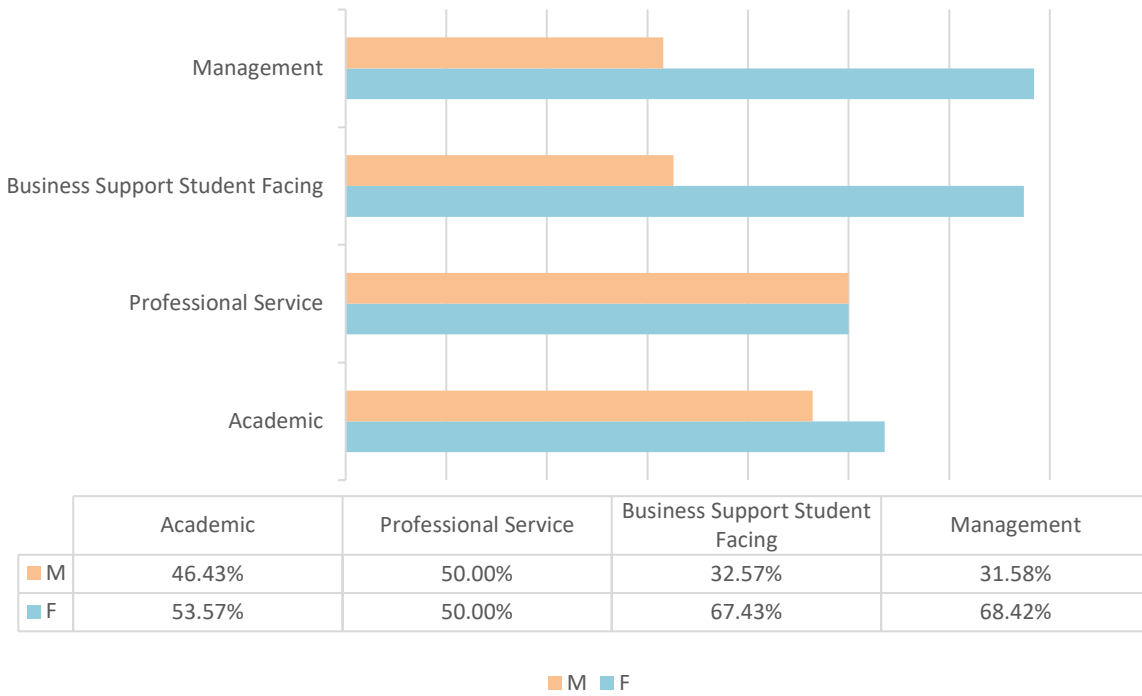
**SECTION 5 – DIVERSITY OF THE WORKFORCE AND STUDENTS: SEX**

**Charts 2 – 2022/23 Sex Split and Contract Type**

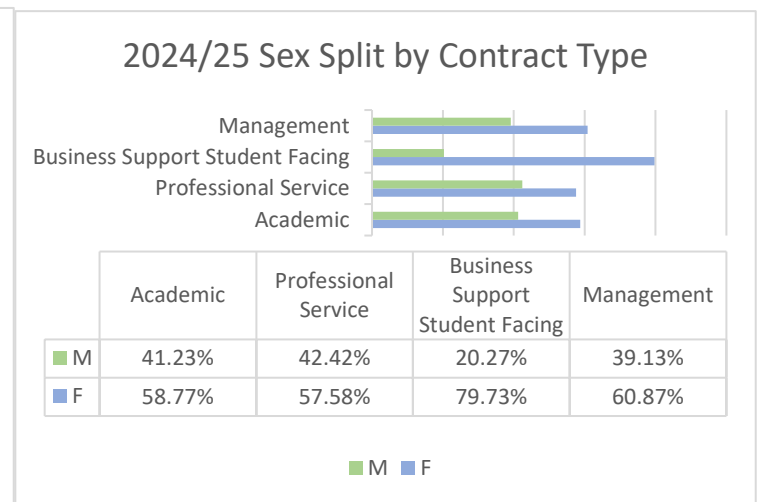
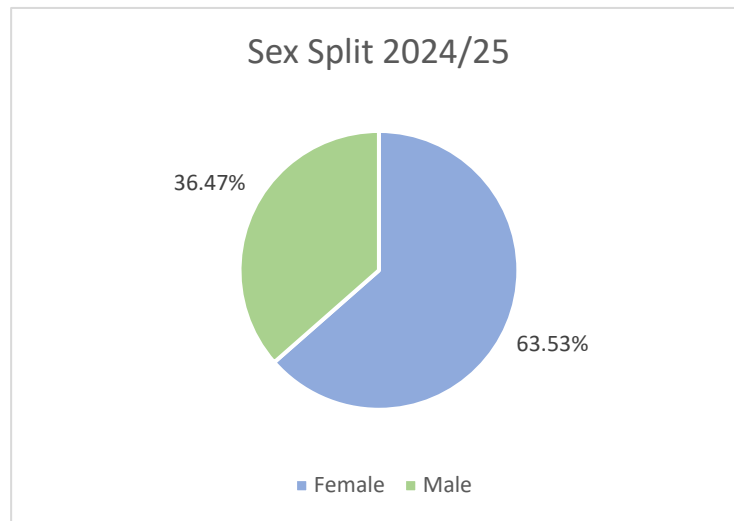
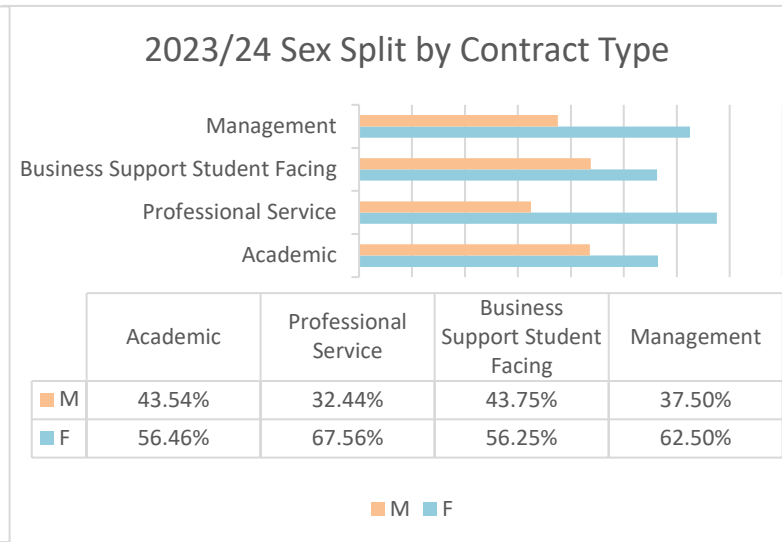
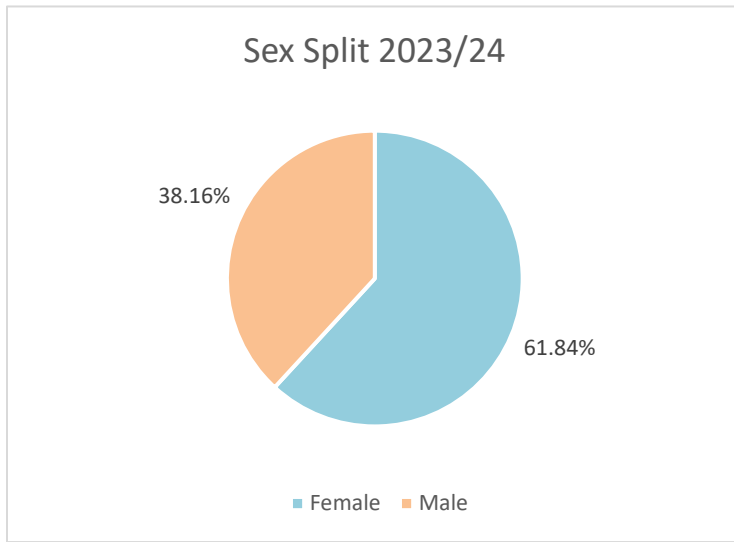
Sex Split 2022/23



2022/23 Sex Split by Contract Type



### Charts 3 – 2023/24 Sex Split and Contract Type



The graphs above illustrate the split between males and females in the workforce over the past three years. This has also been split further into the different contract types. The workforce in 2024/25 had 63.53% female staff and 36.47% male staff. Over the past three years we have slowly increased the number of females that work at the College. This could be because some of the roles that we have recruited to recently are the student facing roles, such as Learner Support roles and Catering, which offer term time only contracts and might be more attractive to females who may have caring responsibilities in their personal lives.

Looking below at the DfE workforce data for 2023/24, this is reflective of the College workforce as they report a 65.5% female and a 33.6% male split. The college split is slightly less than this but follows the trend of being a female dominated sector.

**Table 9 – Sex (Gender) Split across Local Community, Students, Preston College Workforce and DfE  
FEW Workforce**

Sex	Census Data 2021	Students 2024/25	Preston College Workforce 2024/25	DfE Workforce Data 2023/24
Female	50.0%	43.2%	63.53%	65.5%
Male	50.0%	56.8%	36.47%	33.6%
Prefer not to Say	-----	-----	-----	0.9%
Identifies in another way	-----	-----	-----	0.1%

**SECTION 6- DIVERSITY OF THE WORKFORCE & STUDENTS: SEXUAL ORIENTATION**

**Table 10 – Workforce and Students Sexual Orientation**

Sexual Orientation	Workforce 24/25	2024/25 % of Workforce	Students 24/25	Workforce 23/24	2023/24 % of Workforce	Students 23/24	Workforce 22/23	2022/23 % of Workforce	Students 22/23
Bisexual	6	1.18%	0.9%	5	1.02%	2.64%	9	1.93%	2.59%
Gay	5	0.98%	0.2%	5	1.02%	0.62%	4	0.86%	0.59%
Heterosexual	451	88.43%	14.7%	428	87.35%	35.44%	399	85.44%	37.51%
Lesbian	1	0.19%	0.2%	4	0.82%	0.57%	3	0.64%	0.66%
Prefer not to say	30	5.88%	3.3%	25	5.10%	60.74%	23	4.93%	58.66%
Not Known	17	3.33%	80.7%	23	4.69%	0.00%	29	6.21%	0.00%
<b>Grand Total</b>	<b>510</b>	<b>100%</b>	<b>100%</b>	<b>490</b>	<b>100%</b>	<b>100%</b>	<b>467</b>	<b>100%</b>	<b>100%</b>

Table 10 above shows the sexual orientation of our workforce and our students. Looking at the workforce figures, there has been a 0.5 percentage point increase in staff choosing to declare their sexual orientation, rather than clicking, Prefer not to say or Not Known. Heterosexual continues to be the highest reported sexual orientation. Looking at the student data, it is clear that 84% are choosing Prefer not to say or Not Known.

**SECTION 7 - DIVERSITY OF THE WORKFORCE: DISABILITY**

**Table 11 – Workforce Disability**

	Workforce 24/25	24/25% of Workforce	Workforce 23/24	23/24% of Workforce	Workforce 22/23	22/23% of Workforce
Number of staff that have declared a disability	35	6.86%	31	6.33%	29	6.21%

Number of staff with no declared disability	431	84.51%	425	86.73%	402	86.08%
Not known / blank	44	8.63%	34	6.94%	36	7.71%
<b>Grand Total</b>	<b>510</b>	<b>100%</b>	<b>490</b>	<b>100%</b>	<b>467</b>	<b>100%</b>

Table 11 above shows that the number of staff declaring a disability has risen by 0.53 of a percentage point. This has continued to rise incrementally over the last 3 years. The number of staff who do not have a disability has decreased slightly, by 2.22 percentage points. The number of staff with not known or blank information on their disability criteria, has risen. The new Recruitment system, Talos, asks for this information when people are applying for jobs and therefore it is anticipated that this will enable the collection of more disability reporting.

Reasons why our number remains low or not known could include:

- Employees haven't updated their sensitive data when being prompted too annually.
- An employee has become disabled but not updated their details.
- The employee does not want the College to know that they are disabled.
- The employee does not consider themselves disabled as described by the Equality Act 2010.

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 from 2023/24 reported that 8.8% of staff declared a disability. We are slightly below this by 1.2 percentage points.

## SECTION 8 - DIVERSITY OF THE WORKFORCE: AGE PROFILE

**Table 12 – Age of Workforce**

Age Group	Workforce 2024/25	% of Workforce	Workforce 2023/24	% of Workforce	Workforce 2022/23	% of Workforce	DfE Workforce Data 2023/24
16-19	1	0.20%	0	0.00%	1	0.21%	0.00%
20-29	56	10.98%	62	12.65%	58	12.42%	14.0%
30-39	98	19.22%	97	19.80%	102	21.84%	21.5%
40-49	155	30.39%	144	29.39%	133	28.48%	23.8%
50-59	155	30.39%	147	30.00%	143	30.62%	25.6%
60+	45	8.82%	40	8.16%	30	6.42%	15%
<b>Total</b>	<b>510</b>	<b>100%</b>	<b>490</b>	<b>100%</b>	<b>467</b>	<b>100%</b>	<b>100%</b>

Table 12 above shows an even split between the number of staff in the 40-49 years old and 50-59 years old age groups. For this report the age groups 16-19 and 20-29 years have been combined for the DfE Workforce Data, as they band their age groups slightly different, recording 'Under 25's' and

then '25-29 years'. Staff who join the College through the academic / academic management routes, will usually have had a first career in a profession or trade that they then subsequently come to teach to the next generation of professionals and trades people.

## SECTION 9 – DIVERSITY OF THE WORKFORCE AND STUDENTS: RELIGION

**Table 13 – Religion**

Religion	Workforce 2024/25	% of Workforce 2024/25	% of Students 2024/25	Workforce 2023/24	% of Workforce 2023/24	% of Students 2023/24	Workforce 2022/23	% of Workforce 2022/23	% of Students 2022/23
Christian	234	45.88%	7.9%	228	46.55%	0%	215	46.03%	0%
No religion	98	19.22%	7.9%	93	18.98%	0%	82	17.56%	0%
Muslim	38	7.45%	2.3%	40	8.16%	0%	38	8.14%	0%
Atheist	25	4.9%	0%	32	6.53%	0%	34	7.28%	0%
Other	11	2.16%	0.6%	6	1.22%	0%	6	1.28%	0%
Hindu	10	1.96%	0.1%	13	2.65%	0%	11	2.36%	0%
Islam – Sunni	9	1.76%	0%	8	1.63%	0%	9	1.93%	0%
Sikh	1	0.2%	0%	1	0.20%	0%	1	0.21%	0%
Buddhist	1	0.2%	5%	1	0.20%	0%	1	0.21%	0%
Jewish	0	0%	0.01%	0	0%	0%	0	0%	0%
Not Known	51	10%	74.7%	34	6.94%	100%	36	7.71%	100%
Prefer not to say	32	6.27%	1.5%	34	6.94%	0%	34	7.28%	0%
<b>Grand Total</b>	<b>510</b>	<b>100%</b>	<b>100%</b>	<b>490</b>	<b>100%</b>	<b>100%</b>	<b>467</b>	<b>100%</b>	<b>100%</b>

Table 13 shows that for the last 3 academic years, the top four religious categories for our workforce remain the same. Christianity remains at the top with just under half of the workforce reporting this as their religion. Muslim, Atheist and Hindu have all declined in numbers slightly, but it is promising to see that with a growing workforce the categories 'Not Known' and 'Prefer not to say' have reduced. There is no data recorded for the students in academic years 2022/23 and 2023/24 because it was not collected at enrolment. However, the decision was taken to put this back in and ask students for their religion in 2024/25.

## SECTION 10 – DIVERSITY OF THE WORKFORCE AND STUDENTS: MARTIAL AND CIVIL PARTNERSHIPS

**Table 14 – Martial and Civil Partnership Data**

Marital Status	Workforce 24/25	% of the Workforce 24/25	% of Students 24/25	Workforce 23/24	% of Workforce 23/24	% of Students 23/24	Workforce 22/23	% of Workforce 22/23	% of Students 22/23
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Civil Partnership	10	1.96%	0.1%	6	1.22%	0.25%	8	1.71%	0.35%
Divorced	26	5.10%	0%	26	5.31%	0%	23	4.93%	0%
Married	272	53.33%	1.4%	261	53.27%	2.34%	254	54.39%	3.21%
Not Provided	46	9.02%	0%	44	8.98%	0%	28	6.00%	0%
Partner	39	7.65%	0%	32	6.53%	0%	28	6.00%	0%
Prefer not to say	23	4.5%	95.1%	18	3.67%	91.48%	30	6.42%	87.12%
Single	92	18.05%	3.4%	102	20.82%	5.93%	95	20.34%	9.32%
Widowed	2	0.39%	0%	1	0.20%	0%	1	0.21%	0%
<b>Grand Total</b>	<b>510</b>	<b>100%</b>	<b>100%</b>	<b>490</b>	<b>100%</b>	<b>100%</b>	<b>467</b>	<b>100%</b>	<b>100%</b>

Table 14 shows the marital and civil partnership information for both the workforce and the students. Similar to the declared disability information, this information for the workforce, might not be up to date as staff members status could have changed whilst being employed at the College. It is important to note that when collecting this data from the students, they do not have the same categories as the staff.

## SECTION 11 – PREGNANCY / MATERNITY LEAVE DATA

**Table 15 – Pregnancy and Maternity Leave Figures**

2024/25	% of Workforce 2024/25	2023/24	% of Workforce 2023/24	2022/23	% of Workforce 2022/23
23	4.51%	23	4.70%	21	4.50%

The table above details how many staff, shown both as a physical number and as a percentage of the workforce have been either pregnant or on maternity leave during each academic year. In 2023/24 and 2024/25 the numbers of people remained the same, although some of these were different staff. Comparing the percentages across these academic years, shows a slight decrease because staff workforce numbers have increased.

## CONCLUSION

Throughout this report there have been no areas of concern noted when benchmarking and looking at the other information available to us. The key points have been noted throughout under each section heading. This annual Workforce Profile Report will continue to be produced for monitoring against national and local statistics. If the incremental decrease in the number of males employed at College continues, this may have an effect on the gender pay gap. It is likely that the number of females in part time roles, sitting in the lower job family groups will continue to drive the pay gap between the genders. The College continues to make positive moves in the reporting of the ethnicity of the workforce to be diverse and reflective of the local community. Students should continue to choose Preston College as their educational environment to continue their studies as we become more representative of the area they live in.