



PRESTON
COLLEGE



EQUALITY, DIVERSITY & INCLUSION

ANNUAL REPORT 2020 - 2021



Equality Statement

Our commitment

Preston College is committed to promoting and developing a learning and working environment that is inclusive, celebrates diversity and does not discriminate against any group.

What this means

The College will be a place where:

- All who learn and work here have the opportunity to participate fully and achieve their full potential
- Physical, social and economic barriers to access are minimised
- The environment is welcoming and supportive
- Everyone accepts their responsibility to uphold equality and show respect to others.

To make sure this happens, Preston College will:

- Actively promote equality by valuing and respecting differences between people
- Ensure staff 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 and respond to the needs of the wider community
- Reflect the contributions of all members of the community in promoting its activities
- Strive towards becoming an outstanding equality Organisation which listens to and cares for all its students and staff.

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

INTRODUCTION

This is Preston College's Equality, Diversity and Inclusion Annual Report for 2020/21. The report is linked to the College Mission Statement and Values, the Strategic Plan and the Equality, Diversity and Inclusion Policy.

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



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

We were proud to be first FE College in the North West to be awarded "College of Sanctuary" status in October 2018.

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

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

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

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

SUMMARY AND STATUTORY OBLIGATIONS

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

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

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

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

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

Corporate Equality Objectives for 2021-2025

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

Statutory Reporting Obligations

Under the Public Sector Equality Duty (PSED) which was created by the Equality Act 2010, the

College has a duty to have a Single Equality Scheme (SES) in place. The SES encompasses nine protected characteristics including disability, age, gender, gender reassignment, ethnicity, religion and belief, marriage and civil partnership, pregnancy and maternity and sexual orientation.

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

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

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

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

Access to Services and Information

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

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

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

Promotion and Communication of Equality, Diversity and Inclusion

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

Leadership and Management

The Corporation is responsible for:

- ensuring that the College complies with its legislative duties, including the General and Specific duties
- ensuring that adequate strategies and systems are in place to implement the Equality Duty.

The Principal and Executive Leadership Team are responsible for:

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

Managers are responsible for:

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

All staff are responsible for:

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

legislation and College requirements regarding equality, diversity and inclusion.

Contractors and Service providers are responsible for:

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

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

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

Responsibility when working with other organisations

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

Monitoring and Evaluation

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

OUR LEARNERS

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

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

The College monitors achievement for learners with the following characteristics:-

- i. Gender i.e. achievement averages of females compared to males;
- ii. Ethnic Group i.e. Asian, Black, Mixed, Not applicable/ Not known, Other, White;
- iii. Ethnicity i.e. 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 i.e. Has difficulty/ disability/ health problem, No difficulty/ disability/ health problem, No information provided by the learner;
- vi. Learning Difficulty i.e. Autism, Dyscalculia, Dyslexia, Moderate, Multiple, Not Applicable, None, Not Known/ Not Provided, Other, Other Spec, Severe.

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

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

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

Narrowing Gaps in Learner Performance

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

Young People – The overall achievement rate for all learners (4,171) in this age group was 89.5% in 2020/21. This has levelled out across a three year period with an incremental increase in achievement results by +2.2% from 87.3% in 2018/19. Great progress has been made in narrowing the gap in achievement for this age group of learners with a range of learning difficulties or disabilities (1,832 leavers) 90.0%, many of whom have achieved above the rate for learners with no disabilities (2,935) by 0.9 percentage points. This improvement trend can be seen over the last 3 years.

Adult Learners - The overall achievement rate for all adult leavers was 89.1% (5,996) in 2020/21. This has remained fairly constant across a three year period with the achievement results for 2018/19 being reported as 88.6% (5,996) against a net increase of 732 leavers. Unlike the 16 to 18 year old learners, no adult group with a disability or learning difficulty exceeded the achievement rate of adults without a disability or learning difficulty. In 2018/19 it was identified that many adult learners do not disclose or are aware that they may have a difficulty/ disability/ learning difficulty and therefore extra support is often not in place at the start of the adult's course. To address this time lapse, the College is increasing numbers of specialist staff in 2021/22 supporting relevant adult learners to identify earlier any difficulty/ disability/ learning difficulty and therefore put in place quicker any appropriate additional support.

Apprenticeships - The achievement averages for Apprentices are below those of classroom based learners, although above low national averages. Overall achievement averages for apprenticeships are 69.3%, however 16-18 apprentices have been most impacted by the pandemic with 64.4% outturn compared to 73.1% achievement rate for 19+ apprentices. Female apprentices only account for one third of the overall number of apprentices with 163 apprentices (67.5%), compared to 311 male apprentices with an overall achievement rate (66.4%) with a 1.1% difference in gender achievement averages.

The achievement averages have been impacted by the pandemic in particular retention averages and delayed end point assessments being critical factors. The College has recognised this through its self-assessment and has put in place an apprenticeship plan within the Quality Improvement Plan (QIP). The 2020/21 data should provide an opportunity to analyse the impact on achievement of the improvement plan.

14 to 16 Learners attending as Alternative Provision - The 14 to 16 year old learners who attend College are often referred to as at risk of becoming Not in Education, Employment, or Training (NEET) or at risk of underachieving at school. These learners have various circumstances and many are in receipt of extra support. The learners attending as Alternative provision come from 16 high schools across the region. These learners access alternative provision in Construction, Automotive, Hair and Beauty, Child Development, Media, Health and Social Care and level 1 Vocational studies.

We also have an increasing number of unaccompanied refugees/asylum seekers who undertake a programme of English and vocational studies through our English for speakers of other languages (ESOL) School. The 14 to 16 learners have a dedicated Student Manager who ensures the learning experience is positive and the schools are fully updated on their progress.

Higher Education achievement on programmes in 2020/21 was 79.73%. Withdrawals impacted significantly on the achievement averages as for most areas those who completed the programme achieved. The overall pass rate was high at 95% with strong high grade performance seen on several programmes including Dance, Engineering and Construction. In 2020/21, the College Higher Skills learner numbers for male and female learners differed quite considerably, 798 Female leavers and 451 male leavers, with both gender achieving similar outcomes.

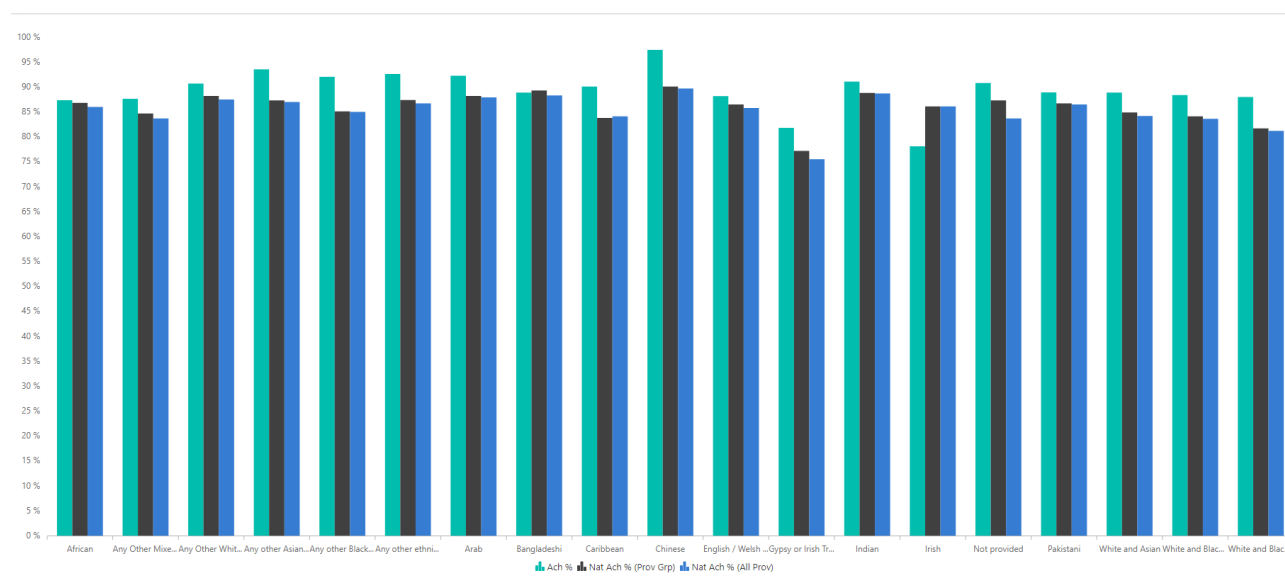
Continuation averages for Higher Education provision were impacted by the pandemic with an overall continuation rate 81% of students due to return to programme this year, with 32 students not continuing. Teacher Education, Construction and Engineering are areas with currently below average continuation averages. This will be managed on a course by course basis with additional support for students to reduce withdrawals and an improved approach to recruitment and on programme engagement.

Ethnicity Performance (Overall)

Ethnicity - 31% of young people and adult leavers on College programmes were from ethnic minority groups. Excluding Gypsy/Irish Traveller and Irish who underperformed with 22 leavers 81.8% (+4.6% above national average and 32 leavers at 78.1% (-8%) below national average, all other ethnicities are in line or above national average. A targeted approach to support learners from Gypsy Irish /Traveller and Irish communities is in place for 2021/22. In 2020/21 the range of achievement across ethnicity varies from 87.6% (96) for Any other mixed/ethnicity leavers to 97.4% (39) for African leavers.

White British achieved 88.2% (5799) and the next largest ethnicity of Any other white background was 90.7% (1320).

The gap in achievement rate for White and Black Caribbean learners identified in the OFSTED Inspection 2018 has been a targeted area for improvement for the College. This gap has now been closed and is above national benchmarks, with achievement averages improving to 88.0% (158) for White/ Black Caribbean +16.1% on 2018/19 outturn.



The Chart shows the achievement averages for all classroom based provision by ethnicity for the College, compared to National Provider Group averages and National Achievements averages by all providers.

Ethnicity	Leaver	Ach %	Pass %	Ret %	Nat Lvr	Nat Ach %	Diff Nat A...
English / Welsh / Scottish / North...	5,799	88.2 %	96.0 %	91.9 %	1,230,920	86.5 %	+1.7 %
Not provided	250	90.8 %	96.6 %	94.0 %	28,660	87.3 %	+3.5 %
Any Other Mixed / multiple ethnic ...	97	87.6 %	93.4 %	93.8 %	24,560	84.7 %	+2.9 %
Arab	362	92.3 %	96.0 %	96.1 %	35,590	88.2 %	+4.1 %
Any Other White background	1,320	90.7 %	96.9 %	93.6 %	175,260	88.2 %	+2.5 %
Chinese	39	97.4 %	97.4 %	100.0 %	8,140	90.1 %	+7.3 %
Gypsy or Irish Traveller	22	81.8 %	94.7 %	86.4 %	2,700	77.2 %	+4.6 %
Bangladeshi	72	88.9 %	97.0 %	91.7 %	44,030	89.3 %	-0.4 %
Any other Asian background	278	93.5 %	97.4 %	96.0 %	61,480	87.3 %	+6.2 %
Indian	448	91.1 %	95.3 %	95.5 %	45,250	88.8 %	+2.3 %
Caribbean	101	90.1 %	96.8 %	93.1 %	40,600	83.8 %	+6.3 %
White and Asian	27	88.9 %	88.9 %	100.0 %	17,410	84.9 %	+4.0 %
Pakistani	550	88.9 %	94.4 %	94.2 %	89,160	86.7 %	+2.2 %
White and Black Caribbean	158	88.0 %	97.2 %	90.5 %	29,450	81.7 %	+6.3 %
Any other Black / African / Caribb...	88	92.0 %	96.4 %	95.5 %	24,040	85.1 %	+6.9 %
White and Black African	86	88.4 %	92.7 %	95.3 %	14,020	84.1 %	+4.3 %
Irish	32	78.1 %	92.6 %	84.4 %	6,340	86.1 %	-8.0 %
	10,733	89.3 %	96.0 %	93.0 %			

The table above shows the College's retention, pass and achievement averages for all classroom based provision by ethnicity and includes a comparison difference to National Achievements averages.

Gender Performance (Overall)

Hybrid End Year	Gender	Leaver	Ach %	Pass %	Ret %	Nat Ach %	Diff Nat Ach %
20/21	Female	5,320	89.5 %	95.6 %	93.6 %	87.2 %	+2.3 %
20/21	Male	5,413	89.1 %	96.4 %	92.4 %	86.2 %	+2.9 %
		10,733	89.3 %	96.0 %	93.0 %		

Gender - In 2020/21, the College recruited equal numbers of 50.5% male and 49.5% female leavers, with both gender achieving similar and above national benchmarks. The table above shows the College's, retention, pass and achievement averages for all classroom based provision by gender and includes a comparison difference to National Achievements averages.

There is very little difference between the overall achievement between male and female learners. The norm nationally is for female learners' achievement averages to be about one percentage point higher than that of males.

Our data shows that the gap has closed from 2.4 percentage points in 2016/17, to females out performing males by 0.4 percentage points in 2020/21 on learner enrolments of 5413 male and 5320 female.

Learners with Learning difficulties or disabilities (LLDD) Performance (Overall)

Hybrid End Year	LLDD Status	Leaver	Ach %	Pass %	Ret %	Nat Lvr	Nat Ach %	Diff Nat A...
20/21	Doesn't have LLDD/Health Problem	7,331	89.0 %	96.0 %	92.8 %	1,518,080	87.4 %	+1.6 %
20/21	Has LLDD/Health Problem	3,052	89.6 %	96.0 %	93.3 %	501,170	84.7 %	+4.9 %
20/21	No information	350	91.1 %	97.0 %	94.0 %	52,470	85.2 %	+5.9 %

The table above shows the College's retention, pass and achievement averages for all classroom based provision by LLDD and includes a comparison difference to National Achievements averages. A total of 28% of learners had a declared learning difficulty. These learners achieved at an equal level with their peers.

Young People – The College has continued to invest in supporting young people to succeed, increasing enrichment opportunities and utilising the flexibilities of study programmes to ensure the right course for the right learner. This has led to a positive impact on narrowing the gap in achievement for young people with a range of learning difficulties or disabilities (1,832 leavers) 90.0%, which is 0.5% positive to the overall achievement averages for young people in college which is 89.5%. This improvement trend can be seen over the last 3 years.

Adults -There are no gaps in achievement for the 19+ classroom learners with a range of learning difficulties or disabilities (1,220 leavers) 89.1%, which is exactly the same for learners with no disabilities (4396) 89.1%. This improvement trend can be seen over the last 3 years.

Apprenticeships - Whilst there is less diversity in the apprenticeship learner cohort than in classroom based groups, the targeted campaigns to attract underrepresented groups in apprenticeships has seen an increase in a number of underrepresented groups. The introduction of a Learning Support Coach for Apprenticeships has seen a significant number of SEND apprentices with 96 apprentices being support throughout the apprenticeship journey.

High Needs Learner Performance (Overall)

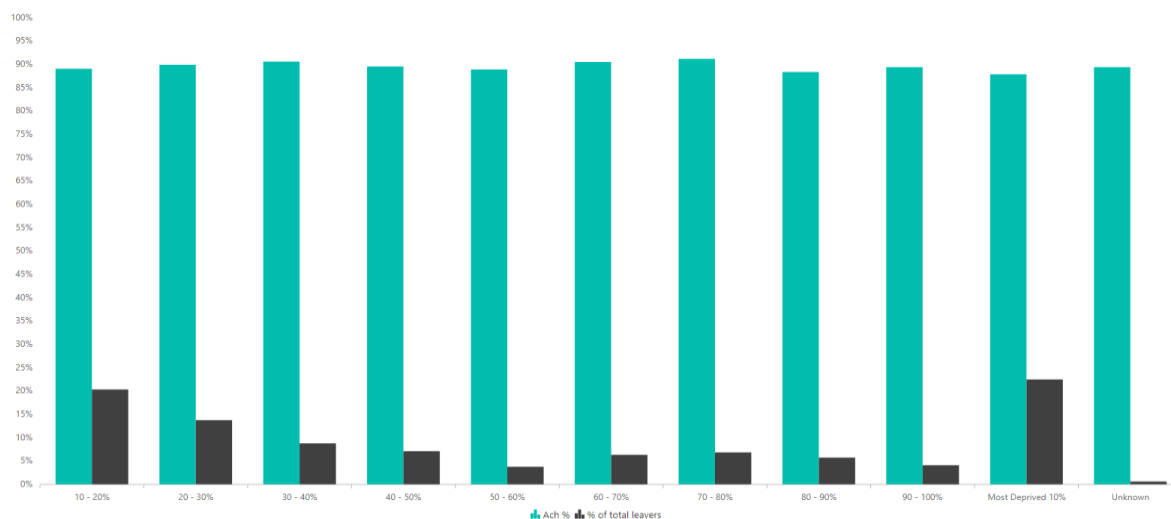
Department	Hybrid End Year	Leaver	Ach %	Best Case Ach %	Pass %	Ret %	Ret In Yr %	Continuing	Achieved	Comp Unknown Outcome
BBM	20/21	20	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	0	20	0
BCE	20/21	54	79.6 %	79.6 %	86.0 %	92.6 %	92.6 %	0	43	0
PHB	20/21	6	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	0	6	0
PVA	20/21	46	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	0	46	0
SUB	20/21	4	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	0	4	0
TCO	20/21	33	93.9 %	93.9 %	93.9 %	100.0 %	100.0 %	0	31	0
TEN	20/21	21	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	0	21	0

High Needs Learners are supported well to achieve outcomes which are very good and above the College's overall achievement averages.

The College has continued to see a growth in the number of learners with Educational Health and Care Plan. In 2020/21 the College had 96 High Needs Learners an increase of 10% on 2018/19 recruitment figures.

Disappointing low achievement averages for learners enrolled onto functional skills maths and English qualifications impacted on overall achievement for some High Needs learners.

Uplift Area Performance (Overall)

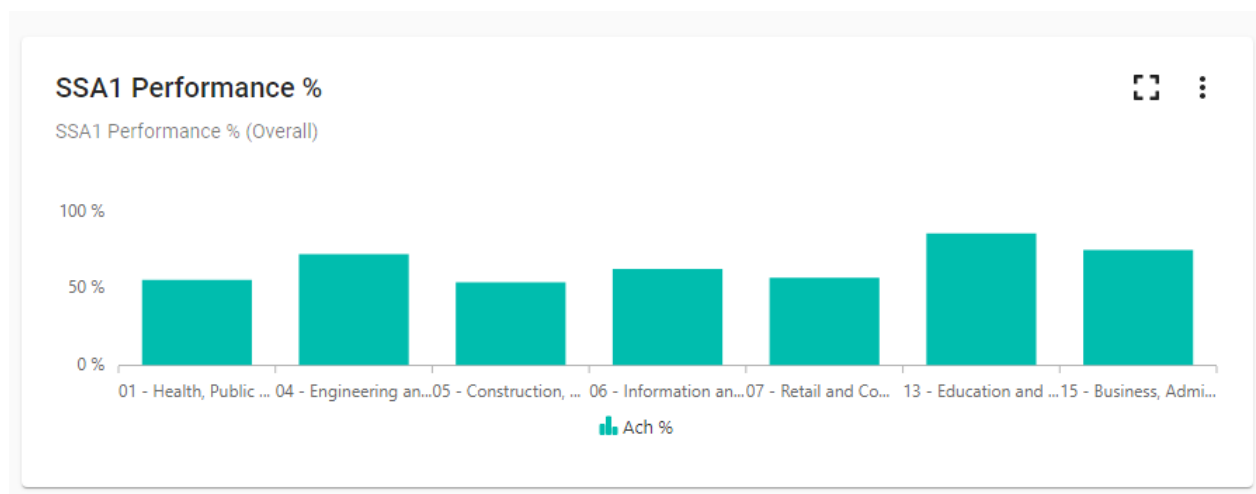


Hybrid End Year	IMD Decile	Leaver	Ach %	Lea...
20/21	1 Most Deprived 10%	2,415	87.9 %	22.5 %
20/21	2 10 - 20%	2,182	89.0 %	20.3 %
20/21	3 20 - 30%	1,477	89.9 %	13.8 %
20/21	4 30 - 40%	944	90.6 %	8.8 %
20/21	5 40 - 50%	765	89.5 %	7.1 %
20/21	6 50 - 60%	405	88.9 %	3.8 %
20/21	7 60 - 70%	683	90.5 %	6.4 %
20/21	8 70 - 80%	737	91.2 %	6.9 %
20/21	9 80 - 90%	617	88.3 %	5.7 %
20/21	10 90 - 100%	442	89.4 %	4.1 %
20/21	99 Unknown	66	89.4 %	0.6 %

The Chart and 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.

The College has recruited 43% of leavers from the two most deprived, indices of multiple deprivation areas (IMD). Despite recruiting a significant proportion of learners from the most deprived social economic wards, achievement for all learners is equitable across all areas. Those learners living in the most deprived wards achieve significantly above the national averages (Most Deprived 10% - 87.9% achievement averages 22.5% above national averages) and (10-20% IMD Decile 89.0% achievement rate +20.3% above national averages) with high progression outcomes.

Apprenticeship Programmes



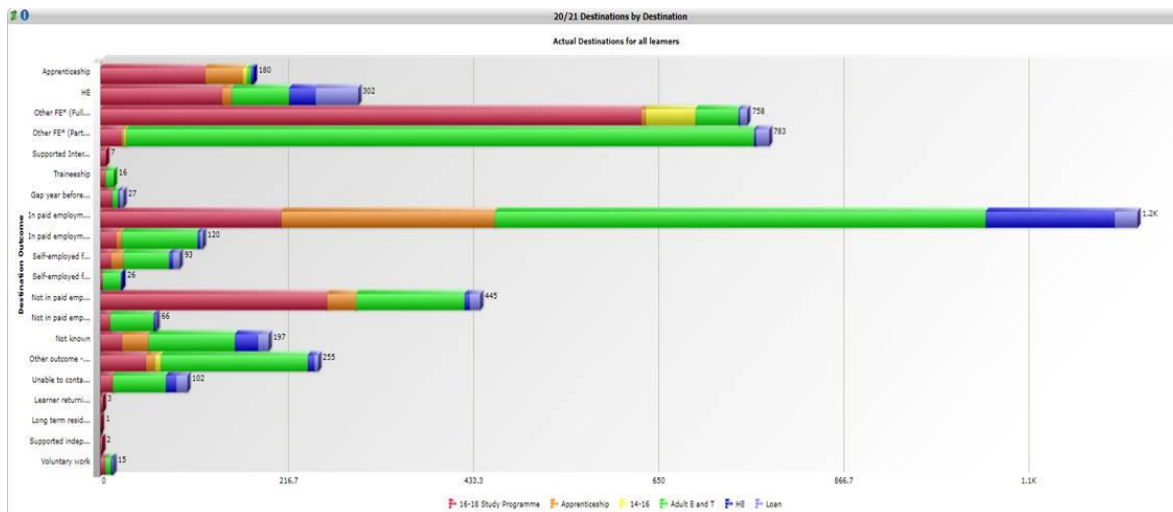
Apprenticeship outcomes have been impacted by the Covid 19 pandemic, particularly within Construction where End Point Assessments have had a significant negative impact. Achievement averages overall of 69.3%.

There is far less diversity in the apprenticeship learner cohort than in 16 to 18 or adult learner groups. The College continues to work with employers of apprentices to ensure that we support employers with their recruitment processes to break down any barriers to inclusion; and we will continue to deliver more targeted information campaigns about apprenticeships to under-represented groups through our School and Employer engagement strategies.

Learner destination data

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

In relation to 2020-21, the chart below presents information relating to overall learner destinations. Our teams continue to work to update this information and the vast majority of known destinations reflect a positive destination for our learners.



In relation to 2020/21 the information presented below relates to learner identified groups which are monitored as part of the key performance indicators (KPIs) for Quality. Our teams will continue to work with learners throughout the academic year to enable learners to sustain positive progression and to ensure destination data is accurate. The vast majority of known destinations reflect a positive destination for our learners and improving trends on 2019/20 outturn.

- 96% of high needs learners in 2020/21 had a positive sustained destination whether that be in sustained employment, further study or social destination.
- 83% of learners on free school meals had positive destination data compared to 78% in 2019/20, however it should be noted only 13% progressed to employment with the vast majority continuing in learning or progressing in further education. 16% of learners receiving free school meals had no sustained destination eg (not in paid employment), a reduction of 3% on 2019/20 data.

- c) 86% of learners with a learning difficulty or disability were in sustained employment, further study or continuing in learning.
- d) There are however, c186 13% (-3%) in 2019/20 data, of learners with a learning difficulty who had no sustained destination and the destination was unknown for 1% of learners with a learning difficulty or disability.
- e) White British and Irish learners (30%) were the most likely out of all ethnic groups to be in sustained employment compared to Ethnic Minority Groups (16%). However, there was very little or no difference in terms of positive destination with 90% of Ethnic Minority Learners in 2020/21 having a positive sustained destination whether that be in employment, further study or continuing learning, compared to 89% of White British and Irish learners.

Governance

Board composition

As of 31 July 2021 the Corporation Board had 14 members. The Board size can be up to 21 members. However, by 31 July 2021 the student governors had retired, one governor retired (8 July 2021), one governor had resigned from the Board (8 July 2021) and the Board was carrying two vacancies.

The composition of the Board are as follows:

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

The following chart shows the Board composition by sex and age. Processes will be put in place to report information on the Board composition by other protected characteristics and comparisons with previous years from 2022/23 onwards.

Protected characteristics		Preston College %
Sex	Female	35.7
	Male	64.3
Age	18-24	7.1
	25-34	7.1
	35-44	14.2
	45-54	21.4
	55-64	21.4
	65-74	28.6

Increasing Board diversity and inclusion

In accordance with College governing documents:

- The Corporation Board should be representative of the community served by the College.
- The Search and Governance Committee should support the Board in seeking to ensure the membership of the board is diverse and representative of the community served by the College.
- The Search and Governance Committee should ensure there is a transparent and open selection process for applicants to the Board and consider the best methods of attracting a diverse range of candidates with the skills the Board requires.
- The Search and Governance Committee should have regard to the need to combat discrimination, promote equality and ensure the Corporation Board has the appropriate mix of skills and experience.

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

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

An open and transparent recruitment process is in place, with roles advertised and appointments made openly and on merit. A dedicated governor recruitment webpage was set up and vacancies were advertised as widely as possible including on websites such as Governors for Schools, LinkedIn, Inspiring FE, Women on Boards and Charity Job and with local community organisations. Post Covid, the Search and Governance Committee plan to engage face to face with the wider community to promote governor vacancies.

WORKFORCE PROFILE REPORT FOR THE ACADEMIC YEAR 2020/21

The Workforce Profile Report for the 2020/21 academic year provides an overview of the diversity of the College workforce under the definitions of protected characteristics contained in the Equalities Act 2010.

The data below is in an abbreviated format of the published college annual Workforce Profile report 2020/21.

SECTION 1 – ANNUAL STAFFING FIGURES

Table 1 – Headcount and Full Time Equivalent (FTE) by Contract Type

Row Labels	Full Time 20/21	Part Time 20/21	Total 20/21	FTE 20/21
Academic (Lecturing)	125	81	206	170.79
Business Support	98	56	154	127.54
Business Support (Learner journey facing)	43	50	93	68.77
Management	16	1	17	16.93
Grand Total	282	188	470	384.03
%Full Time / Part Time	60%	40%	100%	

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

SECTION 2 – STABILITY OF WORKFORCE

Table 2 – % of people leaving	Our Performance 2018/19	Our Performance 2019/20	Our Performance 2020/21
Business Support	23.43%	6.44%	8.1%
Academic	15.26%	10%	8.73%
Management	26.32%	5.6%	17.65%
Total	20.09%	7.94%	8.7%

The actual turnover for the College in 2020/21 equates to 8.7% as detailed Tables 2 and 2 (a). The turnover for 2020/21 is still low, but slightly higher than 2019/20.

Table 2(a) - Category	full-time	part-time	Grand Total	Leavers	Turnover performance for 2020/21	Staff retention %
Academic (Lecturing)	125	81	206	18	8.73%	91.27%
Business Support	141	106	247	20	8.10%	91.9%
Management	16	1	17	3	17.65%	82.35%
Grand Total	282	188	470	41	8.7%	91.3%

Table 2a shows the retention rate across the staffing groups in 2020/21.

It highlights a similar pattern across all staffing groups in terms of retention figures.

SECTION 3 – SICKNESS ABSENCE DATA

Table 3 – % Short-Term / Long-Term Absence Rates	Our Performance 2020/21
% Sickness	1.40%
% Time lost to short-term absence	0.39%
% Time lost to long-term absence	1.01%

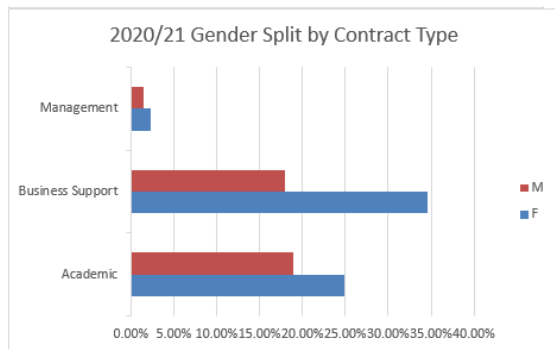
The College set a KPI of 2.70% for sickness absence for 2020/21 and we achieved a target of 1.40%.

SECTION 4- ETHNICITY

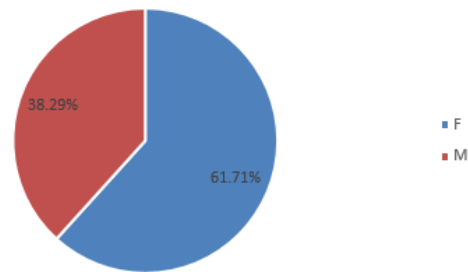
Ethnic Origin	Office For National Statistics 2011 Census	Workforce 2020/21	% of Workforce	% of Learners 2020/21
White - British	75.8%	384	81.61%	71.47%
White - Irish	0.8%	2	0.39%	0.40%
White – Gypsy or Irish Traveller	0.1%	1	0.21%	0.17%
Any other White background	3.5%	5	1.01%	6.68%
Mixed - White and Black Caribbean	1.2%	1	0.21%	1.33%
Mixed - White and Black African	0.2%	0	0%	0.55%
Mixed - White and Asian	0.7%	1	0.21%	0.28%
Any other Mixed background	0.3%	0	0%	0.64%
Asian or Asian British - Indian	10.3%	44	9.35%	3.37%
Asian or Asian British - Pakistani	3.2%	6	1.22%	3.76%
Asia or Asian British - Bangladeshi	0.3%	0	0%	0.64%
Asian or Asian British - Chinese	0.9%	2	0.42%	0.18%
Asian or Asian British – Other Asian	0.9%	0	0%	1.54%
Black or Black British - African	0.5%	0	0%	1.71%
Black or Black British - Caribbean	0.6%	2	0.39%	0.59%
Any other Black/African or Caribbean background	0.1%	0	0%	0.35%
Any other Asian Background/Arab	0.0%	1	0.18%	1.25%
Any other ethnic group	0.7%	3	0.62%	2.58%
Prefer not to say	-	14	3.12%	0%
Not Known	-	5	1.06%	2.52%
Grand Total	100%	470	100%	100

The table details the total ethnic breakdown of all staff and compares it to the data collected in the 2011 census. Over the past three years, the diversity of our learners has improved and consequently reflects the last reported figures for the Preston area. However, the College workforce is not as diverse as the population, with just over 18% of the workforce being in a category other than White British. There is no comparable data from other FE colleges available for 2020/21.

SECTION 5 - GENDER



Gender Split 2020/21



The above charts illustrate the split between males and females in the workforce and further breaks this down by contract type.

SECTION 6- SEXUAL ORIENTATION

Table 6 – Sexual Orientation		
Sexual Orientation	Workforce 20/21	% of Workforce
Bisexual	4	0.81%
Gay	6	1.27%
Heterosexual	414	87.84%
Lesbian	3	0.55%
Prefer not to say	30	3.03%
Not Known	13	6.50%
Grand Total	470	100%

SECTION 7 - DISABILITY

Table 7 – Diversity of the Workforce – Disability		
	20/21	20/21%
Number of staff that have declared a disability	19	3.97%
Number of staff with no declared disability	422	90%
Not known / blank	18	3.77%
Prefer Not to Say	11	2.27%
	470	100%

SECTION 8 - AGE PROFILE

Table 8 Age Profile based on Headcount			
Age Group	Workforce 2020/21	% of workforce	AOC Workforce Data 2020/21
16-19	4	0.81%	1%
20-29	56	11.84%	12%
30-39	109	23.21%	20%
40-49	133	28.39%	23%
50-59	135	28.75%	28%
60+	33	6.99%	16%
Total	470	100%	100%

SECTION 9 - RELIGION

Table 9 – Religion based on Headcount		
Religion	Workforce 2020/21	% of workforce 2020/21
Atheist	10	2.12%
Buddhist	1	0.21%
Christian	245	52.08%
Hindu	10	2.12%
Islam – Sunni	8	1.70%
Jewish	0	0%
Muslim	30	6.37%
No religion	99	21.07%
Other	6	1.27%
Prefer not to say	35	7.615%
Sikh	1	0.21%
Not Known	25	5.22%
Grand Total	470	100%

SECTION 10 - MARITAL & CIVIL PARTNERSHIP

Marital Status	Workforce 20/21	% of the Workforce 20/21
Civil Partnership	7	1.58%
Divorced	30	6.32%
Married	262	55.59%
Not Provided	15	3.27%
Partner	25	5.29%
Prefer not to say	22	4.85%
Single	106	22.46%
Widowed	3	0.64%
Grand Total	470	100%

In 2020/21, the aggregate of the marital & civil partnership data of the workforce was 57.17% which has decreased slightly from last year's figure of 59.08%. There has been an increase in the numbers of staff classifying themselves as single.

SECTION 11 – PREGNANCY / MATERNITY LEAVE DATA

Table 11 - Pregnancy / Maternity Leave Data	
2020/21	% of workforce 2020/21
18	3.83%

The reporting year 2020/21 has shown an increase in the percentage of the workforce who were either pregnant or on maternity leave from 3.4% in 2019/20