EQUALITY, DIVERSITY & INCLUSION

ANNUAL REPORT
2021/22

PRESTON COLLEGE

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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.

We:
- 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 its 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 and document management system.

INTRODUCTION

This is Preston College's Equality, Diversity and Inclusion Annual Report for 2021/22. 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, sex, gender reassignment, ethnicity, religion or belief, marriage and civil partnership, pregnancy and maternity and sexual orientation.

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

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

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

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

Access to Services and Information

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

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

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

Promotion and Communication of Equality, Diversity and Inclusion

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

Leadership and Management

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

The Principal and Executive Leadership Team are responsible for:

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

Managers are responsible for:

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

All staff are responsible for:

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

legislation and College requirements regarding equality, diversity and inclusion.

Contractors and Service providers are responsible for:

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

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

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

Responsibility when working with other organisations

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

Monitoring and Evaluation

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

OUR LEARNERS

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

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

The College monitors achievement for learners with the following characteristics:

i.   Sex (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 leavers (5687) in this age group was 85.7% in 2021/22 This has levelled out across a three year period however this year has seen a decline in achievement results by -1.6.% 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 (2266 leavers) 86.0%, and is in line with learners with no disabilities (3421) at 85.6%. Learners with High Needs have very good achievement rates outperforming the college averages at 90.8%. This improvement trend can be seen over the last three years.

The College has worked hard to support Looked After Children/Care Leavers with additional human resources and offering wrap around support to learners. This has led to improvements in the overall achievement rates for our Looked After Children/Care Leavers with 163 leavers and overall achievement rates of 90.8% which is significantly above national average at 72% 2018/19. Prince's Trust provision achievement rates are excellent at 99.3 % with 135 learners. The College successfully accessed the government's tuition fund to support learners who had been most impacted by the pandemic in terms of lost learning.

Adult Learners - The overall achievement rate for all adult leavers was 91.0% (7733) in 2021/22. This has remained fairly constant across a three year period with the achievement results for 2018/19 of 88.6% (5,996) +2.4% increase. Great progress has been made in narrowing the gap in achievement for this age group of learners with a range of learning difficulties or disabilities (3400 leavers) 91.6%, and is in line with learners with no disabilities (4333) at 90.5%.   In 2020/21 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 increased numbers of specialist staff in 2021/22 to support 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 62%, however 16-18 apprentices have been most impacted by the pandemic with 52.8% outturn compared to 70% achievement rate for 19+ apprentices. Female apprentices only account for 39% of the overall number of apprentices with 151 apprentices (64.9%), compared to 236 male apprentices with an overall achievement rate (60.2%) with a 4% difference in gender achievement averages, mainly to low rates of achievement in Construction. The achievement averages have been impacted by the pandemic in particular retention rates 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 2022/23 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 2021/22 was 80%. Withdrawals impacted significantly
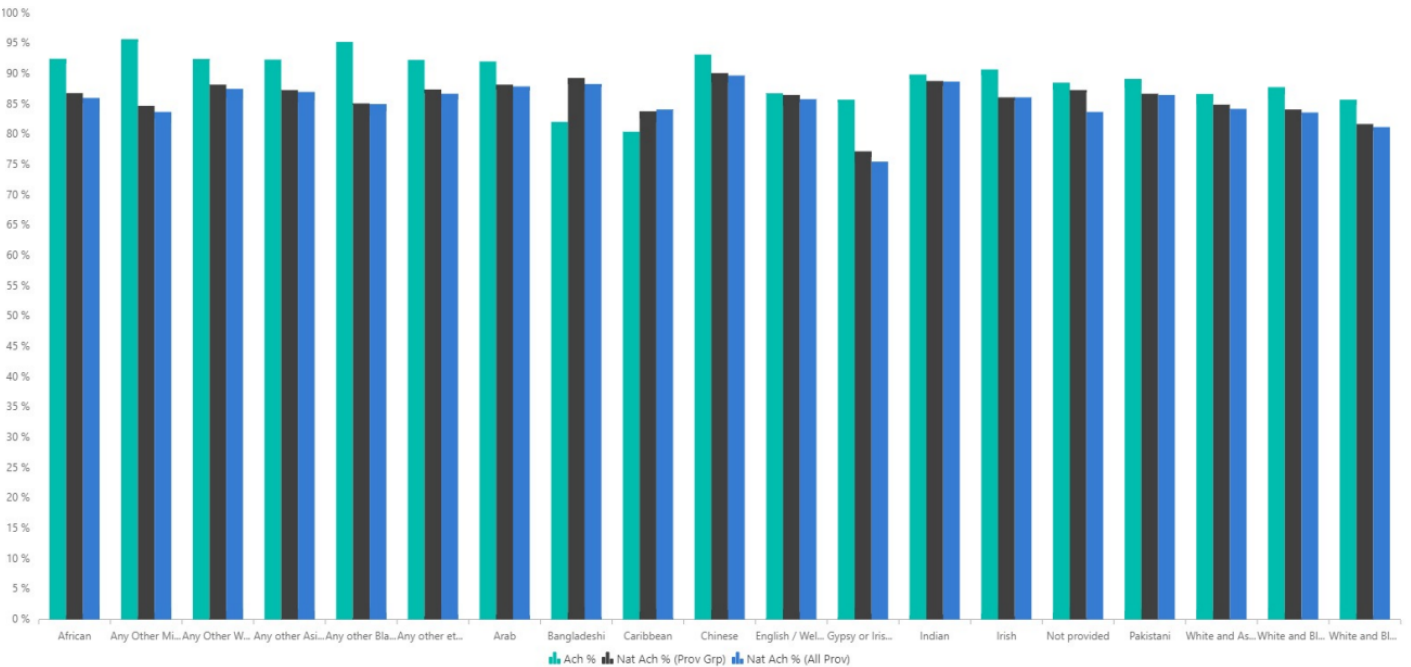
on the achievement averages as for most areas those who completed the programme achieved. The overall pass rate was high at 95% with strong high grade performance seen on several programmes including Dance.

Ethnicity Performance (Overall)

Ethnicity - The College continues to recruit a large percentage of young people and adult learners from ethnic minority groups. In 2021/22, data shows that all learners achieved in line or above national average. The exceptions to this are Caribbean learners whose achievement rates dropped from 90.1% in 20/21 to 80.4% in 21/22 which was impacted by Basic maths and English. Achievement rates for Bangladeshi learners also dropped from 88.9% to 82.1% (-7.2 National Average) this has because of a very lower number of learners and the reasons for lower achievement rates have been suppressed. Achievement rates for Gypsy/Irish Traveler learners improved from their underperformance in 2020/21 with results now showing 8.5% above national average.

In 2021/22 the range of achievement varies across multiple ethnic groups including Asia/Asian British, Black/African/Caribbean leavers achieve 90.6% (4523). White British achieved 87.8% (8897).

The chart below 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.

Preston College is above National Achievement averages for all ethnicities with the exception of Bangladeshi and Caribbean.

Hybrid End Year	Ethnicity	Leaver	Ach %	Pass %	Ret %	Nat Lvr	Nat Ach %	Diff Nat Ach %
21/22	Caribbean	92	80.4 %	91.4 %	88.0 %	40,600	83.8 %	-3.4 %
21/22	Any Other White background	1,545	92.4 %	96.8 %	95.5 %	175,260	88.2 %	+4.2 %
21/22	Indian	493	89.9 %	92.9 %	96.8 %	45,250	88.8 %	+1.1 %
21/22	Bangladeshi	39	82.1 %	91.4 %	89.7 %	44,030	89.3 %	-7.2 %
21/22	Arab	426	92.0 %	96.6 %	95.3 %	35,590	88.2 %	+3.8 %
21/22	Irish	43	90.7 %	95.1 %	95.3 %	6,340	86.1 %	+4.6 %
21/22	White and Black African	90	87.8 %	92.9 %	94.4 %	14,020	84.1 %	+3.7 %
21/22	African	451	92.5 %	95.4 %	96.9 %	132,690	86.8 %	+5.7 %
21/22	Any Other Mixed / multiple ethnic background	116	95.7 %	98.2 %	97.4 %	24,560	84.7 %	+11.0 %
21/22	Any other ethnic group	932	92.3 %	95.9 %	96.2 %	61,420	87.4 %	+4.9 %
21/22	Any other Black / African / Caribbean background	105	95.2 %	97.1 %	98.1 %	24,040	85.1 %	+10.1 %
21/22	Not provided	366	88.5 %	92.0 %	96.2 %	28,660	87.3 %	+1.2 %
21/22	English / Welsh / Scottish / Northern Irish / British	7,302	86.8 %	94.4 %	91.9 %	1,230,920	86.5 %	+0.3 %
21/22	Gypsy or Irish Traveller	7	85.7 %	85.7 %	100.0 %	2,700	77.2 %	+8.5 %
21/22	White and Asian	30	86.7 %	89.7 %	96.7 %	17,410	84.9 %	+1.8 %
21/22	Chinese	73	93.2 %	98.6 %	94.5 %	8,140	90.1 %	+3.1 %
21/22	White and Black Caribbean	147	85.7 %	91.3 %	93.9 %	29,450	81.7 %	+4.0 %
21/22	Pakistani	811	89.1 %	93.8 %	95.1 %	89,160	86.7 %	+2.4 %
21/22	Any other Asian background	352	92.3 %	95.0 %	97.2 %	61,480	87.3 %	+5.0 %
		13,420	88.7 %	94.7 %	93.7 %			

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 %
21/22	Female	6,584	90.0 %	95.3 %	94.4 %	87.2 %	+2.8 %
21/22	Male	6,836	87.5 %	94.2 %	92.9 %	86.2 %	+1.3 %
		13,420	88.7 %	94.7 %	93.7 %		

Gender - In 2021/22, there were just 250 more female leavers than males with a 2.5% difference in achievement with females achieving higher than males. This has changed from the previous academic year where both genders achieved equitably. This is slightly higher than the norm nationally.

Young People Classroom Based

Hybrid End Year		Gender	Leaver	Ach %	Pass %	Ret %	Nat Ach %	Diff Nat Ach %
21/22	16-18	Female	2291	86.9 %	95.0 %	91.4 %	84 %	+2.9 %
21/22	16-18	Male	6,836	85.0 %	93.6 %	90.8 %	83 %	+1.3 %
			5,687	85.7 %	94.2 %	91 %		

There is a 1.5% difference between Male and Female 16-18 leavers, with 17% more males required to undertake a GCSE in maths and/or English being a contributing factor to overall difference in achievement rates.

Apprenticeships

Hybrid End Year	Gender	Leaver	Ach %	Nat Av %
21/22	Female	151	60.2 %	
21/22	Male	236	64.9 %	
		387	62.0 %	57.5 %

The College recruits significantly more male apprentices (236) compared to 151 female apprentices with a 4% achievement gap. The shortage of construction workers in the local areas positively impacted on recruitment but did impact on overall achievement rates for males. A significant number of Construction apprentices gained employment whilst undertaking their apprenticeship, due to the shortages in Construction workers in the local area as part of the City Deal.

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

Planned End Year	LLDD Status	Leaver	Ach %	Nat Lvr	Nat Ach %	Diff Nat Ach %
21/22	Has LLDD/Health Problem	5,680	88.3 %	501,040	84.0 %	+4.3 %
21/22	Doesn't have LLDD/Health Problem	7,540	87.4 %	1,517,800	86.5 %	+.9 %
21/22	No information	231	94.4 %	52,190	84.7 %	+9.7 %
		13,451	87.9 %			

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

Young People - The College has continued to invest in supporting young people to succeed, increasing enrichment opportunities and utilising the flexibilities of study programmes to ensure the right course for the right learner. This has led to a positive impact on narrowing the gap in achievement for young people with a range of learning difficulties or disabilities (2266 leavers) 86.0%, which is 0.5% positive to the overall achievement averages for young people in College which is 85.6% (3421 leavers). This 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 (3400 leavers) 91.6%, which is exactly the same for learners with no disabilities (4333) 90.5%. This improvement trend can be seen over the last 3 years.

Apprenticeships - Whilst there is less diversity in the apprenticeship learner cohort than in classroom based groups, the targeted campaigns to attract underrepresented groups in apprenticeships has seen an increase in a number of underrepresented groups. The introduction of a Learning Support Coach for Apprenticeships has seen a significant increase in number of SEND apprentices with 75 apprentices 58.7% achievement rate being support throughout the apprenticeship journey.

High Needs Learner Performance (Overall)

Hybrid End Y	Department	Leaver	Ach %	Pass %	Ret %
21/22	BBM - Digital Technology, Business and Uniformed Services (BBM)	35	94.3 %	97.1 %	97.1 %
21/22	BCE - Maths & English (BCE)	53	86.8 %	95.8 %	90.6 %
21/22	BCE - Maths & English (BSC)	39	100.0 %	100.0 %	100.0 %
21/22	PHB - Service Industries (PHB)	13	100.0 %	100.0 %	100.0 %
21/22	PVA - Visual and Performing Arts and Sports Performance (PVA)	108	100.0 %	100.0 %	100.0 %
21/22	SUB - Subcontracting (SUB)	1	100.0 %	100.0 %	100.0 %
21/22	TCO - Construction & the Build Environment (TCO)	43	90.7 %	97.5 %	93.0 %
21/22	TEN - Science, Engineering & Automotive Technologies (TEN)	16	93.8 %	93.8 %	100.0 %
21/22	Unknown	7	100.0 %	100.0 %	100.0 %
		315	95.6 %	98.4 %	97.1 %

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.2021/22 saw an improvement in achievement for English and Maths for High Needs learners (79.6% in 20/21).
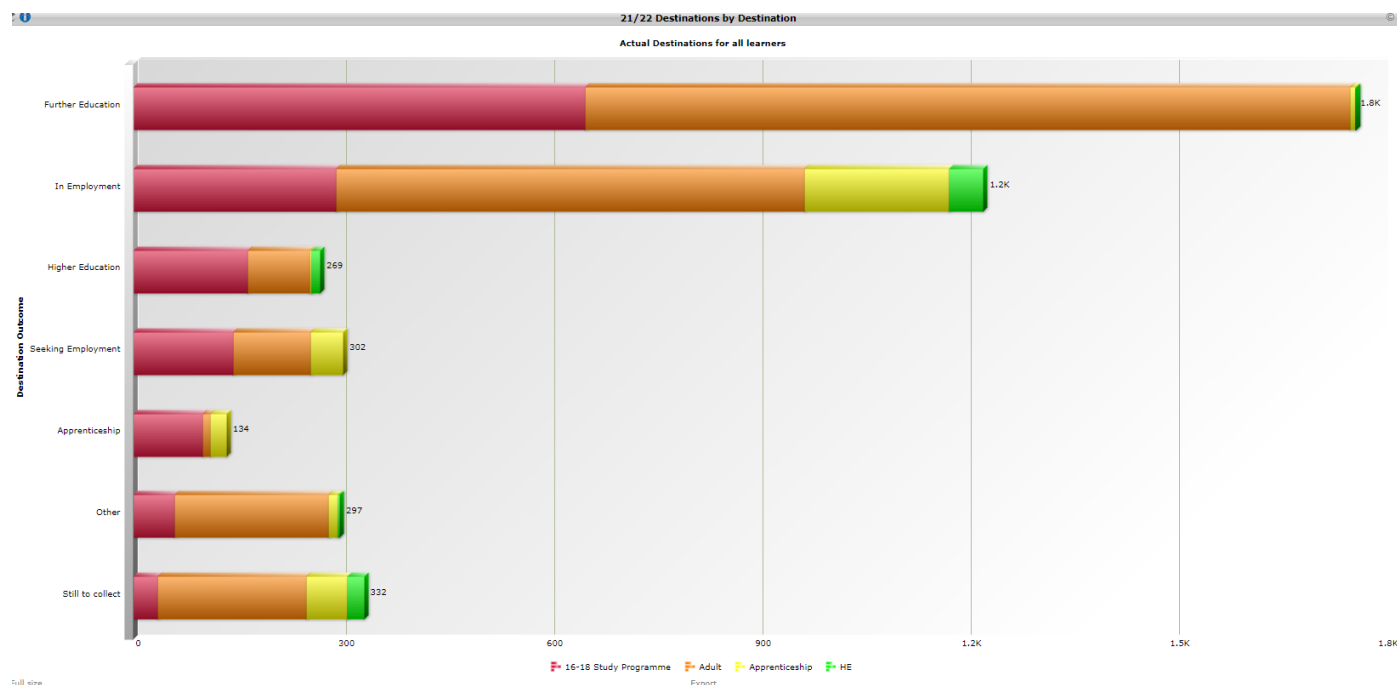
Uplift Area Performance (Overall)

The chart and table above/below show 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.

Hybrid End Year	IMD Decile	IMD Decile	Leaver	Ach %
21/22	1	0 - 10% (Most Deprived)	2,815	88.1 %
21/22	2	10 - 20%	2,595	88.6 %
21/22	3	20 - 30%	1,870	88.8 %
21/22	4	30 - 40%	1,046	86.4 %
21/22	5	40 - 50%	931	89.2 %
21/22	6	50 - 60%	519	89.2 %
21/22	7	60 - 70%	890	89.0 %
21/22	8	70 - 80%	1,154	90.2 %
21/22	9	80 - 90%	788	90.4 %
21/22	10	90 - 100%	692	88.7 %
21/22	99	Unknown	120	95.0 %

As in 2020/21, the College has recruited a large proportion of learners 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.

The College has recruited 40% 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% - 88.1% achievement averages which are significantly above national averages) and (10-20% IMD Decile 88.6% achievement rate again above national averages) with high progression outcomes.

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.

GOVERNANCE

Board composition

As of 31 July 2022, the Corporation Board had 14 members. The Board size can be up to 21 members. However, by 31 July 2022 the student governors had retired and the Board was carrying four independent governor vacancies.

The composition of the Board is 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 as of 31 July 2022. Processes will be put in place to report information on the Board composition by other protected characteristics 2022/23 onwards.

Protected characteristics		Preston College % 2021/22	Preston College % 2020/21
Sex	Female	50	35.7
	Male	50	64.3
Age	18-24	0	7.1
	25-34	7.1	7.1
	35-44	14.2	14.2
	45-54	28.6	21.4
	55-64	28.6	21.4
	65-74	21.4	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. There is a dedicated governor recruitment webpage and vacancies were advertised as widely as possible including on websites such as: Governors for Schools, LinkedIn, Women on Boards and Charity Job and also with local community organisations. The Search and Governance Committee plan to engage face to face with the wider community to promote future governor vacancies.

WORKFORCE PROFILE REPORT

PURPOSE

The Workforce Profile Report for the 2021/22 academic year provides an overview of the diversity of the College workforce under the definitions of projected characteristics contained in the Equalities Act 2010. It also sets out a comparison with workforce data previously presented to governors for the academic year 2019/20 and 2020/21 and where possible, against the FE sector, local community and our learners.

CONTEXT

The 2021 Census data has started to be published and is used as comparable data where available. AoC College Workforce Survey is also referenced in this report, however it should be noted that the data from the latest AoC workforce data survey published in November 2022 refers to 2020/21. In addition the College has assessed its workforce performance against the College's learner profile for 2021/22, where comparable data is available.

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

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

The 2021/22 data has been compared to that of the previous two academic years where that is available to provide the opportunity to identify any trends and issues that may have arisen.

SECTION 1 - ANNUAL STAFFING FIGURES

Table 1 – Headcount by Contract Type / Row Labels	Full Time 19/20	Part Time 19/20	Total 19/20	FTE 19/20	Full Time 20/21	Part Time 20/21	Total 20/21	FTE 20/21	Full Time 21/22	Part Time 21/22	Total 21/22	FTE 21/22
Academic (Lecturing)	116	74	190	158.08	125	81	206	170.79	132	64	196	168.75
Business Support	86	54	140	113.74	98	56	154	127.54	104	70	174	137.81
Business Support (Learner journey facing)	45	48	93	70.31	43	50	93	68.77	46	40	86	66.5
Management	17	1	18	16.68	16	1	17	16.93	15	1	16	15.8
Grand Total	264	176	441	358.82	282	188	470	384.03	297	175	472	388.86
%Full Time / Part Time	60.03%	39.97%	100%		60%	40%	100%		62.92%	37.08%	100%	

Table 1 shows that nearly 63% of the College staff are full time and has increased slightly compared to the past two years. Additional specialist support posts have been added to the staffing structure to manage the increased demand in additional learning support, most of these are funded through the ALS grant; and other academic posts have been added to meet the increased learner numbers.

Information gained from the 2021 Census data has shown that of the people employed in the Preston area, 31.8% are working less than 30 hours and 68.2% are working more than 30 hours. When comparing Preston College split of full time and part time staff to the local area, it is clear that the College employs a higher proportion of part time staff, however, this is an industry norm for the FE sector. The difference between the number of people employed in the Preston area on full and part time contracts compared with the College's staff base is in keeping with other further education colleges.

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

SECTION 2 - STABILITY OF WORKFORCE

It was noted that one impact of the recent pandemic was to suppress the number of leavers as shown in the data for 2019/20 and 20/21, which were for less than 10% churn. The 2021/22 data has seen a sharp rise in turnover back to the levels seen pre-pandemic. The actual turnover for the College in 2021/22 equates to 17.8% as detailed in the following table:

STAFF TURNOVER

Table 2 – % of people leaving	Our Performance 2019/20	Our Performance 2020/21	Our Performance 2021/22
Business Support	6.44%	8.1%	17.31%
Academic	10%	8.73%	18.87%

Management	5.6%	17.65%	6.25%
Total	7.94%	8.7%	17.8%

Staff are leaving throughout the academic year, however, the months of August, January, April and July see the highest number of leavers across an academic year.

STAFF RETENTION

Table 2(a) - Category	Full-time	Part-time	Grand Total	New Starters in 2021/22	% New Staff In-Year	Leavers in 2021/22	% Turnover performance for 2021/22	Staff retention %
Academic (Lecturing)	132	64	196	23	11.73%	37	18.87%	81.13%
Business Support	150	110	260	30	11.53%	45	17.31%	82.69%
Management	15	1	16	1	6.25%	1	6.25%	93.75%
Grand Total	297	175	472	54	11.44%	84	17.8%	82.2%

Table 2 shows the College's leaving data over the last three years and Table 2(a) shows the retention rate across the staffing groups in 2021/22. This year Table 2(a) also includes new starter data because the College workforce stability and productivity is also impacted during periods of induction and probation. Further data regarding vacancies and hard to recruit areas is contained in the main cover report. The retention patterns are similar across Academic and Business Support staffing groups. There has been a higher proportion of staff retention in the Management group at 93.75% compared to Academic and Business Support staff where this figure is just over 80%, which is a norm for the College.

SECTION 3 - SICKNESS ABSENCE DATA

Table 3 – % Short-Term / Long-Term Absence Rates	Our Performance 2019/20	Our Performance 2020/21	Our Performance 2021/22
% Sickness	2.46%	1.40%	2.77%
% Time lost to short-term absence	0.79%	0.39%	0.81%
% Time lost to long-term absence	1.67%	1.01%	1.96%

Similarly, it was noted that an impact of the pandemic was to suppress the amount of reported sickness, which anecdotally is thought to be because staff with some illnesses, often including Covid were able to continue working from home, where symptoms were mild. The 2021/22 sickness data shows that sickness rates have increased to a level similar to pre-pandemic i.e. 2.8% in 2018/19.

For the purposes of managing staff sickness, we split the sickness absence into short term and long-term sickness. The last year has seen a sharp increase in both short term absence from 0.39% in 2020/21 to 0.81% in 2021/22 which is nearer the 2019/20 output; and in long term absence from 1.01% in 2020/21 to 1.96% in 2021/22, which is higher than 2019/20 but on a par with 2018/19 data of 1.89%. There were a number of long term sickness absence cases linked to ill-health and stress, however it is worth noting that not all absences due to stress were work-related. The increase in sickness absence could be linked to the ending of staff bubbles and the return to full on-site provision.

SECTION 4 - DIVERSITY OF THE WORKFORCE: ETHNICITY

The table overleaf details the total ethnic breakdown of all staff over the past three years. On the 2021 Census data released to date, it is not possible yet to do a direct comparison because the published Census data is based on the whole population and not limited to economically active people. However, from the data received for Preston, it shows 72.6% of people in Preston identifying as White, 20.2% of people in Preston identifying as Asian, Asian British or Asian Welsh, 2.4% of people in Preston identifying as Black, Black British, Black Welsh, Caribbean or African and 3% identifying as mixed. Over the past three years, the diversity of our learners has improved and the numbers have not changed much from last academic year. However, the College workforce is not as diverse as the population, with just over 20% of the workforce being in a category other than White British, up from just over 18% in 2020/21. The College has met its target of increasing the number of Asian or Asian British – Pakistani staff on the workforce, to better reflect the local communities.

There is no comparable data to other FE colleges available for 2021/22.

The highest represented group after White – British is still Asian or Asian British – Indian (9.11%) which is fairly reflective of the local population.

Table 4 - Breakdown of Staff's Ethnicity

Ethnic Origin	Work force 2019/20	% of Work force	% of Learners 2019/20	Work force 2020/21	% of Work force	% of Learners 2020/21	Work force 2021/222	% of Work force	% of Learners 2021/22
White - British	365	82.92%	69.14%	384	81.61%	71.47%	373	79.03%	67.70%
White - Irish	2	0.45%	0.46%	2	0.39%	0.40%	2	0.42%	0.42%
White – Gypsy or Irish Traveller	1	0.23%	0.13%	1	0.21%	0.17%	3	0.64%	0.05%
Any other White background	5	1.12%	8.17%	5	1.01%	6.68%	6	1.27%	7.79%
Mixed - White and Black Caribbean	1	0.23%	1.06%	1	0.21%	1.33%	1	0.21%	1.17%
Mixed - White and Black African	0	0%	0.3%	0	0%	0.55%	0	0%	0.63%
Mixed - White and Asian	1	0.23%	0.45%	1	0.21%	0.28%	1	0.21%	0.20%
Any other Mixed background	0	0%	0.55%	0	0%	0.64%	0	0%	0.66%
Asian or Asian British - Indian	39	8.95%	3.72%	44	9.35%	3.37%	43	9.11%	3.02%
Asian or Asian British - Pakistani	4	0.91%	4.02%	6	1.22%	3.76%	9	1.91%	4.26%
Asia or Asian British - Bangladeshi	0	0.02%	1.28%	0	0%	0.64%	0	0%	0.46%
Asian or Asian British - Chinese	2	0.29%	0.29%	2	0.42%	0.18%	1	0.21%	0.32%
Asian or Asian British – Other Asian	0	0%	0%	0	0%	1.54%	0	0%	1.33%
Black or Black British - African	0	0%	1.77%	0	0%	1.71%	0	0%	1.97%
Black or Black British - Caribbean	1	0.19%	0.64%	2	0.39%	0.59%	3	0.64%	0.56%
Any other Black/African or Caribbean background	0	0%	0.42%	0	0%	0.35%	0	0%	0.48%
Any other Asian Background/Arab	0	0.04%	2.66%	1	0.18%	1.25%	0	0%	1.65%
Any other ethnic group	4	0.85%	2.97%	3	0.62%	2.58%	3	0.64%	3.85%
Prefer not to say	16	3.52%	0%	14	3.12%	0%	13	2.75%	0%
Not Known	0	0%	1.97%	5	1.06%	2.52%	14	2.97%	3.5%
Grand Total	**441**	**100%**	**100%**	**470**	**100%**	**100**	**472**	**100%**	**100%**

ETHNICITY - SALARY LEVELS

The College monitors the earnings of staff who fall in the category of other than White. This year that earnings threshold was increased to reflect the impact of access to pay progression for business support staff, the introduction of the Foundation Living Wage and the recent substantial pay awards made in response to inflationary challenges. The threshold has been increased from £20,000 to £25,000 which reflects the bottom salary point (SCP) of a mid-range Job Family Group (JFG).

Analysis tells us that 29 of our staff who fall under the Asian - British ethnic grouping are employed on less than £25,000 (54.72%). There is no direct comparator data for 2020/21, when 42.85% earned less than £20,000 per annum.
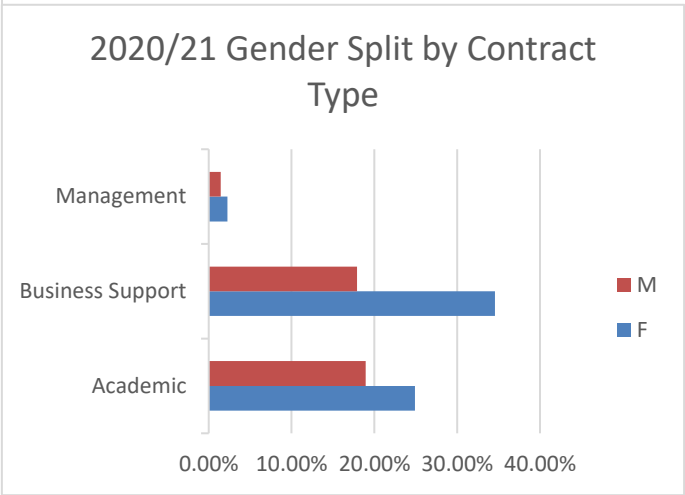
In addition to the above information, an analysis of the diversity of the College's top 5% of earners shows that higher earners within the College are predominantly White-British.

SECTION 5 - DIVERSITY OF THE WORKFORCE: GENDER

2019/20 Gender Split by Contract Type

Management
Business Support
Academic

M / F

0.00%   10.00%   20.00%   30.00%   40.00%

Gender Split 2019/20

39.39%   60.61%

F / M

Gender Split 2020/21

38.29%   61.71%

F / M

2020/21 Gender Split by Contract Type

Management
Business Support
Academic

M / F

0.00%   10.00%   20.00%   30.00%   40.00%

Gender Split 2021/22

36.86%   63.14%

F / M

2021/22 Gender Split by Contract Type

Management
Business Support
Academic (Lecturing)

M / F

0.00%   10.00%   20.00%   30.00%   40.00%

The above three charts illustrate the split between males and females in the workforce over the past three

19

years and further breaks this down by contract type. From 2018/19 to 2020/21 the number of females employed by the College has stayed the same at 61%. The College is reporting an increase in females to just over 63%. The AoC Workforce Data is reflective of the College's data in that females make up more of the Further Education workforce. The AoC data for 2020/21 shows that 64% of the FE workforce is female.

There is no up to date Census data on the male / female split in Preston; and for our student population in the academic year 2021/22 it was 54.33**%** male and 45.67**%** female.

Gender	Census Data 2011	Learners 2021/22	Preston College Workforce 2021/22	AoC Workforce Data 2020/21
Female	50.0%	45.67%	63.14%	64%
Male	50.0%	54.33%	36.86%	36%

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

Sexual Orientation	Workforce 19/20	2019/20 - % of Workforce	Learners 19/20	Workforce 20/21	2020/21 – of Workforce	Learners 20/21	Workforce 21/22	2021/22 – of Workforce	Learners 21/22
Bisexual	2	0.45%	0.79%	4	0.81%	0.68%	4	0.85%	1.93%
Gay	7	1.49%	0.30%	6	1.27%	0.15%	7	1.48%	0.5%
Heterosexual	389	88.29%	43.59%	414	87.84%	32.19%	406	86.02%	35.12%
Lesbian	2	0.45%	0.28%	3	0.55%	0.29%	2	0.42%	0.55%
Prefer not to say	29	6.58%	9.09%	30	6.50%	6.39%	27	5.72%	9.33%
Not Known	12	2.72%	45.95%	13	3.03%	60.29%	26	5.51%	52.57%
Grand Total	**441**	**100%**	**100%**	**470**	**100%**	**100%**	**472**	**100%**	**100%**

There is no comparable data for 2021/22 with other organisations in the FE sector available.

Table 6 shows that the number of staff who hadn't declared their sexual orientation has increased, with 26 employees not declaring, compared to 13 from the previous year. Staff were reminded to check their information was accurate and up to date when they were asked to input their data for the FE Workforce survey. This should hopefully reduce the number of staff who have not declared.

SECTION 7 - DIVERSITY OF THE WORKFORCE: DISABILITY

Table 7 – Diversity of the Workforce – Disability	Preston College					
	19/20	19/20%	20/21	20/21%	21/22	21/22%
Number of staff that have declared a disability	20	4.62%	19	3.9%	19	4.03%
Number of staff with no declared disability	394	89.52%	422	90%	416	88.14%
Not known / blank	26	5.86%	29	6.1%	37	7.84%
	441	100%	470	100%	472	100%

The table above shows that the number of people with a declared disability has remained similar from

2020/21 to 2021/22 with 19 declarations. In 2021/22, 4.03% of the College's workforce had disclosed that they have a disability. The Census data also shows that 10.7% of the population in Preston has a long-term illness or disability where day to day activities are impacted but are still employable.

There may be a variety of reasons as to why the figures for staff remain low:

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

SECTION 8 - DIVERSITY OF THE WORKFORCE: AGE PROFILE

Table 8 – Age Profile based on Headcount							
Age Group	Workforce 2019/20	% of workforce	Workforce 2020/21	% of workforce	Workforce 2021/22	% of workforce	AOC Workforce Data 2020/21
16-19	4	1%	4	0.81%	2	0.42%	1%
20-29	46	10.40%	56	11.84%	57	12.08%	12%
30-39	113	25.71%	109	23.21%	107	22.67%	20%
40-49	135	30.57%	133	28.39%	129	27.33%	23%
50-59	113	25.63%	135	28.75%	145	30.72%	28%
60+	29	6.68%	33	6.99%	32	6.78%	16%
Total	441	100%	470	100%	472	100%	100%

Table 8 reports a small decrease in the number of staff employed who are in the 40-49 age bracket. In 2021/22 the 50-59 age group remained the highest age bracket of staff. The other age groups have minimal changes. The College reflects the AOC national data of the highest age groups being 50-59 and 40-49.

SECTION 9 - DIVERSITY OF THE WORKFORCE: RELIGION

Table 9 shows that for the last three years the biggest religious group reported in the College is Christianity (48.31%), although this has declined in the past three years, followed by staff who have reported they have no religion (20.76%). The data over the past three years has remained steady in all areas.

Table 9 – Religion based on Headcount								
Religion	Workforce 2019/20	% of workforce 2019/20	% of learners 2019/20	Workforce 2020/21	% of workforce 2020/21	% of learners 2020/21	Workforce 2021/22	% of workforce 2021/22	% of learners 2021/22
Atheist	10	2.27%	-	10	2.12%	-	15	3.18%	-
Buddhist	1	0.23%	0.22%	1	0.21%	0.22%	1	0.21%	0.12%

Christian	237	53.78%	20.83%	245	52.08%	15.38%	228	48.31%	16.65%
Hindu	10	2.33%	0.40%	10	2.12%	0.18%	10	2.12%	0.18%
Islam – Sunni	7	1.66%	-	8	1.70%	-	9	1.91%	-
Jewish	0	0%	0.04%	0	0%	0.04%	0	0%	0%
Muslim	26	5.83%	6.91%	30	6.37%	4.26%	33	6.99%	4.91%
No religion	93	21%	26.15%	99	21.07%	17.13%	98	20.76%	22.30%
Other	6	1.34%	2.46%	6	1.27%	1.64%	6	1.27%	1.17%
Prefer not to say	33	7.57%	6.22%	35	7.615%	4.58%	37	7.84%	4.05%
Sikh	1	0.23%	0.22%	1	0.21%	0.23%	0	0%	0.13%
Not Known	17	3.76%	36.56%	25	5.22%	56.34%	35	7.42%	50.49%
Grand Total	**441**	**100%**	**100%**	**470**	**100%**	**100%**	**472**	**100%**	**100%**

The highest declaration is still Christian, which is still more than double that of the learners. The next highest declaration is no religion. However, the percentage of the workforce who are Muslim has increased by 3 staff since the previous year and is 2.08 percentage points higher than that of the learners at 4.91% and 6.99% respectively.

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

In 2021/22, the aggregate of the marital & civil partnership data of the workforce was 55.09% which has decreased slightly from last year's figure of 57.17%. In terms of learner data, this is significantly higher than the 2.99% of our learners that are either married or in a civil partnership. There has been an increase in the numbers of staff classifying themselves as single.

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

Marital Status	Workforce 19/20	% of the Workforce 19/20	Learners 19/20	Work force 20/21	% of the Workforce 20/21	Learners 20/21	Workforce 21/22	% of the Workforce 21/22	Learners 21/22
Civil Partnership	7	1.51%	1.28%	7	1.58%	0.60%	9	1.91%	0.41%
Divorced	29	6.66%	-	30	6.32%	-	29	6.14%	-
Married	254	57.57%	12.05%	262	55.59%	7.65%	251	53.18%	2.58%
Not Provided	10	2.27%	34.61%	15	3.27%	59.16%	26	5.51%	83.77%
Partner	25	5.6%	-	25	5.29%	-	27	5.72%	-
Prefer not to say	22	4.9%	6.14%	22	4.85%	4.25%	20	4.24%	1.62%
Single	92	20.85%	45.93%	106	22.46%	28.34%	107	22.67%	11.62%
Widowed	3	0.64%	-	3	0.64%	-	3	0.64%	-
Grand Total	**441**	**100%**	**100%**	**470**	**100%**	**100%**	**472**	**100%**	**100%**

SECTION 11 - PREGNANCY / MATERNITY LEAVE DATA

Table 11 - Pregnancy / Maternity Leave Data					
2019/20	**% of workforce 2019/20**	**2020/21**	**% of workforce 2020/21**	**2021/22**	**% of workforce 2021/22**
15	3.4%	18	3.83%	18	3.81%

The reporting year 2021/22 has shown the percentage of the workforce who were either pregnant or on maternity leave has remained the same from 2020/21. The AoC Survey has no comparable data relating to amount of individuals who declared they were pregnant or on maternity leave.

CONCLUSION

In the main there are no fundamental areas for concern against benchmark information, however, key points have been identified and are the subject of further work. An annual Workforce Profile report will continue to be produced for monitoring against national and regional benchmarks. In line with the College's aim to be more inclusive, we would like to investigate ways of reporting on staff who may have a learning disability/difficulty in the same way the College collects the data for learners. The College is also investigating whether or not to change the Staff Sensitive Data categories and definitions in our HR system to those the government used in the 2021 census. This would provide more choices against which staff can self-identify; and also help promote a more inclusive culture.