



ACCOUNTABILITY STATEMENT 2025/2026

PRESTON
COLLEGE

1) Principal Comment

Preston College is proud to serve, and be part of, our diverse community. Our role in providing technical education and training has always played a critical role in supporting individuals and businesses to acquire the skills they need, and this will be even more vital in years to come. The contribution that colleges in general, and Preston College in particular, can make to the relatively new government's ambitions for skills development and economic growth is huge, with this Accountability Statement outlines some of the ways in which we achieve this.

To say that the last few years have been challenging would be an understatement. Having emerged from a global pandemic, the world was then thrust into political and economic turbulence. War in Ukraine, cost of living, conflict in Gaza, and more recently the impact of the US President's economic policies, have created a new set of uncertainties. In the face of a shifting political climate both at home and overseas, with very real impacts on the lives and careers of many people across the country, the role of further education colleges is more pivotal than ever. We are ideally placed to understand the skills that are needed in our local area, and then to provide education and training to help meet those needs. Here at Preston College, we aspire to facilitate transformation, but within a calm and stable environment.

We believe that, through our first rate engagement with both individuals and employers, we already make a strong contribution to local skills needs. Ofsted agreed with this in January 2023, and I have no doubt that the College has simply got even better since that time. We take nothing for granted, and know that we need to work hard to maintain this strength, but this Accountability Statement clearly demonstrates how we are doing this. In previous Statements, I have reflected that we will continue to stretch and challenge ourselves and our learners in the years to come; this year's Statement builds further on that aim to ensure that we deliver a robust curriculum that serves all of our stakeholders.

2) Our Vision, Mission and Strategic Objectives

OUR VISION

To transform lives through education

This reflects our longer term ambition for the College, and encompasses more than just helping people to achieve qualifications. We want to be a place that people choose to come to in order to change their lives in a positive way, whether through improved job prospects or learning new life skills.

OUR MISSION

To inspire, educate and support our diverse community to reach its potential

This reflects what we aim to do every day. We pride ourselves on our community focus, with a diverse mix of students and staff, and plan our curriculum and other activities to give everyone the chance to truly achieve what they are capable of. We believe that we are inspirational in what we do, and that the support we offer to both our students and our staff is second to none.

OUR KEY STRATEGIC OBJECTIVES

- Deliver high quality teaching, learning and support to promote high levels of attendance, achievement and positive outcomes for students

- Provide a high quality technical and vocational curriculum, aligned to regional and local businesses and community needs
- Value our diverse college community, and provide aspirational progression pathways for all students and staff
- Improve financial surplus and cash generation to provide future investment capacity
- Fully embed a culture in which all staff deliver outstanding performance that contributes effectively to the student experience
- Nurture effective partnerships that benefit students, staff, the City of Preston and the wider region

OUR VALUES

- **Welcoming and inclusive** – we believe in making sure that all students, staff and visitors to the College feel welcomed and valued at all times
- **Supportive and compassionate** – we believe in the importance of being reassuring, encouraging and caring towards our college community
- **Aspirational for our students, ourselves and each other** – we believe in being ambitious in the way we work and promoting this with our students
- **Act with integrity and transparency** – we believe in acting honestly at all times, and having open and transparent communications
- **Be accountable** – we believe in the importance of taking ownership of our actions, and expect others to act similarly

These values, together with the vision and mission statements, provide stretching aspirations underpinned by a strong College culture. The detailed strategic priorities for Curriculum, Quality and Resources, with associated deliverables, are detailed in the Strategic Plan.

3) LOCAL SKILLS DUTY

Preston College has aligned its curriculum portfolio to regional and local economic needs and the employment priorities outlined for Lancashire. We have also contributed significantly to the development and delivery of the Local Skills Improvement Plan (LSIP) and will continue to proactively respond to the published training and Skills priorities for Lancashire. Effective Local Authority, sector body and employer engagement supports the college in ensuring our curriculum is responsive to local skills priorities, whilst enabling us to maximise delivery opportunities for our students, supporting and often facilitating progression into employment.

The College worked closely with the North and Western Lancashire Chamber of Commerce, as the lead employer representative body on the Lancashire Local Skills Improvement Plan (LSIP), engaging with employers and stakeholders to help develop a greater understanding of what employers require from the skills system. This work resulted in the publication of the Plan in August 2023 which highlighted the key priorities of employers and laid out a roadmap to address these priorities. The College is actively delivering to these priorities and we ensured that our Curriculum Strategy (2023-2026) closely aligned to key LSIP deliverables.

The Lancashire Skills and Employment Strategic Framework identifies the key priorities and actions required to drive up skills and employment in Lancashire, enabling the college to directly align the pipeline of skills with the needs of local business. The college use this, along with relevant Labour Market Information to inform curriculum development and planning. In 2023, the college won an AOC Beacon Award in Employer Engagement for work undertaken in the Construction sector in direct response to the Preston and South Ribble City Deal, and consequent significant investment in infrastructure and house-building in Central Lancashire. The identified growth pillars for Lancashire are as follows;



The College has worked significantly in aligning its curriculum in support of these key employment sectors, and the positive upturn in student numbers that we have achieved in recent years (16-19 study programme contract growing from 1760 to 2333 between 2021/22 and 2024/25) is testament to the positive impact that we are making in directly linking our curriculum to local skills priorities.

It is important to reflect that as a community provider, we ensure that our curriculum is both inclusive and progressive, and we provide learning experiences from Entry Level to Level Seven. The College delivers substantial learning in the essential skills areas of Mathematics, English and Digital learning, whilst our extensive and highly successful ESOL programme enables individuals with little or no English language skills, to effectively progress into technical learning or directly into employment. The College was the first nationally to be recognised as a 'College of Sanctuary', and we continue to work with high volumes of asylum seekers and refugees in helping them to prepare for the workplace.

Effective collaboration is central to our approach to providing Education & Training, and the College is proactive in working with other key providers in ensuring that individuals and business across Lancashire have access to the high quality learning and development. Preston College are a founding member of the Lancashire & Cumbria Institute of Technology, we work closely with Preston City Council in developing and delivering United Kingdom Shared Prosperity Fund (UKSPF) programmes and we have played a significant role in leading and delivering recent Strategic Development Fund (SDF) and Local Skills Improvement Fund (LSIF) projects commissioned by the Department for Education (DfE).

Preston College is proud of the impact that we make in supporting individuals and employers to learn, develop, achieve and progress. Our strategic objectives, core values and expected standards of behaviour are integral to the promotion of a positive culture which is centered around learning and continuous improvement for all; whilst our campus, physical resources, policies and procedures actively promote a thriving learning community.

Key Achievements 2023/24

We successfully engaged students from diverse communities:

- The diversity of students at the College is reflective of the local community with 32% of young people and adult leavers (2570 students) being from ethnic minority groups, achieving above College and National average at 93.1%.
- 48% classroom-based students and 40% apprentices reported a learning difficulty or disability, achieving in-line with the College average.

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

- Overall achievement rates on technical programmes are above the latest published national rates at all levels with achievement for all ages at 90%
- Apprenticeship outcomes have improved with overall achievement rate of 66%, an increase of 7 percentage points on 2022/23 outcomes and 8 percentage points above National Achievement rates published in 2022/23.
- There are little or no gaps in achievement rates by gender, ethnicity, disadvantaged, disability or learning difficulty.

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

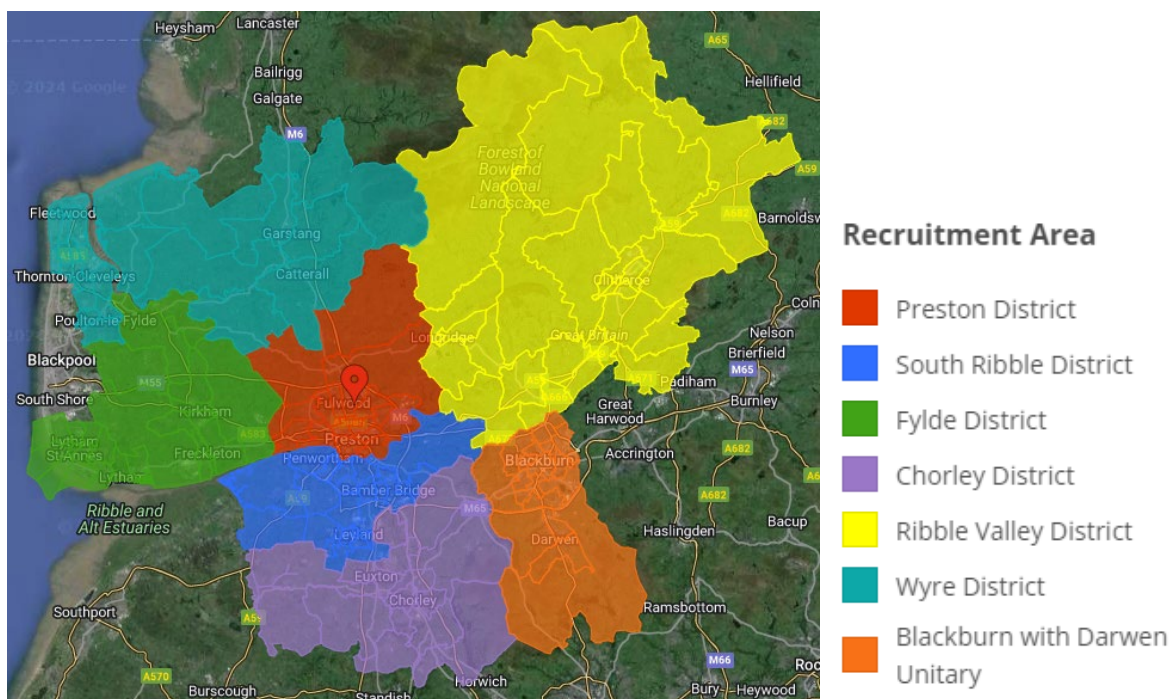
- 15506 enrolments (all ages) in 14 out of the 15 Subject Sector Areas with overall achievement at 90.8%
- 28% (+4 percentage points on 2022/23) of young people's enrolments were on a STEM or Health related qualification
- We had 2107 16-18 and adult enrolments on Construction Skills provision
- 1265 (+67 on 2022/23) Apprentices including in year growth of 518 new Apprenticeship enrolments
- Prince's Trust outcomes are outstanding at 99.3% with 210 students and English for speakers of other languages (ESOL) provision 96% with 5,177 leavers.

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

- Internal student surveys are very positive with 96% of students feeling safe and 91% are happy that teaching met their expectations
- The College engaged with over 1000 employers in 2023/24, clearly demonstrating our excellent collaboration, through career talks, guest speakers, curriculum design, delivery and Industry Placement.
- Student and employer survey feedback is positive in the external Department for Education Apprenticeship Accountability survey with employer and apprenticeship reviews rating overall provision as good.

4) CONTEXT AND PLACE

Preston College is based in Lancashire in the North West of England. Lancashire is one of the most diverse economic areas in the country, with no urban core but a polycentric set of towns and cities, rural and coastal areas, agricultural and industrial zones. With a population of 1.5m people, Lancashire's 55,000 businesses generate 700,000 jobs across a range of important and future-facing sectors from manufacturing and tourism to cyber, digital and low carbon. The thriving £35bn economy is home to globally leading firms with sector/supply chain clusters including the fourth largest aerospace cluster in the world. There is a pan-Lancashire labour market, particularly for technical and professional roles while workforce is also imported from and exported to neighbouring areas including Greater Manchester, Cumbria and the Liverpool City Region.



The [Lancashire 2050 Vision](#) has Employment and Skills as one of eight strategic priorities with an ambition to ‘*support people to develop their skills throughout their lives and attract business to the county because of our highly skilled workforce*’ while the [Local Skills Improvement Plan \(2023\)](#) states that ‘*The local skills agenda has never been as important as we address the post-pandemic and post-Brexit world*’. Preston College recognises its place in delivering to the skills agenda, and our vision, mission and strategic objectives will underpin our approach to impacting positively in the coming years.

The College recognises the value of working with other education and skills providers in Lancashire to review how well our provision is collectively meeting local needs. Our shared ambition is to ensure that together we deliver a curriculum and progression pathways that serve the local community while building on individual strengths and specialisms to maximise collective impact and meet business needs.

The College currently engages over 1000 employers in the delivery of apprenticeships, Industry Placement and other significant curriculum development and delivery initiatives. The launch of our Sector Advisory Groups in January 2024 further strengthened the input of employer partners on our provision, as we look to build upon the ‘strong contribution to skills’ outcome awarded by Ofsted in January 2023.

The College is part of The Lancashire Colleges group (TLC): a collaborative network that we have invested in for over 25 years. TLC includes all the Further Education and Sixth Form Colleges in the area and represents the diversity of the sector as a whole. As part of TLC we have a successful track-record of working collectively and collaboratively to improve quality, enhance the curriculum and deliver programmes that respond to business and community needs.

Through TLC we have invested in pan-Lancashire analysis that has helped our college to better understand the demographic make-up of our students and what they are studying. Further, we have recently commissioned the production of a series of detailed sector pathway maps which will inform a collaborative review of the curriculum offer with the aim of ensuring that there is a clear line of sight for all students to different occupations and sectors.

TLC acts as an advocate and voice for the sector locally and works closely with key stakeholders including the Chambers of Commerce, Local Authorities and the LEP to drive recognition of the collective offer of its members and gather intelligence about emerging skills needs.

The College is actively engaged in preparations for a Lancashire Combined County Authority (CCA) Devolution Deal which will include the devolution of adult skills budgets. Under the banner of TLC, we are working closely with the emerging CCA team to demonstrate the impact that adult education and skills provision has on the local economy, individuals and communities. We are supporting the CCA team to consider their skills strategy and to identify the opportunities and additional flexibilities that devolution can bring, allowing the sector to better-support local priorities and respond to emerging needs.

Working alongside TLC, Preston College played an influential role in informing and shaping the Lancashire LSIP and the College continues to actively support our local Chamber, helping them to engage local employers, capture intelligence and understand current and emerging skills needs. This has already acted as a catalyst for curriculum change in areas including Net Zero, Roofing and Cyber, and will continue to do so as we work with local employers and industry bodies to design local solutions to emerging skills needs for employers of all sizes.

Through collaborative programmes funded via the LSIF and the UKSPF, Preston College has proactively worked with its Local Authority, College and employer partners, investing in a network of industry-standard education and training spaces, building on our specialisms and collaborating to develop new courses and curriculum that align with business needs.

Preston College successfully operated as Lead Accountable Body for two SDF projects relating to Net Zero and the development of short programmes to support employers in developing skills for new technologies, whilst we are currently leading a Local Skills Development Fund project relating to sustainability, further strengthening training opportunities across Lancashire in direct response to the LSIP.

We will continue to work with our neighbours in Lancashire, supporting our Board in effectively discharging its duty to review provision in the local area. We will enhance the collective understanding of how well college provision meets local needs and develop a shared evidence base to assist Governing Bodies in identifying strengths and specialisms within Lancashire. We will work towards the development of a shared action plan and consider what actions the colleges might take, individually or collectively, in order to better meet identified local needs.

5) THE PRESTON COLLEGE COMMUNITY

This graph reinforces that the College recruits a high proportion of students from the most deprived wards in the city. This information demonstrates the strength of our community impact whilst reinforcing the opportunity that the College has in strengthening the recruitment of students from some of the more affluent wards in Preston.

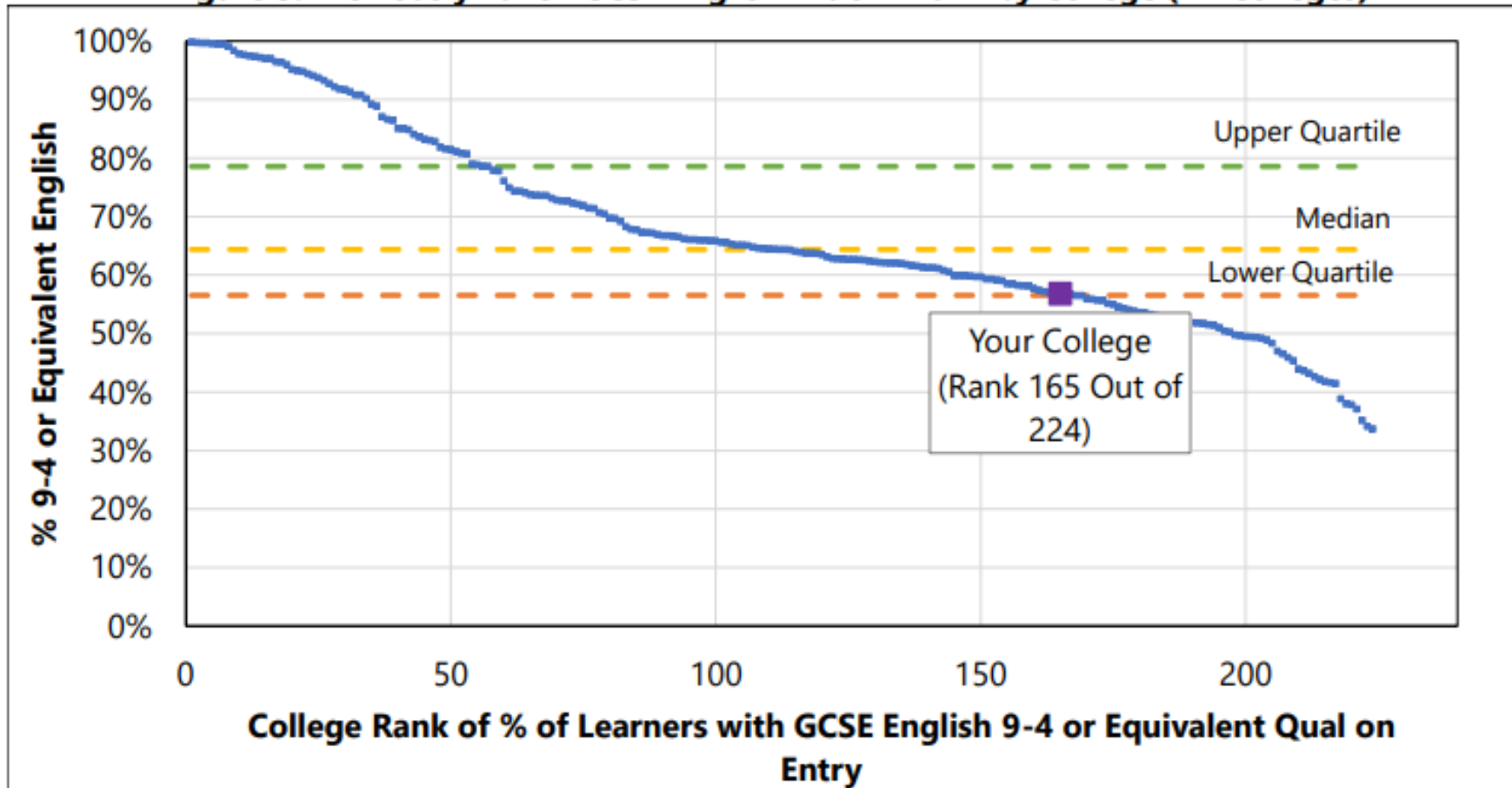
Deprivation Profile



Data Sources: ILR data (2020/21 - 2023/24) and schools data (PLAMS/Autumn Learning Aims and Pupil Census 2020/21 - 2023/24), IMD 2019 and Mid-Year 2020 Population estimates
A ** indicates that a figure has been suppressed due to low numbers (<5)

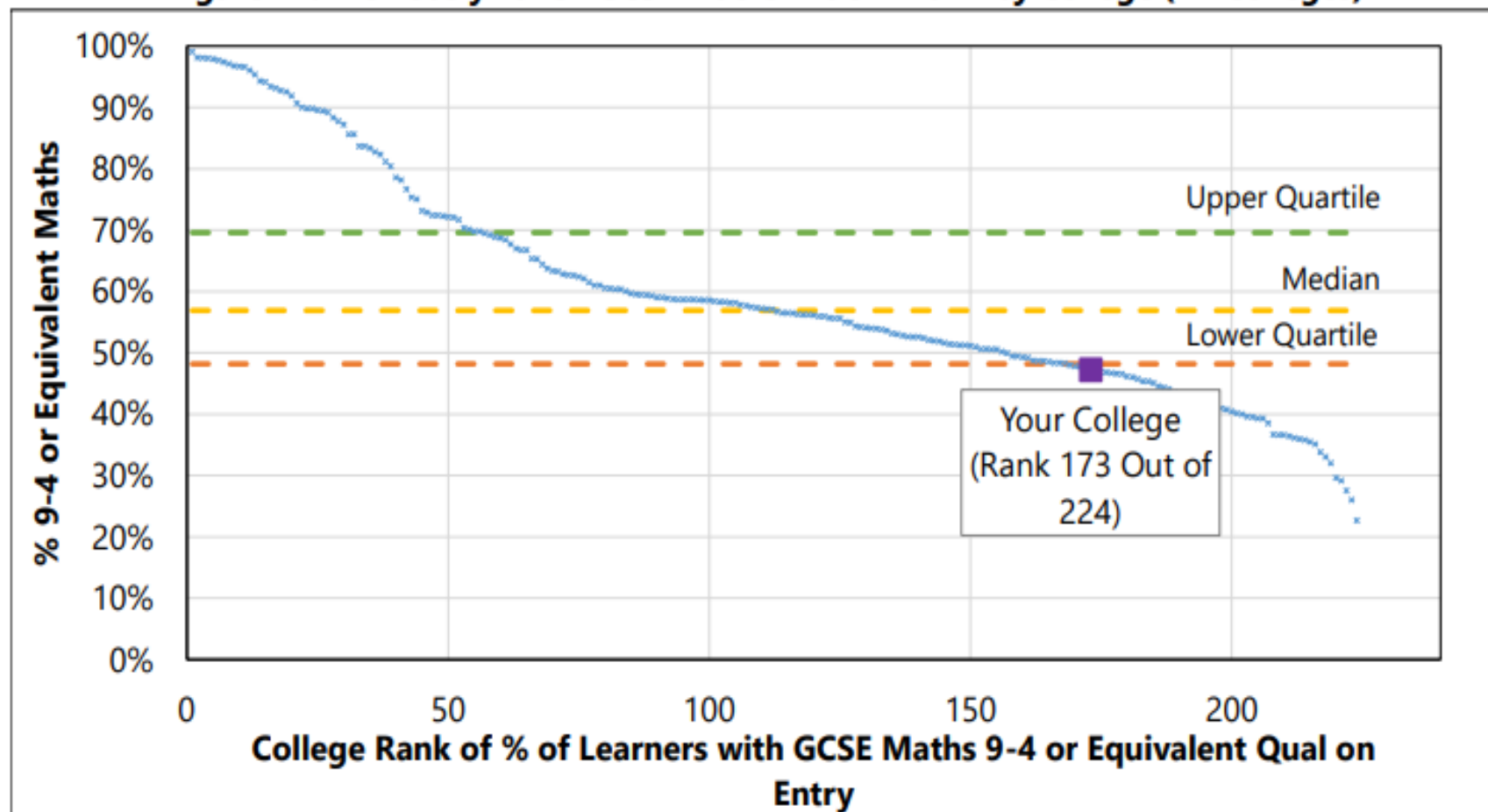
The charts below reflect the fact that a significant proportion of our 16-19 Study Programme students enrol to the College having not achieved a GCSE grade 4 or above in English and/or mathematics. As the College is operating in the lower quartile across both GCSE subjects, we experience a greater challenge than the average in improving students' skills and knowledge in English and mathematics.

Figure 3: Previously Taken GCSE English - % 9-4 Rank by College (All Colleges)



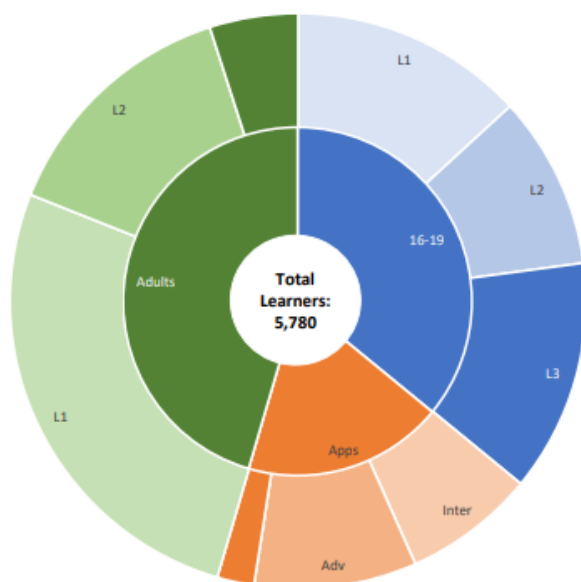
Source: MiDES ILR R14 2023/24 (limited to 15 or more enrolments)

Figure 17: Previously Taken GCSE Maths - % 9-4 Rank by College (All Colleges)

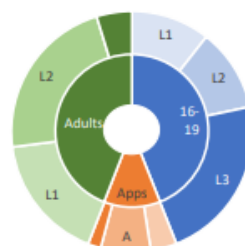


Source: MiDES ILR R14 2023/24

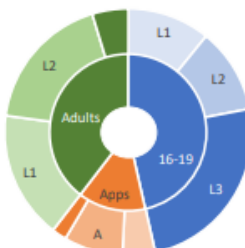
Profile of Learners



GFE/Specialist Colleges



NW GFE/Specialist Colleges

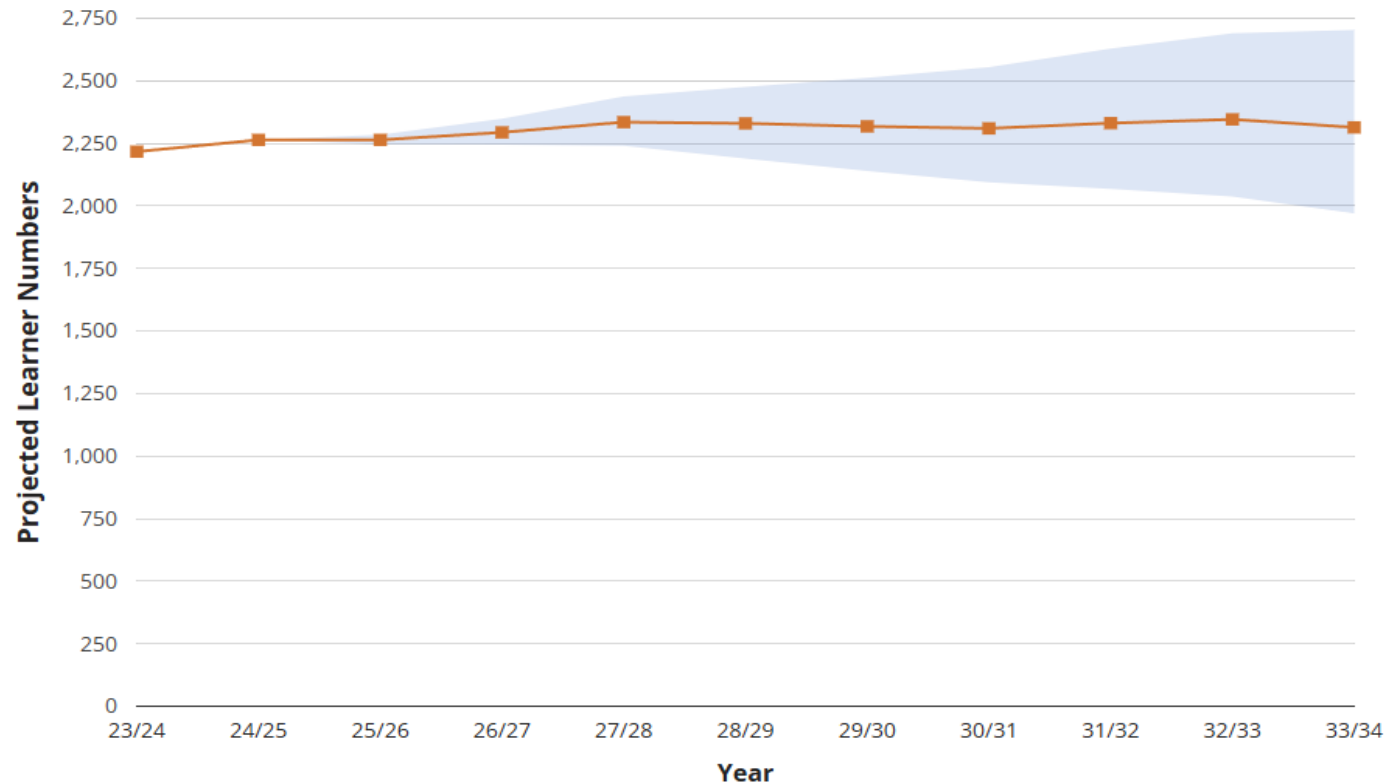


These charts show that the College has a larger proportion of adult students than other providers regionally and nationally, particularly at Level One. The size and scale of our Adult provision is positive, and performance in 2024/25 reinforces that the impact of the Covid 19 pandemic and subsequent 'cost of living' crisis is diminishing. The year-on-year growth in 16-19 Study Programme students is positive, and the College has the ambition to further grow this provision in line with the targets set out in our Curriculum Strategy 2023/26. The proportion of apprentice students at the College is positive, and is operating at a scale that we can sustain, if not improve upon over time.

See Key Below

	Learners	% College	% GFE/SC	% NW GFE/SC
16-19 Funded	2,080	36%	44%	46%
Level 1 or below	760	13%	11%	11%
Level 2	560	10%	11%	11%
Level 3	760	13%	22%	25%
Apprenticeships	1,080	19%	12%	14%
Intermediate	430	7%	3%	4%
Advanced	530	9%	7%	8%
Higher	120	2%	2%	2%
Adults (Adult Skills & Loans)	2,630	45%	44%	40%
Level 1 or below	1,530	26%	17%	17%
Level 2	810	14%	22%	18%
Level 3+	290	5%	5%	5%
Total	5,780	100%	100%	100%

This chart outlines the projected year on year increase in school leavers in Preston up until 2033/24. The chart reinforces that there is projected growth up to 2027/28 before numbers begin to flatline. It is clear that there continues to be opportunity for further demographic growth in the short term, though realistically, further growth beyond 2027/28 will be based on the College increasing its market share. Recent growth has been related to both demographic trends and market share.



Change 23/24 to 33/34: **97**

6) PRESTON COLLEGE PRIORITIES 2025/26

Strategic Aim	Action	Timescale	Impact	KPI
Curriculum				
Plan and deliver a responsive curriculum portfolio which directly meets the needs of local and regional employers	To review LMI, recruitment trends and respond to employer needs in planning a full, impactful and aspirational College curriculum for 2026-27.	Oct 25 - March 26	A curriculum that responds to local priority, employer demand and community need.	Plan completed and validated by March 2026.
Grow T Level delivery as part of Technical Education reform	Transition to T Level only in Health and promote T Levels as the primary opportunity for those students who meet the entry criteria.	Aug 25 - Sept 26	Achieve growth in T Level student numbers. Successfully divest alternative provision in Health. Ensure engagement and teaching staff promote T Level as the aspirational option at L3.	To enrol 256 T Level students in August / September 2026.
Achieve as a minimum contract value and/or curriculum plan targets	Effective monitoring and intervention following August enrolment period. Plan and deliver effective marketing / recruitment campaigns and events throughout the year.	Aug 25 - July 26	All core contracts achieved or exceeded, including managed growth in 16-19 Study Programme provision.	Achieve or exceed student number targets / delivery contracts: 16-18 - 2,333 Students ASF - £6,956,433 Apps - £4,882,808
Review L4 and L5 curriculum in context of viability and quality	Undertake a full review, particularly of P/T HTQ provision vs Higher Apprenticeships with a view to better understanding employer preferences, routes to market and increasing programme	Oct 25 - March 26	To determine whether the College continues a dual pathway in Engineering and Construction or moves to Apprenticeships only. New curriculum validated	To have a clear approved plan for 2026/27 To introduce new L4 curriculum in response to

	viability. Research opportunities for implementing new curriculum at L4/5 in response to Lancashire priorities.		which adds breadth to the College curriculum.	employer demand
Maintain effective curriculum relationships with other Lancashire colleges, collaborating where appropriate	Proactively engage in L&CIOT provision, potential TEC development, TLC working groups and externally funded project work as applicable.	Aug 25 - July 26	Shared curriculum objectives which enhance curriculum and learning opportunities across Lancashire. Positive reputational impact.	Deliver Y3 L&CIOT target Positive engagement in and potential leadership of Lancashire TEC proposal.
Promote outstanding Careers programme accessible to all	Deliver structured and impactful CEIAG to all existing and prospective students and their parents. To engage effectively with feeder Schools, employers and other stakeholders in delivering outstanding engagement.	Aug 25 - July 26	Outstanding guidance for current students supporting positive progression and destinations. Positive recruitment to college courses following proactive and positive Careers interventions throughout the application cycle.	Meet all Gatsby benchmarks Out-perform national averages against measures of student progression.
Quality				
To promote excellence in teaching, learning and assessment, providing the best opportunities for all students	<p>New progress, reporting and monitoring processes are in place to support student achievements.</p> <p>TLA CPD delivered activities are contextualised to sector and individual need.</p>	<p>01/09/2025</p> <p>30/06/2026</p>	<p>Improved in year student engagement which leads to improved attendance.</p> <p>TLA monitoring processes record a rise in exemplary practice, student feedback supports this.</p>	<p>High grade achievements increased by 10%.</p> <p>Excellent student achievement for all ages with outcomes in the top 10% in</p>

	Quality strategy objectives and quality assurance framework are delivered.	31/07/2026	Exam results and End Point Assessments show consistently high success rates and first time achievement.	<p>terms of national Qualification Achievement Rates (QAR).</p> <p>The College outcomes are consistently operating above the DfE Apprenticeship Accountability Framework measures.</p>
To celebrate sustained high performance through the recently introduced College Centre of Excellence scheme, creating a minimum of eight by July 2026	Align criteria for C of E with new Ofsted Inspection Framework.	31/01/2026	A USP that will secure our place in a competitive market.	To have a minimum of eight CoE established by 2026.
	C o E awarded areas share best practice cross-college to support outstanding performance.	05/07/2026	Prepare the College for future external validation including Ofsted, OfS and competitions, awards etc.	To experience curriculum growth in the areas identified in-line with the college plan, generated through performance, reputation and targeted promotion.
	QPs and Quality to work closely to subject areas to showcase in year performance.	31/05/2026	Raise standards and aspirations of all areas to aspire to be CoE that will generate growth and	To celebrate sector wide achievement in the CoE

			strength student experience.	through success in skills competition, sector awards and national delivery through bodies including the ETF.
To facilitate students and apprentices to reach their potential and progress to ambitious destinations	Agreed ambitious and challenging Quality Key Performance Indicators (KPIs) are monitored and delivered.	31/07/2026	Apprenticeship pathways lead to improved employment or progression.	93% or better sustained positive outcomes for all students.
	Curriculum Area Reviews (CARS) are reviewed, revised to support outstanding performance at course level.	01/10/2025	Apprentices achieve in a timely manner.	95% or better sustained positive outcomes for all apprentices.
To continuously support and maximise students' opportunities to improve skills in maths, English, digital, and communication	New curriculum delivery model for maths, English and ESOL provision embedded in line with new funding guidance.	31/08/2025	Curriculum road maps support opportunities for student to develop basic skills to support progression opportunities.	All students have contextualised maths and English embedded into their programme. Increase achievement to be above national Qualification Achievement Rates.
	Develop strong networks with other colleges and implement new awarding body approach to improved high grade success in English.	31/01/2026	New awarding body supports, students starting points enabling students to progress skills development at an improved pace.	

	Implement new online support packages including Century and PASS functional skills.	01/09/2025	Additional revision activities tailored to individual need accessible to all students undertaking GCSE English and maths.	Valued added scores are in line or above national averages for English and maths improved by 5%.
To maintain the quality of College Higher Education provision	Annual HE KPI targets are set and are progressive.	31/08/2025	Successful ITE Ofsted inspection.	Student experience – HE National Student Survey results will exceed the national average outcomes Progression.
	Review, implement and deliver our Access and Participation Statement to for all learners.	31/08/2025	New HE engagement strategy supports Access, Participation deliverables.	Continuation rates are above national benchmark.
	Continue to improve graduate outcomes through a clear focus on the quality of the student experience.	30/06/2026	Students supported throughout their programme including HE study programme offered through the HE University Centre	Graduation outcome rates will exceed national average.
To provide an exceptional approach to personal development including enrichment, pastoral, attendance, behaviours and attitudes	Further develop enrichment programme and curriculum is employer led in line with	31/07/2025	Students report high-quality experiences, guest speakers, enrichment activities and employer	Enrichment activities including, competitions,

	the Skills Accountability statement.		involvement with delivery, the impact on destinations is positive.	awards, trips are embedded into all programmes - student satisfaction in student survey is 90% or above.
	The adoption of a relational approach including new communication channels including new student/parent portal and progress report established.	01/09/2025	Parents and students report, new progress reports support students to improve.	Communication is rated high through student survey, NSS and employer and apprentice DfE measures through the apprenticeship accountability framework.
	New attendance and behaviour frameworks implemented.	31/08/2025	Student achievement is high, improved attendance leads no EDI achievement gaps.	Attendance is improved and sustained with underpinning strategies 87% overall Attendance Rate.
Finance				
Maintain Good Financial Health	Deliver College budget which would achieve strong Good Financial Health (230	31/07/2026	Reassures DfE, Board and bank in relation to financial strength/viability	Achieve at least 180 points -

	<p>points - Borrowing as a %age of Income below 10% - 90 points, EBITDA above or equal to 4% - 40 points, Adjusted Current Ratio above or equal to 2 - 100 points).</p> <p>Continue with regular detailed forecast updates to monitor financial position. Suite of reports produced on a monthly basis including latest forecast by income stream, and departmental staffing reports. Mgmt Accounts (these include I&E Account, Balance Sheet, Cashflow, Financial Health & Bank Covenant calculations), along with detailed commentary. Accounts to include latest forecast, which is shared with ELT, CMT, Board & Bank.</p>		<p>of college. Increases surplus and cash to allow for higher college capital investment for the benefit of current and future students and a responsive curriculum which meets Local Skills Need.</p> <p>Transparent financial position known by all members of ELT/CMT & Board. Supports in-year curriculum development and effective risk management in ensuring budget is achieved along with positive student outcomes.</p>	<p>Borrowing as a %age of Income below 20% - 80 points, EBITDA above or equal to 4% - 40 points, Adjusted Current Ratio above or equal to 1.2 - 60 points.</p> <p>Budgeted Surplus of £785k achieved or exceeded.</p>
Develop medium term capital investment cash planning model	Develop 3-year capital requirements plan which require funding from college capital.		Students and staff have the necessary capital equipment to enable courses to be delivered to a high/industry standard,	College Capital budget of £400k + £1,724k of

			and staff have the correct digital equipment to enhance delivery effectiveness and efficiency. College capital budgets align to annual requirements to enable investment to increase student numbers, enhance student experience and outcomes.	capital grant funded
Achieve best value for project/capital investment through effective use of the College Procurement Strategy	Plan use of capital grants to allow best value to be achieved. Train all new staff on Procurement Policy/ Strategy/Procedures including elements of Financial Regulations. Develop procurement staffing expertise within the College, including funding Finance Officer - Purchasing to obtain CIPS level 4.		Limited budgets fully invested and best value obtained leading to largest impact on both staff and students.	
Ensure effective compliance with Managing Public Money and other implications of public sector reclassification	Regularly review Financial Regulations & procedures, and train all appropriate staff including any changes.			
Continued adherence to bank covenants, including effective governor assurance reporting	Covenant monitoring to remain as part of monthly Mgmt Accounts pack/reporting, which are reported through	31/07/2026	Continued good relationship with bank. No special approvals required for year-end external audit.	Debt Service Cover > 100% and Operational Leverage < 900%

	Resources Committee and Board meetings.			
Effective support and monitoring for budget holders, including training and continued link relationships	Budget 'links' already in place, with more complex budgets being linked to experienced Finance Staff. Budget holder training to be arranged for new budget holders (e.g., Director of School). Links proactive in supporting budget holders.	Budget holder training to take place within 2 weeks of commencing position, including Finance system & Procurement training.	Accurate forecasts produced; best value achieved. Departmental and college budget achieved. Budget holders supported to ensure departments have the correct staffing and non-pay resource to effectively deliver their agreed quality and performance targets.	Departmental and college budget achieved.
Corporate Services				
Continue implementation of Estates Strategy to ensure an effective, efficient and safe campus	<p>Continue works funded through the Transformation Fund (TF) and Condition Fund (CF) to address condition issues on campus.</p> <p>Maintain and improve Estate to ensure a healthy and safe environment. Risk Assessments up to date and policies updated to reflect latest agency guidance. Monitored through H&S Committee.</p> <p>Classrooms have standardised furniture and provide flexible teaching spaces, appropriate for class sizes.</p>	<p>TF - Jul 25 to Mar 26 CF - Aug 25 to Mar 27</p> <p>Aug 25 to Jul 26</p> <p>Jan-26</p>	<p>Improvements to College Estate aligned to the Estates Strategy.</p> <p>Update to date policies and any risks identified and mitigated. Reduction in accidents and incidents, and claims.</p> <p>Improved space utilisation and more efficient timetabling.</p>	<p>100% of TF grant spent by Mar 26 and CF by Mar 27.</p> <p>Reduction in Accidents and incidents reported in the Annual H&S report.</p> <p>Utilisation increases by 1% per year.</p>

Continue implementation of Environmental and Sustainability Strategy	Monitoring of Strategy and associated decarbonisation action plan through the Steering group and Committee.	Jul-26	Reduction in College's carbon footprint, with the implementation of energy efficient technologies, promote waste reduction and recycling schemes.	Reduction in energy consumption and volume of waste.
	Ensure College is ready to access and future grant opportunities.	Nov-25	Grant opportunities would accelerate the implementation of the strategy and decarbonisation action plan.	Effective use of funds and advance agreed KPI/targets.
Agree and begin implementation of IT Strategy 2025-2028	Finalise development of the IT Strategy, incorporating replacement to existing server estate and improvements to cyber resilience.	Nov-25	IT Strategy will provide a roadmap outlining key initiatives, timelines and investment plan for implementing the Strategy.	Strategy, investment plan agreed.
Continual monitoring of external threats and risks in order to update business continuity plans	Refresh existing Business Continuity Plans.	Jan-26	Business Continuity Plans and associated Disaster Recovery documentation is refreshed and aligned to latest best practice guidance or standards.	Refreshed plans.
	Undertake mock disaster scenarios, involving wider stakeholder groups	Jul-26	College has Business Continuity Plans that have been tested and stakeholders are aware of their roles in each plan	Successful scenarios undertaken.
Develop systems for coping with adult skills devolution and any other funding changes as required	Keep abreast of all changes relating to the devolution of the Adult Skills Fund and adapt	Jul-26	College will be able to adapt planning systems, reporting requirements and curriculum offer in	College systems and process aligned to LCA.

	<p>systems and monitoring requirements as appropriate.</p> <p>Ensure College is represented in any consultations or discussion about the direction of systems or processes implemented by the Lancashire Combined Authority</p>	Jul-26	<p>response to changes by the Combined Authority.</p> <p>The College will be positioned to influence proposals</p>	Smooth implementation of any changes.
Training in the production of, and consolidation of the use of, Data Protection impact assessments	<p>Review Data Protection Impact Assessment template and guidance documentation to ensure it reflects latest ICO guidance and undertake training with system owners and CMT members.</p>	Jul-26	The College will mitigate the risk that any new or changed systems will not have a detrimental impact on data subjects.	Training undertaken and DPIA in place any new systems.
	<p>Create register of all processing activity and DP impact assessments</p>	Jul-26	Register of all processing activity is up to date and compliant with ICO requirements.	Updated register of processing activities.
Cross College				
Rollout Digital Strategy and begin implementation with staff and students	Launch approved Digital Strategy through August Staff Development days.	Aug-25	Widespread staff awareness and knowledge of plans.	Number of attendees at Staff Development event

	Implement Year One actions within the detailed Strategy.	Jul-25	Expanded use of time saving solutions such as Teachermatic and CoPilot to link with implementation of Workload Strategy.	Survey of attendees to assess effectiveness. Numbers of staff using suggested platforms.
	Review progress and finalise delivery plan for year two.	Jul-25	Ensure plans within the Strategy remain fit for purpose.	Board sign-off of year one progress and year two plan.
Refinement of business planning process to ensure it continues to provide an effective mechanism for monitoring and planning	Business planning, and associated curriculum planning, framework agreed for October meetings round.	Oct-25	CMT leads clear about process to be followed and information required.	Board approval
	CMT review of effectiveness, including timings of meetings for rest of year.	Dec-25	Assurance that meetings cycle is in line with workload and timeliness of decisions.	
	Business and curriculum planning leads to agreed curriculum offer and budget for 26/27	Jul-26	Curriculum offer advertised appropriately and budget in place that reflects the financial impact of implementing the plan.	

Deliver College EDI Strategy, further strengthening our culture of diversity amongst staff and students, and providing opportunities for individual growth and development	<p>Agree and communicate 25/26 delivery plan.</p> <p>Staff mandatory training programme completed.</p> <p>25/26 annual report approved by Board, and actions for 26/27 agreed.</p>	<p>Aug-25</p> <p>Oct-25</p> <p>Jul-26</p>	<p>All staff clear about expectations.</p> <p>All staff aware of key EDI issues, with improved understanding.</p> <p>Clarity of actions taken by the College for both external and internal dissemination.</p>	<p>100% completion.</p> <p>Report published on website.</p>
Agree and explain College wide communication strategy, seeking feedback from staff and other stakeholders on preferred style	<p>Review staff survey comments/responses in relation to college communications.</p> <p>Finalise and promote Communication Strategy with Board, staff voice and wider staff</p>	<p>Oct-25</p> <p>Jan-26</p>	<p>Develop strategy that takes account of staff preferred communication methods.</p> <p>Clear Strategy in place, understood by staff, and launched through December/January staff development activities.</p>	<p>Strategy published on website.</p>
Develop and implement a College wide Wellbeing Strategy	<p>College Health and Wellbeing Group to develop first draft.</p> <p>Further discussions through CMT and Staff Voice groups.</p>	<p>Nov-25</p> <p>Feb-26</p> <p>Apr-26</p>	<p>Clear understanding of what is already offered, and what more needs to be done.</p> <p>Consultation and feedback mechanism in place.</p> <p>Clear intent that fits alongside other strategies</p>	

	Final Strategy to be approved by Resources Committee and Board		such as Workload Strategy.	Strategy published on website.
Communication and implementation of Staff Behaviour Code	Staff Behaviour Code launched at August Staff Development days.	Aug-25	Code provided to all staff, clear expectations.	Publication of Code.
	Code made available through home page of all staff on login.	Sep-25	Enhanced visibility of expectations.	
	Regular reinforcement alongside College values.	Jul-26	Constant reminders to enhance understanding and awareness.	
Human Resources				
Continue implementation of People Strategy, including continual review of pay and conditions to ensure that the College embeds its status as an employer of choice	Implementation of delivery plan for 2025/26 contained within detailed People Strategy.	Jul-26	Enhanced service for managers and staff.	Board report.
	Implement pay progression and negotiate annual pay award with recognised unions.	Oct-25	Positive staff engagement and morale.	Negotiations complete.
	Investigate potential recruitment/retention initiatives in harder to recruit areas.	Oct-25	Improved recruitment, less reliance on agency staff.	Scheme approved and adopted.
Effective implementation of recruitment systems to ensure a seamless transition from vacancy to onboarding and induction	Process review of recruitment system through consultation with service users.	Apr-26	Improved efficiency and understanding of correct processes.	Effective processes in place, validated by Internal Audit.

Plan tender exercise for HR and payroll system	Prepare specification to be used as part of a tendering exercise to be undertaken in 2026/27.	Feb-26	Framework in place for assessing system suitability/value for money.	Specification complete.
Develop consistent approach to ways in which managers record low level staff issues	Training for managers on dealing with staff performance or behaviour issues.	Dec-25	Improved knowledge and understanding.	Training agreed and delivered, 100% coverage. Agreed system in place.
	Clear procedures to be agreed in terms of how managers keep records of low level concerns, including how these are defined.	Nov-25	More transparent records of any issues.	
Develop whole College learning and development strategy following recruitment of L&D Manager	Recruit L&D Manager.	Oct-25	Identification of a manager to drive forward L&D within the College.	Appointment complete.
	L&D Manager, as chair of cross College staff development group, to work with others to develop and begin implementation of wide ranging L&D Strategy.	Jul-26	Clearly defined strategy to guide and monitor effectiveness of College L&D activities.	Strategy approved by Board.
Develop HR training programme to promote consistent practice for whole range of HR processes and systems	In conjunction with L&D Manager, develop suite of HR training programmes for managers.	Jan-26	Greater awareness and support.	Programme agreed and implementation begun.
	Engage external facilitators as appropriate.	Jul-26	Use of experts to better inform all managers, and HR, on best practice.	Programme agreed and implementation begun.

7) BOARD STATEMENT

On behalf of the Preston College Board, we can confirm that we conduct reviews in line with local skills duty, as described in this plan. This accountability statement 2025/26 sets out an agreed description of purpose and delivery objectives as approved by the Board at a meeting on 3 July 2025.

This accountability statement will be published on the College's website in line with Department for Education requirements.



A stylized, handwritten signature in black ink, appearing to read 'Jose Sedano-Martinez'.

JOSE SEDANO-MARTINEZ
Corporation Board Chair



A stylized, handwritten signature in black ink, appearing to read 'Simon Nixon'.

SIMON NIXON
Principal and Chief Executive