



education
training
collective

EQUALITY, DIVERSITY & INCLUSION

THE ANNUAL REPORT

2020/21





INTRODUCTION

The academic year 2020/2021 continued to be disrupted by the pandemic, with significant periods of lockdown. The summer term provided an opportunity for students to enjoy a more structured, on site learning experience and we prepared to welcome returning and new students to, what we hoped would be, a more recognisable learning and training environment.

As an agile organisation, our learners benefited from seamless transitions from on site to virtual and blended learning and training experiences. The collective approach of the group, enables leaders to embed hugely impactful strategies and processes across the entire group so that the whole becomes greater than the sum of its parts. For example, the business planning process and cycle of meetings ensures that the group can quickly align to stakeholder needs and can widen

participation by reaching out to the most vulnerable communities and to the families most affected by the pandemic.

All aspects of our responsibilities in terms of equality, diversity and inclusion were maintained during this year, with some innovative approaches and positive impact demonstrated.

The Equality, Diversity & Inclusion group has been strengthened with revised Terms of Reference, a diverse membership, refreshed Single Equality Scheme and actions.

The college group is proud of the care it has taken during this time to ensure positive outcomes for all its students and feedback from students alongside attendance and retention data supports our commitment.

The Single Equality Scheme is a reflection of our group's values and a demonstration of our commitment to our responsibilities under the Equality Act, 2010.

We believe that all those who form the community at The Education Training Collective (Etc.) (Governors, staff, students, visitors and contractors) are treated with dignity and respect. We take opportunities to celebrate diversity and we do everything we can to ensure there are no barriers to equality of opportunity.

The Education Training Collective Values

- High Performing but with Heart
- Quietly Confident with Absolute Focus on Success
- Building Real Skills for Real Jobs
- Proud to Serve our Students and Communities
- Aspirational but with Humility

The Single Equality Scheme is published on the website.

The E, D & I action plan for 2020/21 had 7 objectives:

1. Celebration of diversity through the group enrichment programme
2. Interrogate attendance, retention and achievement data to ensure equality of outcomes
3. Positively promoting opportunities for employment to enhance a diverse workforce
4. Appropriately skilled workforce who are able to undertake their responsibilities to E & D
5. Develop a bullying and harassment policy for staff
6. The production of staffing reports such as employment monitoring and gender pay
7. Achieve the Rainbow Flag Award





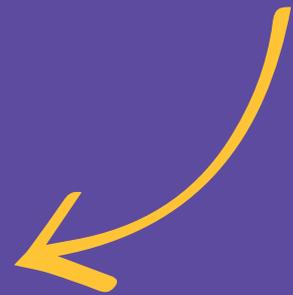
The Etc. celebrated 25 years of working in partnership with the Prince's Trust



The group raised over £900 for Macmillian with our Coffee Mornings



Etc. partnered with the North Tees and Hartlepool NHS Foundation Trust, to help promote job opportunities in the NHS



STRATEGIC INTENT: OUR PUBLIC SECTOR DUTIES

The Equality Act 2010 outlines our responsibilities to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Act brings together several pieces of existing legislation and expands the number of protected groups which are now categorised according to:

- Age
- Being or becoming a transsexual person
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Disability
- Race, including colour, nationality, ethnic or national origin
- Religion, belief and lack of religion/belief
- Sex
- Sexual orientation

This Single Equality Scheme describes our unified approach and strong commitment to equality, diversity and inclusion across the College community, our legal obligations and how we will achieve this.

The Curriculum and Student Support & Wellbeing Team can contribute to some key aspects of the Equality Duty, particularly in regard to promoting and celebrating diversity as part of our responsibility under the Prevent Duty.

GENDER PAY GAP REPORTING

In accordance with The Equality Act (Specific Duties and Public Authorities) Regulations 2017, the group has a legal duty to report on Gender Pay and to publish, both on its own website and on a government website, using six different measures:

- Mean Gender Pay Gap
- Median Gender Pay Gap
- Mean Bonus Gap
- Median Bonus Gap
- Proportion of males and females receiving a bonus payment
- Proportion of males and females in each pay quartile

Gender Pay Reporting as at 31/3/20

The College's mean gender pay gap is £2.04 per hour (£1.84 per hour in 19/20).

Median gender pay gap is £2.62 per hour (£1.96 per hour in 19/20).



EQUALITY, DIVERSITY AND INCLUSION: THE ROLE OF GOVERNORS

Governors are committed to promoting Equality, Diversity and inclusion within the Etc. and more widely within the communities that we serve. Examples of activity in which Governors have promoted equality of opportunity for learners and staff include:

- Governors have appointed a named Equality and Diversity Governor, with a remit to; ensure Governors are aware of the Corporation's statutory responsibilities in relation to equality, diversity and inclusion, and that action planning helps Etc. be as good as it can be; gain an understanding of the performance of group learners from an equality and diversity perspective and the group's action to address any performance gaps; consider information on activities to embed equality and diversity in lessons and more widely within the College and provide any suggestions for further improvements; gain an understanding of the College position in relation to equality and diversity from a staffing perspective, and the action taken to address any areas of concern; and ensure equality and diversity is highlighted within Governor recruitment and induction and all Governors receive appropriate training. The Link Governor regularly attends meetings of the college group Equality and Diversity group.
- Governors approve the group's Annual Equality, Diversity and Inclusion report and Single Equality Scheme. Governors regularly undertake mandatory Equality, Diversity and Inclusion training.
- Governors routinely monitor the impact of key policies and programmes on students, including safeguarding and Prevent.
- The Corporation Chair, Mark White OBE DL, has a particular commitment to promoting equality, diversity and inclusion in the community and is a Patron for the Black History Youth Awards and a Patron of Investing in People and Cultures CIC. He was appointed as Chair of the Association of Colleges Charitable Trust in 2020. His commitment has been recognised through awards, including the Black History Youth Awards Lifetime Achievement Award (2017), Tees Valley Black, Minority and Ethnic Background (BME) Lifetime Achievement Award (2015). The Corporation Chair was named as Champion Ambassador at the 2017 Gazette Community Champion Awards.
- The Corporation's Search and Governance Committee monitors the composition and membership of the Corporation, including from an equality, diversity and inclusion perspective. In spring 2021, as part of a survey by the Association of Colleges, all Governors provided information against a range of diversity indicators including gender, age, ethnicity, disability, religion/faith/belief, sexual orientation, socio-economic background, geographic mobility, previous education and thinking styles. Members recognised some areas in which diversity of the Board could be improved and this would be taken into account as part of recruitment activity. Members were pleased to note that, by 31 July 2021, there was equal gender representation across the Board.
- The Finance and Employment Committee considers gender pay gap information. At its June 2021 meeting, the committee reviewed gender pay gap information for 2019-20 and 2020-21 (due to a decision by the Equality and Human Rights Commission (ECHR) to suspend reporting requirements due to the impact of COVID on employers until October 2021). Governors noted a slight widening of the median pay gap and the intention to undertake further analysis and develop an action plan, with progress to be monitored through the Equality and Diversity group.
- During 2019-20, Governors focussed particularly on health and well-being for students and staff, taking account of the impact of the COVID-19 pandemic and associated restrictions. Governors monitored progress against the Student Support group Improvement Plan and also received information relating to the comprehensive support for vulnerable learners during 'lockdowns' and group participation in programmes to support students with mental health issues. Initiatives to support staff included staff wellbeing days and flexible working arrangements.
- Other key areas discussed by Governors have included: provision for students with high needs, including development of Preparing for Adulthood areas; English and maths improvements (through regular review of the English and maths group Improvement Plan); partnerships to promote student success, one example being 'The Girls' Network'; introduction of social value statement in support of Etc.'s Public Value Statement; and extension of Learner Support Funds to include support for IT needs.



Mark White
OBE DL
Corporation Chair



Richard Poundford
Corporation Vice Chair



Phil Cook
Chief Executive and
Group Principal



Fabienne Bailey
Independent Governor



Rachel Beeken
Independent Governor



Sam Beel
Staff Governor
(Redcar site)



Stuart Blackett
Independent Governor



Subhash Chaudhary
MBE
Independent Governor



Louise Davies
Independent Governor



Martin Gray
Independent Governor



Katy Ludgate
Staff Governor
(Stockton site)



Rob Mitchell
Independent Governor



Dot Smith
Independent Governor



Jen Vanderhoven
Independent Governor



Anne Vickers
Independent Governor



Mark Wilson
Independent Governor



Gary Wright
Independent Governor

THE LOCAL CONTEXT

The Etc. comprises of two general Further Education Colleges, a Sixth Form College and a training provider.

The Etc. reaches from Billingham in the north of Stockton-on-Tees to Redcar and Cleveland in the south of the Tees Valley. Based on the index of Multiple Deprivation 2019, the Tees Valley Combined Authority is one of the top 10 most deprived areas in the country. Middlesbrough has the highest proportion of deprivation in the authority followed by Hartlepool, Redcar, Stockton and Darlington.

Many of the campus facilities have undergone renovations in the past couple of years to improve the student experience.

The closure of schools during lockdown has been

linked to a negative impact on disadvantaged children, in particular those without the digital infrastructure and equipment in place to support home-schooling. The Tees Valley contains some of the most deprived areas in the country according to the Index of Multiple Deprivation with a large percentage of students on Free School Meals.

Tees Valley has experienced varying degrees of restrictions necessitated by Coronavirus for over 10 months, with an unprecedented economic impact. Although the ongoing vaccine rollout offers optimism for a potential return to normalcy by the second half of 2021, the duration of current restrictions and approaches to re-opening the economy remain unknown. Impact is likely to be felt for a considerable period of time.

OUR GROUP SITES



Bede Sixth Form College



NETA Training Group



Redcar & Cleveland College



Stockton Riverside College



The Skills Academy

LEARNER DATA

AGE

The group offers provision to both adult learners and young people. Our provision is inclusive and meets the needs of both younger people, adults of an economically active age and those beyond retirement. In 2020/21 the group reported that:

- 31.7% of learners were aged 16-18
- 66.6% were aged 19+
- 1.8% were 14-15 years old

ETHNICITY

The percentage of the Tees Valley Combined Authority population from an ethnic minority background was 2.8% in 2011 (the last national census survey).

Please note that the table below is excluding NETA Commercial learners.

The ethnic groupings of the Etc. learners in 2020/21 were as follows:

ETHNIC GROUP	PERCENTAGE
White British	88.4%
Asian	0.9%
Other white	2.7%
Pakistani	1.7%
African	1.5%
Multiple ethnicity	0.6%
Other ethnicity	2.6%
No information provided	1.6%





EQUALITY IN THE CURRICULUM AND OUTCOMES FOR LEARNERS

16-18 year olds:

There were no significant gaps between 16-18 male and female learners. Male achievement down by 2.2% on last year. Female down by 0.6%. All were above the national rate.

For learners with additional learning needs the achievement was 3.5% below those without additional needs. There is no significant difference for ethnic minority learners.

The postcode uplift shows 2.3% below college rates, however learners in receipt of free college meals showed a positive picture against college rates.

Learners with an EHCP demonstrated a strong performance against college rates at 87.6 and a similar picture for learners with high needs. Learners with a social worker showed achievement rates (77%), significantly lower than the college average and poor retention. Care leavers retention and achievement is similarly disappointing. This has been a particularly challenging year for young people with additional support needs. Our concern about this particular group is reflected in the objectives set for this year.

19 and older:

There is no significant difference for gender in the 19+ group, in terms of retention and achievement. Learners with disabilities and difficulties in this age group have seen a decline in pass rates since 19/20. Although above the national rate, at 89.1%, this is 3% below those learners without additional learning needs.

In terms of ethnicity, minority groups were retained ahead of white British learners but with lower pass rates (-4%).

In terms of postcode uplift, retention is strong. Learners in receipt of free college meals shows a similar picture.

CHILD POVERTY:

In the NE, 37% of all children and young people were living in poverty over the three years prior to the Covid-19 pandemic (2017/18 to 2019/20) – equivalent to more than 11 children in a classroom of 30 across the region, and up from an average of 34% in the three years period.

The North East shows the greatest growth in child poverty over the past five years and has risen by a third, taking it from below the UK average to the second highest of any region (37%) with London



being the highest at 38%. The UK national rate is 31%.

Locally:

36.8% of children live in poverty in Redcar and Cleveland.

35.3% of children live in poverty in Stockton. All 12 North East councils are included in the 20 UK local authority areas which saw the highest increases in child poverty from 2014/15 to 2019/20 - indeed all 12 top this list.

Child poverty also impacts on education outcomes, from the early years to adult skill formation. At all education stages, attainment for pupils who are identified as 'deprived' is poorer than for students from non-deprived group.

In the North East, the percentage of children achieving a 'good level of development' at age two to two and a half is above the national rate in most local authority areas, as is attainment.

Rates of educational attainment are also above the national level – and second only to London among English regions – at KS1 and 2. However, by KS4 the region has the lowest rates of attainment and overall scores for any English region.

Researchers at the University of Durham examined the relationship between long-term disadvantage and secondary school attainment. They found that regional differences relate to factors such as poverty and disadvantage, rather than – as often proposed – to school quality.

Research for the Department for Education also found a close relationship between family income and attainment at all stages of education (DfE 2017).

DISADVANTAGED POSTCODES

In 2020/21, 46.9% of all 16-18 funded learners at Etc. and 50.0% of 19+ were from disadvantaged postcodes this has increased to 49.7% of 16-18 funded learners and 55.0% of 19+ enrolled to date are from disadvantaged postcodes in 2021/22.

FREE SCHOOLS MEALS:

In 2020/21, 339 students aged 16-18 were entitled to free meals – this is a 14% increase on the previous year (297).

In 2020/21 RCC had the highest percentage of students receiving free meals with 19% of 16-18 in this category, closely followed by SRC at 16%. Bede and NETA has relatively low numbers at 7% and 4% respectively.

STAFFING

The Group has an overarching strategy of becoming a 'Great Place to Work' and our Staff Survey Results provide an indication of a very positive direction of travel.

In 2020 our staff survey results, with an overall response rate of 97%, included the following responses:

- I am treated with respect by my colleagues 97%
- I am familiar with policies on equality, diversity, and inclusion 99%
- The college respects diversity 99%
- The College provides a suitable environment for persons with a disability 97%
- I would recommend the college as a good place to work 96%

GENDER PAY

There are 2 sets of data covering the years 19/20 and 20/21 as a result of the Equality and Human Rights Commission (ECHR) decision to suspension reporting requirements due to the impact of COVID on employers until October 2021. These have been reported to both the Group Senior Management Team and to Governors through the Finance and Employment Committee.

In line with Government guidance:

- The data has been taken from the March 2019 and March 2020 payroll which includes the snapshot dates of 31 March 2019 and 31 March 2020 respectively;
- The data includes all employees who are paid on a substantive or fixed term basis;
- The data includes basic pay and relevant allowances but not overtime pay, redundancy or termination payments, or non-cash benefits such as those paid through salary sacrifice;

Key External Metrics		
	19/20	20/21
% difference in hourly pay mean	12.0	13.2
% difference in hourly pay median	13.8	17.9
% men in upper pay quartile	44.0	47.0
% women in upper pay quartile	56.0	53.0
% men in upper middle pay quartile	36.0	35.0
% women in upper middle pay quartile	64.0	65.0
% men in lower middle pay quartile	28.0	30.0
% women in lower middle pay quartile	72.0	70.0
% men in lower pay quartile	24.0	19.0
% women in lower pay quartile	76.0	81.0
% men received bonus pay	1.9	0.4
% women received bonus pay	2.5	1.4
% difference in bonus pay mean	27.8	18.4
% difference in bonus pay median	7.2	16.8

As the data sets show there has been a widening of the mean gender pay gap of £2.04 per hour in 20/21 (£1.84 in 19/20) with a greater percentage of women falling within the lower pay quartile 81% in 20/21 (76% in 19/20). Work has been undertaken to better understand this and the action plan will be monitored through the expanded Equality, diversity and inclusion group.

Stockton Riverside College's GCSE English teaching staff were shortlisted for the 2021 Tes FE Awards, in the Outstanding GCSE Resits Provision category.



EQUALITY OBJECTIVES 2020/21

Our objectives for 2020/2019 were as follows:

1. Celebration of diversity through the group enrichment programme
2. Interrogate attendance, retention and achievement data to ensure equality of outcomes
3. Positively promoting opportunities for employment to enhance a diverse workforce
4. Appropriately skilled workforce who are able to undertake their responsibilities to E&D
5. Develop a bullying and harassment policy for staff
6. The production of staffing reports such as employment monitoring and gender pay
7. Launch the Rainbow Flag Award to ensure inclusivity of LGBT+

PERFORMANCE AGAINST THESE OBJECTIVES WERE:

OBJECTIVE 1 - Celebration of diversity through the group enrichment programme.

E&D is a key theme for every month through the TSide brochure. The promotion of positive, respectful behaviour alongside healthy, inclusive attitudes are a key focus of our enrichment programme.

Measurement of understanding will be demonstrated through monthly reports.

The Ready Respect induction for the first 6 weeks of term has a focus on EDI. Specific activities focused on EDI, throughout the year include,

'More in Common' which incorporates Black History Month, the February focus on LGBT+ month and April which is the 'Respect' month. A significant focus during April 2021 was on sexual violence and harassment and gender equality. Preventing, recognising and responding to mental health issues and providing opportunities to engage in activities to support wellbeing, has been a key focus for enrichment during this year. We recognise the potential impact of poor mental health on our learners and have been creative in our approach to promote wellbeing.

Throughout mental health week in May, learners were provided with many opportunities to engage with external speakers focusing on motivation, harmful behaviour and developing positive attitudes. These were very well received across the group with almost 90% of attendees saying they knew more about the issues discussed following the event, than before.

OBJECTIVE 2 - Interrogate attendance, retention and achievement data to ensure equality of outcomes.

This is reported at every Vulnerable Learners sub-group meeting. Retention reports now include students with; Social Worker, Looked After Children and Care Leavers.

We are investigating the collation of data relating to other protected characteristics through enrolment (2021).

The Equality, Diversity and Inclusion group includes standing agenda items to review retention and attendance for these groups.

Example of some social media posts the Etc. have produced to support social events.



Example of our Everyone's Invited posters which were distributed across all sites to help combat sexual harassment and raise awareness of the issue.

**College is a safe place to be.
Sexual harassment and
violence is unacceptable.**

Let's have the conversation.

**IT IS NOT OK
IT IS NOT A JOKE.**

Call **NSPCC** on **0800 136 663** or email
help@nspcc.org.uk for support and advice.
For support in **College** email **safe@the-etc.ac.uk**



OBJECTIVE 3 - Positively promoting opportunities for implement to enhance a diverse workforce.

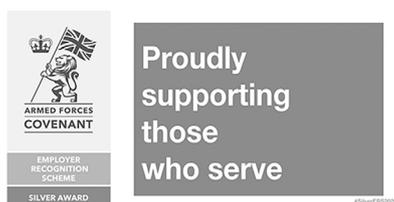
The group achieved the Disability Confident Award.



As a Disability Confident Committed Employer we have committed to:

- Ensure our recruitment process is inclusive and accessible
- Communicating and promoting vacancies
- Offering an interview to disabled people who meet the minimum criteria for the job
- Anticipating and providing reasonable adjustments as required
- Supporting any existing employee who acquires a disability or long term health condition, enabling them to stay in work
- At least one activity that will make a difference for disabled people

The group achieved the Armed Forces Covenant Silver Award.



Our recruitment and selection processes have been reviewed and a new Recruitment Policy introduced supported by further training for line managers.

OBJECTIVE 4 - Appropriately skilled workforce who are able to undertake their responsibilities to E&D.

All staff are required to complete ACAS Equality and Diversity training and those with recruitment responsibilities receive additional training. Completion levels are robustly monitored (96%). All new starters are required to complete this during the induction period and it is renewed every 3 years.

OBJECTIVE 5 - Develop a bullying and harassment policy for staff.

The Staff Code of Conduct sets out expectations of staff and this year this was strengthened with the introduction of a new policy: Harassment, discrimination and bullying.

OBJECTIVE 6 - Staffing reports: Gender pay gaps and employment monitoring.

Gender Pay Reports are prepared in line with legislative requirements and reported to the Finance and Employment Committee.

The Group Gender Pay Reports are accessible on the Gov.uk website and The Group website.

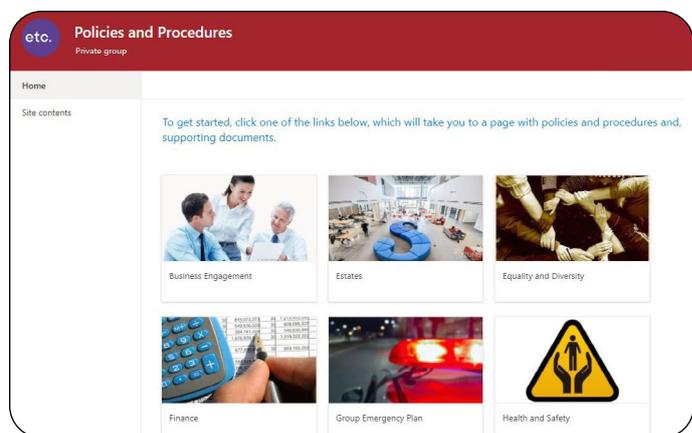
The gender pay reports have been published on the Gov.uk website in accordance with legislative requirements and are published on the Et.c website.

Employment related data is reported to every Finance and Employment Committee and includes staffing numbers, health and well being, voice and representation, work life balance, workforce make up, e.g. type of contract, age profile in line with our Great Place to Work Strategy.

OBJECTIVE 7 - Launch the Rainbow Flag Award to ensure inclusivity of LGBT+

The action plan for the Rainbow Flag Award is complete with the evidence ready to submit. We are expecting to have this approved at the first available date (February 2022).

Example of our Staff Gateway facilities available across all sites.



STUDENT SUCCESS



LEWIS HAS GAINED A MAINTENANCE OPERATIONS ENGINEERING TECHNICIAN (MOET) APPRENTICESHIP WITH PD PORTS!

Name: Lewis



Lives: Roseworth

Age: 17

Course: Mechanical

More from Lewis...



- My three words to describe NETA would be informative, useful and enjoyable!



The staff at NETA have been very helpful due to the amount of industry experience they have, they are also able to explain any points which they are making and answer any questions I have. I would recommend NETA to anyone who is wanting to go on to work in engineering.

Next Steps...



Lewis hopes that his apprenticeship will help him up the career ladder. He hopes to achieve a high level position in his field and ultimately would like to be in a job that he enjoys and is successful in.

STUDENT SUCCESS



ZAKIYYA IS PROUD OF HER ACHIEVEMENTS

Name: Zakiyya

Lives: Thornaby

Age: 18

Course: History, Art & Design and Maths

Why I chose Bede...



Offered the opportunity to work with a mentor as part of the College's initiative with The Girls' Network, she said she has learnt many additional valuable lessons.

Next Steps...



Zakiyya is off to study economics and business management at Newcastle University. She said: "I'm quite happy and proud of myself."

Studying at Bede has been amazing fun but also difficult at the same time. I have come away from Bede with better friends and a better view of the world.

STUDENT SUCCESS



FORMER IT STUDENT JESSICA CODES HER WAY TO SUCCESS

Name: Jessica

Lives: Stockton

Aspiration: Work in computing

Course: Computing (BTEC)

Why I chose SRC...



- My course contained 18 modules, and covered a range of areas, which allowed me to explore my options and choose my modules accordingly.

Next Steps...



Jessica is now a lead web applications developer. She works as part of an agile team, responsible for the key delivery of their company application. "I love my job," she says. "And I am very passionate about the work I produce. My dream goal is to keep progressing, and one day become a development manager, where I will have greater responsibilities and can not only improve my own skills but help others too."

I would 100% recommend Stockton Riverside College as a place to study after school, particularly if you prefer a hands-on practical way of working (BTEC), as opposed to A levels/exams, which was also the category I found myself in when I finished school, and I am so pleased I did!

STUDENT SUCCESS



RIO'S CAREER HAS TAKEN OFF AFTER SECURING HER **FIRST HAIR STYLIST JOB!**

Name: Rio

Lives: Whitby

Aspiration: Hair Stylist

Course: Level 3 Hairdressing

Why I chose Redcar...



- Living in Whitby, this was the closest college to me that offered this type of course
- The tutors are really good here and they are always willing to support you
- It offered me the opportunity to meet new people



I have always wanted to do hairdressing. It is really interesting and when I was little I would cut my own hair so I always knew from an early age that this was my career aspiration. I am really happy to have secured my first job as a hair stylist in a hair salon in Whitby.

Next Steps...



My next steps are to continue to gain experience working in hair salons and then hopefully I might be able to have my own salon in the future!

OUR GRADUATION CEREMONIES

Our graduation ceremonies offer the perfect opportunity to celebrate the achievements of our higher education students at the very heart of our communities.

In 2020 hosting our ceremonies as usual was not feasible due to the pandemic and subsequent lockdown. Class of 2020 students, however will be graduating in October alongside our Class of 2021 graduates.



Rachel, BA (Hons)
Education and Training,
Redcar and Cleveland
College in 2019

“I never believed I would be able to complete a full degree but through the course I found a confidence I didn't know I had.”

STUDENT SUCCESS



THE NUMBERS BEGIN TO ADD UP FOR JAKE AS HE SECURES A FINANCE APPRENTICESHIP

Name: Jake

Lives: Stockton

Aspiration: To work in finance

Course: Prince's Trust Team course

Why I chose PT...



- To boost my confidence
- To improve my employability and interview skills
- To gain more work experience and improve my skills



The Prince's Trust gave me the opportunity I needed to pursue a career in finance. The course really improved my confidence and helped me believe in myself and my own abilities.

Next Steps...



Jake is now working as a Finance Apprentice at Stockton Riverside College.

OBJECTIVES FOR 2021/22

The Education Training Collective will continue to drive forward to reach its goal of being outstanding.

Our objectives for 2021/22 are as follows:

1. In 21-22 to understand the staff profile and work force make-up in relation to the protected characteristics and identify any emergent themes aligned to the stated aims in the Single Equality Scheme
2. To promote methods of ensuring all resources are accessible across the group
3. To interrogate attendance, retention and achievement data of LAC/those with Social workers to promote equality of outcomes and interventions
4. Investigate integration of 'Pronouns' across the group and produce a draft action plan for implementation
5. Achieve the NNECL Quality Mark



APPENDIX 1 - STUDENT DATA TABLES

GENDER

Gender	Female		Male		Total
Year	Learners	%	Learners	%	
2017/18 SRC	3313	59.1%	2291	40.9%	5604
2017/18 RCC	992	32.8%	2034	67.2%	3026
2018/19 SRC Group	4492	60.4%	2950	39.6%	7442
2019/20 Etc.	4641	56.5%	3579	43.5%	8220
2020/21 Etc.	4237	52.4%	3846	47.6%	8083

GENDER/AGE

Age	2017/18 SRC		2017/18 RCC		2018/19 SRC Group		2019/20 Etc.		2020/21 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
14-15	57	%	33	%	82	%	145	%	45	%
F - Female	21	36.8%	13	39.4%	38	46.3%	54	37.2%	33	73.3%
M - Male	36	63.2%	20	60.6%	44	53.7%	91	62.8%	12	26.7%
16-18	1708		671		2300		2643		4409	
F - Female	858	50.2%	264	39.3%	1116	48.5%	1169	44.2%	2288	94.7%
M - Male	850	49.8%	407	60.7%	1184	51.5%	1474	55.8%	2121	93.4%
19+	3839		2322		5060		5432		6229	
F - Female	2434	63.4%	715	30.8%	3338	66.0%	3418	62.9%	3798	96.8%
M - Male	1405	36.6%	1607	69.2%	1722	34.0%	2014	37.1%	2431	98%
Total	5604		3026		7442		8220		10,683	

AGE

Age	2017/18 SRC		2017/18 RCC		2018/19 SRC Group		2019/20 Etc.		2020/21 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
14-15	57	1.0%	33	1.1%	82	1.1%	145	1.8%	45	0.4%
16-18	1708	30.5%	671	22.2%	2300	30.9%	2643	32.2%	4409	41.2%
19+	3839	68.5%	2322	76.7%	5060	68.0%	5432	66.1%	6229	58.4%
Total	5604		3026		7442		8220		10,683	

DISABILITY

Learners with Disabilities	2017/18 SRC		2017/18 RCC		2018/19 SRC Group		2019/20 Etc.		2020/21 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
Has Disability	1120	20.0%	421	13.9%	1585	21.3%	1620	19.7%	2587	24.3%
Has No Disability	4352	77.7%	1707	56.4%	5454	73.3%	6267	76.2%	7993	75.1%
No information	132	2.4%	898	29.7%	403	5.4%	333	4.1%	58	0.6%
Total	5604		3026		7442		8220		10,638	

DISABILITY/AGE

Age	2017/18 SRC		2017/18 RCC		2018/19 SRC Group		2019/20 Etc.		2020/21 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
14-15	57	%	33	%	82	%	145	%	45	%
Has Disability	17	29.8%	5	15.2%	25	30.5%	29	20.0%	23	51.1%
Has No Disability	27	47.4%	5	15.2%	48	58.5%	107	73.8%	22	48.9%
No information	13	22.8%	23	69.7%	9	11.0%	9	6.2%	0	0%
16-18	1708		671		2300		2643		4409	
Has Disability	468	27.4%	191	28.5%	681	29.6%	718	27.2%	1328	30.1%
Has No Disability	1207	70.7%	435	64.8%	1552	67.5%	1888	71.4%	3079	69.8%
No information	33	1.9%	45	6.7%	67	2.9%	37	1.4%	2	0.1%
19+	3839		2322		5060		5432		6229	
Has Disability	635	16.5%	225	9.7%	879	17.4%	873	16.1%	1259	20.2%
Has No Disability	3118	81.2%	1267	54.6%	3854	76.2%	4272	78.6%	4914	78.8%
No information	86	2.2%	830	35.7%	327	6.5%	287	5.3%	56	1%
Total	5604		3026		7442		8220		10,683	

RELIGION/BELIEF *Please note data not available for RCC 2017/18*

Religion/Belief	2017/18 SRC		2018/19 SRC Group		2019/20 Etc.		2020/21 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%
No information	742	13.2%	1353	18.2%	1479	18.0%	1032	12.8%
Atheist/Agnostic	895	16.0%	980	13.2%	1143	13.9%	1690	20.9%
Catholic/Roman Catholic	396	7.1%	411	5.5%	418	5.1%	490	6.1%
Christian	1541	27.5%	1628	21.9%	1603	19.5%	1668	20.6%
Hindu	9	0.2%	10	0.1%	11	0.1%	8	0.1%
Jewish	1	0.0%	1	0.0%	1	0.0%	1	0.0%
Methodist	21	0.4%	26	0.3%	20	0.2%	32	0.4%
Muslim	276	4.9%	349	4.7%	305	3.7%	313	3.9%
Other	420	7.5%	492	6.6%	517	6.3%	618	7.6%
Prefer not to say	1165	20.8%	2029	27.3%	2574	31.3%	2052	25.4%
Protestant	131	2.3%	146	2.0%	134	1.6%	159	2.0%
Sikh	7	0.1%	17	0.2%	15	0.2%	20	0.2%
Overall	5604		7442		8220		8083	

SEXUAL ORIENTATION *Please note data not available for RCC 2017/18*

Sexual Orientation	2017/18 SRC		2018/19 SRC Group		2019/20 Etc.		2020/21 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%
No information	821	14.7%	735	9.9%	1233	15.0%	1028	12.7%
BI - Bi-Sexual	122	2.2%	148	2.0%	151	1.8%	216	2.7%
GL - Gay or Lesbian	79	1.4%	101	1.4%	122	1.5%	120	1.5%
H - Hetrosexual	3827	68.3%	4207	56.5%	3185	38.7%	5201	64.3%
P - Prefer not to say	753	13.4%	2250	30.2%	3526	42.9%	1513	18.7%
T - Transgender	2	0.0%	1	0.0%	3	0.0%	5	0.1%
Total	5604		7442		8220		8083	

ETHNICITY

Ethnicity	2017/18 SRC		2017/18 RCC		2018/19 SRC Group		2019/20 Etc.		2020/21 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
White/White British	4672	83.4%	2896	95.7%	6367	85.6%	7271	88.5%	3876	87.9%
Pakistani	122	2.2%	19	0.6%	158	2.1%	139	1.7%	N/A	0%
No information	181	3.2%	50	1.7%	245	3.3%	151	1.8%	17	0.3%
All other BME	629	11.2%	61	2.0%	672	9.0%	659	8.0%	516	11.8%
Total	5604		3026		7442		8220		4409	

16-18 - LEARNING DIFFICULTIES OR DISABILITIES

Hybrid End Year	Age Group	LDD	Achievement %
15/16	16-18	LLD - Yes	74.2%
16/17			79.4%
17/18			83.4%
18/19			88.2%
19/20			86.6%
20/21	16-18	LLD - Yes	93%
15/16	16-18	LLD - No	80.2%
16/17			81.4%
17/18			84.0%
18/19			89.6%
19/20			89.7%
20/21	16-18	LLD - No	94.6%
15/16	16-18	LLD - Unknown	84.1%
16/17			82.9%
17/18			78.1%
18/19			87.3%
19/20			86.7%
20/21	16-18	LLD - Unknown	100%

19+ - LEARNING DIFFICULTIES OR DISABILITIES

Hybrid End Year	Age Group	LDD	Achievement %
15/16	19+	LLD - Yes	87.6%
16/17			90.0%
17/18			91.4%
18/19			93.4%
19/20			92.2%
20/21	19+	LLD - Yes	96.3%
15/16	19+	LLD - No	91.0%
16/17			91.0%
17/18			91.5%
18/19			93.1%
19/20			92.8%
20/21	19+	LLD - No	97.6%
15/16	19+	LLD - Unknown	91.4%
16/17			88.0%
17/18			90.2%
18/19			92.4%
19/20			97.1%
20/21	19+	LLD - Unknown	93.3%

16-18 - ETHNICITY

Hybrid End Year	Age Group	Ethnicity	Achievement %
14/15	16-18	All Minorities	81.5%
15/16			84.0%
16/17			87.6%
17/18			91.1%
18/19			94.0%
19/20			90.4%
20/21			16-18
14/15	16-18	White British	79.0%
15/16			78.4%
16/17			80.0%
17/18			82.8%
18/19			88.4%
19/20			88.6%
20/21			16-18
14/15	16-18	Not Provided	87.8%
15/16			84.4%
16/17			88.9%
17/18			78.7%
18/19			89.0%
19/20			53.8%
20/21			16-18

19+ - ETHNICITY

Hybrid End Year	Age Group	Ethnicity	Achievement %
14/15	19+	All Minorities	90.9%
15/16			92.5%
16/17			92.3%
17/18			93.3%
18/19			94.3%
19/20			93.3%
20/21			19+
14/15	19+	White British	89.2%
15/16			85.5%
16/17			90.4%
17/18			90.7%
18/19			92.6%
19/20			92.5%
20/21			19+
14/15	19+	Not Provided	86.3%
15/16			89.7%
16/17			85.1%
17/18			97.1%
18/19			94.4%
19/20			93.2%
20/21			19+

16-18 - GENDER

Hybrid End Year	Age Group	Gender	Achievement %
14/15	16-18	Male	78.7%
15/16			78.6%
16/17			81.0%
17/18			84.0%
18/19			88.9%
19/20			88.4%
20/21			16-18
14/15	16-18	Female	80.3%
15/16			79.8%
16/17			80.8%
17/18			83.4%
18/19			89.0%
19/20			89.1%
20/21			16-18

19+ - GENDER

Hybrid End Year	Age Group	Gender	Achievement %
14/15	19+	Male	92.3%
15/16			92.5%
16/17			92.5%
17/18			92.7%
18/19			93.6%
19/20			92.6%
20/21			19+
14/15	19+	Female	85.6%
15/16			87.8%
16/17			89.1%
17/18			90.6%
18/19			92.7%
19/20			92.7%
20/21			19+



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