etc. **education training collective**

EQUALITY, DIVERSITY & INCLUSION
THE ANNUAL REPORT

2022/23

INTRODUCTION

It's my privilege to introduce the Education Training Collective's Annual Equality, Diversity and Inclusion Report, 2022 – 2023 to you. In a time of significant change and progress, the principles of equality, diversity, and inclusion have never been more relevant.

The Education Training Collective (Etc.) and every one of its constituent colleges and training providers is committed to ensuring that our students, staff and stakeholders learn, train and work in environments where these principles and practices are deeply embedded.

Our vision of fuelling ambition and driving success in a resurgent Teesside is built upon creating opportunity and economic prosperity for those whom we serve.

So this means working unwaveringly for equality of opportunity for all, learners and colleagues alike, together with an understanding of the rich experience we all gain from being part of a diverse community. And we constantly work to create an inclusive, welcoming culture that respects and acknowledges that we have much to learn from one another – precisely because of our range of backgrounds and the things that make us different.

Through these pages, I hope you'll gain an insight into our journey towards creating that equitable, diverse, and inclusive working and learning community. There's information on the people that make us what we are, on the goals we set ourselves through the year, what we achieved, and what we feel we need to do next. There are some inspirational examples too, to illustrate, and celebrate, what this means for our people.

Leading this work is a group of committed and ambitious colleagues and students, and this report serves as a testament to our commitment to these values. It sets out the strides and the gains we have made along the way and what we have done together to create a learning organisation where every individual is welcomed, respected, and given the opportunity to thrive.
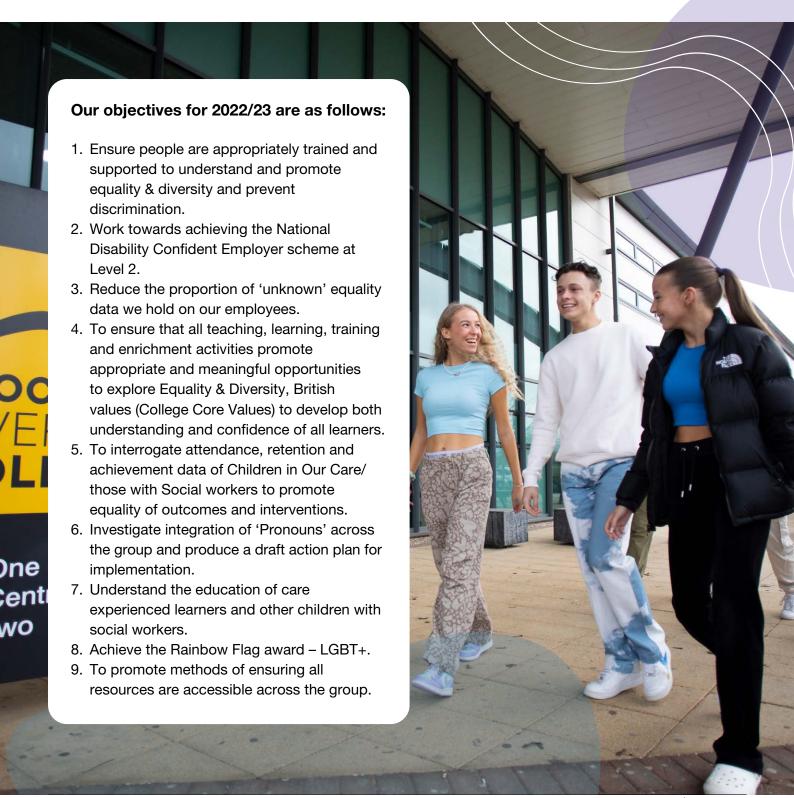
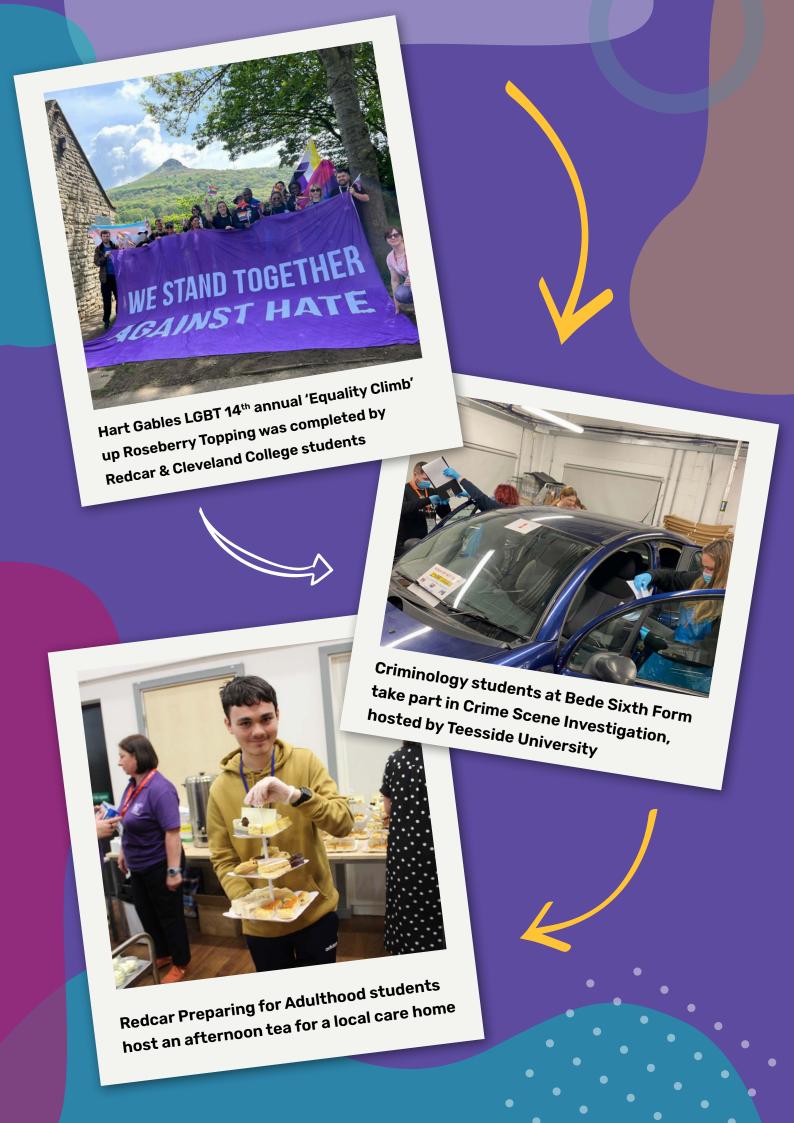I commend it to you.

Grant Glendinning

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

Our objectives for 2022/23 are as follows:

1. Ensure people are appropriately trained and supported to understand and promote equality & diversity and prevent discrimination.
2. Work towards achieving the National Disability Confident Employer scheme at Level 2.
3. Reduce the proportion of 'unknown' equality data we hold on our employees.
4. To ensure that all teaching, learning, training and enrichment activities promote appropriate and meaningful opportunities to explore Equality & Diversity, British values (College Core Values) to develop both understanding and confidence of all learners.
5. To interrogate attendance, retention and achievement data of Children in Our Care/ those with Social workers to promote equality of outcomes and interventions.
6. Investigate integration of 'Pronouns' across the group and produce a draft action plan for implementation.
7. Understand the education of care experienced learners and other children with social workers.
8. Achieve the Rainbow Flag award – LGBT+.
9. To promote methods of ensuring all resources are accessible across the group.

Hart Gables LGBT 14th annual 'Equality Climb' up Roseberry Topping was completed by Redcar & Cleveland College students

Criminology students at Bede Sixth Form take part in Crime Scene Investigation, hosted by Teesside University

Redcar Preparing for Adulthood students host an afternoon tea for a local care home

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 31/3/23

The College's mean gender pay gap is 13.30% (12.46% in 2022).

Median gender pay gap is 16.25% (15.26% in 2022).

*Charlotte, **Welding***

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 appoint 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 group and provide any suggestions for further improvements; gain an understanding of the group 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. Throughout 2022/23, the Link Governor regularly attended meetings of the Equality, Diversity and Inclusion group and provided challenge across a range of inclusion and diversity issues.

- Governors approved the group's Annual Equality, Diversity and Inclusion report in December 2022. Governors commented on an impressive report with diversity clearly visible throughout. They discussed the group's support for and work with asylum seekers and refugees, and the additional support available through local authorities.

- In December 2022, governors approved the updated Single Equality Scheme, which would be used to inform Equality, Diversity and Inclusion activity across the group. This was presented alongside the Annual Equality, Diversity and Inclusion Report with the aim of providing governors with a more timely and consistent approach.

- The Corporation's Search and Governance Committee monitors the composition and membership of the Corporation, including against diversity indicators such as gender, age, ethnicity, disability, religion/faith/belief, sexual orientation, socio-economic background, geographic mobility, previous education and thinking styles. Governors were pleased to note that the proportion of female governors on the Board was consistently higher than male governors during 2022/23, with equal gender representation across committee chairships; Board composition was broadly in line with diversity data for the group's student population and local area. Governors recognised some areas in which diversity of the Board could be improved. This included in relation to disability, ethnicity and age and this was taken into account as part of governor recruitment activity. The Search and Governance Committee noted improved age distribution and range of thinking styles as a result of governor recruitment during the year.

- At its November 2022 meeting, the Finance and Employment Committee considered gender pay gap information as at 3 March 2022. Governors noted a widening of the mean gender pay gap and the intention to undertake further analysis and develop an action plan. This would include: recruitment activity, starting salaries especially for lower paid staff, career development opportunities and labour turnover rates. The higher percentage of females employees than male in the upper and upper middle pay quartiles was, however, noted and strategies to close the gender pay gap were discussed by the committee. Progress would be monitored through an Equality, Diversity and Inclusion subgroup focussed on staff profile and workforce make up.

- The Standards Improvement Committee continued their focus on destinations by disadvantaged groups. At its June 2023 meeting, governors received a presentation on pre-16 provision and noted the Skills Academy's positive impact on learners from one of the hardest to engage cohorts. The committee received an update on the Gender Innovation in Engineering project at its October 2022 meeting, noting the provision of gender appropriate personal protective equipment and the 60% increase in recruitment of female students at NETA in 2022/23. The committee also focused on gender performance gaps at Redcar and Cleveland College and monitored actions taken in year to ensure gender gaps were addressed enabling females and males to make the same expected progress. The effects of qualification reforms on disadvantaged student cohorts were also considered.

- Governors routinely monitor the impact of key policies and programmes on students, including safeguarding and Prevent.

- A particular focus for governors during 2022/23 was student well-being, recognising the ongoing impact of the COVID-19 pandemic. In May 2023, governors discussed opportunities for training for older people to enable them to return to the workforce post-COVID at a Governor Workshop and students gave an impactful presentation to Corporation on student mental health and wellbeing. Governors recognized their role in ensuring support for students' wellbeing across the group. Further updates on support to vulnerable students were provided as part of regular updates on student safeguarding to the FE Corporation and progress updates against the Maintaining Learning and Cost of Living Group Improvement Plans at each Standards Improvement Committee meeting.

Stuart Blackett
Corporation Vice Chair

Dot Smith
Corporation Vice Chair

Grant Glendinning
Chief Executive and
Group Principal

Fabienne Bailey
Independent Governor

Rachel Beeken
Independent Governor

**Subhash Chaudhary
MBE**
Independent Governor

Louise Davies
Independent Governor

Liz Dixon
Staff Governor
(Stockton site)

Amanda Olvanhill
Independent Governor

Lorraine Preston
Staff Governor
(Redcar site)

**Hamish
Rutherford**
Independent Governor

Andrea Tomlinson
Independent Governor

Hope Ubertalli
Student Governor
(Stockton site)

Anne Vickers
Independent Governor

David Watson
Independent Governor

Mark Wilson
Independent Governor

THE LOCAL CONTEXT

Etc. is made up of two further education colleges, Redcar and Cleveland College and Stockton Riverside College, a sixth form college, Bede Sixth Form, and an engineering training provider, NETA.

The Group's curriculum aims to provide people of all ages with the knowledge, skills and behaviours they need to thrive and flourish in their chosen vocation. In short, we aim to build real skills for real jobs.

The curriculum is carefully designed to meet local and regional needs and is aligned to both the Tees Valley and Stockton-on-Tees Strategic Economic Plans. A wide variety of stakeholders have considerable input into the Group's curriculum and consequently it encompasses experiences and opportunities for students to develop a range of employability skills that enables progression to positive outcomes at the end of their course.

Etc. serves the boroughs of Stockton-on-Tees and Redcar & Cleveland in the Tees Valley. 330,000 people, almost half the residents in the Tees Valley, live in the two boroughs. In terms of secondary school performance, Stockton performs well against local and regional performance indicators; Redcar less so, with this trend evident across the majority of social and economic indicators. This is illustrated through the last census that showed Stockton had 23.1% of residents with no qualifications (just above the national average of 22.5%); the rate for Redcar & Cleveland was 28.4%.

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.

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 2022/23 the group reported that:

- 40.2% of learners were aged 16-18
- 57.6% were aged 19+
- 2.2% 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 2022/23 were as follows:

ETHNIC GROUP	PERCENTAGE
White/White British	82.8%
Pakistani	2.3%
All other BME	10%
No information provided	4.8%

*Enoch, **Human Biology***

Jennyfer
**Supporting Teaching
and Learning (STL)**

EQUALITY IN THE CURRICULUM AND OUTCOMES FOR LEARNERS

Achievement

Learners aged 16-18:
There were no significant differences (less than 1%) in achievement between 16-18 male and female learners. All were above the national rate. Students with learning difficulties or disabilities demonstrated a comparable performance against college rates at 86.7%, 8.5% above the national average.

Learners with an ethnic minority status achieved at a higher rate than White British learners, at 90.4%, 9% above national rate.

Achievement of earners with a disadvantaged postcode uplift aged 16-18 is 87.2% which is 6.1% above the national rate for that age group. Achievement for learners in receipt of free college meals was 91.1%, 10% above national rate.

Learners with a social worker (Child Protection and Child in Need) showed achievement rates of 84.3%, that was 3.2% above the national average. Children in Our Care (in the care of the local authority) achievement rate is 89.0%, 7.9% above the national average.

The achievement rate for Care Leavers is 75.0%, which is 6.1% below national average.

Learners aged 19+:
There is no significant difference for gender achievement rates in the 19+ group, with males achieving 7.3% above the national average and females achieving 8.4% above the national average.

Students with learning difficulties in this age group have seen a rise in pass rates since 2021/22, with an achievement at 93.7%, this is 9.4% above national rate.

For learners who belong to an ethnic minority group and were 19+, achievement was 94.7%, that is 0.9% above that of White British learners and 8.8% above the national average.

Learners with a Social Worker had 100% achievement, this is 13.3% above the national average.

Achievement rate for Care leavers is 93.8%, which is 7.1% above the national average.

Retention
Gender retention rates are similar across 16-18 and 19+ year groups, for 16-18 years they are above 94% and for 19+ learners they are over 97%.

Retention of students with learning difficulties or disabilities at 16-18 and for the 19+ group is comparable with students without, with only a 1% difference.

In terms of ethnicity, learners from minority groups in 16-18 and 19+ groups were retained ahead of white British learners, by 1% for 16-18, by 0.5% for 19+

In terms of postcode uplift, retention is strong. It is 93.4% for 16-18 learners (0.7% below that of non postcode uplift learners) and 96.8% for 19+ learners (1.3% above that of non postcode uplift learners).

Learners in receipt of free college meals aged 16-18 had a higher retention by 3.9% compared to learners not in receipt of free college meals, 10% higher than national rate and at 19+, 8.6% above national rate.

Learners with a social worker 16-18 (Child Protection and Child in Need) had a retention rate of 88.6%, 3.2% above national average.

Children in Our Care (in the care of the local authority) had a retention rate of 91.9% at 16-18 years and 100% at 19+ years.

The retention rate for Care Leavers is 78.6% for 16-18 learners and 100% for 19+ Care Leavers.

Child poverty
In June 2023, The Centre for Research in Social Policy, report stated that the North East has the country's highest rate of child poverty in the UK, with two in five of those aged 16 or under living below the poverty line. The report demonstrates that the council areas from which many of the Etc learners are drawn, have the highest child poverty rates; including Middlesbrough, 41.2% and Redcar and Cleveland, 39.3%. Like many boroughs, Stockton-on-Tees has disadvantaged areas, 9 of its 26 wards are in the 10 per cent most deprived in the country. In Stockton, 39.8% of children live in poverty.

Child poverty 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.

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).

GENDER PAY

In line with Government guidance:

- The data has been taken from the March 2022 payroll which includes the snapshot date of 31st March 2022.
- 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;
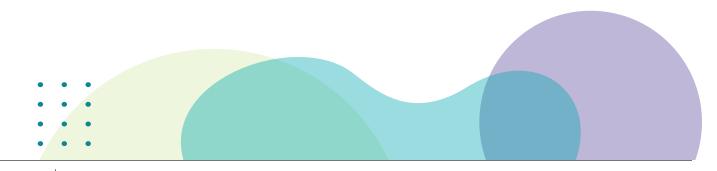
Key External Metrics			
	20/21	21/22	22/23
% difference in hourly pay mean	13.2	12.46	13.30
% difference in hourly pay median	17.9	15.26	16.25
% men in upper pay quartile	47.0	45.3	46.24
% women in upper pay quartile	53.0	54.3	53.18
% men in upper middle pay quartile	35.0	32.9	36.99
% women in upper middle pay quartile	65.0	67.5	63.20
% men in lower middle pay quartile	30.0	35.4	36.22
% women in lower middle pay quartile	70.0	64.2	63.97
% men in lower pay quartile	19.0	19.8	17.73
% women in lower pay quartile	81.0	80.7	82.47
% men received bonus pay	0.4	0.0	0.0
% women received bonus pay	1.4	0.0	0.0
% difference in bonus pay mean	18.4	0.0	0.0
% difference in bonus pay median	16.8	0.0	0.0

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 the most recent staff survey carried out in December 2022, overall satisfaction remained high with a Quartile A position and an excellent +13 result to benchmark.

- 96% of staff support the strategic priorities of the college
- 92% agree that the college has made progress in the last 12 months
- 97% agree that they understand their role and contribution to the college priorities
- 92% agree that senior managers are aware of the college's strengths and areas for development
- 93% would recommend the college as a good place to work
- 94% would recommend the college to family and friends as a great place to study

STAFF DATA TABLES

GENDER

Headcount by Gender	
Female	66%
Male	34%

DISABILITY

Disability	
Female	3%
Male	2%

AGE

Age	
16 - 29	16%
30 - 39	23%
40 - 49	22%
50 - 59	24%
60 plus	15%

ETHNIC ORIGIN

Ethnic Origin		
Asian or Asian British	Any other Asian background	0.12%
	Chinese	0.12%
	Indian	0.36%
	Other - Asian	0.36%
	Pakistani	0.72%
Black or Black British	African	0.12%
Mixed	Any other Mixed background	0.24%
	White and Asian	0.48%
	White and Black Caribbean	0.12%
Not stated	Not stated	15.26%
Other Ethnic Groups	Any other ethnic group	0.12%
	Black African	0.12%
	Black other	0.12%
	Other	0.24%
White	Any other White background	1.08%
	White	38.70%
	White British	40.87%
	White Irish	0.24%
	White Other	0.48%

EQUALITY OBJECTIVES 2022/23

Our objectives for 2022/23 are as follows:

1. Ensure people are appropriately trained and supported to understand and promote equality & diversity and prevent discrimination.
2. Work towards achieving the National Disability Confident Employer scheme at Level 2.
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4. To ensure that all teaching, learning, training and enrichment activities promote appropriate and meaningful opportunities to explore Equality & Diversity, British values (College Core Values) to develop both understanding and confidence of all learners.
5. To interrogate attendance, retention and achievement data of Children in Our Care/those with Social workers to promote equality of outcomes and interventions.
6. Investigate integration of 'Pronouns' across the group and produce a draft action plan for implementation.
7. Understand the education of care experienced learners and other children with social workers.
8. Achieve the Rainbow Flag award – LGBT+.
9. To promote methods of ensuring all resources are accessible across the group.

PERFORMANCE AGAINST THESE OBJECTIVES WERE:

OBJECTIVE 1 - Ensure people are appropriately trained and supported to understand and promote equality & diversity and prevent discrimination.

Unconscious bias training shared with the EDI group. ETF Advancing Equality in FE training shared with the EDI Group. Leadership programme for managers has been designed to include a new EDI module. New EDI training delivered which included employment and discrimination awareness to SMT and budget holders.

OBJECTIVE 2 - Work towards achieving the National Disability Confident Employer scheme at Level 2.

Level 2 criteria reviewed. Action plan for achievement created.

OBJECTIVE 3 - Reduce the proportion of 'unknown' equality data we hold on our employees.

FE workforce data collection survey has been utilised as an additional opportunity to collect further information.

Progress has been made from 21/22 data which included current disability 48.57% with a target of 25%. 22/23 data now shows 505 known status out of 692, 18% actual unknown which is 7% above target. Current ethnicity data from 21/22 included 24.97% with a target of 15%, data now shows 608 known status out of 629, 12% actual unknown which is 3% above target.

Sex identifier 'other' information is new for 2022 so no comparison data is available. Only male and female reported in 22/23 data.

OBJECTIVE 4 - To ensure that all teaching, learning, training and enrichment activities promote appropriate and meaningful opportunities to explore Equality & Diversity, British values (College Core Values) to develop both understanding and confidence of all learners.

2022-23 retention rate gaps for the largest cohorts of vulnerable 16-18 students have closed: retention for students eligible for free school meals is 96% (+2.3% compared to 21/22 and +2% compared to their peers.) Retention for Educational Health Care Plan students is 95.1% (+2% compared to 21/22 and +0.9% against their peers.) Retention for high needs students is 96.4% (+3.5% compared to 21/22 and +2.3% compared to their peers.) In year retention for child in our care students is +0.1% against the national retention rate.

Further progress is needed regarding the smaller cohorts of vulnerable students: retention for students with a social worker is 88.6% (-2.9% compared to 21/22 and –5.8% against their peers.)

Retention for looked after children is 91.9% (-5.7% compared to 21/22, however +1.9% compared to the national retention rate for that age group.) Retention for care leavers is 78.6% (-18% compared to 21/22 and –11.4% compared to the

national retention rate for that age group.

OBJECTIVE 5 - To interrogate attendance, retention and achievement data of Children in Our Care/those with Social workers to promote equality of outcomes and interventions.

2022-23 retention rate gaps for the largest cohorts of vulnerable 16-18 students have closed: retention for students eligible for free school meals is 96% (+2.3% compared to 21/22 and +2% compared to their peers.) Retention for Educational Health Care Plan students is 95.1% (+2% compared to 21/22 and +0.9% against their peers.) Retention for high needs students is 96.4% (+3.5% compared to 21/22 and +2.3% compared to their peers.) In year retention for child in our care students is +0.1% against the national retention rate.

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OBJECTIVE 6 - Investigate integration of 'Pronouns' across the group and produce a draft action plan for implementation.

Action Plan completed and guided work to complete. Worked student support to provide information on badges and also worked with student committee to develop web pages.

A staff training pack for Pronouns is available on the Gateway (CPD site) for all staff to access which stresses that the use of pronouns is entirely optional.

Of note is that staff have already started to declare their pronouns in some email signatures.

There is also a student/public page on the college website. It also includes information for potential staff/applicants at **www.the-etc.ac.uk/pronouns**.

OBJECTIVE 7 - Understand the education of care experienced learners and other children

with social workers.

Monitoring & evaluation of Care Experienced and other vulnerable learners ensures that data is shared with Group Head of Information & Examination Services, Heads of Department and Curriculum Managers in a timely fashion. This enables early identification of the learners and enables curriculum and support teams to work in partnership to offer early support to learners. Learner needs are identified and support can be provided quickly. Care experienced students receive effective and timely support for their physical, mental & financial wellbeing.
We now provide Open Evening Events specifically for Care Experienced and vulnerable learners cross group.

Care experienced students are supported by CiOC Welfare Officer. We have shared vulnerable learner names with SPOC for each site, this to ensure that curriculum and pastoral colleagues can monitor and take action appropriately, involving SSW team as appropriate. The Hartlepool Virtual School now provide a Support Worker in Stockton Riverside College once per half term. Ongoing partnership work with Safeguarding, High Needs and Bursary teams cross group ensure safeguarding and financial support of our vulnerable learners.

Internal partnerships are developed to ensure there is a whole institution approach. Termly meeting with Principals established regarding all vulnerable learners. This so they are fully informed of any learner needs and actions taken to provide support.

SPOC contacts for Care Experienced and all vulnerable learners are established and planned meetings are ongoing. In person support has been provided to 41 CiOC learners with additional support provided to Care Experienced learners.

The Trauma Informed Practice (TIP) Bank of resources developed by Dr Joanne Underwood, Clinical Psychologist of Stockton Virtual School is now on the Safeguarding and Prevent page of the College website. This will reinforce the CPD being continuously rolled out to staff, by providing classroom strategies. TIP CPD has been delivered for the second year running at August whole staff CPD.

We are now invited to Y11 PEP meetings in school. IF the learner has an EHCP, High Needs team are invited. If no EHCP, Safeguarding & Welfare team

are invited. The impact on the learners is that they have met a named person at college before they transition to college.

Risk of Not in Education Employment or Training (NEET) process of referral to S&W Manager via the form is being rolled out. This to ensure that in addition to college procedures being followed learners receive support from the local authority if they are risk of becoming NEET.

Attendance/achievement strategies cross group. High Needs Team will meet with a high needs learner and ascertain why attendance is becoming an issue.

High Needs Team meet with Curriculum Managers regularly to monitor leaner attendance and progress. If safeguarding needs arise the Safeguarding Team are informed. S&W Manager and CiOC Welfare Officer also attend re care experienced learners and CiN/CP learners.

OBJECTIVE 8 - Achieve the Rainbow Flag award – LGBT+.

Etc. have passed 5 out of the 6 elements of the Rainbow Flag award.

Passed:
- Skilled Teacher
- Inclusive Curriculum
- Pastoral Support
- Student Voice
- Supportive Governors and Parents

Still to pass:
- Effective Policies

Effective Policies is still under review by the HR team and will be put forward to governors once completed. Then the final copy will be submitted to Rainbow Flag.

OBJECTIVE 9 - To promote methods of ensuring all resources are accessible across the group.

Figures for accessibility training to date:

Part 1 – accessible digital content - 420 staff
Part 2 – accessibility with MS365 - 367

FE Students JISC Digital Experience Insights survey 72% (+4% compared 21/22) students agree that their digital learning resources are accessible to them (23% neutral; 3% disagree)

Training offered to support staff departments on the Jisc Discovery tool – 6 departments took up the offer of training.

No improvement on the numbers of resources passing the accessibility checks on last year so this will be a focus for 23/24.

All group induction videos from August 22 included closed captioning.

All editions of Think Learning and the new ADaPT newsletter contain articles on accessibility and digital wellbeing.

Discussion took place with Group Purchasing manager on incorporating wording on accessibility of platforms into the purchasing/tendering paperwork.

Evie, Lily & Joe
Sport

Example of our safeguarding posters which were distributed across all sites to help combat knife crime and raise awareness of the issue.

I WAS JUST CARRYING A KNIFE

KNIFE CRIME

In 2020, there were around 46,000 offences involving a knife or sharp instrument in England and Wales. Did you know it is illegal to carry a knife in public without good reason or use any knife in a threatening way (even a legal knife)? The maximum sentence for carrying a knife illegally is **FOUR YEARS IN PRISON** and an unlimited fine. If you injure someone or use a knife to commit a crime, the sentence is increased.

If you think you or someone you know is at risk of being impacted by knife crime, inform a member of staff immediately. We can help.

STOCKTON RIVERSIDE COLLEGE etc.

Stockton Riverside College Art & Design students on their class trip to London

The Skills Academy Art & Design students were visited by guest speaker, Graphic Designer and Artist, Bethany O'Donnell.

Stockton Riverside College Aviation students visit New York City

NETA TRAINING GROUP etc.

STUDENT SUCCESS

Instructor Brian, JMAC Scaffolding Ltd apprentice Louie and Operations Director Ryan Payne in our NETA scaffolding centre.

Louie won Apprentice of the Year at the NASC Awards 2022.

Apprentice Aaron was named ECITB Scholar of the Year at an exclusive awards ceremony at the National Science Museum in London. He also picked up Welding Apprentice of the Year at The Welding Institute Teesside annual awards dinner!

Charlotte won Best Practical Welding Student award at The Welding Institute Teesside annual awards dinner!

BEDE SIXTH FORM COLLEGE etc.

STUDENT SUCCESS

The dream of a career in Formula 1 is now a reality for former Bede student Sam. Hard work, dedication and the right combination of subjects has seen this successful former Bede student rise to the pinnacle of his career, securing his dream job at Red Bull Racing.

Sam, 25, studied at Bede Sixth Form College for two years before progressing on to Newcastle University, studying mechanical engineering. He then continued his studies, completing a master's degree before securing a place on a graduate scheme at Caterpillar Articulated Trucks.

After three and a half years at Caterpillar, Sam received an offer to work as a designer in Formula 1.

"I am currently working as an electronic system design engineer at Red Bull Racing which means I am responsible for taking electrical systems and schematics and finding ways to fit them onto the Formula 1 car," he said.

Looking back on his first impressions of Bede, Sam said: "After visiting on open days, I knew Bede was for me. I found the tutors very friendly and easy to chat to, alongside them being knowledgeable and passionate about what they were teaching. The modern building and environment on campus was also a big draw for me and I thought it would be the best place for me to continue my studies."

Sam chose a mixture of subjects, ensuring he considered his future progression and his career aspirations.

He explained: "I was still unsure what I wanted to do at university, I tried to take a mixture of subjects I enjoyed as I think you do best in those, and subjects I felt would leave the most doors open down the line. I therefore decided to take Maths, Physics and Chemistry. I then also tried to take one subject which wasn't like the other three subjects to break up the week and again leave options open which for me was Music Technology."

When we asked Sam what advice he would give the students of Bede Sixth Form today, he said: "Make sure you do what you enjoy. You will find it easier to learn as you will be more interested, and you will be more likely to go the extra mile. It's nice to see your job as a hobby rather than something you do to earn money. It has been said so many times before but it's very true!"

And would he recommend Bede?

"Absolutely! The facilities are first class no matter what subject you are studying, and the quality of the teaching is excellent. For me it felt like all the tutors wanted you to succeed and gave their all to make sure this would happen, going the extra mile at every opportunity".

Congratulations Sam, from everyone here at Bede Sixth Form!

STUDENT SUCCESS

THIS BARBIE IS A STOCKTON SUCCESS

Name: Grace

Course: Level 3 Performing Arts Musical Theatre

Aspiration: To keep working and be happy

Why I chose SRC...

- Opportunities and expert tuition from professional staff
- I believe it to be one of the best places to study musical theatre in the North East

My favourite memory was playing Bombalurina in Cats. It was such a challenging and rewarding experience. I loved my time at college. We were constantly pushed to be better and to understand that it takes a lot of hard work. - Grace

Next Steps...

Grace continued her studies at Laine Theatre Arts in London, graduating in 2020. She has since performed on Ant & Dec's Saturday Night Takeaway, toured with The Strictly Theatre Company and in 2023 was cast in Barbie The Movie as a professional dancer, which Grace says is her proudest achievement to date!

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 2022, Redcar & Cleveland College hosted its third dedicated ceremony at Kirkleatham Walled Garden, while the Stockton Globe was host to Stockton Riverside College's inaugural graduation ceremony.

Working in partnership with Teesside University enables us to offer honours degrees, foundation degrees, HNCs/HNDs, and professional courses in a variety of subjects. The partnership builds on our already successful and long standing relationship with Teesside University.

Our College Principals

Lesley Graham,
College Principal at
Stockton Riverside College

"These events are celebratory, positive and, at times, emotional occasions, a chance to share in our students' excitement and applaud their success."

Jason Faulkner,
College Principal at Redcar
and Cleveland College

"It should be a proud moment, not just for the students, their family, friends, teachers and staff at the college, but also for the whole community."

Patrick Jordan,
College Principal at Bede
Sixth Form College

"Our graduation ceremonies provide an opportunity to commemorate your achievements alongside your peers, as the culmination of your relentless dedication, perseverance, and endeavour."

Stockton
Riverside College
Graduates of 2022

Redcar &
Cleveland College
Graduates of 2022

STUDENT SUCCESS

JULIA FEELS SETTLED AT THE SKILLS ACADEMY

Name: Julia

Lives: Stockton-on-Tees

Aspiration: Model

Course: Hair and Beauty

Why I chose Skills...

- The tutors were really friendly and supportive.

- The smaller environment helped to boost my confidence and make new friends.

I came to England from Latvia when I was seven and I have always lacked confidence when it came to learning and meeting new people. The Skills Academy really supported me and helped to boost my self confidence which will be important for me when it comes to achieving my future goals.

Next Steps...

Julia is exploring options for college and full-time work with the ambition of becoming a full-time model.

OBJECTIVES FOR 2022/23

The Education Training Collective achieved a GOOD Grade from Ofsted in May 2022.

"Students and apprentices benefit from useful and relevant training in their local communities which meets the needs of employers and the priorities of the local enterprise partnership."
- OFSTED 2022

Our objectives for 2022/23 are as follows:

1. Ensure people are appropriately trained and supported to understand and promote equality & diversity and prevent discrimination.
2. Work towards achieving the National Disability Confident Employer scheme at Level 2.
3. Reduce the proportion of 'unknown' equality data we hold on our employees.
4. To ensure that all teaching, learning, training and enrichment activities promote appropriate and meaningful opportunities to explore Equality & Diversity, British values (College Core Values) to develop both understanding and confidence of all learners.
5. To interrogate attendance, retention and achievement data of Children in Our Care/those with social workers to promote equality of outcomes and interventions.
6. Investigate integration of 'Pronouns' across the group and produce a draft action plan for implementation.
7. Understand the education of care experienced learners and other children with social workers.
8. Achieve the Rainbow Flag award – LGBT+.
9. To promote methods of ensuring all resources are accessible across the group.

APPENDIX 1 - STUDENT DATA TABLES

GENDER

Gender	Female		Male		Total
Year	Learners	%	Learners	%	Learners
2019/20	4641	56.5%	3579	43.5%	8220
2020/21	4237	52.4%	3846	47.6%	8083
2021/22	3915	48.4%	4182	51.6%	8097
2022/23	3456	47.6%	3803	52.4%	7259

GENDER/AGE

Age	2018/19 SRC Group		2019/20 Etc.		2020/21 Etc.		2021/22 Etc.		2022/23 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
14-15	82	%	145	%	45	%	148	%	160	%
F - Female	38	46.3%	54	37.2%	33	73.3%	81	54.7%	93	58.1%
M - Male	44	53.7%	91	62.8%	12	26.7%	67	45.3%	67	41.9%
16-18	2300		2643		4409		2821		2917	
F - Female	1116	48.5%	1169	44.2%	2288	94.7%	1264	44.8%	1304	44.7%
M - Male	1184	51.5%	1474	55.8%	2121	93.4%	1557	55.2%	1613	55.3%
19+	5060		5432		6229		5128		4182	
F - Female	3338	66.0%	3418	62.9%	3798	96.8%	2570	50.1%	2059	49.2%
M - Male	1722	34.0%	2014	37.1%	2431	98%	2558	49.9%	2123	50.8%
Total	7442		8220		10,683		8097		7259	

AGE

Age	2018/19 SRC Group		2019/20 Etc.		2020/21 Etc.		2021/22 Etc.		2022/23 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
14-15	82	1.1%	145	1.8%	45	0.4%	148	1.8%	160	2.2%
16-18	2300	30.9%	2643	32.2%	4409	41.2%	2821	34.8%	2917	40.2%
19+	5060	68.0%	5432	66.1%	6229	58.4%	5128	63.3%	4182	57.6%
Total	7442		8220		10,683		8097		7259	

DISABILITY

Learners with Disabilities	2018/19 SRC Group		2019/20 Etc.		2020/21 Etc.		2021/22 Etc.		2022/23 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
Has Disability	1585	21.3%	1620	19.7%	1980	24.5%	1681	20.8%	1876	25.8%
Has No Disability	5454	73.3%	6267	76.2%	6052	74.9%	6138	75.8%	5206	71.7%
No information	403	5.4%	333	4.1%	51	0.6%	278	3.4%	177	2.4%
Total	7442		8220		8083		8097		7259	

DISABILITY/AGE

Age	2018/19 SRC Group		2019/20 Etc.		2020/21 Etc.		2021/22 Etc.		2022/23 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
14-15	82	%	145	%	45	%	148	%	160	%
Has Disability	25	30.5%	29	20.0%	23	51.1%	2	1.4%	83	51.9%
Has No Disability	48	58.5%	107	73.8%	22	48.9%	87	58.8%	76	47.5%
No information	9	11.0%	9	6.2%	0	0%	59	39.9%	1	0.6%
16-18	2300		2643		3326		2821		2917	
Has Disability	681	29.6%	718	27.2%	1008	30.3%	779	27.6%	898	30.8%
Has No Disability	1552	67.5%	1888	71.4%	2316	69.6%	2008	71.2%	1992	68.3%
No information	67	2.9%	37	1.4%	2	0.1%	34	1.2%	27	0.9%
19+	5060		5432		4712		5128		4182	
Has Disability	879	17.4%	873	16.1%	949	20.1%	843	16.4%	895	21.4%
Has No Disability	3854	76.2%	4272	78.6%	3714	78.8%	4043	78.8%	3138	75.0%
No information	327	6.5%	287	5.3%	49	1%	242	4.7%	149	3.6%
Total	7442		8220		8083		8097		7259	

RELIGION/BELIEF

Religion/Belief	2019/20 Etc.		2020/21 Etc.		2021/22 Etc.		2022/23 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%
No information	1479	18.0%	1032	12.8%	1033	12.8%	980	13.5%
Atheist/Agnostic	1143	13.9%	1690	20.9%	1612	19.9%	1518	20.9%
Catholic/Roman Catholic	418	5.1%	490	6.1%	462	5.7%	440	6.1%
Christian	1603	19.5%	1668	20.6%	1620	20%	1421	19.6%
Hindu	11	0.1%	8	0.1%	13	0.2%	9	0.1%
Jewish	1	0.0%	1	0.0%	1	0.0%	5	0.1%
Methodist	20	0.2%	32	0.4%	30	0.4%	29	0.4%
Muslim	305	3.7%	313	3.9%	370	4.6%	424	5.8%
Other	517	6.3%	618	7.6%	616	7.6%	573	7.9%
Prefer not to say	2574	31.3%	2052	25.4%	2161	26.7%	1704	23.5%
Protestant	134	1.6%	159	2.0%	160	2.0%	138	1.9%
Sikh	15	0.2%	20	0.2%	19	0.2%	18	0.2%
Overall	8220		8083		8097		7259	

SEXUAL ORIENTATION

Sexual Orientation	2019/20 Etc.		2020/21 Etc.		2021/22 Etc.		2022/23 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%
No information	1233	15.0%	1028	12.7%	1010	12.5%	938	12.9%
BI - Bi-Sexual	151	1.8%	216	2.7%	272	3.4%	273	3.8%
GL - Gay or Lesbian	122	1.5%	120	1.5%	131	1.6%	146	2.0%
H - Hetrosexual	3185	38.7%	5201	64.3%	5291	65.3%	4908	67.6%
P - Prefer not to say	3526	42.9%	1513	18.7%	1392	17.2%	994	13.7%
T - Transgender	3	0.0%	5	0.1%	1	0.0%	0	0.0%
Total	8220		8083		8097		7259	

ETHNICITY

Ethinicity	2018/19 SRC Group		2019/20 Etc.		2020/21 Etc.		2021/22 Etc.		2022/23 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
White/White British	6367	85.6%	7271	88.5%	7146	88.4%	7147	88.3%	6014	82.8%
Pakistani	158	2.1%	139	1.7%	140	1.7%	40	0.5%	166	2.3%
No information	245	3.3%	151	1.8%	132	1.6%	245	3.0%	351	4.8%
All other BME	672	9.0%	659	8.0%	665	8.2%	665	8.2%	728	10.0%
Total	7442		8220		8083		8097		7259	

16-18 - LEARNING DIFFICULTIES OR DISABILITIES

Hybrid End Year	Age Group	LDD	Achievement %
17/18			83.4%
18/19			88.2%
19/20	16-18	LLD - Yes	86.6%
20/21			93%
21/22			84.7%
22/23	16-18	LLD - Yes	86.7%
17/18			84.0%
18/19			89.6%
19/20	16-18	LLD - No	89.7%
20/21			90.2%
21/22			87.7%
22/23	16-18	LLD - No	87.1%
17/18			78.1%
18/19			87.3%
19/20	16-18	LLD - Unknown	86.7%
20/21			100%
21/22			66.7%
22/23	16-18	LLD - Unknown	84.6%

19+ - LEARNING DIFFICULTIES OR DISABILITIES

Hybrid End Year	Age Group	LDD	Achievement %
17/18			91.4%
18/19			93.4%
19/20	19+	LDD - Yes	92.2%
20/21			92.7%
21/22			89.8%
22/23	19+	LDD - Yes	93.7%
17/18			91.5%
18/19			93.1%
19/20	19+	LLD - No	92.8%
20/21			93.7%
21/22			93.6%
22/23	19+	LLD - No	94.3%
17/18			90.2%
18/19			92.4%
19/20	19+	LLD - Unknown	97.1%
20/21			81.7%
21/22			97.1%
22/23	19+	LLD - Unknown	89.3%

16-18 - ETHNICITY

Hybrid End Year	Age Group	Ethnicity	Achievement %
16/17			87.6%
17/18			91.1%
18/19	16-18	All Minorities	94.0%
19/20			90.4%
20/21			94%
21/22			89.4%
22/23	16-18	All Minorities	90.4%
16/17			80.0%
17/18			82.8%
18/19	16-18	White British	88.4%
19/20			88.6%
20/21			94.1%
21/22			86.3%
22/23	16-18	White British	86.3%
16/17			88.9%
17/18			78.7%
18/19	16-18	Not Provided	89.0%
19/20			53.8%
20/21			85%
21/22			89.5%
22/23	16-18	Not Provided	97.5%

19+ - ETHNICITY

Hybrid End Year	Age Group	Ethnicity	Achievement %
16/17			92.3%
17/18			93.3%
18/19	19+	All Minorities	94.3%
19/20			93.3%
20/21			93.3%
21/22			93.9%
22/23	19+	All Minorities	94.7%
16/17			90.4%
17/18			90.7%
18/19	19+	White British	92.6%
19/20			92.5%
20/21			97.1%
21/22			92.2%
22/23	19+	White British	93.8%
16/17			85.1%
17/18			97.1%
18/19	19+	Not Provided	94.4%
19/20			93.2%
20/21			87%
21/22			95%
22/23	19+	Not Provided	93.9%

Note: There are no National Rates for Ethnicity Group - Minorities.
National Rates are only available for indivdual Ethnicity's i.e. African, Indian

16-18 - GENDER

Hybrid End Year	Age Group	Gender	Achievement %
16/17			81.0%
17/18			84.0%
18/19	16-18	Male	88.9%
19/20			88.4%
20/21			93.4%
21/22			86.5%
22/23	16-18	Male	87.3%
16/17			80.8%
17/18			83.4%
18/19	16-18	Female	89.0%
19/20			89.1%
20/21			94.7%
21/22			87.0%
22/23	16-18	Female	86.6%

19+ - GENDER

Hybrid End Year	Age Group	Gender	Achievement %
16/17			92.5%
17/18			92.7%
18/19	19+	Male	93.6%
19/20			92.6%
20/21			98%
21/22			93.2%
22/23	19+	Male	94.2%
16/17			89.1%
17/18			90.6%
18/19	19+	Female	92.7%
19/20			92.7%
20/21			96.8%
21/22			92.6%
22/23	19+	Female	94.1%

etc.

education
training
collective