

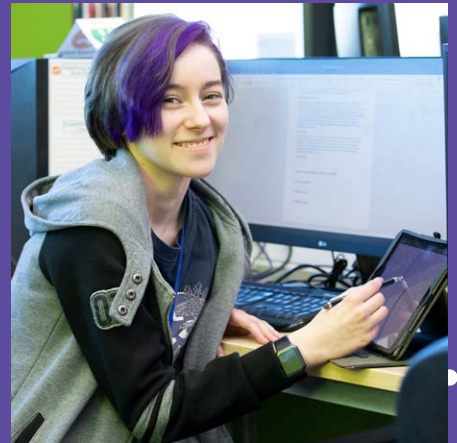


education
training
collective

EQUALITY, DIVERSITY & INCLUSION

THE ANNUAL REPORT

2023/24





INTRODUCTION

It's my privilege once again to present the Education Training Collective's Equality, Diversity and Inclusion Annual Report, which describes the work and initiatives undertaken in the 2023-24 academic year. The Etc. believes that fostering an inclusive and diverse learning and working environment is not only morally imperative but it's also fundamental to education. Embracing equality, diversity, and inclusion (EDI) ensures that students, staff and stakeholders across all of our constituent colleges feel valued, respected, and that they are able to achieve their fullest potential.

Promoting EDI in education is essential because it enriches the learning experience, broadens perspectives, and prepares our learners to thrive in a diverse and interconnected world. By celebrating difference and championing equity, we create a more vibrant college group, where innovation can flourish and all have the opportunity to succeed. It's only through promoting and celebrating EDI that we can achieve our Vision, of fuelling ambition and driving success within our region and beyond.

Our commitment to EDI goes beyond compliance with legal requirements; it is deeply embedded in our ethos. We rigorously adhere to the Equality

Act 2010, ensuring that our policies, practices, and procedures protect against discrimination and promote fairness for all. This includes providing reasonable adjustments for those with disabilities, actively preventing and addressing harassment and victimisation, and fostering a culture of respect and inclusion throughout our college.

Through these pages, as we reflect on the past year, I hope you'll gain an insight into our journey towards creating an equitable, inclusive, and as diverse a learning and working environment as possible. I am proud of the progress we have made. We've implemented new initiatives, looked to enhance support, and presented a welcoming place of learning to underrepresented groups. However, we recognise that our journey is ongoing. There remains much work to do, and we are committed to continuously improving and evolving our practices to create an even more inclusive environment for all.

Thank you to the committed and ambitious colleagues and students who have led on this work, and I commend this report 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

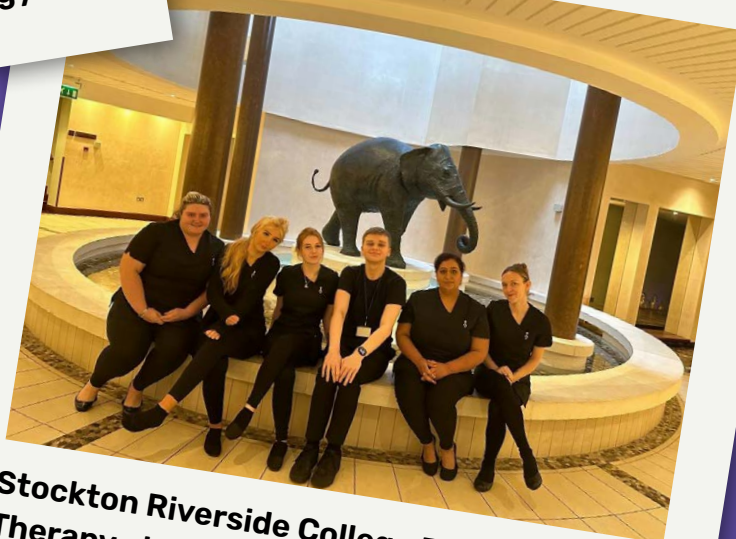
Our objectives for 2023/24 are as follows:

1. Enhancing the understanding of Equality, Diversity and Inclusion across the group. Through effective staff learning and development.
2. EDI Audit of policies and procedures and employee life cycle.
3. Student focus to understand the impact of personal development activity on students.
4. Accessibility of resources.
5. College of Sanctuary.





Bede Sixth Form College students travel to Disneyland Paris to see Psychology Live



Stockton Riverside College Beauty Therapy students take part in local works experience.



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

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 31/3/24

The college's mean gender pay gap is £2.32 per hour 12.80% (13.30% in 2023).

Median gender pay gap is £2.69 per hour 16.23% (16.25% in 2023).



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 it serves, some of the most deprived in the country, and strive to ensure equality of access to opportunity for both students and staff.

David Watson was appointed as the Equality and Diversity Link Governor during the 2023/24 academic year with a remit to gain an understanding of the group position in relation to equality and diversity from a staffing and student perspective, to drive forward the Etc.'s equality, diversity and inclusion agenda and to ensure governors maintain awareness of and focus on the Corporation's statutory responsibilities in relation to equality, diversity and inclusion. Throughout 2023/24, he attended meetings of the Etc. Equality, Diversity and Inclusion group and the Corporation's People Committee. He provided challenge across a range of inclusion and diversity issues and raised the board's awareness of the need to improve the diversity of the board and staff body. He also facilitated links with the higher education and charities sectors to enable sharing of best practice.

- As part of its statutory duties, the Corporation approved the group's Annual Equality, Diversity and Inclusion report and Single Equality Scheme in December 2023.
- During 2023/24, presentations from staff and students enabled governors to witness firsthand the life changing impact of Etc. provision on diverse and vulnerable cohorts, including Prince's Trust (now King's Trust) programmes, High Needs and English for Speakers of Other Languages. Governors gave their full support to the group's College of Sanctuary application and welcomed an impactful presentation on the life of a refugee and his positive experiences studying at Stockton Riverside College. Governor attendance at a Prince's Trust graduation event and an ESOL Conversation Café during the year allowed students to share their inspiring and transformative stories and demonstrated the importance of these programmes to the board and its support for them.
- The outcomes of the external board review undertaken towards the end of 2022/23 were reported to the Search and Governance Committee in October 2023 with the reviewer highlighting the board's positive culture and noting that governors value the Etc. group and its place within its local, and quite different, communities.
- In January 2024, a newly constituted People Committee replaced the Search and Governance Committee and took on responsibility for monitoring both staff and governor data and strategies. Comprehensive board composition data monitored by the committee including gender, age, ethnicity, disability, religion/faith/ belief, sexual orientation, socio-economic background,

geographic mobility, previous education and thinking styles allowed the People Committee to track changes and take swift action. Identification of a shift from a majority of female to a majority of male governors over the year and lower ethnic diversity in comparison to the student body highlighted the need to improve the diversity of the board. A Department for Education funded governor recruitment process was then initiated to support identified actions; board composition will be reassessed during 2024-25 following the resulting governor appointments. Governors were pleased that the Corporation continued to have equal gender representation across committee chairships and that age distribution had improved, with fewer gaps at the lower age ranges. Over the year, between 11 and 16% of governors declared that they had been eligible for Free School Meals at some point during their school career.

- Gender Pay Gap data and resulting action plans were considered by the People Committee at its February and June 2024 meetings. Reasons for the stubborn gender pay gap were discussed and governors requested that targets on both the gender pay gap and staff diversity should be included in the 2024/25 Annual Operational Plan. Governors also challenged the levels of unknown staff ethnicity data, the need to attract younger staff including apprentices and lower levels of female staff seeking funding for apprenticeships and upskilling.
- During 2023/24, the Standards Improvement Committee recognised that the diversity of the curriculum offer ensured engagement with those in the community furthest from employment, the positive impact of the Cost of Living Group Improvement Plan during 2022/23, and the extensive work of the Student Experience and Wellbeing team to ensure students' holistic development and break down barriers to student progression. The importance of tracking attendance to support those with low attendance and help all students to succeed and the ongoing effects of qualification reforms on disadvantaged student cohorts were also considered.
- Across its committees, the Corporation welcomed work across the Etc. to promote social inclusion, raise aspirations, tackle regional deprivation and combat the rising cost of living through financial, academic and pastoral and wellbeing support for students.
- The Governance Action Plan for 2024/25 includes targets to monitor and improve the diversity of the board, to raise awareness of equality and diversity, including disadvantage, and to encourage enhanced diversity of staff. The People Committee will also be monitoring the actions arising from Irwin Mitchell's Diversity and Inclusion Review and the impact of the newly reconstituted Etc. Equity, Diversity, Inclusion and Belonging Group, attended by the EDI Link Governor.



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



Gareth Davies
Staff Governor



Louise Davies
Independent Governor



Liz Dixon
Staff Governor



Aiden F
Student Governor



Himeetjua K
Student Governor



Relon M
Student Governor



Amanda Olvanhill
Independent Governor



**Hamish
Rutherford**
Independent Governor



David Watson
EDI Link Governor



Gary Wright
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 and Cleveland College



Stockton Riverside College



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 2023/24 the group reported that:

- 40.0% of learners were aged 16-18
- 58.0% were aged 19+
- 2.0% 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 2023/24 were as follows:

ETHNIC GROUP	PERCENTAGE
White/White British	85.6%
Pakistani	2.0%
All other BME	8.3%
No information provided	4.1%





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 89.1%, 9.7% above the national average.

Learners with an ethnic minority status achieved at a higher rate than White British learners, at 91.1%, 9.2% above national rate.

Achievement of learners with a disadvantaged postcode uplift aged 16-18 is 88% which is 6.3% above the national rate for that age group.

Achievement for learners in receipt of free college meals was 90.5%, 8.8% above national rate.

Learners with a social worker (Child Protection and Child in Need) showed achievement rates of 79.6%, which is -2.1% below the national average for the age group.

Children in Our Care (in the care of the local authority) achievement rate is 86.8%, 5.1% above the national average for the age group.

The achievement rate for Care Leavers is 91.2%, which is 9.5% above the national average.

Learners aged 19+:

There is no significant difference for gender achievement rates in the 19+ group, with males achieving 7.1% above the national average and females achieving 8.1% above the national average.



Students with learning difficulties in this age group have seen a rise in pass rates since 2022/23, with an achievement at 92.9%. This is 8.3% above national rate.

For learners who belong to an ethnic minority group and were 19+, achievement was 96.1%, that is 2.4% above that of White British learners and 9.5% above the national average.

Learners with a social worker had 100% achievement, this is 13% above the national average. Achievement rate for Care leavers is 100%, which is 13% above the national average.

Retention:

Gender retention rates are similar across 16-18 and 19+ year groups, for 16-18 years they are above 95% and for 19+ learners they are over 98%.

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

difference on 19+ and a more positive retention for 16-18 with a difficulty compared to 16-18 without.)

In terms of ethnicity, learners from minority groups in 16-18 and 19+ groups were retained ahead of white British learners, by 2% for 16-18, by 1.1% for 19+

In terms of postcode uplift, retention is strong. It is 93.4% for 16-18 learners and 96.2% for 19+ learners.

Learners in receipt of free college meals aged 16-18 had a higher retention by 2% compared to learners not in receipt of free college meals. Learners with a social worker 16-18 (Child Protection and Child in Need) had a retention rate of 87%, -2.9% below national average. Children in Our Care (in the care of the local authority) had a retention rate of 86.8% at 16-18 years and 100% at 19+ years. The retention rate for Care Leavers is 94.1% for 16-18 learners and 100% for 19+ Care Leavers, both well above national rates.

GENDER PAY

In line with Government guidance:

- The data for this exercise has been taken from the March 2024 payroll which includes the snapshot date of 31 March 2024.
- 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			
	21/22	22/23	23/24
% difference in hourly pay mean	12.46	13.30	12.80
% difference in hourly pay median	15.26	16.25	16.23
% men in upper pay quartile	45.3	46.24	35.09
% women in upper pay quartile	54.3	53.18	20.52
% men in upper middle pay quartile	32.9	36.99	28.07
% women in upper middle pay quartile	24.05	23.38	23.68
% men in lower middle pay quartile	35.4	36.22	25.15
% women in lower middle pay quartile	64.2	63.97	24.09
% men in lower pay quartile	19.8	17.73	11.70
% women in lower pay quartile	80.7	82.47	30.91
% men received bonus pay	0.0	0.0	0.0
% women received bonus pay	0.0	0.0	0.0
% difference in bonus pay mean	0.0	0.0	0.0
% difference in bonus pay median	0.0	0.0	0.0

STAFFING

The group's People Strategy is aligned to the over arching group Strategic Objectives and our most recent Staff Survey results, carried out in December 2023, are shown below.

With a 93% response rate, overall satisfaction remains high with a +11 result to external benchmark

- 96% of staff support the strategic priorities of the college
- 88% agree the college has made progress in the last 12 months
- 96% agree they understand their role and contribution to the college priorities
- 84% agree that senior managers are aware of the colleges strengths and areas for development
- 89% would recommend the college as a good place to work
- 93% would recommend the college to family and friends as a great place to study



STAFF DATA TABLES

GENDER

Headcount by Gender	
Female	68%
Male	32%

DISABILITY

Disability	
Female	3%
Male	2%

AGE

Age	
16 - 29	15%
30 - 39	22%
40 - 49	23%
50 - 59	23%
60 plus	17%

ETHNIC ORIGIN

Ethnic Origin		
Asian or Asian British	Any other Asian background	0.12%
	Chinese	0.12%
	Indian	0.50%
	Other - Asian	0.50%
	Pakistani	0.75%
Black or Black British	African	0.25%
	Black	0.12%
Mixed	Any other Mixed background	0.25%
	White and Asian	0.37%
	White and Black African	0.12%
Not stated	Not stated	10.81%
Other Ethnic Groups	Any other ethnic group	0.12%
	Black African	0.37%
	Black other	0.25%
	Other	0.25%
White	Any other White background	1.24%
	White	35.40%
	White British	47.70%
	White Irish	0.12%
	White Other	0.62%

EQUALITY OBJECTIVES 2023/24

Our objectives for 2023/24 are as follows:

1. Enhancing the understanding of Equality Diversity and Inclusion across the group. Through effective staff learning and development.
2. EDI Audit of policies and procedures and employee life cycle.
3. Student focus to understand the impact of personal development activity on students.
4. Accessibility of resources.
5. College of Sanctuary.

PERFORMANCE AGAINST THESE OBJECTIVES WERE:

OBJECTIVE 1 - Enhancing the understanding of Equality Diversity and Inclusion across the group. Through effective staff learning and development.

Etc. will review mandatory EDI training and introduce Body Swaps VR training. All EDI group members to have access to enhanced EDI training.

New learning and development package procurement underway to enhance the accessibility of CPD for all staff. EDI learning and development will be rolled out from 1st August 2024 on an annual basis. Leadership Conference at the end of June includes an EDI Body swaps virtual reality module. Enhanced training through ETF has been shared with the EDI group.

EDI training now on an annual basis. Improved accessibility of learning and development resources for all staff.

14 delegates attended the body swaps EDI training event held at the Leadership Conference, with ideas now taken forward by managers to further embed this learning resource.

OBJECTIVE 2 - EDI Audit of policies and procedures and employee life cycle.

Etc. commissioned an external review by Irwin

Mitchell who is a full-service law firm based in the UK with a strong commitment to equality, diversity, and inclusion. A full review on the EDI data and an in depth review of the details for all staff was undertaken. This gave a conclusion of “No significant areas of concern from the high-level review” which is very encouraging. There were some actions to plan in for the forthcoming year, with a view to this being for continuous improvement as opposed to required remedial action.

OBJECTIVE 3 - Student focus - Understand the impact of personal development activity on students.

Understand the key metrics that can provide evidence of impact and report them to the EDI group. For example, attendance by learner category.

16-18 attendance data (June 2024) suggests an upward trajectory for all students with a social worker, apart from those attending Bede. NETA and SRC CIOC data evidences an upward trajectory. Gaps between vulnerable and non-vulnerable students are closing, significantly in some areas, with the attendance of SRC and NETA social worker and CIOC students better than non-vulnerable.

19+ Although data suggests a downward trajectory in attendance, the gap between vulnerable and non-vulnerable is in the favour of vulnerable students, whose attendance is better than non-vulnerable.

ASPs and welfare now receive a weekly data set for attendance and are asked to identify students in areas causing concern. They report reasons for absence and interventions and support that are in place. The need for education and (some) professionals within social care to work together to actively promote attendance has been identified.

CPOMS entries evidence the positive impact welfare intervention has upon students' ability to successfully access college and complete studies.



Tutorial knowledge is evidenced in walk throughs of the sites conducted at termly intervals by Heads of Departments and Assistant Principals. Knowledge was found to be 'good'. Where areas for development were identified, this was fed back to tutors with associated actions, to be reported to HoDs and APs upon completion.

Enrichment events led by visiting speakers were held on all sites including:

- Knife Crime: Cleveland Police and Chris Cave Foundation
- Drugs, alcohol, knife crime, gangs, guns, bullying: Paul Hannaford
- EDI: Hope Not Hate
- Road Safety: Cleveland Fire Brigade

Resilience sessions were advertised to HoDs. Programmes were completed with learners across 3-6 sessions on a range of subjects according to needs of the group.

Volunteer Fairs were held and Redcar and Cleveland Voluntary Development Agency Manager reported that the Etc. had engaged really well with RCVDA resulting in at least 20 of R & C Charities benefiting from increased volunteer numbers.

Weekly attendance data for vulnerable groups is

shared with safeguarding and welfare staff who identify individual students whose attendance causes concern to provide timely intervention and support. An upward trajectory suggests the positive impact of welfare support.

Student voice results data evidence an increase in enrichment participation.

An inclusive Enrichment and Tutorial annual plan, which includes 'Hook' events, has been produced for 2024/25, with tutorials and enrichment linked through themes in response to stakeholder feedback.

Student Experience and Wellbeing Teams channel to be launched for 2024/25 (student and staff access) to promote personal development, wellbeing and safeguarding, along with visible information in entrance areas and on the One Etc. computer desktops.

Self-evaluation of tutorial provision across the group has resulted in all tutorials becoming mandatory, in line with the annual tutorial plan, to ensure equality of opportunity and experience for all – resources have been reviewed to ensure inclusively, including ESOL students.

Staff and student surveys have been circulated to aid the implementation of curriculum and student led enrichment opportunities for 2024/25 and to clearly identify staff training needs in the delivery of tutorial topics (CPD to be met through utilising Advanced Safeguarding Practitioner expertise and CPD materials).

Evaluation of referrals to welfare has resulted in the planned introduction of Student Resilience Ambassadors for 2024/25 (in conjunction with UOK?) and the referral flowchart for all staff to use before referring to welfare officers and Advanced Safeguarding Practitioners.

OBJECTIVE 4 - Accessibility of resources.

Jisc accessibility assessment on discovery tool was launched in January 2024 and links to the digital strategy. Associate Expert with Kent College.

Accessibility question set launched February 24. Accessibility tools in Microsoft 365 was showcased as part of the Governor's Digital Road show.

Low staff uptake on completion of the Accessibility and Inclusion question set – further promotion and sessions to be offered 24-25 academic year. Jisc Discovery tool has also been promoted as part of the Digital Road shows June 24.

472 staff completed accessible learning resources training and new accessibility training being planned for September 24 roll out.

Meetings took place with East Kent College Group around digital transformation and strategy – limited information in terms of digital accessibility.

OBJECTIVE 5 - College of Sanctuary.

The sub group-work through the application process to become a College of Sanctuary and report back to the EDI group on progress/issues arising.

College of Sanctuary Status achieved.

This will now be a subgroup for 24-25 to embed the College of Sanctuary status across the group.



We hold various tutorial and enrichment activities throughout the year at each of our sites. Below is an example of a poster from our Deaf Awareness Week at Stockton Riverside College.

DEAF AWARENESS WEEK

INFORMATION SESSION

8TH MAY | 9AM -1PM
IN THE STREET

To celebrate Deaf Awareness Week, we are offering the opportunity to develop your understanding of how to best work with a Deaf person and communication support workers or interpreters of the Deaf.

- Learn basic Sign Language
- Find out what support and resources are available for staff and students
- Take part in fun activities

For further details contact,
Gillian.mcgee@stockton.ac.uk



STOCKTON RIVERSIDE COLLEGE etc.



Bede Sixth Form College students studying politics took a trip to visit Westminster



Redcar and Cleveland College students studying health and social care were visited by the University of Sunderland



Stockton Riverside College Acting and Film & TV students visit Whitby Abbey



What our students say



"I chose NETA because of the location and it's good teaching staff. Everyone was helpful and I was able to have a laugh with teachers. It was a fun place to learn the skills I needed for work." - **Colton**



"NETA is a friendly and welcoming place. They understand that everyone learns at a different pace and are always willing to help. The training was detailed, but they made it easier to understand." - **Matthew**



"I had a great experience at NETA. The staff are very friendly and support you 100% of the way. I definitely feel like I have developed my skillset throughout my time there." - **Joseph**



"NETA allowed me to build my skills and get my tickets over time. I was able to learn at my own speed with support from the teaching staff." - **Bradley**

SPORTING SUCCESS

AMELIA'S MADE ENGLAND'S U20S!

NAME: Amelia

LIVES: Norton

ASPIRATION: Secure a full-time contract with Sales Sharks and play for Red Roses

COURSE: Full-time Sport and Exercise Science



WHY I CHOSE ISE...



- They have dedicated training programmes
- They have experienced hands on coaches who have helped me through difficult times and picked me back up

NEXT STEPS...



'I would love to secure a full-time contract for Sales Sharks and be picked for the Six Nations!'

"I was completely shocked when I received the call from England!"

"I train 20 hours per week over ten days, taking part in sessions before and after college."

BEDE SIXTH FORM COLLEGE etc.

ISE
BEDE INSTITUTE OF
SPORT & EDUCATION



STUDENT SUCCESS

FORMER STUDENT ON TOUR WITH PRETTY WOMAN



Name: Toby

Course: Level 3 Performing Arts Musical Theatre

Aspiration: To continue enjoying everything I am doing

Why I chose SRC...



- Performing on stage has been a lifelong ambition
- The course provided me with opportunities to perform in productions of Miracle on 34th Street, West Side Story and Annie



It is not an easy career path, you have to work hard. It's not all the sequins and glitter that you see on the stage. There's a lot of blood, sweat and tears, and rejection. But when you get there and you are performing on stage, there's nothing like it. I am just enjoying the ride and everything I am doing.

Next Steps...



Graduating from ArtsEd in the summer, Toby made his professional debut playing Brad in Hairspray at Kilworth House Theatre in Leicestershire. He then auditioned for Pretty Woman the Musical, facing 10 rounds of auditions before securing the role. He went on to tour the country, starting in Birmingham and making a stop at the Stockton Globe over the Christmas period.

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 2023, Redcar and Cleveland College hosted its fourth dedicated ceremony at Kirkleatham Walled Garden, while 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 and professional courses in a variety of subjects. The partnership builds on our already successful and long standing relationship with Teesside University.





Stockton
Riverside College
Graduates of 2023



Redcar and
Cleveland College
Graduates of 2023



OBJECTIVES FOR 2023/24

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

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APPENDIX 1 - STUDENT DATA TABLES

GENDER

Gender	Female		Male		Total
Year	Learners	%	Learners	%	Learners
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
2023/24	3693	48.2%	3966	51.8%	7659

GENDER/AGE

Age	2019/20 Etc.		2020/21 Etc.		2021/22 Etc.		2022/23 Etc.		2023/24 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
14-15	145	%	45	%	148	%	160	%	153	%
F - Female	54	37.2%	33	73.3%	81	54.7%	93	58.1%	86	56.2%
M - Male	91	62.8%	12	26.7%	67	45.3%	67	41.9%	67	43.8%
16-18	2643		4409		2821		2917		3061	
F - Female	1169	44.2%	2288	94.7%	1264	44.8%	1304	44.7%	1394	45.5%
M - Male	1474	55.8%	2121	93.4%	1557	55.2%	1613	55.3%	1667	54.5%
19+	5432		6229		5128		4182		4445	
F - Female	3418	62.9%	3798	96.8%	2570	50.1%	2059	49.2%	2213	49.8%
M - Male	2014	37.1%	2431	98%	2558	49.9%	2123	50.8%	2232	50.2%
Total	8220		10,683		8097		7259		7659	

AGE

Age	2019/20 Etc.		2020/21 Etc.		2021/22 Etc.		2022/23 Etc.		2023/24 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
14-15	145	1.8%	45	0.4%	148	1.8%	160	2.2%	153	2.0%
16-18	2643	32.2%	4409	41.2%	2821	34.8%	2917	40.2%	3061	40.0%
19+	5432	66.1%	6229	58.4%	5128	63.3%	4182	57.6%	4445	58.0%
Total	8220		10,683		8097		7259		7659	

DISABILITY

Learners with Disabilities	2019/20 Etc.		2020/21 Etc.		2021/22 Etc.		2022/23 Etc.		2023/24 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
Has Disability	1620	19.7%	1980	24.5%	1681	20.8%	1876	25.8%	1993	26.0%
Has No Disability	6267	76.2%	6052	74.9%	6138	75.8%	5206	71.7%	5426	70.8%
No information	333	4.1%	51	0.6%	278	3.4%	177	2.4%	240	3.1%
Total	8220		8083		8097		7259		7659	

DISABILITY/AGE

Age	2019/20 Etc.		2020/21 Etc.		2021/22 Etc.		2022/23 Etc.		2023/24 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
14-15	145	%	45	%	148	%	160	%	153	%
Has Disability	29	20.0%	23	51.1%	2	1.4%	83	51.9%	69	45.1%
Has No Disability	107	73.8%	22	48.9%	87	58.8%	76	47.5%	83	54.2%
No information	9	6.2%	0	0%	59	39.9%	1	0.6%	1	0.7%
16-18	2643		3326		2821		2917		3061	
Has Disability	718	27.2%	1008	30.3%	779	27.6%	898	30.8%	1003	32.8%
Has No Disability	1888	71.4%	2316	69.6%	2008	71.2%	1992	68.3%	2034	66.4%
No information	37	1.4%	2	0.1%	34	1.2%	27	0.9%	24	0.8%
19+	5432		4712		5128		4182		4445	
Has Disability	873	16.1%	949	20.1%	843	16.4%	895	21.4%	921	20.7%
Has No Disability	4272	78.6%	3714	78.8%	4043	78.8%	3138	75.0%	3309	74.4%
No information	287	5.3%	49	1%	242	4.7%	149	3.6%	215	4.8%
Total	8220		8083		8097		7259		7659	

RELIGION/BELIEF

Religion/Belief	2020/21 Etc.		2021/22 Etc.		2022/23 Etc.		2023/24 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%
No information	1032	12.8%	1033	12.8%	980	13.5%	741	9.7%
Atheist/Agnostic	1690	20.9%	1612	19.9%	1518	20.9%	1559	20.4%
Catholic/Roman Catholic	490	6.1%	462	5.7%	440	6.1%	450	5.9%
Christian	1668	20.6%	1620	20%	1421	19.6%	1497	19.5%
Hindu	8	0.1%	13	0.2%	9	0.1%	17	0.2%
Jewish	1	0.0%	1	0.0%	5	0.1%	3	0.0%
Methodist	32	0.4%	30	0.4%	29	0.4%	25	0.3%
Muslim	313	3.9%	370	4.6%	424	5.8%	396	5.2%
Other	618	7.6%	616	7.6%	573	7.9%	567	7.4%
Prefer not to say	2052	25.4%	2161	26.7%	1704	23.5%	500	6.5%
Protestant	159	2.0%	160	2.0%	138	1.9%	1886	24.6%
Sikh	20	0.2%	19	0.2%	18	0.2%	18	0.2%
Overall	8083		8097		7259		7659	

SEXUAL ORIENTATION

Sexual Orientation	2020/21 Etc.		2021/22 Etc.		2022/23 Etc.		2023/24 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%
No information	1028	12.7%	1010	12.5%	938	12.9%	1138	14.9%
BI - Bi-Sexual	216	2.7%	272	3.4%	273	3.8%	274	3.6%
GL - Gay or Lesbian	120	1.5%	131	1.6%	146	2.0%	158	2.1%
H - Hetrosexual	5201	64.3%	5291	65.3%	4908	67.6%	5046	65.9%
P - Prefer not to say	1513	18.7%	1392	17.2%	994	13.7%	1042	13.6%
T - Transgender	5	0.1%	1	0.0%	0	0.0%	1	0.0%
Total	8083		8097		7259		7659	

ETHNICITY

Ethnicity	2019/20 Etc.		2020/21 Etc.		2021/22 Etc.		2022/23 Etc.		2023/24 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
White/White British	7271	88.5%	7146	88.4%	7147	88.3%	6014	82.8%	6556	85.6%
Pakistani	139	1.7%	140	1.7%	40	0.5%	166	2.3%	154	2.0%
No information	151	1.8%	132	1.6%	245	3.0%	351	4.8%	312	4.1%
All other BME	659	8.0%	665	8.2%	665	8.2%	728	10.0%	637	8.3%
Total	8220		8083		8097		7259		7659	

16-18 - LEARNING DIFFICULTIES OR DISABILITIES

Hybrid End Year	Age Group	LDD	Achievement %
18/19	16-18	LLD - Yes	88.2%
19/20			86.6%
20/21			93%
21/22			84.7%
22/23			86.7%
23/24	16-18	LLD - Yes	89.3%
18/19	16-18	LLD - No	89.6%
19/20			89.7%
20/21			90.2%
21/22			87.7%
22/23			87.1%
23/24	16-18	LLD - No	89.0%
18/19	16-18	LLD - Unknown	87.3%
19/20			86.7%
20/21			100%
21/22			66.7%
22/23			84.6%
23/24	16-18	LLD - Unknown	100.0%

19+ - LEARNING DIFFICULTIES OR DISABILITIES

Hybrid End Year	Age Group	LDD	Achievement %
18/19	19+	LDD - Yes	93.4%
19/20			92.2%
20/21			92.7%
21/22			89.8%
22/23			93.7%
23/24	19+	LDD - Yes	93.0%
18/19	19+	LLD - No	93.1%
19/20			92.8%
20/21			93.7%
21/22			93.6%
22/23			94.3%
23/24	19+	LLD - No	95.6%
18/19	19+	LLD - Unknown	92.4%
19/20			97.1%
20/21			81.7%
21/22			97.1%
22/23			89.3%
23/24	19+	LLD - Unknown	92.4%

16-18 - ETHNICITY

Hybrid End Year	Age Group	Ethnicity	Achievement %
17/18	16-18	All Minorities	91.1%
18/19			94.0%
19/20			90.4%
20/21			94.0%
21/22			89.4%
22/23			90.4%
23/24	16-18	All Minorities	91.2%
17/18	16-18	White British	82.8%
18/19			88.4%
19/20			88.6%
20/21			94.1%
21/22			86.3%
22/23			86.3%
23/24	16-18	White British	88.7%
17/18	16-18	Not Provided	78.7%
18/19			89.0%
19/20			53.8%
20/21			85.0%
21/22			89.5%
22/23			97.5%
23/24	16-18	Not Provided	92.9%

19+ - ETHNICITY

Hybrid End Year	Age Group	Ethnicity	Achievement %
17/18	19+	All Minorities	93.3%
18/19			94.3%
19/20			93.3%
20/21			93.3%
21/22			93.9%
22/23			94.7%
23/24	19+	All Minorities	96.2%
17/18	19+	White British	90.7%
18/19			92.6%
19/20			92.5%
20/21			97.1%
21/22			92.2%
22/23			93.8%
23/24	19+	White British	94.2%
17/18	19+	Not Provided	97.1%
18/19			94.4%
19/20			93.2%
20/21			87.0%
21/22			95.0%
22/23			93.9%
23/24	19+	Not Provided	94.9%

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

16-18 - GENDER

Hybrid End Year	Age Group	Gender	Achievement %
17/18	16-18	Male	84.0%
18/19			88.9%
19/20			88.4%
20/21			93.4%
21/22			86.5%
22/23			87.3%
23/24	16-18	Male	89.5%
17/18	16-18	Female	83.4%
18/19			89.0%
19/20			89.1%
20/21			94.7%
21/22			87.0%
22/23			86.6%
23/24	16-18	Female	88.7%

19+ - GENDER

Hybrid End Year	Age Group	Gender	Achievement %
17/18	19+	Male	92.7%
18/19			93.6%
19/20			92.6%
20/21			98%
21/22			93.2%
22/23			94.2%
23/24	19+	Male	94.9%
17/18	19+	Female	90.6%
18/19			92.7%
19/20			92.7%
20/21			96.8%
21/22			92.6%
22/23			94.1%
23/24	19+	Female	94.8%



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