![etc. education training collective logo]

EQUITY, DIVERSITY, INCLUSION AND BELONGING
THE ANNUAL REPORT

2024/25

CONTENTS

INTRODUCTION

It's my privilege to present the Education Training Collective's Equity, Diversity, Inclusion and Belonging Annual Report, reflecting our collective work and progress across the 2024–25 academic year.

At the Etc., we believe that an equitable, inclusive, and diverse community is fundamental to who we are and what we do. But beyond this, we recognise that true inclusion is realised when every student, learner, apprentice and colleague feels a genuine sense of belonging — when they know they are valued, seen, and heard. Belonging is what transforms equity and inclusion from principles into lived experience; it's what enables everyone across our group to thrive.

Promoting equity means understanding and addressing the different barriers people face so that everyone has fair access to opportunity and success. It's not simply about treating everyone the same — it's about creating the conditions where every individual can achieve their potential, whatever their background or starting point. When we combine this with a culture of belonging, we create learning and working environments that are compassionate, empowering, and ambitious for all.

Our commitment to EDIB extends far beyond compliance. It's embedded in our ethos, tone of voice, and strategic priorities. We continue to uphold the principles of the Equality Act 2010, ensuring our policies and practices promote fairness, prevent discrimination, and support the wellbeing of all members of our community. We also strive to go further — to actively shape a culture where equity and belonging underpin everything we do.

As you read this report, I hope you gain insight into the steps we have taken, the progress we've made, and the stories that demonstrate our shared commitment to a more equitable and inclusive future. We have achieved much to be proud of, but we also recognise that this work is never finished. Our journey towards genuine belonging is ongoing, and it remains at the heart of our mission: to fuel ambition and drive success across our region and beyond.

Thank you to all colleagues, learners and partners who continue to lead and champion this work with dedication, compassion, and courage.
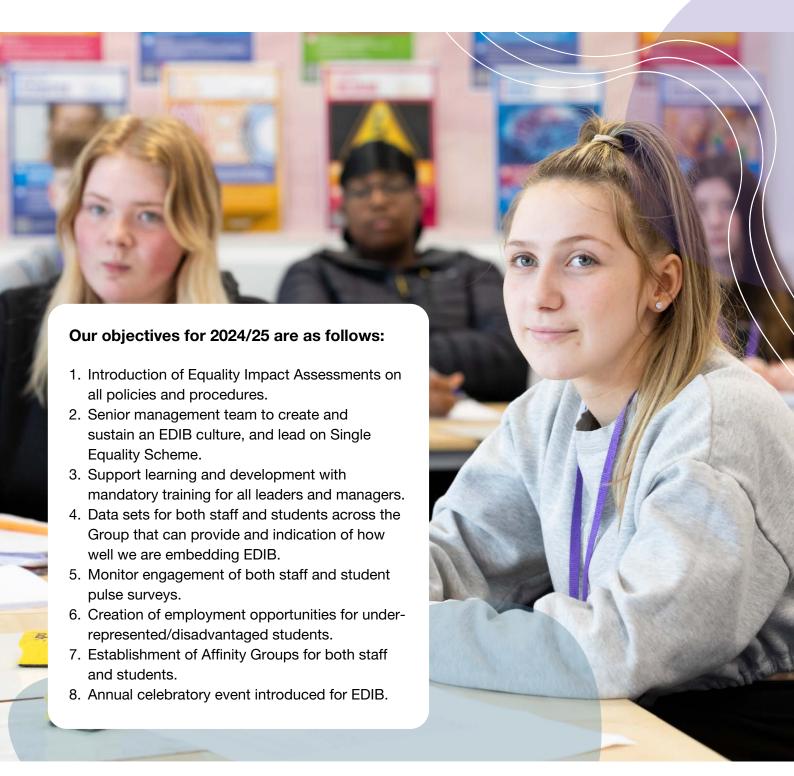
Grant Glendinning

Chief Executive and Group Principal

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 2024/25 are as follows:

1. Introduction of Equality Impact Assessments on all policies and procedures.
2. Senior management team to create and sustain an EDIB culture, and lead on Single Equality Scheme.
3. Support learning and development with mandatory training for all leaders and managers.
4. Data sets for both staff and students across the Group that can provide and indication of how well we are embedding EDIB.
5. Monitor engagement of both staff and student pulse surveys.
6. Creation of employment opportunities for under-represented/disadvantaged students.
7. Establishment of Affinity Groups for both staff and students.
8. Annual celebratory event introduced for EDIB.

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 31/3/25

The college's mean gender pay gap is £2.29 per hour 12.16% *(12.80% in 2024)*.

Median gender pay gap is £3.28 per hour 18.65% *(16.23% in 2024)*.

EQUITY, DIVERSITY, INCLUSION AND BELONGING: THE ROLE OF GOVERNORS

Governors are committed to promoting Equality, Diversity and Inclusion (EDIB) 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 served as the Equality, Diversity and Inclusion Link Governor during the 2024/25 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; 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 2024/25, he attended meetings of the Etc. Equality, Diversity, Inclusion and Belonging group and the Corporation's People Committee, as well as external events, including the AoC EDI Conference. 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.

- As part of its statutory duties, the Corporation approved the group's Annual Equality, Diversity and Inclusion report and Single Equality Scheme in December 2024.

- Gender Pay Gap data was considered by the People Committee at its September 2024 meeting with an updated analysis and planned actions to address the gap considered in June 2025. Governors were assured that, although the gap was widening, there was no unequal pay for equal work and the position reflected direct employment of the lowest paid employees and some over-representation of men in higher quartiles.

- As part of the embedded risk management process, the People Committee reviewed Strategic Risk 11: Equality and Diversity at each meeting. Areas discussed included the importance of EDIB across staff, management and governors and its role in teaching tolerance, inclusive behaviour and better decision making.

- At each meeting of the People Committee, governors also reviewed comprehensive board composition data including gender, age, ethnicity, disability, religion / faith / belief, sexual orientation, socio-economic background, geographic mobility, previous education and thinking styles. In 2023-24, governors had recognized a shift in the gender balance to a higher proportion of male governors and lower ethnic diversity in comparison to the student body. Governor recruitment activity in 2024-25, supported by a Department for Education funded governor recruitment process, successfully addressed this with a gender balance of 44% male governors and 56% female governors, and increased ethnic diversity among independent governors at the end of 2024-25. Comparisons with data published by the DfE and Charity Commission evidence that the Etc. Board has a relatively young age range, more female governors than the national average and more governors from non White British backgrounds. Governors were also pleased that the Corporation continued to have equal gender representation across committee chairships.

- People Committee regularly reviewed staffing data and areas of discussion included:
  - Age distribution of staff with a need to address predominance of older staff within the workforce and increase number of apprentices employed by the group
  - Low numbers of staff declaring a disability
  - Improving position around levels of unknown staff ethnicity data and ongoing action to address this; still a need to significantly increase the ethnic diversity of the workforce

- As part of its role in monitoring Group Development Plans, the Standards Improvement Committee was pleased to note that a Student Affinity Group had been established to align with the staff Equity, Diversity, Inclusion and Belonging (EDIB) Group and there were more opportunities for students to take part in social action.

- The Chair of Governors and EDIB Link Governor were pleased to formally sign the Association of Colleges Equity, Diversity and Inclusion Charter on behalf of the Board and Etc. The EDIB Link Governor also presented to students around the importance of advocating for equal rights.

- Students from Redcar and Cleveland College and Bede Sixth Form College presented to governors in December following attendance at an event giving young people an opportunity to shape the National Poverty Strategy. They highlighted impact of delays in accessing mental health support, issues with transport infrastructure resulting in lost time in education and at work and the key role of healthcare in tackling poverty.

- Other related areas considered by governors included: -
  - Suggestions to improve access to surveys for neurodiverse staff
  - Updates from the Equity, Diversity, Inclusion and Belonging Strategy Group including a scheme for mentorship for underrepresented groups and plans for a college 'Respectival'
  - Recognition of the potentially detrimental impact of the approach to EDIB by the USA and the importance of monitoring this
  - Importance of focus on digital literacy and inclusion (as part of Etc. Strategic Plan)

- As a result of governors' attendance at a range of college events and visits to provision, they recognised the personalised approach to learning across the group, the mutual respect between staff and students and the inspirational success stories of students, some of whom were furthest from education and employment before their involvement with Etc.

Stuart Blackett
Corporation Chair

Dot Smith
Corporation Vice Chair

Grant Glendinning
Chief Executive and
Group Principal

Fabienne Bailey
Independent Governor

Rachel Beeken
Independent Governor

Coreen Bone
Independent Governor

Louise Davies
Independent Governor

Liz Dixon
Staff Governor

Sohaib Khalid
Independent Governor

Mahomed Maiter
Independent Governor

Afikunooreoluwa O
Student Governor

Amanda Olvanhill
Independent Governor

Hamish Rutherford
Independent Governor

David Watson
EDIB Link Governor

Kirsty Wharton
Independent 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 College, a professional services training provider, Innersummit, 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

Innersummit

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 2024/25 the group reported that:

- 41.5% of learners were aged 16-18
- 56.7% were aged 19+
- 1.9% 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 2024/25 were as follows:

ETHNIC GROUP	PERCENTAGE
White/White British	82.9%
Pakistani	2.1%
All other BME	3.9%
No information provided	11.1%

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 (88.9%) and female (90.5%) learners. All were above the national rate.

Students with learning difficulties or disabilities demonstrated a comparable performance against college rates at 89.0%, 8.4% above the national average.

Learners with an ethnic minority status achieved at a higher rate than White British learners, at 93.5%, a 2.4% increase on achievement rates in 23/24 and 9.5% above national rate.

Achievement of learners with a disadvantaged postcode uplift aged 16-18 is 90.4% which is 7.0% above the national rate for that age group. However, achievement for this cohort is slightly behind learners with no uplift at 91.6%.

Achievement for learners in receipt of free college meals was 90.1%, 6.7% above national rate.

For learners with an EHC plan, achievement rates of 91.8% are slightly better than their peers at 91.0% and 8.4% above national rates.

Children in Our Care (in the care of the local authority) achievement rate is 92.7%, 9.3% above the national average for the age group.

The achievement rate for Care Leavers is 84.2%, which is 0.8% above the national average.

Learners with a social worker (Child Protection and Child in Need) showed achievement rates of 86.1%, which is 2.7% above the national average for the age group.

Learners aged 19+:
There is no significant difference for gender achievement rates in the 19+ group, with males achieving 7.8% above the national average and females achieving 7.3% 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 93.7%. This is 8.5% above national rate.

For learners who belong to an ethnic minority group and were 19+, achievement was 94.8%, that is 0.3% above that of White British learners and 7.6% above the national average.

For learners with an EHC plan, achievement rates of 95.9% and 8.1% above national rates.

Learners with a social worker had 100% achievement, this is 12.2% above the national average.

Achievement rate for Care leavers is 100%, which is 12.2% 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 95%.

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 the same retention for 16-18 with a difficulty compared to 16-18 without.)

In terms of ethnicity, learners from minority groups aged 19+ groups were retained at the same rate to white British learners at 97.4%, and for 16-18 year olds students from minority groups retention was better by 3% compared to white British learners.

In terms of postcode uplift, retention is strong. It is 94.0% for 16-18 learners and 96.3% for 19+ learners.

Retention of learners in receipt of free college meals aged 16- 18 was 2.6% lower 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 93.1%.

Children in Our Care (in the care of the local authority) had a retention rate of 96.4% at 16-18 years and 100% at 19+ years.

The retention rate for Care Leavers is 84.2% for 16-18 learners and 100% for 19+ Care Leavers.

GENDER PAY

In line with our statutory duties under the Equality Act 2010, The Education Training Collective has published its Gender Pay Gap data for 2025, based on a snapshot of 31 March 2025. The Group's mean Gender Pay Gap is 12.2% and the median is 18.7%. Importantly, our equal pay audits confirm that there is no unequal pay for equal work across the organisation. The main driver of our Gender Pay Gap is our workforce profile. Unlike many colleges, we directly employ our cleaning and catering colleagues, roles which are predominantly held by women and sit within the lowest pay quartile. This reflects our ethical commitment to fair employment, ensuring access to pensions, sick pay, annual leave and wellbeing benefits. Alongside this, we continue to take active steps to support the progression of women into senior and technical roles through inclusive recruitment, leadership development and transparent pay practices.
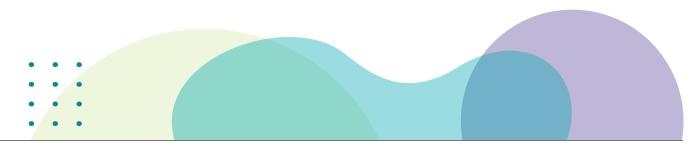
Key External Metrics			
	22/23	23/24	24/25
% difference in hourly pay mean	13.30	12.80	12.16
% difference in hourly pay median	16.25	16.23	18.65
% men in upper pay quartile	46.24	35.90	33.72
% women in upper pay quartile	53.18	20.52	21.32
% men in upper middle pay quartile	36.99	28.70	32.56
% women in upper middle pay quartile	23.38	23.68	21.81
% men in lower middle pay quartile	36.22	25.15	30.23
% women in lower middle pay quartile	63.97	24.90	22.79
% men in lower pay quartile	17.73	11.70	3
% women in lower pay quartile	82.47	30.91	34.07
% men received bonus pay	0	0	0
% women received bonus pay	0	0	0
% difference in bonus pay mean	0	0	0
% difference in bonus pay median	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 2024, are shown below.

With a 94% response rate, overall satisfaction remains high with a +12 result to external benchmark.

- 97% of staff support the strategic priorities of the college.
- 89% agree the college has made progress in the last 12 months.
- 97% agree they understand their role and contribution to the college priorities.
- 87% agree that senior managers are aware of the colleges strengths and areas for development.
- 91% 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	69%
Male	31%

DISABILITY

Disability	
Female	5%
Male	3%

AGE

Age	
16 - 29	14%
30 - 39	22%
40 - 49	24%
50 - 59	23%
60 plus	18%

ETHNIC ORIGIN

Ethnic Origin		
Asian or Asian British	Any other Asian background	0.12%
	Chinese	0.12%
	Indian	0.37%
	Other - Asian	0.62%
	Pakistani	0.75%
Black or Black British	African	0.50%
	Black	0.12%
Mixed	Any other Mixed background	0.50%
	White and Asian	0.25%
	White and Black African	0.37%
Not stated	Not stated	2.99%
Other Ethnic Groups	Any other ethnic group	0.12%
	Black African	0.62%
	Black other	0.12%
	Other	0.37%
White	Any other White background	2.24%
	White	33.75%
	White British	54.79%
	White Irish	0.50%
	White Other	0.75%

PERFORMANCE AGAINST EQUALITY OBJECTIVES 2024/25

Our objectives for 2024/25 are as follows:

1. Introduction of Equality Impact Assessments on all policies and procedures.
2. Senior management team to create and sustain an EDIB culture, and lead on Single Equality Scheme.
3. Support learning and development with mandatory training for all leaders and managers.
4. Data sets for both staff and students across the Group that can provide and indication of how well we are embedding EDIB.
5. Monitor engagement of both staff and student pulse surveys.
6. Creation of employment opportunities for under-represented/disadvantaged students.
7. Establishment of Affinity Groups for both staff and students.
8. Annual celebratory event introduced for EDIB.

PERFORMANCE AGAINST THESE OBJECTIVES WERE:

OBJECTIVE 1 - Introduction of Equality Impact Assessments on all policies and procedures.

Achieved through a follow up on the EDIB audit findings from Irwin Mitchell (full-service law firm based in the UK with a strong commitment to equality, diversity, and inclusion).

All actions have been reviewed and completed, where agreed to be taken forward and Equity Impact Assessments (EIAs) are in place as and when each policy/procedure is reviewed.

Senior management team to lead the development of EIAs. Training to be provided to all managers by March 2025 and Policy reviews will incorporate assessment as part of review cycle.

EIAs used to inform organisational change throughout 24/25. Wider roll out to take place with a suggested carry over of action.

OBJECTIVE 2 - Senior management team to create and sustain an EDIB culture, and lead on Single Equality Scheme.

Induction and probation policies and procedures have been reviewed. A new style induction process to be launched with managers. All recruiting managers have been trained on the new induction process and will actively take part. PR processes report on compliance with induction and probation.

Data is currently under review, with a strategic objective to reduce the proportion of staff whose ethnic background is recorded as 'unknown.' Last year this figure stood at 10%, in comparison with the current figure which stands at 2.99%. We remain committed to driving further improvements to lower this percentage.

Induction under review, to be relaunched with student involvement, by April 2025.

Probation under review and will be renamed.

Revised data sets in place for 25/26 and agreed at People Committee. Marginal improvement to diversity statistics.

- Gender: Female representation increased from 67% to 68.8% while male representation reduced from 33% to 31.2%.
- Disability: Increased from 6.0% to 7.1%.
- Ethnicity: Increased from 4.5% to 5.0%.
- LGBTQ: Increased from 4.0% to 5.0%.

Recruitment data shows that new hires are more diverse than the existing workforce across all four categories, demonstrating that inclusive recruitment practices are shifting.

Induction has been reviewed and improved in 24/25. However probation processes yet to be reviewed and rebranded so suggested carry over of action.

OBJECTIVE 3 - Senior management team to create and sustain an EDIB culture, and lead on Single Equality Scheme.

Mandatory training to increase frequency to annual body swaps – EDIB module for all leaders and managers. Hays mandatory training is currently in place. Body swaps EDIB module forms are now part of the recruiting manager training.

OBJECTIVE 4 - Data sets for both staff and students across the Group that can provide and indication of how well we are embedding EDIB.

Two or three high level small projects that are pro-active to work on the gaps identified from the data sets will be implemented. This will help to gain a fuller understanding of profile of staff and students.

Desired outcomes are as follows:

- Reduce 'unknown' ethnicity declarations of staff from 10% to 5% by July 2025.

- Increase diversity of staff body from 10% non-white background to 15% by 2027.

- Increase proportion of staff body with a declared disability from 5% to 10% by 2027.

Data under review and to be reported on in January 2025 meeting. Targets set for diversity in staffing body in relation to ethnic background and disability.

OBJECTIVE 5 - Monitor engagement of both staff and student pulse surveys.

The annual staff survey levels of engagement to be measured and reported (including EDIB question).

Action planning undertaken from student pulse surveys.

Results of surveys show 94% participation rates, which is very high levels of satisfaction against benchmark.

OBJECTIVE 6 - **Creation of employment opportunities for under-represented/ disadvantaged students.**

Plans to work with employer partners to facilitate supported employment, work trials and work experience.

Positive outcomes include adult learners from The King's Trust and adult ESOL learners participating, leading to employment for 20 adult learners.

21 adult learners also completed their supported internship across Amazon Wynyard, Stockton Riverside College and Redcar and Cleveland College (as employers).

Another six employers are currently hosting placements in addition to the internships including:

- The Shaw Trust
- The Shambles Cafe in Stockton
- Ashtree School
- Driven Motor Group
- Redcar and Cleveland Council
- Grangetown Primary School

OBJECTIVE 7 - **Establishment of Affinity Groups for both staff and students.**

Additional Affinity Groups for staff and students to be established, desired outcome of a further three groups.

New men's mental health group introduced with a new model presented for 2025/26.

OBJECTIVE 8 - **Annual celebratory event introduced for EDIB.**

A cross-group festival, introduced based on the previous Respect Festival.

A successful festival celebrating EDIB themes to now take place in the summer terms.

We invest in continuous professional development across the group, ensuring our staff are regularly upskilled. Below is an example of a poster from the Orange Button Community Scheme at Bede Sixth Form College, a campaign designed to promote a culture where staff feel empowered to seek support when needed.

ARE YOU HAVING THOUGHTS OF SUICIDE? ARE YOU WORRIED ABOUT SOMEBODY ELSE?

We are part of the Orange Button Community Scheme. Orange Button Holders are trained individuals in your organisation who can;

- ✓ Answer questions you have about suicide
- ✓ Give you information about where to get support
- ✓ Give advice about how you can help others
- ✓ Explain how to make a safety plan, or how to get immediate professional help in a crisis

STAFF MEMBERS WHO CAN HELP

Alexa Lang Helen Challinor Paula Kilburn Rebecca Thompson Kellie Wilson

Jacob Tribe Lynne Dolan Natalie Chapman

Emma Brown Conor McKerlie Phill Hall Alys Tregear

For more information go to:
www.every-life-matters.org.uk/project/orange-button-community-project

Every life matters...

BEDE SIXTH **FORM COLLEGE** etc.

Bede Sixth Form College students studying psychology took a trip to visit Paris

Student award winners at the Redcar and Cleveland College Celebration of Achievement 2025

Stockton Riverside College Catering students visit Middlesbrough Football Club to take a tour of their catering facilities

Double victory for NETA welders

Two of NETA's dedicated welding students, Cameron and Niamh, represented NETA at the Inter-College Fabrication and Welding Competition at Derwentside College in County Durham.

Competing alongside 14 other students from across the region, they faced a rigorous health and safety quiz followed by hands-on welding tasks judged to national standards. Cameron, currently on a one-year welding course, and Niamh, completing her level 3 course, both placed in the top six—a proud accomplishment that highlights their growing skills.

They credited their success to the constant support and guidance of their tutors, and both found the experience not only challenging but rewarding and a confidence-boost.

Their accomplishments didn't stop there. Cameron and Niamh were also nominated for recognition at the The Welding Institute's Teesside Branch Awards. Niamh won the title of Best Welding Student of 2025, while Cameron earned runner-up for Best Practical Welding Student. Niamh, expressed deep gratitude for the support from her tutors, naming several who helped her transition smoothly despite initially feeling nervous as an out-of-area student. Both students now look ahead to promising careers in welding, proud of how far they've come and the solid foundation NETA has helped them build.

NETA TRAINING GROUP etc.

Student Success

Ben's catapult journey from Bede to the Royal Opera House.

Learning the skills of your trade at the Royal Opera House in London has got to be the dream for any aspiring theatre technician.

That's become a reality for Ben, a former Bede Sixth Form College student from Thornaby.

The music technology enthusiast was selected from more than 300 applicants to train as a creative venue technician apprentice at the famous theatre in Covent Garden.

"When they rang to say I had got it, it was a massive shock," he said.

Walking into the theatre for the first time, he said: "It was like seeing into the world I want to go into."

Still, with just three positions available, news of his success came as a shock.
For his teachers at Bede however, it wasn't as much of a surprise.

"Ben has always been a person who goes out of his way to make the future work for him," said music technology lecturer, Matt Fodor.

"When they rang to say I had got it, it was a massive shock."

"Since day one at college, he was cold emailing people to see if he could get work experience in sound engineering and live sound."

Many times, this direct approach worked, as he gained two years' experience working as a theatre technician at the Forum Theatre Billingham, he volunteered for six months as a live event producer at Middlesbrough Town Hall and gained further experience as a freelance sound/venue technician, all alongside his college studies.

Dedicated to his field, he even gave up part of his hard-earned summer break to attend a Summer School for Theatre Sound Design and Engineering at The Guildhall School of Music and Drama.
As he prepared to relocate to the capital, he could only speculate on the shows he might work on.

Seeing him collect his results in music technology, history and criminology from Bede, his teacher Matt said: "Ben is without a doubt one of the most driven students I have ever encountered, and I am so pleased that his can-do attitude is now being recognised in such an amazing way."

PROGRESSION
SUCCESS

ALAN

COURSE STUDIED

LEVEL 3 PERFORMING ARTS – ACTING

PROGRESSED

STUDYING AT ARDEN SCHOOL OF THEATRE IN MANCHESTER ✔

"I don't know why, but when I got my place at Arden, I got this feeling of deja vu, which I like to believe, means that I'm on my right path. I have so many plans and ideas. This all seems like a dream come true. It's actually mad to think about how much my life has changed, but I couldn't have done it on my own. I've always had people, who were supporting me, my tutors, in particular Kelly Fairhurst, and my best friends."

STOCKTON RIVERSIDE **COLLEGE** etc.

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 2024, Redcar and Cleveland College hosted its fifth dedicated ceremony at Kirkleatham Walled Garden, while ARC (Stockton Arts Centre), 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.

Redcar and Cleveland College Graduates of 2024

Stockton Riverside College Graduates of 2024

CLASS OF 2024
#TUGRAD

Bede Sixth Form College Biology students travel to the Centre of Life in Newcastle

Stockton Riverside College Art & Design students took a trip to Warner Bros Studio in London

NETA T Level students learnt about traditional and new clean energy infrastructure while on placement at WSG

OBJECTIVES FOR 2025/26

The Etc. achieved a OUTSTANDING Grade from Ofsted in March 2025.

'It has been a pleasure. I have never been a part of an inspection of a provider who is so humble despite being so exceptional, you do the right things for your learners every day. It must be a joy to work here.' - Lead Ofsted Inspector

Our objectives for 2025/26 are as follows:

1. Inclusive policies and procedures for student and staff.
2. Reduce food waste and support inclusion.
3. Increase diversity in job applicants.
4. Improve declaration rates of personal characteristics.
5. Support staff whose first language is not English.
6. Support progression for settled migrants.
7. Achieve White Ribbon accreditation.
8. Expand affinity groups.
9. Host 'Respectival' – A group-wide diversity festival.
10. Address achievement gaps for priority learner groups.
11. Develop 'Lads and Dads' project.
12. Reframe concept of 'probation' period.

APPENDIX 1 - STUDENT DATA TABLES

GENDER

Gender	Female		Male		Total
Year	**Learners**	**%**	**Learners**	**%**	**Learners**
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
2024/25	3638	47.1%	4091	52.9%	7729

GENDER/AGE

Age	2020/21 Etc.		2021/22 Etc.		2022/23 Etc.		2023/24 Etc.		2024/25 Etc.	
	Learners	**%**	**Learners**	**%**	**Learners**	**%**	**Learners**	**%**	**Learners**	**%**
14-15	45	%	148	%	160	%	153	%	144	%
F - Female	33	73.3%	81	54.7%	93	58.1%	86	56.2%	95	66%
M - Male	12	26.7%	67	45.3%	67	41.9%	67	43.8%	49	34%
16-18	4409		2821		2917		3061		3204	
F - Female	2288	94.7%	1264	44.8%	1304	44.7%	1394	45.5%	1505	47%
M - Male	2121	93.4%	1557	55.2%	1613	55.3%	1667	54.5%	1699	53%
19+	6229		5128		4182		4445		4381	
F - Female	3798	96.8%	2570	50.1%	2059	49.2%	2213	49.8%	2038	46.5%
M - Male	2431	98%	2558	49.9%	2123	50.8%	2232	50.2%	2343	53.5%
Total	10,683		8097		7259		7659		7729	

AGE

Age	2020/21 Etc.		2021/22 Etc.		2022/23 Etc.		2023/24 Etc.		2024/25 Etc.	
	Learners	**%**	**Learners**	**%**	**Learners**	**%**	**Learners**	**%**	**Learners**	**%**
14-15	45	0.4%	148	1.8%	160	2.2%	153	2%	144	1.9%
16-18	4409	41.2%	2821	34.8%	2917	40.2%	3061	40%	3204	41.5%
19+	6229	58.4%	5128	63.3%	4182	57.6%	4445	58%	4381	56.7%
Total	10,683		8097		7259		7659		7729	

DISABILITY

Learners with Disabilities	2020/21 Etc.		2021/22 Etc.		2022/23 Etc.		2023/24 Etc.		2024/25 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
Has Disability	1980	24.5%	1681	20.8%	1876	25.8%	1993	26%	2026	26.2%
Has No Disability	6052	74.9%	6138	75.8%	5206	71.7%	5426	70.8%	5348	69.2%
No information	51	0.6%	278	3.4%	177	2.4%	240	3.1%	355	4.6%
Total	8083		8097		7259		7659		7729	

DISABILITY/AGE

Age	2020/21 Etc.		2021/22 Etc.		2022/23 Etc.		2023/24 Etc.		2024/25 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
14-15	45	%	148	%	160	%	153	%	144	%
Has Disability	23	51.1%	2	1.4%	83	51.9%	69	45.1%	64	44.4%
Has No Disability	22	48.9%	87	58.8%	76	47.5%	83	54.2%	77	53.5%
No information	0	0%	59	39.9%	1	0.6%	1	0.7%	3	2.1%
16-18	3326		2821		2917		3061		3204	
Has Disability	1008	30.3%	779	27.6%	898	30.8%	1003	32.8%	1098	34.3%
Has No Disability	2316	69.6%	2008	71.2%	1992	68.3%	2034	66.4%	2078	64.9%
No information	2	0.1%	34	1.2%	27	0.9%	24	0.8%	28	0.9%
19+	4712		5128		4182		4445		4381	
Has Disability	949	20.1%	843	16.4%	895	21.4%	921	20.7%	864	19.7%
Has No Disability	3714	78.8%	4043	78.8%	3138	75%	3309	74.4%	3193	72.9%
No information	49	1%	242	4.7%	149	3.6%	215	4.8%	324	7.4%
Total	8083		8097		7259		7659		7729	

RELIGION/BELIEF

Religion/Belief	2021/22 Etc.		2022/23 Etc.		2023/24 Etc.		2024/25 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%
No information	1033	12.8%	980	13.5%	741	9.7%	1078	13.9%
Atheist/Agnostic	1612	19.9%	1518	20.9%	1559	20.4%	1703	22%
Catholic/Roman Catholic	462	5.7%	440	6.1%	450	5.9%	443	5.7%
Christian	1620	20%	1421	19.6%	1497	19.5%	1563	20.2%
Hindu	13	0.2%	9	0.1%	17	0.2%	15	0.2%
Jewish	1	0%	5	0.1%	3	0%	3	0%
Methodist	30	0.4%	29	0.4%	25	0.3%	25	0.3%
Muslim	370	4.6%	424	5.8%	396	5.2%	431	5.6%
Other	616	7.6%	573	7.9%	567	7.4%	491	6.4%
Prefer not to say	2161	26.7%	1704	23.5%	500	6.5%	1768	22.9%
Protestant	160	2%	138	1.9%	1886	24.6%	190	2.5%
Sikh	19	0.2%	18	0.2%	18	0.2%	19	0.2%
Overall	8097		7259		7659		7729	

SEXUAL ORIENTATION

Sexual Orientation	2021/22 Etc.		2022/23 Etc.		2023/24 Etc.		2024/25 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%
No information	1010	12.5%	938	12.9%	1138	14.9%	1078	13.9%
BI - Bi-Sexual	272	3.4%	273	3.8%	274	3.6%	266	3.4%
GL - Gay or Lesbian	131	1.6%	146	2%	158	2.1%	161	2.1%
H - Hetrosexual	5291	65.3%	4908	67.6%	5046	65.9%	5206	67.4%
P - Prefer not to say	1392	17.2%	994	13.7%	1042	13.6%	1017	13.2%
T - Transgender	1	0%	0	0%	1	0%	1	0%
Total	8097		7259		7659		7729	

ETHNICITY

Ethinicity	2020/21 Etc.		2021/22 Etc.		2022/23 Etc.		2023/24 Etc.		2024/25 Etc.	
	Learners	%	Learners	%	Learners	%	Learners	%	Learners	%
White/White British	7146	88.4%	7147	88.3%	6014	82.8%	6556	85.6%	6410	82.9%
Pakistani	140	1.7%	40	0.5%	166	2.3%	154	2%	161	2.1%
No information	132	1.6%	245	3%	351	4.8%	312	4.1%	303	3.9%
All other BME	665	8.2%	665	8.2%	728	10%	637	8.3%	855	11.1%
Total	8083		8097		7259		7659		7729	

16-18 - LEARNING DIFFICULTIES OR DISABILITIES

Hybrid End Year	Age Group	LDD	Achievement %
19/20			86.6%
20/21			93%
21/22	16-18	LLD - Yes	84.7%
22/23			86.7%
23/24			89.3%
24/25	16-18	LLD - Yes	89%
19/20			89.7%
20/21			90.2%
21/22	16-18	LLD - No	87.7%
22/23			87.1%
23/24			89%
24/25	16-18	LLD - No	90%
19/20			86.7%
20/21			100%
21/22	16-18	LLD - Unknown	66.7%
22/23			84.6%
23/24			100%
24/25	16-18	LLD - Unknown	95.8%

19+ - LEARNING DIFFICULTIES OR DISABILITIES

Hybrid End Year	Age Group	LDD	Achievement %
19/20			92.2%
20/21			92.7%
21/22	19+	LDD - Yes	89.8%
22/23			93.7%
23/24			93%
24/25	19+	LDD - Yes	93.7%
19/20			92.8%
20/21			93.7%
21/22	19+	LLD - No	93.6%
22/23			94.3%
23/24			95.6%
24/25	19+	LLD - No	95.5%
19/20			97.1%
20/21			81.7%
21/22	19+	LLD - Unknown	97.1%
22/23			89.3%
23/24			92.4%
24/25	19+	LLD - Unknown	95.3%

16-18 - ETHNICITY

Hybrid End Year	Age Group	Ethnicity	Achievement %
18/19			94%
19/20			90.4%
20/21	16-18	All Minorities	94%
21/22			89.4%
22/23			90.4%
23/24			91.2%
24/25	16-18	All Minorities	93.5%
18/19			88.4%
19/20			88.6%
20/21	16-18	White British	94.1%
21/22			86.3%
22/23			86.3%
23/24			88.7%
24/25	16-18	White British	88.7%
18/19			89%
19/20			53.8%
20/21	16-18	Not Provided	85%
21/22			89.5%
22/23			97.5%
23/24			92.9%
24/25	16-18	Not Provided	100%

19+ - ETHNICITY

Hybrid End Year	Age Group	Ethnicity	Achievement %
18/19			94.3%
19/20			93.3%
20/21	19+	All Minorities	93.3%
21/22			93.9%
22/23			94.7%
23/24			96.2%
24/25	19+	All Minorities	94.8%
18/19			92.6%
19/20			92.5%
20/21	19+	White British	97.1%
21/22			92.2%
22/23			93.8%
23/24			94.2%
24/25	19+	White British	95.1%
18/19			94.4%
19/20			93.2%
20/21	19+	Not Provided	87%
21/22			95%
22/23			93.9%
23/24			94.9%
24/25	19+	Not Provided	97.5%

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 %
18/19			88.9%
19/20			88.4%
20/21	16-18	Male	93.4%
21/22			86.5%
22/23			87.3%
23/24			89.5%
24/25	16-18	Male	88.9%
18/19			89%
19/20			89.1%
20/21	16-18	Female	94.7%
21/22			87%
22/23			86.6%
23/24			88.7%
24/25	16-18	Female	90.5%

19+ - GENDER

Hybrid End Year	Age Group	Gender	Achievement %
18/19			93.6%
19/20			92.6%
20/21	19+	Male	98%
21/22			93.2%
22/23			94.2%
23/24			94.9%
24/25	19+	Male	96%
18/19			92.7%
19/20			92.7%
20/21	19+	Female	96.8%
21/22			92.6%
22/23			94.1%
23/24			94.8%
24/25	19+	Female	94.2%

etc.

education
training
collective