

# Equality, Diversity and the Inclusion Report

2025-2030



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# Welcome from Josep Fabra, executive director

Our strategic goal is to foster an inclusive environment where every student and staff member feels valued and respected. We are committed to integrating EDI principles into all aspects of university life, from curriculum design to recruitment practices. We believe that a diverse and inclusive culture fosters creativity, innovation and overall success.

Our core values include respect, inclusion, trust, and support. These values underpin our commitment to creating a welcoming community for all.

**The purpose of this report is:**

Provide details on the key results set out in the AOC EDI Charter

- Share information about the profile of our organizations
- Present our plans and progress in relation to Equality, Diversity, Inclusion and sense of belonging and how they link to our people strategy.
- Demonstrate how we meet our objectives under the Equality Act.

Josep Fabra

Executive Director

# Our strategic intention

*We are a company of people, by people, for people.*

As part of the strategic plan, we established a series of promises. These are included in this report. values and strategic promises are interconnected and aligned in this report.

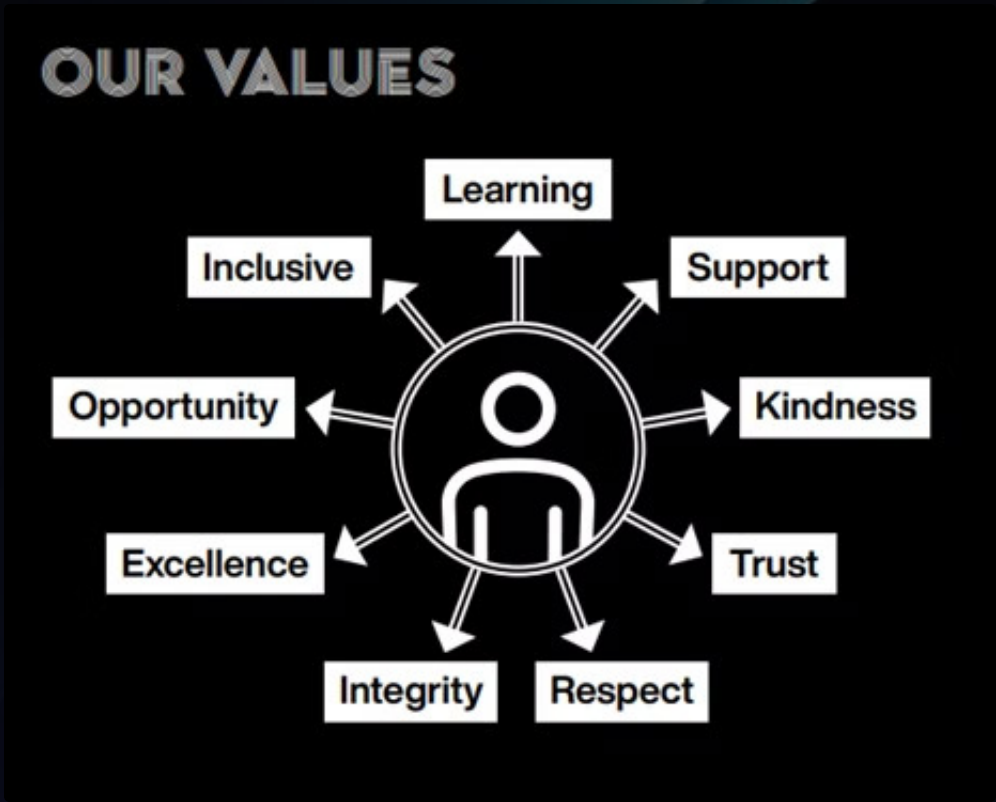
Our promises	We will do it through
Inspire all our students to grow in confidence and improve their life, work and skills learning.	Create a culture where everyone feels valued, respected and with a true sense of belonging and actively challenge all forms of discriminatory and harassing behavior, recognizing and celebrating diversity.
Offering teaching, learning, support and exceptional student/client experiences	We will participate and commit to national standards and frameworks.
Offering an innovative and enriching range of courses and services that meet the needs of our local, regional and national community. international and employer communities	Periodically monitor our key data on students and staff, and diversify our force labor
Working with our employers and communities to increase economic prosperity and improve our social impact.	Build strong and lasting relationships within our communities that exemplify inclusion and reflect the diversity of the areas we serve.
To offer our people a stimulating and rewarding workplace and provide relevant professional development for all.	Our development programs ensure an inclusive culture that embraces diverse perspectives and backgrounds.
Provide an inclusive environment where staff and students can celebrate difference and diversity.	Take a visible stance on EDI issues.  Demonstrate leadership and responsibility in execution of our EDI plan in a collaborative manner as organization.
Conserve and enhance natural resources and reduce our carbon footprint to achieve net-zero emissions	This includes the implementation of initiatives that prioritize environmental justice, recognizing the intersectionality of issues social and environmental, and ensuring access equitable to the benefits of our efforts sustainability for all members of our community.

# OUR CULTURE AND OUR VALUES

University Deitheris firmly committed to ensure the promotion of equal opportunities and strives to go beyond legislative requirements, with the goal of being recognized as a leader in equality, diversity and inclusion (EDI).

Our commitment is reflected in our values and Our action plan aims to create a positive and inclusive environment for all staff and students.

This report presents the position and objectives of the group as part of our Human Resources strategy, In addition to analyzing the results and profiles of our staff and students. More importantly, this report highlights the importance that the group gives to service and celebration of our students and community in overall, it will be a great place to work, learn and progress.



## The AOC EDI Charter

By signing the AOC EDI Charter in , we reaffirm our commitment to EDI.



This letter will make us responsible for our actions, ensuring that we lead by example and make a tracking our impact.

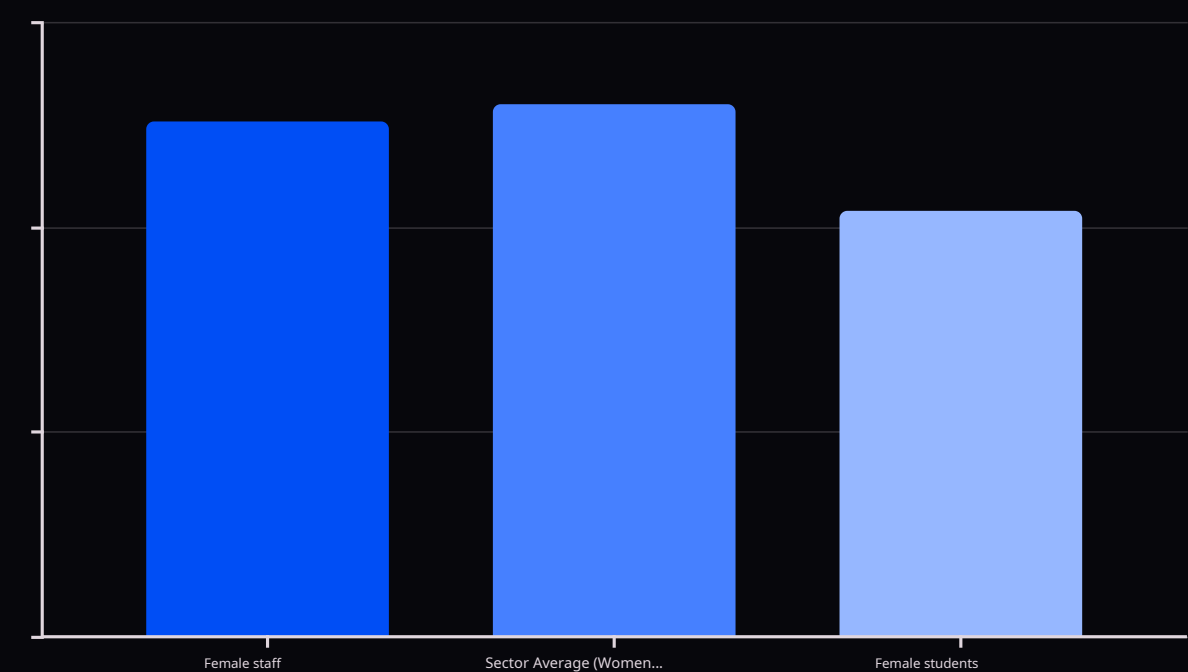
We are committed to building an environment of belonging that is social, moral and economic correct, to prepare our students for the life and work in a diverse world.

Ultimately, we will be judged by our actions and the impact of those actions, which reinforces Our commitment to creating a welcoming and nurturing environment support for all, ensuring that everyone inthe University Deithermay prosper and succeed.

# Community Profile

## Gender

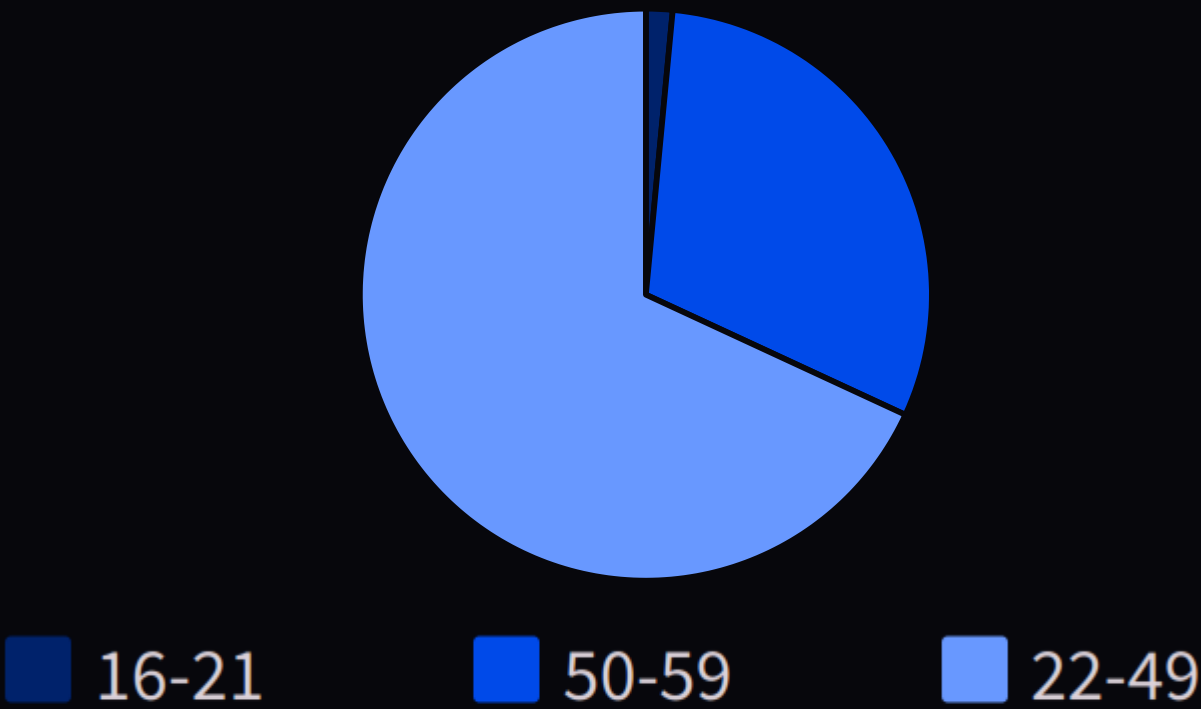
% of the Group's workforce are women, which is in line with the average of the sector (%-%), and the percentage of students declared as women show greater representation. The group reports annually on the gender pay gap. A slight variation since last year, when we reported that 0% of the staff were women.



## Age

The age of the staff ranges between 2 and 3 years, with the average age of the staff. This figure remains unchanged from last year.

· % of the workforce is in category 2, and the largest proportion of staff (%) is in age group 2.

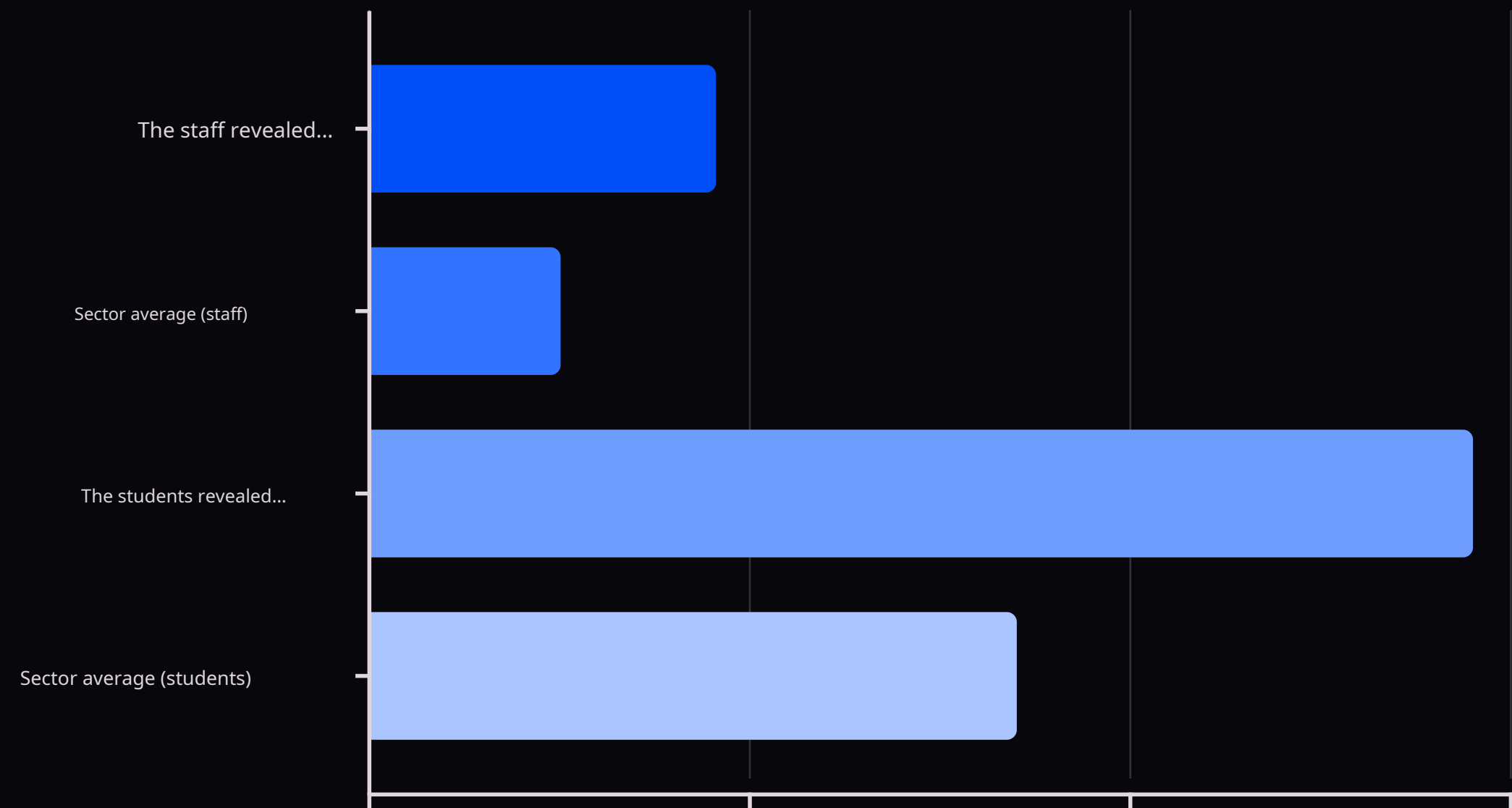




Disability

0% of the Group's staff have declared having a disability, a similar figure to last year, compared to -% of the higher education sector. The HR department supported employees who declared they had a disability, which allowed for the implementation of reasonable adjustments. This proportion remains virtually unchanged since/when the The reported proportion of staff with disabilities was 0%.

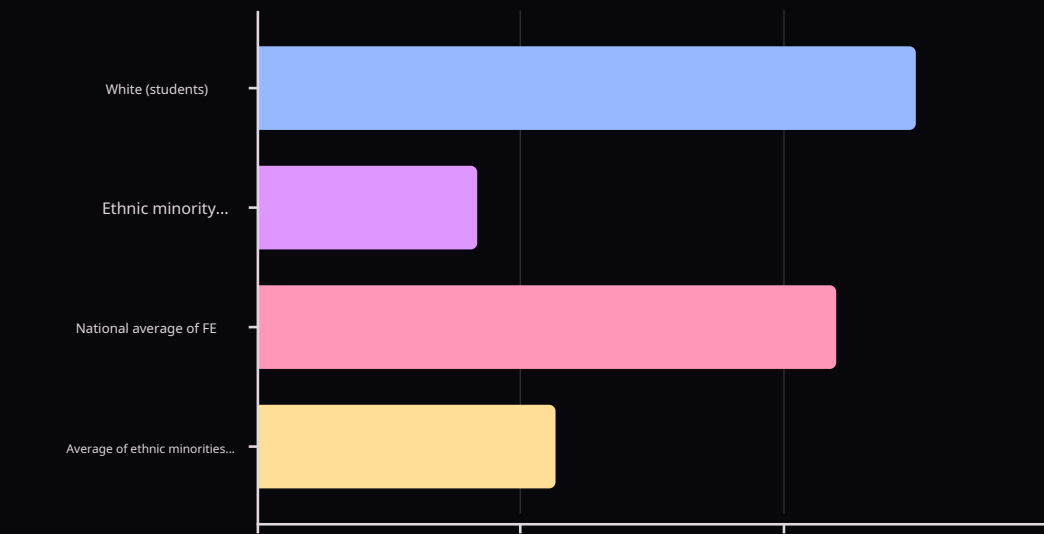
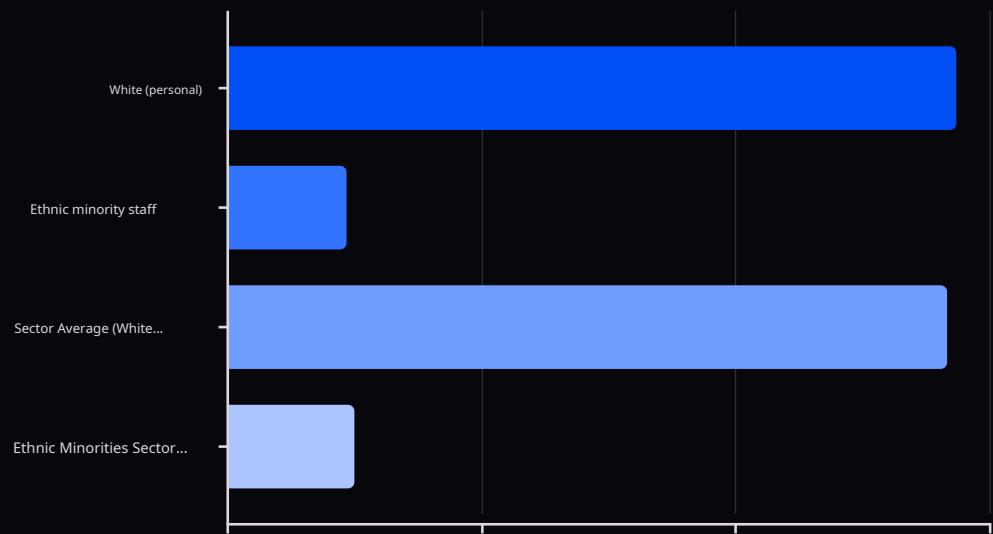
Among students, % have declared a disability, a figure higher than the sector average (%). Mental health conditions are Currently the fastest growing category of reported disabilities among both students and staff higher education.



Ethnicity

The percentage of group staff who identify as White (British, Irish or other White backgrounds), compared to the percentage of vocational education and training sector in general. The reported figure for/was: % ethnic minorities, % white ethnicity.

Among students, % identify as white (British, Irish or other white backgrounds), which is higher than the national average. higher education (FE), which is %. While around % of higher education students come from black backgrounds, Asians and other diverse ethnicities in the UK, leadership roles are far less diverse. Only-%of the leaders university students in the United Kingdom are from Black, Asian or minority ethnic backgrounds. Inthe University Deither%of the staff in the family of 'manager' roles identify as Black, Asian or of minority ethnic origin, below the sector average.



# Addressing the Gaps: Analyzing Student Performance and Attendance

We closely monitor student performance and attendance data to identify any disparities. based on protected characteristics. Our analysis focuses on understanding the root causes of these gaps and implement targeted interventions to support underrepresented groups. We use various strategies, such as mentoring programs, tutoring services, and inclusive teaching practices.

We are committed to ensuring that all students have the opportunity to reach their full potential.

Gaps of more than percentage points (pp) are highlighted in **red** either **green** Red indicates that the group of students is significantly lower than that of their peers. Green indicates that the gap favors male students. **with** the characteristic; while this is positive for these students, we must also recognize that one area of development is how we support our students without these characteristics so that they are as successful as their peers.

EDI	Attendance 23/24 (%)	Attendance 24/25 (%)	Current Att Gap 24/25 (pp)
Female	83.3	83.8	
Male	81.8	83.5	-0.3
16-18	82.5	83.6	
19+	82.7	84.3	-0.7
BME	78.9	81.9	
Non-BME	83.1	84.0	-2.1
LLDD	87.9	82.6	
Non LLDD	82.3	84.2	-1.6
High Needs	77.7	87.2	
Non High Needs	82.6	83.6	+3.6
EHCP	85.5	85.1	
Non EHCP	82.1	83.5	+1.6
CLA	74.5	76.4	
Non CLA	82.5	83.8	-7.4
Free Meals	76.2	79.6	
Non Free Meals	82.7	84.0	-4.4



# Achievement gaps

EDI	Ach 22/23 (%)	Ach 23/24 (%)	Ach Gap 24/25 (pp)
Female	86.9 (13,543)	86.6 (15,409)	
Male	82.8 (12,935)	83.9 (14,170)	-2.7
16-18	83.6 (18,022)	83.3 (20,027)	
19+	87.7 (8,456)	89.7 (9,552)	-6.4
BME	86.0 (5034)	85.0 (5,756)	
Non-BME	84.6 (21,444)	85.4 (23,823)	-0.4
LLDD	84.3 (10,088)	82.1 (9,139)	
Non LLDD	85.2 (16,390)	86.8 (20,440)	-4.7
High Needs	87.6 (675)	82.9 (626)	
Non-High Needs	84.8 (25,803)	85.4 (28,953)	-2.5
EHCP	86.0 (2766)	82.4 (2987)	
Non EHCP	84.8 (23,712)	85.7 (26,592)	-3.3
CLA	79.4 (664)	73.0 (455)	
Non CLA	85.0 (25,814)	85.5 (29,124)	-12.5
Free Meals	86.7 (1339)	86.3 (1536)	
Non-Free Meals	84.8 (25,139)	85.3 (28,043)	+1.0
Disadvantaged	81.4 (3934)	84.1 (4,560)	
Non-Disadvantaged	85.5 (22,544)	85.6 (25,019)	-1.5

# Gender Pay Gap Report

We are committed to addressing the gender pay gap in our organization. Our gender pay gap report Gender offers a detailed analysis of the wage gap between men and women in various positions and levels. We are taking proactive steps to reduce this gap, including reviewing our salary structures, promoting Flexible working arrangements and support for women's career progression. We publish an analysis and action plan. about the gender pay gap on our website.

We strive to achieve equal pay for equal work.

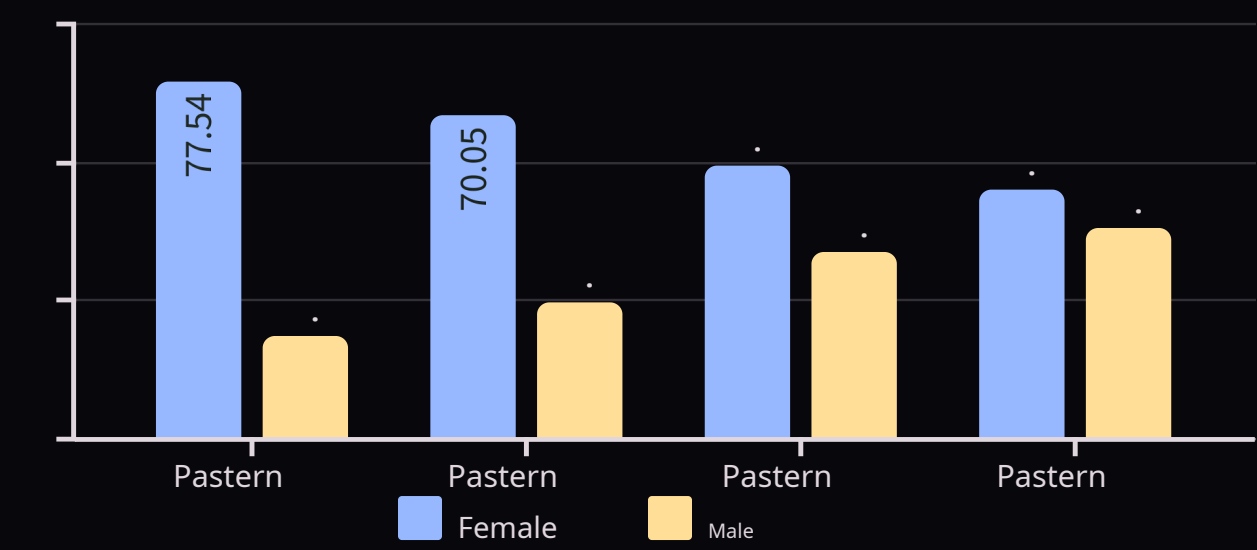
## Key Headlines

**Average salary:11.8% (increase of2.6%about25/26)**

**Average salary:19.9% (increase of3.6%regarding25/26)**

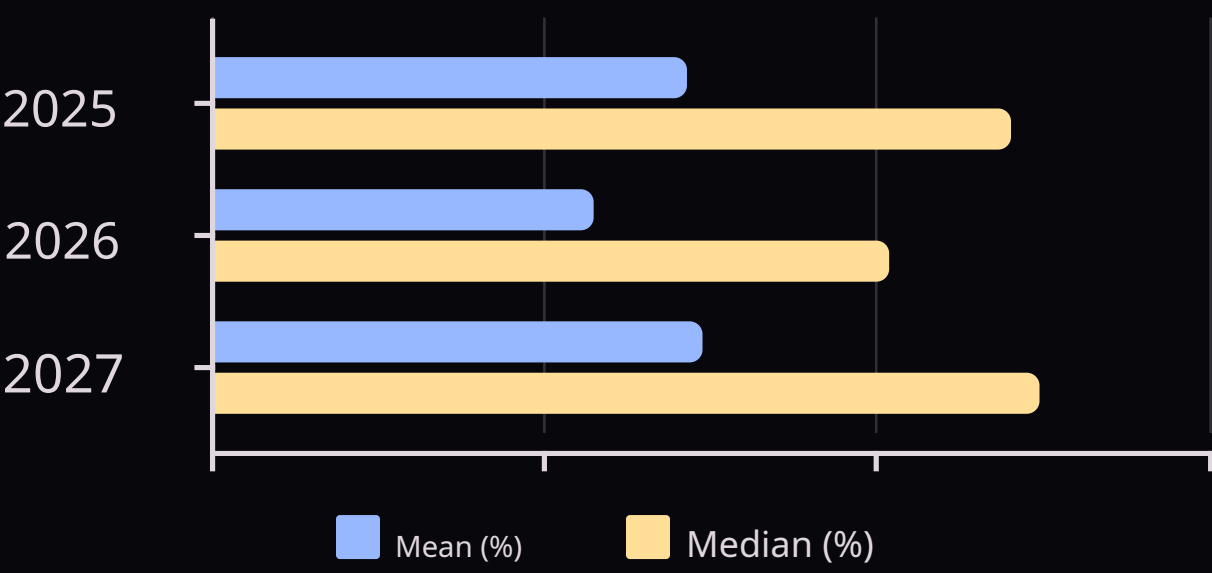
- More men in well-paid positions (Quartile/Grade L+).
- salary increases benefit men more.
- Possible return to pre-merger salary trends (after GBMET adjustment).

## Quartile percentages



From one quartile to another, the proportion of women decreases by23.35%.By quartile, the gender distribution is more balanced, with a54.19%of women and a45.81%of men. This trend suggests a shift towards greater male representation in the quartiles superiors.

Trend of the average and median gender pay gap



The average wage gap shows an increase of the2.6%during the year25 26/,with a percentage resulting from the11.8%.While Meanwhile, the median wage gap increased by 3.6%until reaching the19,0% during the same period. These figures indicate a worrying trend towards greater gender pay gap.

## The link between the gender pay gap and equal pay

A key factor in the gender pay gap observed in the Group is the distribution of the workforce. As can be seen in the chart from the previous section, a disproportionate number of women are in quartiles 1 and 2. The positions in the two first quartiles include nursery staff (data include FSCG), learning assistants and administrative assistants, Positions predominantly held by women. Most positions are dedicated exclusively to term-time (which statistically are also more likely to be held by women) are also found in the quartiles 1 and 2.

Equal pay refers to the remuneration paid to men and women for work of equal value. The Group takes measures to Ensure that our commitment to equal pay is rigorous and robust:

- The Group has a solid track recordJob evaluationsystem to ensure that roles are evaluated fairly and that the equal pay for men and women who do similar work.
- The HR department carries outUnbiased salary evaluationsFor new staff, to ensure there is no bias gender.
- the group periodically carries out aEqual pay auditto ensure that there is no gender inequality in remuneration.

## Action plans and future direction

The Group is developing staffing plans and recruitment and retention strategies. As part of this, It is necessary to consider increasing flexible working options in the upper quartiles, in order to Encourage staff who already work flexibly to apply for management roles and ensure there are no barriers to its progression.

Recent job fairs have succeeded in attracting a wider variety of job candidates. This should continue to ensure that men and women have access to all positions at all levels.

- A succession planning strategy is being piloted and its promotion should encourage the staff to consider management development opportunities and be in a better position to apply promotions in the group.

# Highlights of 25/26and our action plan linked to the AOC EDI Charter

This section presents highlights of our EDI achievements in /. It also describes our action plan for the coming year, directly linked to the AOC EDI Charter. This plan includes SMART goals to promote equity, diversity, and inclusion across the university.

We are dedicated to creating a truly inclusive learning environment.

Action	Reflection	Impact
Develop a single EDI action plan (-)	The action plan detailed in this document aims to establish specific measures and measurable objectives for a period three years, ensuring Alignment with the CCGs overall mission and values aligned with AOC's EDI Charter.	<div>· Periodic reviews by the EDI steering committee and monitor progress</div> <div>· Signed AOC letter</div> <div>· The action plan was presented</div>
Review and ensure practices consistent inclusive	Our EDI team will gather diverse perspectives to review and review policies in a manner collaborative. The revised policies are will focus specifically on... incorporate inclusion language and practices	<div>· The revised policies will specifically incorporate an inclusive language.</div> <div>· Implement a Communication strategy for ensure that all employees are informed.</div>
Review and update mandatory training module	We have updated and launched the new mandatory EDI training module  Accessible on the Skillgate platform for all staff. To ensure that training continues to be relevant and addresses...  In the face of emerging problems, We have provided options for feedback for the participants and we will continue reviewing the module annually.	<div>· New mandatory module online</div> <div>· Feedback from learners to review and update</div> <div>Responders comment</div> <div>99%He felt that the training was satisfactory expectations</div> <div>98%Satisfaction</div>
EDI conversation section plus big	Each conversation meeting wider with the team of broader management  The Group includes a section on EDI to improve and engage our leadership team.	<div>Discussions included</div> <div>· Our EDI team and purpose</div> <div>· Our statement anti-racist GCC</div>
Single provider of occupational health	Ensures consistency and equitable health services for all employees, support for care effective and reasonable medical workplace adjustments and assessments	improve consistency, reduce administrative complexity and ensure that employees receive health support equitable.

Presented College of Role of the sanctuary for GLT	Student Services Team submitted a document to GLT requesting the signing of the commitment and our work to date	Ensure leadership buy-in and ensure that CoS principles are integrate through our plan action for
EDI intranet page	Centralizes resources and information, facilitating the employees access to materials related to EDI and maintain informed about initiatives and events.	Involves staff from all areas levels on which the organization is doing to promote Inclusion. It also facilitates access to critical information about support services, events, and training for everyone.

EDI Training Set	Provides complete information Education on diversity and inclusion, providing staff with knowledge and skills	Equip our staff with the knowledge and tools to understand and address problems such as <b>unconscious bias, discrimination and microaggressions.</b>
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Increased use of assessment impact on equality	a proactive approach to identify and address potential inequalities, guaranteeing a fair treatment and opportunities for all employees	Support the university for ensure that all policies and practices are designed to be inclusive and non-discriminatory.
Resources and information shared for events such as Black History Month	Highlights our commitment to celebrate diversity and educate employees on the contributions from all staff.	Dedicated resources, Seminars and workshops were promoted opportunities for participation
Increase participation in our Pride events across the group.	Support our community LGBTQ+, defend our values in our communities and a sense of belonging.	Promotes visibility and our solidarity with our <b>LGBTQ+ Community.</b>
Resource bank that can be used by tutors or teachers to support your EDI activities in the classroom.	Provides educators tools to integrate the EDI principles in your teaching, Promoting inclusion educational practices.	Educators incorporate <b>EDI Principles in its teaching</b> , providing materials that promote diverse perspectives and inclusive pedagogies
Creating a statement anti-racist for the group	Publicly affirms our position against racism, <b>demonstrating a</b> Commitment to the creation of a <b>safe and inclusive world</b> Environment for all.	Communicate the Organizations take a clear stance against racism in all its forms.
Growth of our service Anti-Racist Library	Expands access to educational materials on anti-racism, which support the continuous learning and awareness	Accessible resources that help to staff and students <b>graspsystemic racism</b> and its effects, with <b>self-education</b> and <b>critical thought.</b>



# Highlights of our community



## Anti-racism

The Local Authority facilitated two sessions for all staff on how to become an organization anti-racist, contributing to the development of our statement anti-racist as a first step in our journey



## Disability Sure

We are an employer who trusts in the people with disabilities and we guarantee an interview for people who reveal a disability and meet the criteria essentials.



## Autism Award

Autism **Aware** Grant recognizes efforts to create welcoming and accessible environments environments for people autistic people through training and reasonable adjustments



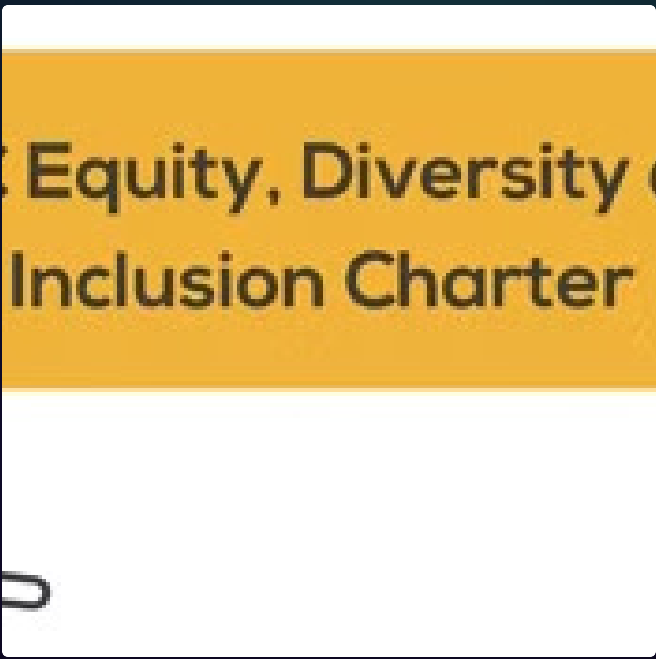
## Uni Connect

Our Uni Connect team brings together local partners to bridge the gap in higher education among the most and least represented groups.



## ESOL students

The university organized a community celebration for celebrate diversity and achievements of our ESOL students, including those seeking refuge and asylum in our community.



## AOC EDI Letter

By signing the AOC EDI Charter in , we feel proud reinforcing our dedication to the equity, diversity and inclusion

# Our action plan

- **Ability, not disability**2 Recognize and celebrate the diverse skills, talents and perspectives of our community.
- **Creating an anti-racist organization**2. To be empowered to challenge and dismantle racism systemic.
- **A university sanctuary and support group for asylum seekers and refugees**- equitable access to educational opportunities and integration into our community

## Ensuring equity and inclusion in our curriculum

The strategy group will meet periodically to review the actions, implement our EDI action plan, share the progress on annual reports, collaborate with Student Voice to diverse curricular perspectives, establish annual EDI objectives, monitor student metrics, attendance gaps and achievements, keep track of UDL statement topics and increase the use of EIA in planning.

## Putting diversity and inclusion at the heart of our employment policies and practices.

Periodically review EDI actions across the Group People Strategy Director, providing diverse opportunities training, monitor workforce data, support personnel groups, create an EDI Champions program, continue anti-racism initiatives and improve accessibility in the workplace.

## Encouraging those with who we hire to support our commitments

Establish EDI-aligned guidelines for partners contractual, implement periodic reviews, involve suppliers in diversity initiatives and compare the progress with community and stakeholder standards interested parties.

## Listen and reflect on our obligations to the communities we serve.

Strengthen community associations, organize forums to collect lived experiences, align with national benchmarks, collaborate with external organizations and actively participate in EDI initiatives.

