Equality, Diversity and inclusion

Report

2025-2030

CONTENT

Welcome from JOSEP FABRA

Welcome to the Equality, Diversity and Inclusion Report 20205-2030.I'm pleased to share with you our progress, some of our success stories, and our ambitious plans for the future.

Over the past year, we established an Education, Development, and Innovation Steering Committee, which led the development of our action plan. We wantthe University Deitheris a great place to work and study, so our ambitious plans encompass both staff and students. In the pages of this report, you can see the work we're doing to build an inclusive university group for students, staff, and visitors. We currently operate as seven colleges, spread across 15 locations, and we have spent much of the last year consolidating our practice and setting challenges for the future.

In this report, we have included action plan 25/30,where you can view our actions, such as updating our equality training for all staff, our work to ensure equal access for staff and students with disabilities at all locations, and a program to strengthen our staff networks, among other plans. You'll also find our gender pay gap figures, which we are now presenting as a combined group for the first time.

We have always been committed to changing lives through learning, and we recognize that ensuring our workplaces and schools are truly inclusive is key to achieving this ambition.

I hope you enjoy reading this report.

JOSEP FABRA

Executive Director

Our strategic intention

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

As part of strategic plan 25-30,We established a series of promises. These are included in this report. Our values   and strategic promises are interconnected and aligned in this report and our comprehensive action plan, reflecting our commitment to excellence, inclusion, and sustainability inthe group.Our commitment to equality, diversity, and inclusion is reflected in everything we do: our environment, our culture, our services, our facilities, and our teaching, learning, assessment, and support practices.

Our promises	We will do it through
To inspire all our students to grow in confidence and improve their life, work, and learning skills.	Create a culture where everyone feels valued, respected, and truly belongs, and actively challenge all forms of discriminatory behavior and harassment by recognizing and celebrating diversity.
Providing exceptional teaching, learning, support, and 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, national, international, and employer communities.	Regularly monitor our key data on students and staff, and diversify our workforce
Working with our employers and communities to increase economic prosperity and enhance 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.	Adopt a visible stance on EDI. Demonstrate leadership and accountability in implementing our EDI plan collaboratively. organization.
Conserve and enhance natural resources and reduce our carbon footprint to achieve net-zero emissions by 2050	This includes implementing initiatives that prioritize environmental justice, recognizing the intersectionality of social and environmental issues, and ensuring equitable access to the benefits of our sustainability efforts for all members of our community.

The purpose of this report is:

- Provide details on the key deliverables set out in the People Strategythe universityfor EDI
- Demonstrate our statement of commitment
- Share information about the profile of our organizations
- Present our plans and progress regarding Equality, Diversity, Inclusion, and a sense of belonging.

- Demonstrate how we meet our objectives under the Equality Act.

OUR CULTURE AND OUR VALUES

University ofeitheris firmly committed to ensuring the promotion of equal opportunities and strives to go beyond legislative requirements, aiming to be 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 group's position and objectives as part of our People strategy, in addition to analyzing the results and profile data of our staff and students. More importantly, this report highlights the importance the group places on serving and celebrating our students and the broader community.

community and be a great place to work, learn and progress.

The Equality, Diversity and Inclusion Team To achieve our action plan, we have created the Equality, Diversity and Inclusion Team, which oversees three special interest working groups focused on

- Students
- Staff
- Environment and resources.

These working groups are crucial to advancing our strategic and operational initiatives outlined in the action plan to raise awareness.
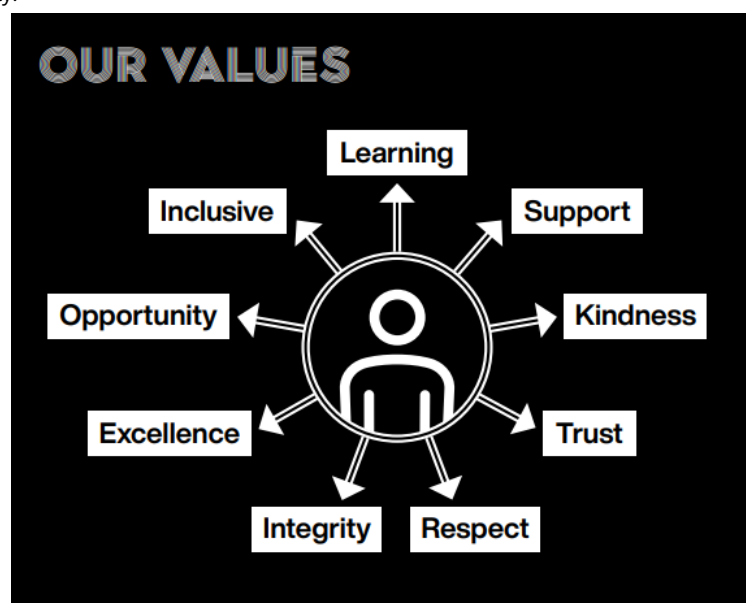
Governance
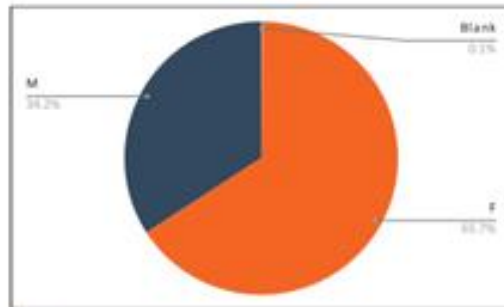
The Group Executive Director is the designated Equality, Diversity, and Inclusion (EDI) lead. Our EDI team is chaired by the Executive Director and comprises senior leadership and key staff from the school.

This EDI team meets quarterly to ensure the school continues to meet its legal obligations under the Equality Act 2010, as well as to monitor the groups' progress toward their action plan.
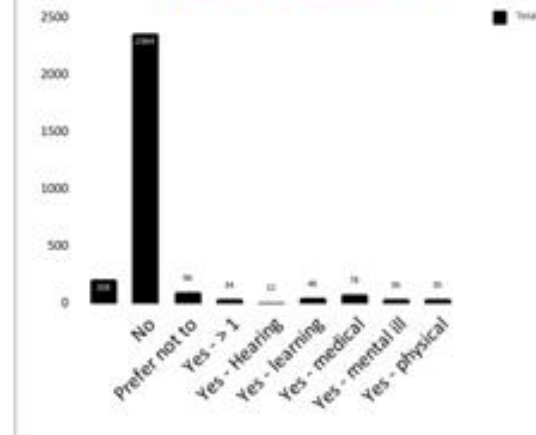
Legal Gender

	Blank 0.1%
M 34.2%	
	F 65.7%

Age

0 > 30	525
31 > 50	1072
51 > 70	1212
71 +	56

Disclosed Disability

Total

No, Prefer not to, Yes - > 1, Yes - Hearing, Yes - learning, Yes - medical, Yes - mental ill, Yes - physical

Ethnicity

Ethnicity	Headcount	Percentage
	83	2.85%
Any other	21	0.72%
Any other - Arab	3	0.10%
Asian/Asian British - any other	18	0.62%
Asian/Asian British - Bangladeshi	11	0.38%
Asian/Asian British - Indian	15	0.52%
Asian/Asian British - Pakistani	9	0.31%
Black/Black British - African	17	0.58%
Black/Black British - any other	1	0.03%
Black/Black British - Caribbean	7	0.24%
Chinese	10	0.34%
Mixed - any other	20	0.69%
Mixed - White and Asian	9	0.31%
Mixed - White and Black African	7	0.24%
Mixed - White and Black Caribbean	13	0.45%
Not known	71	2.44%
Prefer not to say	46	1.58%
White - any other	123	4.23%
White - British	2357	81.02%
White - Irish	34	1.17%
White - Other European	34	1.17%
Grand Total	**2909**	**100.00%**

Religion

Religion	Headcount	% of Total
	1274	43.80%
Atheist	75	2.58%
Buddhism	11	0.38%
Christianity	612	21.04%
Hinduism	4	0.14%
Islam	3	0.10%
Judaism	6	0.21%
Muslim	16	0.55%
No Religion	606	20.83%
Other - Please Specify	41	1.41%
Prefer not to say	223	7.67%
Roman Catholic	37	1.27%
Sikhism	1	0.03%
Grand Total	**2909**	**100.00%**

Sexuality

Sexuality	Headcount	% of Headcount
	1249	42.94%
Asexual	4	0.14%
Bisexual	47	1.62%
Gay man	24	0.83%
Heterosexual	1333	45.82%
Lesbian	28	0.96%
Prefer not to say	224	7.70%
Grand Total	**2909**	**100.00%**

Ensuring our data is accurate and reflects our workforce, and that it is comparable and aligned with our customers and the local community will be addressed as part of the group's broader workforce strategy.

Our staff profile

Key topics for
Report our action
plan

- Increase diversity: 81% of The staff identifies themselves as white British

- Support disability inclusion: 8% of the staff identifying themselves as have a disability

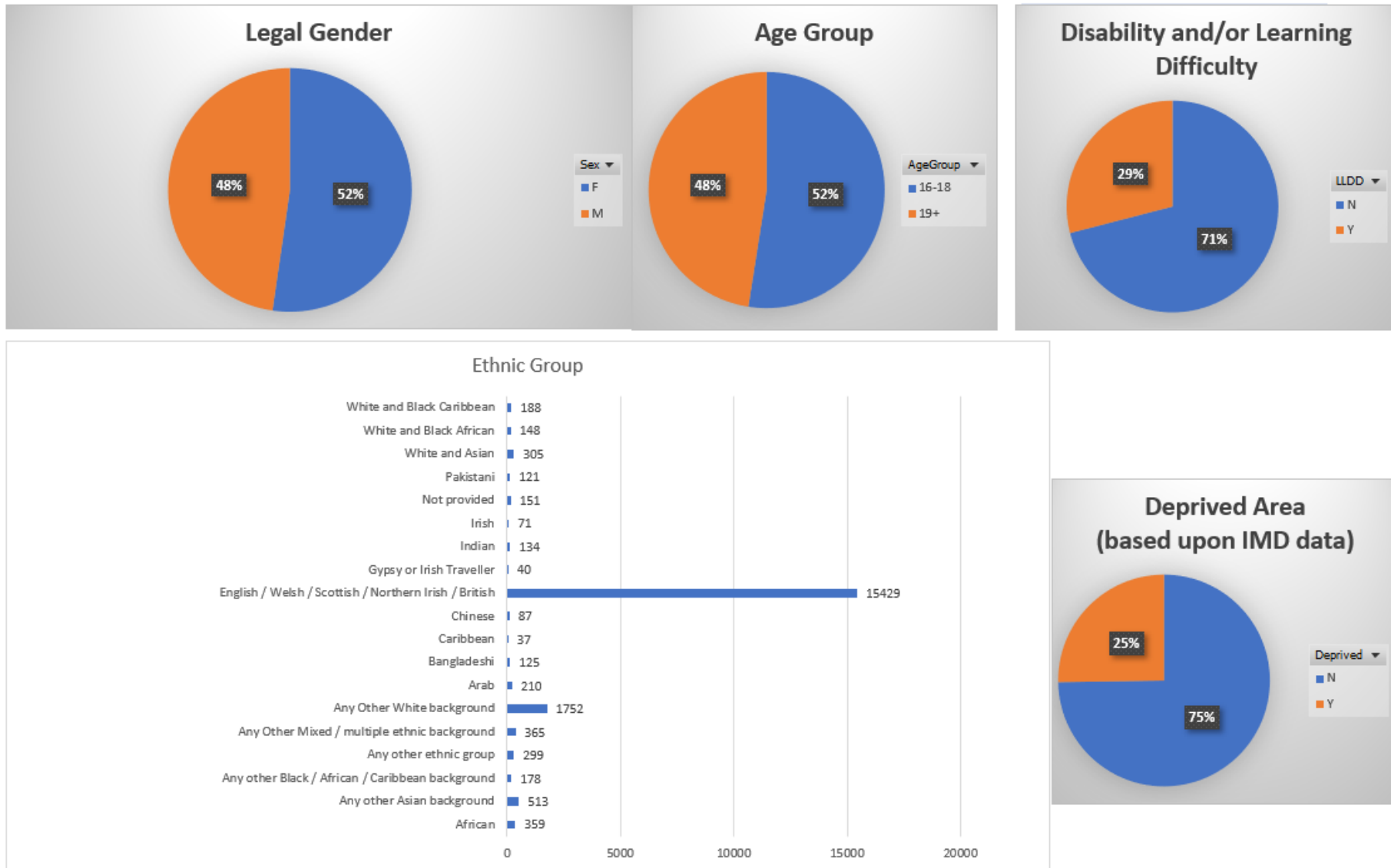- Cultivate gender Balance: 65% of the workforce are women

- Promote an inclusive society with regarding age Workplace: average age of 46 years

- One more significant personnel profile (Sexuality and Religion 42% missing data)

Student data

Legal Gender

Sex	
■	F
■	M

52% F, 48% M

Age Group

AgeGroup	
■	16-18
■	19+

52% 16-18, 48% 19+

Disability and/or Learning Difficulty

LLDD	
■	N
■	Y

71% N, 29% Y

Ethnic Group

Ethnic Group	Count
White and Black Caribbean	188
White and Black African	148
White and Asian	305
Pakistani	121
Not provided	151
Irish	71
Indian	134
Gypsy or Irish Traveller	40
English / Welsh / Scottish / Northern Irish / British	15429
Chinese	87
Caribbean	37
Bangladeshi	125
Arab	210
Any Other White background	1752
Any Other Mixed / multiple ethnic background	365
Any other ethnic group	299
Any other Black / African / Caribbean background	178
Any other Asian background	513
African	359

Deprived Area (based upon IMD data)

Deprived	
■	N
■	Y

75% N, 25% Y

Analysis

Ethnic diversity:

Staff: 81% White British students:

75% white British students$_s$

The student body is slightly more ethnically diverse than the staff. However, both staff and students still have a significant majority who identify as White British. Efforts should be made to increase representation from other ethnic backgrounds and promote a more inclusive environment.

Gender balance:

Staff: 65% women

Students: 52% women

While the staff demonstrates a higher percentage of female representation, there is still room for improvement to achieve gender balance among both staff and the student population.

Inclusion of disabilities:

Staff: 8% declared disability Students:

29% declared disability

A significantly higher percentage of students report having a disability than staff. Improve accessibility and create an inclusive environment for people with disabilities, as well as train staff in disability awareness to support our students.

This report sets out the GCC gender pay gap calculated with a "capture date" of 31 March 2025.

The requirement to report on the gender pay gap came into effect in April 2017. The Group has complied with this requirement since then. The group withANGLOS ACADEMIon the 1st ofMayof 2025,so this is the first report to include staff from the15 faculties.

Average salary

The average gender pay gap is the difference between the median (average) gross hourly wages of male and female employees considered as a single group.

The percentage difference in the Group's average salary is 9.24%, based on an average hourly rate of £15.38 for women and an average hourly rate of £16.94 for men.

Average salary

The average gender pay gap is the difference between the average (median) gross hourly wages of male and female employees considered as a single group.

The Group's average pay gap is 16.3%, based on an average hourly rate of £13.72 for women and an average hourly rate of £16.39 for men.

Analysis

In 2025,the mean and median of the results ofthefaculties increased significantly. This was largely due to the change from a female executive director to a man, as well as the departure of other senior women from the organization.

The data of 2025were very different, mainly due to a more equitable and proportional distribution between men and women in the organization. As the data from 202 shows5,This has had a positive impact on the overall results of theto universityin the now merged group, which has seen the pay gap narrow again.

According to the Office for National Statistics (ONS), the national average for the**mean**The gender pay gap in 2025was 7.7%, with a downward trend over the past three years. This trend has been most pronounced in the private professional sector, and there is positive data across the UK. The South East remains the region with the most pronounced gender pay gaps, with more public sector employers having larger pay gaps than private sector organizations. According to the Office for National Statistics, the UK average is 14.3 in 2025,which places us two points above the national average.

In the field of education, however, the national level**median**The figure is**22.2%**This makes education the third sector with the largest wage gap (after Construction and Finance). While theto universityWhile the UK is better positioned than the UK in education, it remains a complex area. The ONS states that, in vocational training, women earn 3.2% less than men.

The link between the gender pay gap and equal pay

A key factor in the Group's gender pay gap is the distribution of the workforce. As seen in the chart in Section 1, a disproportionate number of women are found in quartiles 1 and 2. Positions in the first two quartiles include childcare staff (data include FSCG), learning assistants, and administrative assistants—positions predominantly held by women. The majority of term-time positions (which statistically are also more likely to be held by women) are also found in quartiles 1 and 2.

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

- The Group has a well-established 'job evaluation' system to ensure that roles are
  that it is evaluated fairly and that remuneration is equal between men and women who do similar work.

- The HR department conducts "blind" salary evaluations for new staff to ensure there is no gender bias and

- The group regularly conducts equal pay audits to ensure the absence of gender pay disparities. The next equal pay audit is scheduled for the summer of 2021.5,once the new HR system is installed.
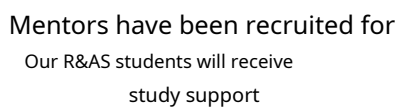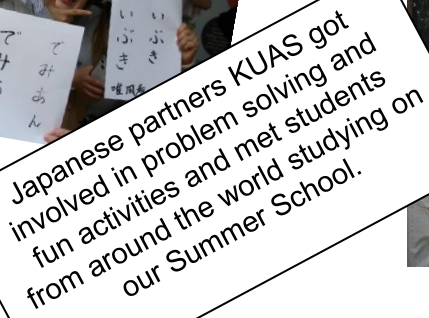
Action plans and future direction

- The Group is developing personnel 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 positions and ensure there are no barriers to their progression.

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

- The Group's Leadership and Management Strategy will be launched in early February, and its promotion should encourage staff to consider management development opportunities and be better positioned to apply for promotions in the future.

	Not achieved
	In process
	Achieved

Issue	Reflection	Impact
Develop a unique EDI Action Plan (2025-30)	The action plan detailed in this document aims to establish specific and measurable goals for a three-year period, Ensure alignment with the overall mission and values of theto university. For the past year, our steering group, the EDI team, has been meeting regularly. Throughout the year and the strategic investment in a Leader of Wellbeing, Inclusion and Staff Commitment has significantly strengthened our ability to advance our EDI objectives across the group.	• Steering Committee EDI regular reviews and monitors progress • Appointment of the person in charge from WIE • Action plan presented
Review and secure consistent inclusive practices	A cross-functional working group will be created from the steering group, bringing together diverse perspectives to review and Review policies. The revised policies will incorporate specifically inclusive language and practices.	• The revised policies will specifically incorporate inclusive language. • Implementing a communication strategy To ensure that all employees be informed
Review and update compulsory training module	We have updated and launched the new mandatory EDI training module accessible on the web Skillgate platform for all staff. To ensure that training continues being relevant and addressing... In the face of emerging problems, we have provided options for feedback for participants and we will continue to review the module annually.	• New mandatory online module • Feedback from the apprentices to review and update • Training in accordance with the culture
Develop E Modular, D, and I Training	Training modules will be designed to suit the diverse learning styles of staff. This year we launched a Professional Development Spotlight Session continuous on the neurodiversity of our staff. We want to support history month LGBT+ with various learning activities.	• Several sessions for example, Unconscious Bias, being anti-racist, institutionalized racism, and the teaching of neuroscience Diverse students have They have encountered excellent

	modules and disability awareness as we relaunch our reasonable adjustments.	feedback from participants. • An environment of receptive learning
Review 'Disability' State of 'trust'	We have implemented a group-wide guaranteed interview scheme and a group-wide reasonable adjustment policy to ensure our processes are applied consistently.	• Settings and Improvements will be made implemented as necessary • Review our entity status with confidence in disability leader.
Analysis 2025 Census data	We have begun this process to review our staff profiles in relation to local census data, where our profile reflects the profile of the local community.	• Our profile largely reflects the local community. • Student data presented in this report are: comparator
Strive to achieve something greater Consistency	Our management group, the EDI team, is proactively establishing Benchmarks to ensure a positive experience for staff, students, and visitors. To achieve this, systematically consistent practices across all departments and locations.	• Link to our surveys and other comments mechanisms to collect valuable input • a complete Analysis of feedback on our progress
Support staff Groups	plans to periodically assess and address the unique needs and concerns of different staff groups, ensuring that their voices are heard and their contributions valued within the broader framework.	• Focus on neurodiversity group Through sharing what we have experienced experiences with staff • Proud staff network to support our community pride events and Educate through LGBT+ history month • Wellness allies to support our mental health and wellness strategy account

Japanese partners KUAS got involved in problem solving and fun activities and met students from around the world studying on our Summer School.

WE HAVE SIGNED!

We pledge to support our employees going through menopause in the workplace

#MenopauseWorkplacePledge

MENOPAUSE
WORKPLACE PLEDGE
HELLO!

HIGHLIGHTS FROM OUR COMMUNITY 2022/23

MET Brighton Metropolitan College

Volunteer Learning Mentor for Refugee & Asylum Seekers

Brighton Metropolitan College

We are recruiting a team of learning mentors to provide 1:1 learning support for our YRAS students on main study programmes - if you know any students who would benefit from this, please email wp@gbmc.ac.uk

Mentors have been recruited for

Our R&AS students will receive study support

BECOME ONE OF OUR
BAME* Student Representatives
BRING POSITIVE AND MEANINGFUL CHANGE!

TAKE A SEAT AT THE TABLE
USE YOUR VOICE
DEVELOP TRANSFERABLE
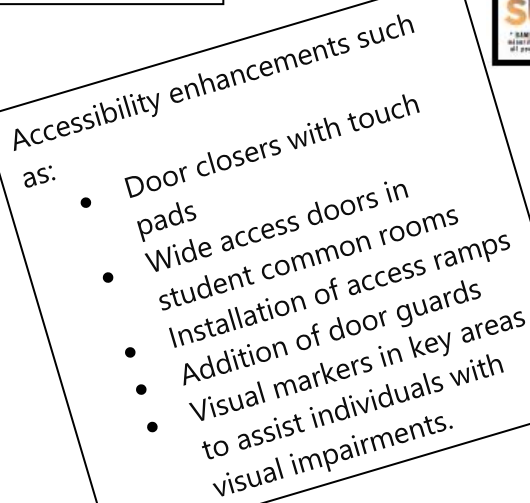SKILLS EMPLOYABILITY

GET INVOLVED

APPLY NOW

Easy a
Scan t
on
wp@

SU

The BAME Student Committee feeds into the wider Student Voice structure and will represent on the Student Executive Committee.

Accessibility enhancements such as:

- Door closers with touch pads
- Wide access doors in student common rooms
- Installation of access ramps
- Addition of door guards
- Visual markers in key areas to assist individuals with visual impairments.

A
Autism
Aware Award
2022-25
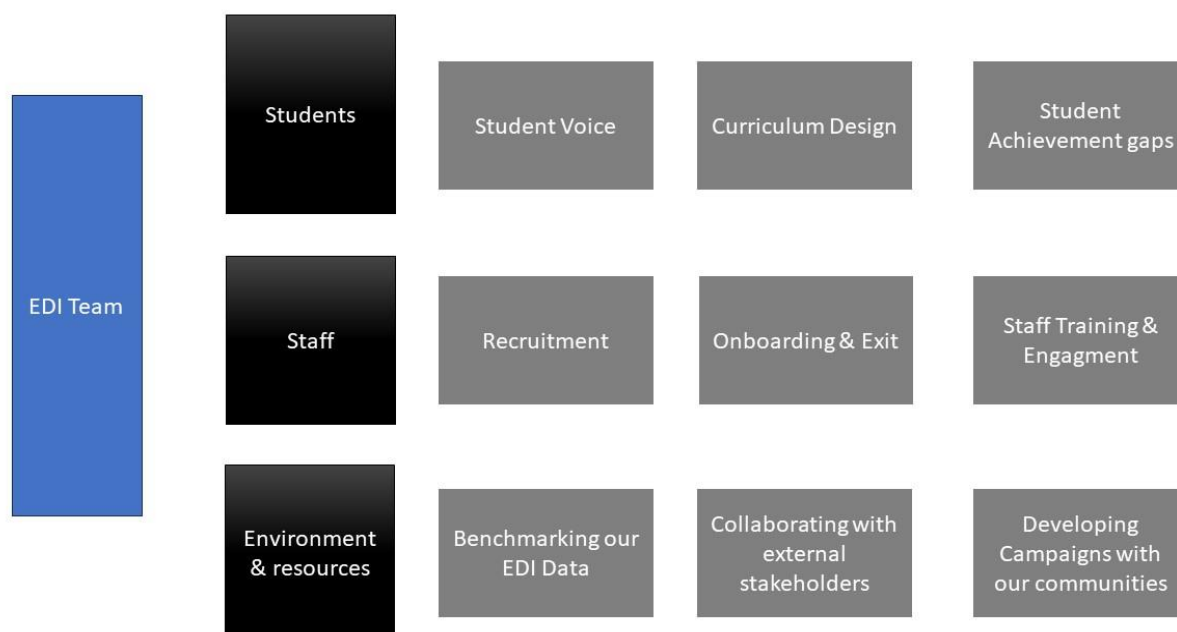

disability confident
EMPLOYER

Staff action plan

The following EDI action plan is a roadmap for our first year of the three-year implementation of our People Strategy, but our

🟥	Not achieved
🟧	In process
🟩	Achieved

Our commitment to creating a more equitable and inclusive environment will extend beyond this timeframe. Our goal is to build a campus community where every individual is valued, celebrated, and supported, and where everyone can thrive regardless of their background, race, or identity. We will continue to monitor and publish our progress.

Our Action Plan 2025-2030

EDI Team	Students	Student Voice	Curriculum Design	Student Achievement gaps
	Staff	Recruitment	Onboarding & Exit	Staff Training & Engagment
	Environment & resources	Benchmarking our EDI Data	Collaborating with external stakeholders	Developing Campaigns with our communities

3 Areas of focus: Ability not disability – Create an Anti-Racist Organisation – College of Sanctuary for Asylum Seekers & Refugees

In terms of specific focus areas, we will consider raising awareness in these 3 areas:

▫️ Ability, not disability: Recognizing and celebrating the diverse skills, talents, and perspectives of our community.

▫️ Creating an anti-racist organization: to empower ourselves and challenge and dismantle systemic racism.

▫️ A university-based sanctuary and support group for asylum seekers and refugees: equitable access to educational opportunities and integration into our community.

Year One (2025/2030) –First trimester(denotes that this Initiative links to our three specific focus areas)

Focus area	We will do it:	Intention	Progress	KPI
New Mandatory Training:	Implement mandatory equality, inclusion, diversity, and belonging for all staff and students.	Not only to fulfill our legal obligations but for ensure a culture of equality, Inclusion, diversity and belonging are embedded throughout the group to be reviewed periodically	Complete and online	
Staff Survey	Include EDI-related questions in the annual staff survey to assess the current status. Gather feedback in collaboration with the cultural club and staff focus groups to inform future initiatives.	Continually evaluate and improve group EDI practices based on staff feedback.	Complete with questions included	
Focus on Neurodiversity	Organize events and awareness campaigns during the period to highlight neurodiversity and promote understanding and acceptance.	Awareness, understanding and acceptance of neurodiversity within the group in our interactions and processes	Staff Videos and Training Guide on CPD Day andthe university online	
Census for Personnel Groups	Conduct a census to better understand the goals and needs of staff groups such as Proud and the BAME Network.	Gain a deeper understanding of the goals and needs of specific staff groups.	Proud committed group at Pride events across the group, BAME support network Anti-racist library work	

Focus area	We will do it:	Intention	Progress	KPI
Staff group **Training**	Form a group of EDI staff to drive strategy implementation, monitor progress, and facilitate communication.	Establish a dedicated and diverse group of EDI staff to actively drive the Implementing EDI strategies, monitoring progress, and improving communication across the group.		
LGBT+ History Month	Celebrate LGBT History Month with events and information sharing, highlighting the Proud staff group and their contributions, and planning for our Pride events in 2024. Seek funding from outside organizations.	Provide development and resources, recognition, and celebration of staff contributions during LGBT History Month, while planning for Pride events in 2024 by establishing a task force.		
Alliance program	Launch an Allyship program following the Racial Equality Week initiative that encourages staff and students to learn, listen, and advocate for each other.	Promote a culture of partnership between staff and students, encouraging learning, listening, and mutual advocacy.		
Anti-Racist Library **Work**	Collaborate with the library's anti-racism working group, ensuring that resources are representative and contribute to the decolonization of the classroom and curriculum.	Collaborate with the library's anti-racism working group to ensure that resources are representative of our libraries and contribute to the long-term decolonization of the classroom and curriculum.	First meeting held with librarians from around the world The group on January 24th. Next meeting on March 24 to discuss progress. against actions	
Gender pay gap **reporting**	Present statistics and actions from our internal reports to the EDI Team and promote them both externally and internally.	Address gender pay disparities by presenting statistics and internal reporting actions to the EDI team and promoting internal and external transparency.		
Annual report	Prepare and publish the annual EDI report	Demonstrate our commitment to EDI by preparing and publishing an annual report on progress and initiatives in the area of Equality, Diversity, and Inclusion.		

25/30Quarter 3:

Focus area	We will do it:	Intention	Progress	KPI
Disability **Awareness**	Reasonable adjustments and the re-entry procedure for staff and students with disabilities are highlighted. Review of sick pay for absences related to disability.	Promote awareness and support for staff and students with disabilities, focusing on reasonable adjustment policies and reactivation procedures. Also, address the impact of disability-related absences on sick leave and ensure fair and inclusive policies.		
Participate in the Student **Voice**	Empowering students and our diverse community to shape future initiatives university students through participation in our student feedback mechanisms, ensuring that questions related to the inclusion are integrated and analyzed.	Empower students and the diverse community to actively shape the direction of future university initiatives through inclusive student feedback mechanisms.		
Reflection and Planning	Reflect on the progress made during the first year and plan the next steps in the EDI process, making necessary adjustments to the strategy.	Reflect on the progress made in the first year of the EDI process and plan the next steps, making necessary adjustments to the strategy.		
Review the training	Review the impact of updated training.	Evaluate the impact of the updated training to ensure its effectiveness in promoting understanding and behavior change.		