



Equality, Diversity and Inclusion Report 2024/2025

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Foreword

Over the past year, we have continued to strengthen our approach to equality, diversity and inclusion (EDI) across the Group. This has included the successful launch of our three-year Group EDI strategy in September 2024, alongside the continued expansion of inclusive learning experiences, and greater alignment between EDI and key organisational priorities such as quality of education, staff development, and student experience. These efforts are creating stronger foundations for a more systemically inclusive and relational culture, with early indications of improved access, experience and outcomes across parts of the organisation for both staff and students.

At the same time, this report highlights that meaningful culture change takes time. While there are areas of progress, particularly in staff experience and access to opportunity, the data also shows that change is not yet consistently felt across all areas of the organisation or across all groups of staff and students. Gaps remain in areas such as trust, wellbeing and progression, and there are clear signals that inclusion is not yet fully embedded in day-to-day practice or consistently experienced by all colleagues and learners.

This is not unexpected. Moving from intention to impact requires sustained focus, collective ownership and a willingness to reflect honestly on both progress and challenge, particularly where disparities in experience and outcomes remain. As we enter the next phase of our strategy, our priority is not only to continue delivering activity, but to ensure that this translates into meaningful, day-to-day experiences for students and staff that are consistent with both our educational character and the inclusive culture we continue to cultivate.



Our collective ambition is to build a culture where every individual feels respected, supported, and able to thrive. A culture where equality, diversity and inclusion are not separate initiatives, but integral to how we lead, teach and work together across the Group. This means ensuring that every student, regardless of background or starting point, can access opportunity, feel a sense of belonging, and achieve outcomes that enable them to progress into meaningful futures.

As CEO of Luminate Education Group, I remain actively committed to leading this journey and thank you for your continued support.

Bill Jones
CEO Luminate Education Group

“Moving from intention to impact requires sustained focus, collective ownership and a willingness to reflect honestly on both progress and challenge...”

Bill Jones
CEO Luminate Education Group

Executive Summary

Key Insights (2024/25)

- FE achievement is above national rates in some areas, with narrowing gaps across key learner groups.
- HE is strengthening access and experience, with continued focus on belonging and progression for underrepresented students.
- Progression remains uneven, particularly into employment and higher-level pathways for SEND and care-experienced learners.
- Gender outcomes in FE are broadly equitable, but workforce data highlights structural inequalities, including the Gender Pay Gap.
- Inclusion is not yet consistent, with disparities across both student and staff experience.
- System alignment is driving improvement, where teaching, support and workforce practices are connected.

This report reflects a continued shift in how equality, diversity and inclusion is understood and embedded across Luminare Education Group.

Over the past year, the Group has moved beyond viewing EDI as a series of discrete initiatives, towards a more integrated, systems-led approach. This has involved strengthening the organisational infrastructure that shapes both staff and student experience across Further Education (FE) and Higher Education (HE), including policy, governance, teaching, learning and assessment, student support and workforce development. As a result, EDI is increasingly being experienced not as additional activity, but as part of how the organisation operates.

There is clear evidence of progress in advancing equality of opportunity, particularly within Further Education, student outcomes, where achievement rates for 16-18 learners have improved significantly and exceed national benchmarks. Within Higher Education, work continues to strengthen access, participation and student experience, with a focus on belonging, continuation and progression for underrepresented groups.

Across both FE and HE, there are early indications that a more joined-up, inclusive approach is beginning to influence both access and experience.

At the same time, the data highlights that progress is not yet consistent across all areas or groups. Within FE, disparities remain for specific learner groups, and progression into employment, apprenticeships and higher-level study continues to vary. Within HE, there are ongoing opportunities to strengthen consistency in student experience and outcomes, particularly in relation to continuation, attainment and progression for underrepresented cohorts.

Workforce data presents a similar picture of progress alongside challenge. There are strong foundations in representation, fairness and voice across the Group, but inconsistencies remain in relation to belonging, wellbeing and progression. Flexible working is well embedded across the workforce but less so within leadership roles, raising questions about equitable access to progression pathways.

A key insight emerging from this report is that inclusion is shaped by the interaction between systems. Where curriculum, student support, workforce capability and governance are aligned across both FE and HE, more equitable outcomes begin to emerge.

The next phase of the Group's EDI strategy will focus on strengthening these connections, improving the use of insight and data, and ensuring that inclusion is experienced consistently across all areas of the organisation, for both staff and students.

Introduction

At Luminate, EDI remains central to our mission to transform lives through education, training and support. Across our FE and HE provision and services, we see the role inclusive environments play in shaping experience, confidence, opportunity and outcomes for both staff and students.

This report covers the period from September 2024 to August 2025 and reflects a year of strategic focus and direction setting for EDI across the Group. This report demonstrates how Luminate is meeting its obligations under the Public Sector Equality Duty by:

- advancing equality of opportunity through improved outcomes and targeted interventions
- eliminating discrimination through systems, policy and learning
- fostering good relations through staff and student voice, engagement and inclusive practice

This is evidenced throughout the report through outcome data, targeted interventions, and the development of systems and practices that support inclusive decision-making.

The year can be understood in two phases:

- The early part of 2024 focused on reflection, insight and identifying priorities, drawing on data, feedback and organisational learning. This informed the development and launch of our three-year EDI strategy in September 2024.
- Following this, the latter part of the year has centred on building the foundations required to embed EDI more consistently across Luminate.

Rather than focusing on large-scale delivery, in line with our Group EDI Strategy, we have prioritised clarity, cohesion and the development of systems and structures. We recognise that sustainable progress requires consistency in how decisions are made and experienced across the organisation.

This has included:

- strengthening the role of EDI within leadership and planning
- beginning to shift towards more distributed ownership
- working with local teams to understand how EDI can be meaningfully embedded within different contexts across the Group

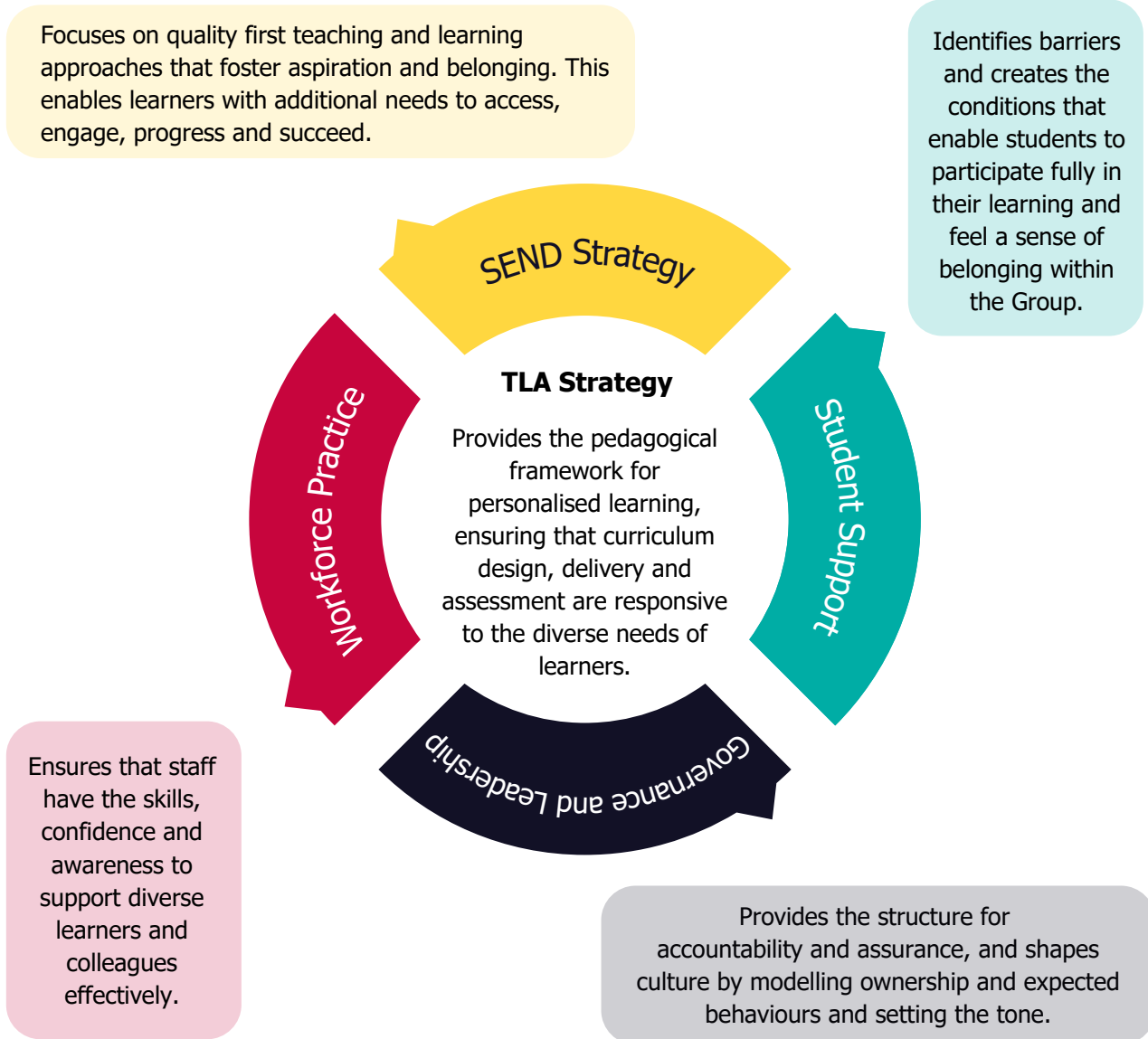
While much of this work is less visible, it represents an important step in moving from activity to approach, ensuring that EDI is not experienced as something additional, but as part of how our decisions are made and how our learning and working environments are shaped.

In August 2025, Luminate was awarded Investors in Diversity Silver accreditation across all of its member organisations. This recognised the collective progress made to date and provided an external benchmark against which to reflect on our approach. The process has also helped to inform our next steps, reinforcing the importance of building consistent systems, strengthening accountability and ensuring that our work is both evidence-led and sustainable over time.



As an Advance HE member, we are pursuing submission to the Race Equality Charter this year, across University Centre Leeds and Leeds Conservatoire.

Luminate's Approach to EDI



At Luminate we recognise that equality, diversity and inclusion are not delivered through isolated interventions, but are shaped through the interaction of multiple parts of the organisation. Inclusion emerges through the relationship between curriculum, teaching, learning and assessment, student support services, workforce capability, governance oversight and leadership culture.

Across the Group, there are already strong strategic foundations in place. This report makes these connections more explicit, highlighting how different strategies and areas of work collectively contribute to more inclusive experiences and outcomes.

For example, our Teaching, Learning and Assessment (TLA) strategy provides the pedagogical framework for personalised learning, which is reinforced by our SEND strategy's focus on aspiration and belonging. Similarly, developments in workforce practice, student support, governance processes and leadership culture are increasingly aligning in ways that strengthen both student and staff experience.

By recognising and building on these interdependencies, we are shaping a coherent, system-led approach that supports improved outcomes and ensuring that we are working to embed EDI into how we lead, teach and support across the Group.

Strategy Delivery

The Group's Equality, Diversity and Inclusion strategy is structured around six key themes:

- Clarity
- Cohesion
- Engagement
- Development
- Insight
- Communication



Together, these provide the foundation for action and the basis for measuring progress over time.

While the objectives set the strategic direction and priority areas, the themes shape how this work is implemented across the organisation. Each theme is supported by internally monitored performance measures, enabling progress to be tracked and creating a clear link between strategic intent and operational delivery.

These measures inform the development of EDI Action Plans at Group, member organisation and service level, ensuring that activity is aligned to strategic priorities and grounded in local context. In this way, the strategy is operationalised through a combination of central coordination and distributed ownership, with leaders, teams and EDI Champions contributing to delivery.

This approach supports a system-led model of inclusion.

Infrastructure and Governance

Alongside delivery against the core objectives, 2024/25 has also seen a deliberate shift towards strengthening the Group's EDI infrastructure and governance:

- The development of a new Group-wide EDI Policy, with consultation commencing in March 2025. The approach prioritises co-creation, ensuring that the final policy is both meaningful and practical and supports a more consistent and aligned approach across the organisation.
- Work has been undertaken to reposition Equality Impact Assessments (EIAs) as a core leadership tool for inclusive decision-making, strengthening the Group's ability to meet its Public Sector Equality Duty through more evidence-informed practice:
- Resource development and collaboration with Executive Leadership Team project groups has taken place throughout 2024/25 to support this shift, moving EIAs beyond a compliance-based approach towards a more integrated and reflective approach to decision-making. While full implementation will take place from 2025/26, this represents a significant step in embedding EDI within organisational governance and accountability structures.
- Work has been undertaken in collaboration with the Learning and Development Team to embed EDI within the performance appraisal process, with implementation planned for October 2025. This includes the introduction of a reflection, providing staff and managers with space to consider how inclusive practice is understood and applied within their roles. This strengthens accountability for inclusion and supports the development of reflective practice across the organisation.
- Our Sharing Who You Are initiative was launched in June 2025 in collaboration with the People and Culture Directorate, with a focus on strengthening the quality and completeness of workforce data. This work is designed to build trust and understanding around data collection, ensuring that staff feel confident in sharing information about their identities, and supporting more accurate organisational insight over time.
- The Central EDI team's learning and development has also expanded in both offer and delivery during 2024/25. This includes moves toward a more responsive and practice-led approach from 2025/26, designed to better support staff in applying inclusive approaches within their day-to-day roles.

Progress in 2024/25 reflects a transition from activity to infrastructure. The Group is moving from delivering EDI initiatives to building the systems, capability and leadership practice required to sustain change. While the impact of this work is not yet fully reflected in current outcome data, it provides a strong foundation for the next phase of the strategy, which will focus on embedding practice and ensuring that inclusion is consistently experienced across the Group.

Progress Against EDI Objectives

The Group's EDI strategy is delivered through six core objectives, which together define how inclusion is being embedded across the organisation.

Progress against these objectives is not only reflected in the development of systems, structures and approaches, but is increasingly visible in the experiences of staff and students. Across the report, there is evidence of positive movement in areas such as engagement, access and outcomes. However, this progress is not yet consistently experienced across all areas of provision or across all groups.

The next phase of this work is therefore focused on embedding inclusive practice more deeply, ensuring that inclusion is not dependent on individual areas of strength, but is experienced consistently across the Group.

Objective 1 - Celebrating Diversity

For staff:

- More visible representation of different identities in leadership communications, campaigns and internal spaces
- Increased opportunities to contribute to EDI activity through Champions, forums and local initiatives
- Early steps to identify underrepresentation in progression pathways, particularly into leadership roles

For students:

- Greater visibility of diverse identities through curriculum examples, enrichment activity and campus campaigns
- Increased opportunities to see themselves reflected in learning environments and student life
- Stronger sense that diversity is recognised and valued across different campuses

Where this is still developing:

- Representation is improving, but consistent belonging is not yet felt across all areas
- Visibility is not always translating into everyday learning experience

Progress Against EDI Objectives

Objective 2 - Champion Disability and Neurodiversity, and Improve Accessibility

For staff

- More open conversations about disability and neurodiversity in teams
- Increased awareness of hidden disabilities and support needs
- Early improvements in workforce data to better understand staff needs

For students

- Increased awareness and discussion of additional needs within learning environments
- Alignment with SEND approaches to support aspiration and belonging
- Steps towards more accessible learning and support structures

Where this is still developing

- Adjustments and inclusive practice are not yet consistently embedded in all teaching and services
- Experience varies depending on course, campus and individual staff confidence

Progress Against EDI Objectives

Objective 3 - Challenge Discrimination and Foster Inclusion

For staff

- Greater confidence to challenge inappropriate behaviour (e.g. through 'From Bystander to Upstander')
- Increasingly consistent use of restorative and relational approaches in addressing issues
- Improved awareness of how behaviour and systems can create exclusion

For students

- Increased likelihood of inappropriate behaviour being addressed
- More consistent use of restorative approaches in resolving issues
- Improvements in creating respectful and inclusive learning environments

Where this is still developing

- Confidence is growing, but consistency of response still varies
- Students' experience of inclusion is not yet uniform across the Group

Progress Against EDI Objectives

Objective 4 - Invest in the Race Equality Roadmap

For staff

- Increased organisational focus on race equity
- More open conversations about race and lived experience
- Early work to understand representation and progression gaps

For students

- Greater visibility of race as part of EDI conversations
- Steps towards addressing differential outcomes and experiences
- Increased awareness of race equity across the organisation

Where this is still developing

- This is still foundational work. Impact on outcomes and experience is not yet fully visible
- Requires stronger integration with curriculum, teaching and progression

Progress Against EDI Objectives

Objective 5 - Amplify Voice and Influence

For staff

- Clearer pathways to contribute through EDI Champions and staff forums
- Increased opportunities to shape local EDI activity
- More structured opportunities to feed into decision-making

For students

- Continued access to voice through Student Union, College Parliament and surveys
- Increased opportunities to influence EDI priorities
- Plans for new structures (e.g. Diversity Network in HE)

Where this is still developing

- Voice is present, but impact and influence are not always visible
- Feedback loops (you said/we did) need strengthening

Progress Against EDI Objectives

Objective 6 - Promote Social Mobility

For staff

- Greater use of data to identify gaps in outcomes and experience
- Increased expectation to use insight to inform local EDI action planning
- Stronger alignment between EDI, curriculum and workforce priorities

For students

- Early identification of gaps in achievement, progression and experience
- Ongoing support to overcome barriers through learner support funding and other Student Life services
- Increased focus on targeted support through curriculum and services
- Stronger alignment between learning and future opportunities

Where this is still developing

- Data is improving, but translation into consistent practice is uneven
- Impact on outcomes is not yet fully realised across all groups

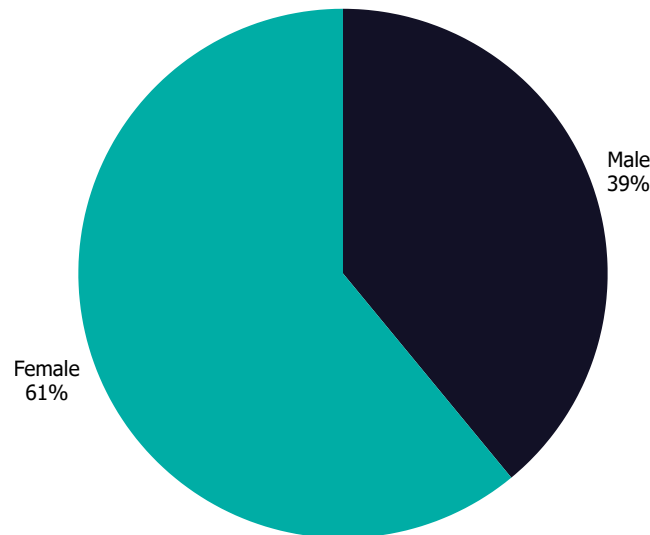
Workforce Demographics

Understanding workforce demographics is critical to identifying where equality of opportunity may be unevenly experienced across recruitment, progression and leadership pathways.

Luminate's total workforce (FE and HE) = 2,470

Female: 1506
Male: 964

We have insufficient data to report meaningfully for staff who identify as transgender, non-binary or intersex.



Male vs female representation in management and progression

While female staff make up the majority of both the overall workforce and management population, further analysis shows that male staff are proportionally more likely to be in management roles.

Specifically, 13.9% of male staff hold management positions compared to 11.6% of female staff. This highlights an important distinction between representation and progression.

While gender balance at senior levels appears positive in absolute terms, the data suggests that progression pathways into management may not be equally accessible or utilised across the workforce.

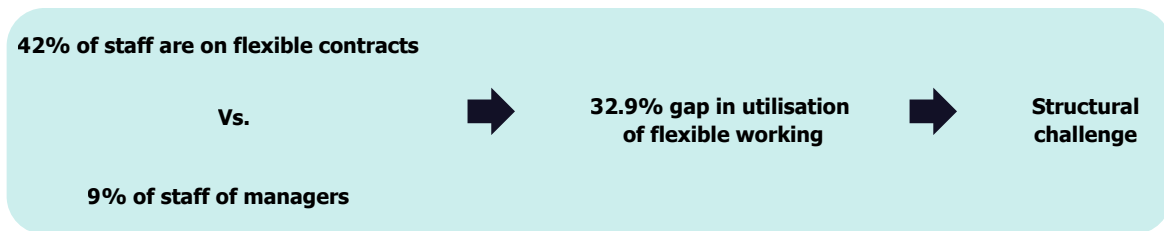
This may reflect the concentration of female staff in roles with more limited progression routes, and reinforces the need to consider how opportunity, visibility, and career pathways are structured across different parts of the organisation.

Workforce Demographics

Flexible working and leadership pipelines

Flexible working arrangements continue to be unevenly distributed across the organisation, particularly within management roles. In 2024/25, 1,040 staff (42% of the workforce) are on contracts with some form of flexibility, indicating that flexible working is a well-established feature of the wider workforce. However, only 9.1% of managers (28 out of 309) are on flexible contracts.

While this represents an increase from the previous year (6.77%), the data highlights a continued gap between access to flexible working and representation within leadership roles. Flexible working remains significantly less common in management than across the wider workforce.



Of those in flexible arrangements, the majority are female, reflecting broader patterns linked to caring responsibilities and other factors that disproportionately affect women. This suggests that while flexibility is being utilised, it is not yet consistently enabling progression into leadership roles.

The data points to an ongoing structural challenge: where leadership is predominantly associated with full-time, non-flexible working patterns, progression may be less accessible to those who require or choose flexibility. This has implications not only for gender equity, but also for the inclusion of carers and disabled staff, potentially limiting equitable access to leadership opportunities.

This reflects wider shifts in how leadership is perceived, with research indicating that more than half of workers no longer aspire to management roles, often citing pressure, workload and impact on wellbeing as key deterrents. In this context, the way leadership roles are structured and experienced becomes increasingly important in shaping both access and aspiration.

The findings indicate that while progress has been made, flexible working is not yet fully embedded within leadership. The next phase of work will need to focus on increasing visibility, normalisation and uptake of flexible working at senior levels, ensuring that it is a viable and supported pathway to leadership.

Workforce Demographics

Workforce age distribution



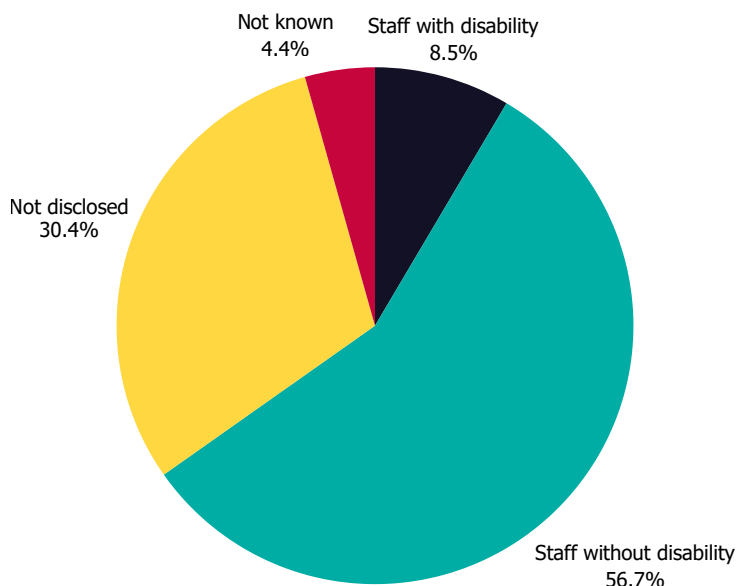
Analysis of workforce distribution by age and gender highlights a number of consistent patterns across the organisation, particularly in relation to occupational clustering, gender representation and progression:

- Across all age groups, the workforce is predominantly female, particularly within business support and teaching support roles, where female representation is consistently high. This pattern is most pronounced in the 30-49 age group, where teaching support roles are significantly female-dominated, suggesting a sustained gendered concentration in support-based functions.
- In contrast, teaching staff roles show a more balanced gender distribution, particularly in the 30-49 and 50+ age groups. However, this balance does not fully carry through into all areas of leadership. While academic management roles appear relatively balanced, business management roles show a higher proportion of males in younger age groups, indicating a potential early-stage gender imbalance in leadership pipelines.
- Age distribution also reveals a clear mid-career concentration, with the majority of staff falling within the 30-49 age bracket across most role types. This suggests a relatively stable and experienced workforce, but also highlights the importance of succession planning, particularly as a significant proportion of staff move into the 50+ category.
- In the under 30 cohort, there is a noticeable skew towards females in entry and support roles, including apprenticeships and teaching support. While this may reflect broader sector trends, it raises questions about early career pathways and gendered role entry, particularly in relation to progression into leadership roles over time.
- Across older age groups (50+), representation remains relatively strong across both teaching and leadership roles, although some variation exists in management positions. This indicates a degree of retention and progression within the organisation, but also reinforces the need to consider how knowledge and experience are transitioned and sustained.

The data suggests that while there is evidence of gender balance in some areas, occupational segregation by gender persists, particularly in support roles, and there are early indications of imbalance within certain leadership pathways. These patterns highlight the importance of focusing not only on overall representation, but on how different groups are distributed across roles, career stages and progression routes.

Workforce Demographics

Disability Representation



Self-reported disability among staff has increased from 6.82% in 2023/24 to 8.50% in 2024/25, representing a positive shift in declared disability. However, this remains significantly below both the UK working-age average declarations (24%) and the Yorkshire and Humber regional figure (27%).

At the same time, the proportion of staff choosing not to disclose a disability has increased from 28.66% to 30.40%, while “not known” has remained broadly stable. This highlights an important tension: while representation appears to be improving, a substantial proportion of the workforce is not sharing disability status. As a result, current figures are likely to underrepresent the true level of disability within the organisation.

The data suggests that disability is not yet fully visible within the workforce. This may reflect a combination of factors, including the stigma that can still be associated with certain conditions, particularly mental health, mobility and fatigue-related disabilities, which are among the most prevalent nationally, and the extent to which staff feel safe and confident to disclose.

While the increase in declared disability is a positive step, the gap between organisational data and national benchmarks, alongside rising non-disclosure, indicates that further work is needed to build trust, improve data quality and ensure that disability inclusion is consistently experienced in practice.

To address the challenges around disclosure and data quality, the Group launched the ‘Sharing Who You Are’ campaign in June 2025. This strategic initiative is designed to build trust, increase understanding of why data is collected and create the conditions in which staff feel safe to share personal characteristics, including disability.

As the campaign was introduced after the 2025 staff survey, its impact will not yet be reflected in the current data. Meaningful shifts in disclosure and data quality are expected to emerge over the 2025/26 and 2026/27 reporting periods.

Ethnicity representation

Currently, ethnicity data collection is incomplete, limiting a full understanding of workforce diversity.

Workforce Experience and Culture

EDI-Themed Analysis of Staff Survey Data*

To better understand how EDI is experienced across the organisation, staff survey questions have been grouped into five key themes:

- fairness and respect
- voice and psychological safety
- wellbeing and care
- equity of opportunity
- belonging and trust

The Group's three-year EDI strategy was launched in September 2024, and the 2025 staff survey represents the first dataset captured following its introduction. As such, the 2025 results establish the baseline from which the impact of the strategy will be measured. Data from 2024 is included for context only and should not be interpreted as evidence of strategic impact.

Theme	2024 Avg (Context)	2025 Avg (Baseline)	Change
Fairness and Respect	83%	83%	0%
Voice and Psychological Safety	82%	83%	+1%
Wellbeing and Care	74%	75%	+1%
Equality of Opportunity	60%	63%	+3%
Belonging, Trust and Advocacy	70%	69%	-1%

The 2025 data indicates strong foundations in fairness, respect and voice, with staff reporting positive day-to-day experiences and an ability to contribute openly. However, wellbeing and equality of opportunity remain more mixed, suggesting that while provision exists, it is not yet consistently experienced. Belonging, trust and advocacy also remain comparatively lower, indicating that improvements in local experience are not yet translating into wider organisational confidence.

Comparison with 2024 shows only modest movement, reinforcing that cultural change is still in its early stages and not yet embedded at scale.

The data provides a clear baseline indicating that while inclusive practices are present, they are not yet consistently embedded or experienced across the organisation. The next phase of the strategy must focus on embedding practice and strengthening trust so that progress is not only implemented, but felt.

Work is underway to strengthen connection and communication across the workforce.

*The staff survey data presented in this section is drawn from an externally managed, anonymised dataset and is not shared with the Group at an individual level. As such, it is distinct from the workforce data used elsewhere in this report and cannot be directly matched to individual staff records.

Impact in Practice

Strengthening Connection Through Shared Communication

Following a major cyber attack in 2020, which led to the loss of a central intranet, internal communication across the Group became increasingly fragmented. Multiple platforms were developed to meet immediate needs, but over time this led to siloed working and reduced visibility across teams and campuses.

CECIL was introduced to address this, creating a single, shared platform for staff across the Group. Developed through collaboration between ELT project teams and Communications. It provides a central space for information, updates and shared resources.

Since its introduction:

- engagement has increased, with usage data showing a growing number of active users.
- feedback also indicates improved access to information and greater awareness of activity taking place across different parts of the Group.

Having one shared space allows colleagues to develop a sense of inclusion and belonging, through shared resources, information and knowledge.

Beyond functionality, the platform has supported a stronger sense of connection. By bringing colleagues into a shared space, it has helped reduce some of the siloed working that had developed and created more opportunities for collaboration and shared understanding.

It has also enabled a wider range of voices and experiences to be visible, contributing to a greater sense of inclusion and belonging across the workforce.

What changed?

- Improved visibility of activity across departments and campuses
- Increased staff engagement with internal communications
- Reduced siloed working through a shared platform
- Stronger sense of connection and belonging across the Group

Gender Pay Gap

Mean gender pay gap is 4.79%

(£0.83 difference) - a £0.12 increase from last year.

Median gender pay gap is 0.0%

(£0.00 difference) - a £0.47 improvement from last year.

National comparison: Continues to be significantly lower than the UK median (~13.1%) and remains well below the education sector average (~20%), indicating sustained strong performance.

Sector ranking: Luminate continues to perform strongly in comparison to other education providers, with a median pay gap of 0% placing the Group amongst the highest performing organisations nationally.

Mean vs Median Pay Gap

- The mean pay gap reflects the difference in average earnings between men and women and can be influenced by the distribution of higher-paid roles.
- The median pay gap compares the midpoint of earnings and provides a clearer view of typical pay differences across the organisation.
- Together, these measures indicate that while pay is broadly equitable within roles, differences in workforce distribution continue to shape overall pay outcomes.

Luminate continues to outperform both national and education sector pay gap averages. However, key gender imbalances remain:

- Workforce distribution: Women remain overrepresented in lower quartile roles (71.7%), reflecting broader sector trends.
- Market-driven pay differences: Higher-paid roles attracting market supplements remain more male-dominated, influencing the mean pay gap.
- Apprenticeships and entry routes: Female representation remains significantly higher (c.73%), indicating an opportunity to attract more male applicants. This is notably above the national profile, where in 2024/25, 52.5% of apprenticeship starts were by female apprentices and 47.5% by male apprentices. National data also highlights that participation in apprenticeships varies significantly by sector, with women more likely to be concentrated in areas such as health, care and education, and underrepresented in sectors such as engineering, construction and technology.
- Senior roles: While women are well represented across all quartiles, continued focus is needed to strengthen representation in higher-paid, specialist areas.

This position reflects a strong foundation of pay equity, with remaining gaps driven less by pay disparity within roles and more by workforce distribution across roles.

Student Demographics

Analysing student demographics at Luminare FE colleges over the past three academic years (2022/23 – 2024/25) provides insights into student diversity across gender, ethnicity, disability, and deprivation. Findings are compared against national FE sector data and the 2021 Census to understand representation trends.

Gender*

Female students remain the majority, but their proportion has decreased very slightly from 58.2% (2023/24) to 57.5% (2024/25).

2023 - 2024



0.7%

2024 - 2025

Male student representation increased very slightly from 41.8% to 42.5% in the same period.

2024 - 2025

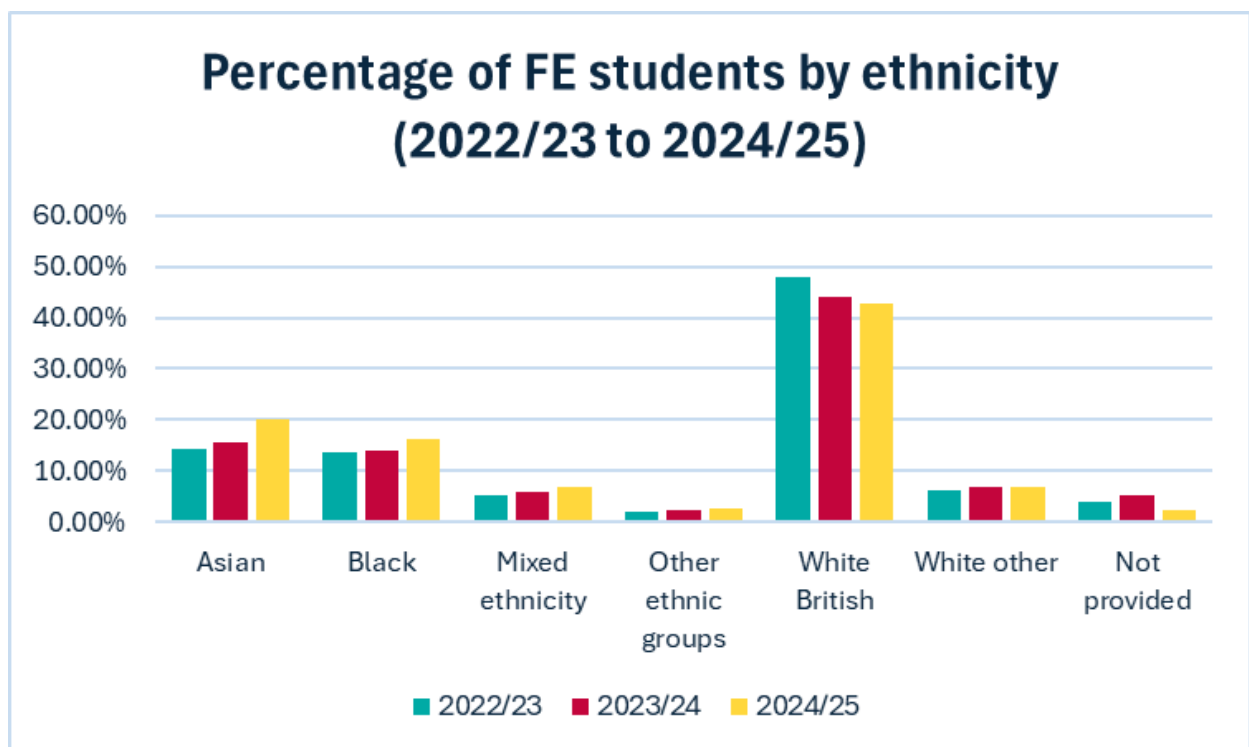


0.7%

2023 - 2024

*We have insufficient data to report meaningfully for students who identify as transgender, non-binary or intersex.

Ethnicity



Student Demographics

There has been a clear shift in the ethnic composition of the student population over recent years, with data across the three-year period from 2022/23 to 2024/25 indicating a steady increase in diversity:

- The proportion of Asian students has grown significantly, alongside a more gradual increase in Black student representation.
- Mixed ethnicity and other ethnic groups have also seen small but consistent increases.
- The proportion of White British students has reduced slightly over the same period, reflecting the growth of other groups and a broader diversification of the cohort.
- The proportion of students with ethnicity not provided has reduced, indicating improved data completeness over time.

These trends reflect wider national demographic changes:

- According to [ONS Census 2021 ethnicity data](#), 81.7% of the population in England and Wales identified as White in 2021, a decrease from 86.0% in 2011, with corresponding growth across Asian, Black, Mixed and other ethnic groups. This reflects a long-term trend of increasing ethnic diversity, particularly among younger age groups.
- Within Yorkshire and the Humber, this shift is also evident, although the region remains less diverse overall. [Census data indicates that approximately 85% of the population identifies as White, with around 15% from ethnic minority backgrounds.](#)

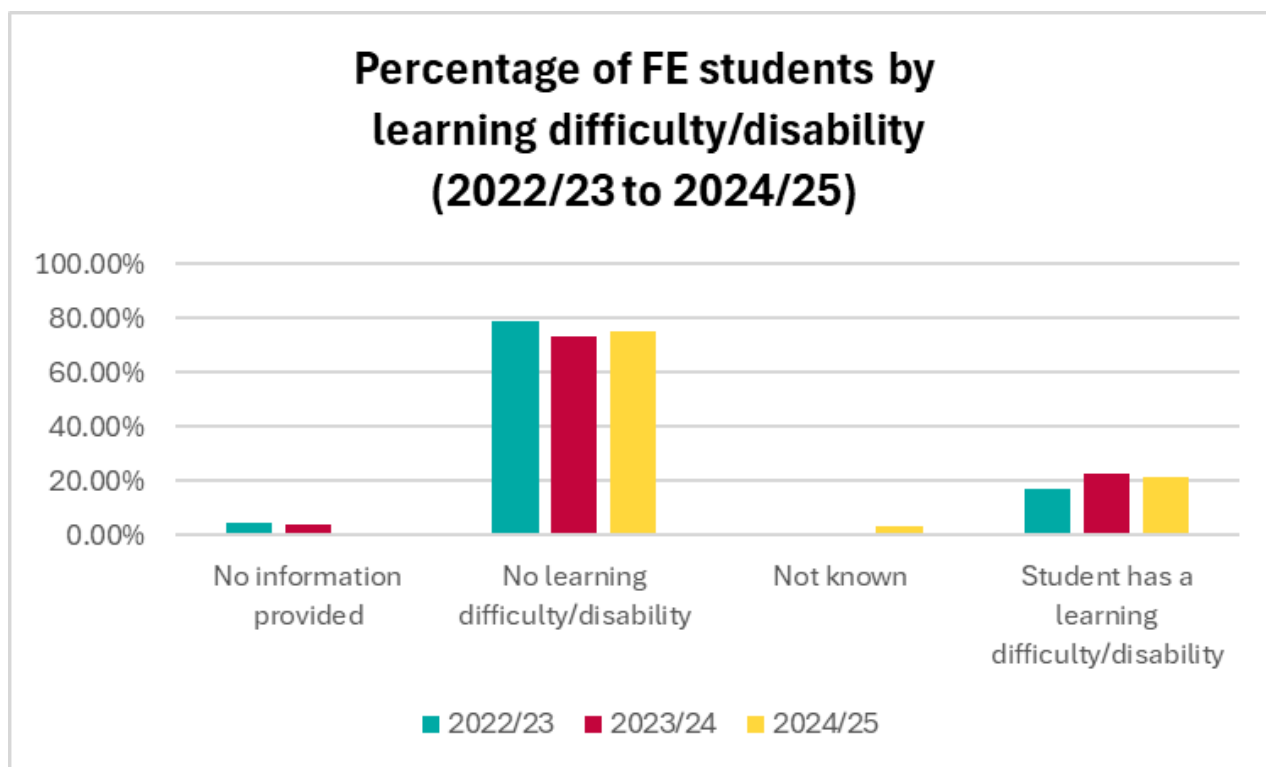
However, this regional picture masks significant local variation, with urban areas such as Leeds and parts of West Yorkshire experiencing much higher levels of diversity.

Against this backdrop, Luminate's student population is significantly more diverse than both the regional and, in some areas, national population. This reflects the Group's location within a major urban centre and its role in serving a broad and evolving community. While overall trends show increasing diversity, the composition of the student population varies across campuses and curriculum areas, which has implications for how inclusive practice is designed and delivered locally.

This increasing diversity reinforces the importance of ensuring that outcomes, progression and student experience are equitable across all groups, and that inclusive practice is consistently embedded across curriculum and support services. Increasing diversity does not in itself guarantee equity, and continued monitoring of outcomes and experience across different groups remains essential.

Student Demographics

Learning Difficulty/Disability



There has been a notable increase in the proportion of students declaring a learning difficulty or disability (LDD) over the three-year period, rising from approximately 17-18% in 2022/23 to over 20% in both 2023/24 and 2024/25.

This reflects increased visibility and disclosure of need, rather than a sudden change in underlying prevalence, and is consistent with national trends, including the growing SEND cohort identified within the National SEND strategy.

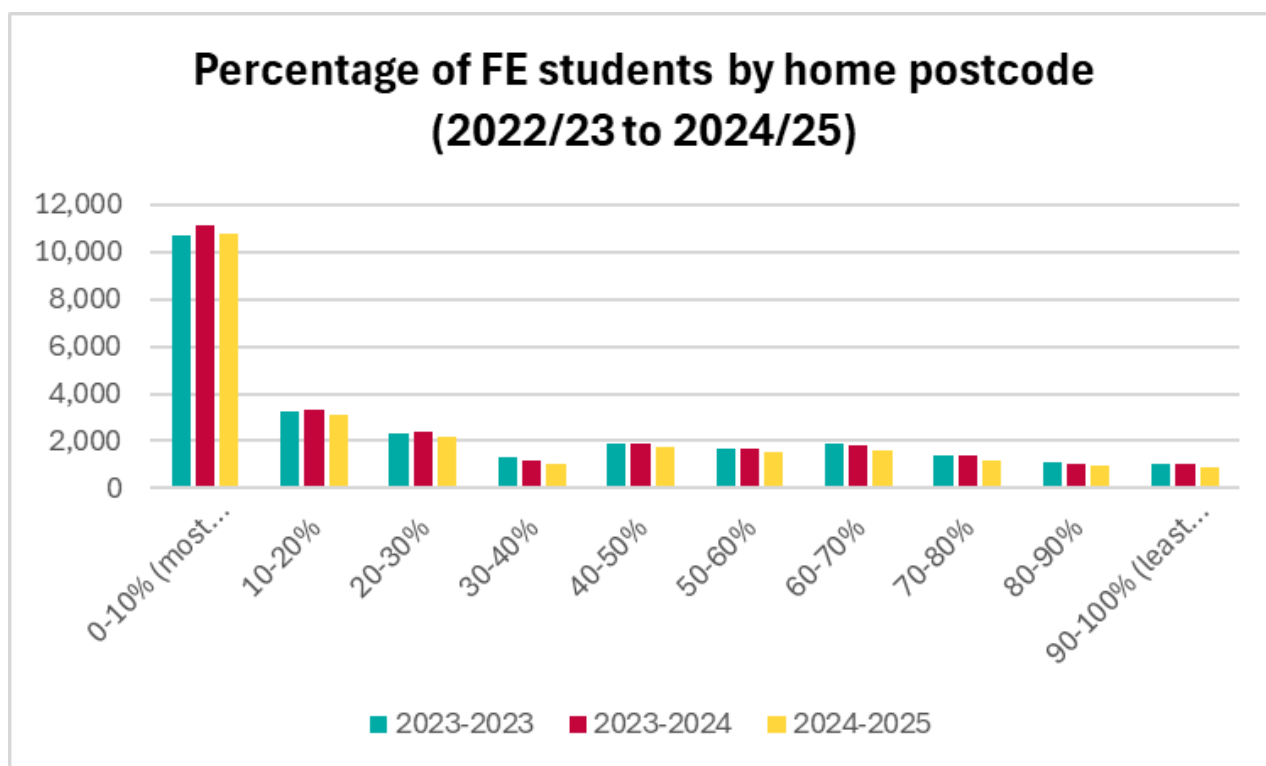
Correspondingly, the proportion of students recorded as having no learning difficulty or disability has reduced over time, while the proportion of students with no information provided has remained low, indicating relatively strong data completeness.

A small "not known" category appears in the most recent year, which may reflect changes in data recording or classification processes. This will require continued monitoring to ensure clarity and consistency in reporting.

Overall, the data indicates that a significant and growing proportion of the student population requires additional support. This reinforces the importance of ensuring that inclusive teaching, student support services and progression pathways are consistently designed to meet a diverse range of needs.

Student Demographics

Socio-economic disadvantage



The distribution of students by home postcode highlights a significant concentration of learners from areas of high deprivation.

The largest proportion of students consistently come from the most deprived 10% of areas nationally, with numbers significantly higher than any other deprivation band. This pattern has remained stable over the three-year period, with only minor fluctuations.

Beyond the most deprived group, there is a steep drop in student numbers, followed by a gradual decline across the remaining deprivation bands. The proportion of students from less deprived areas remains comparatively low and has shown a slight decrease over time.

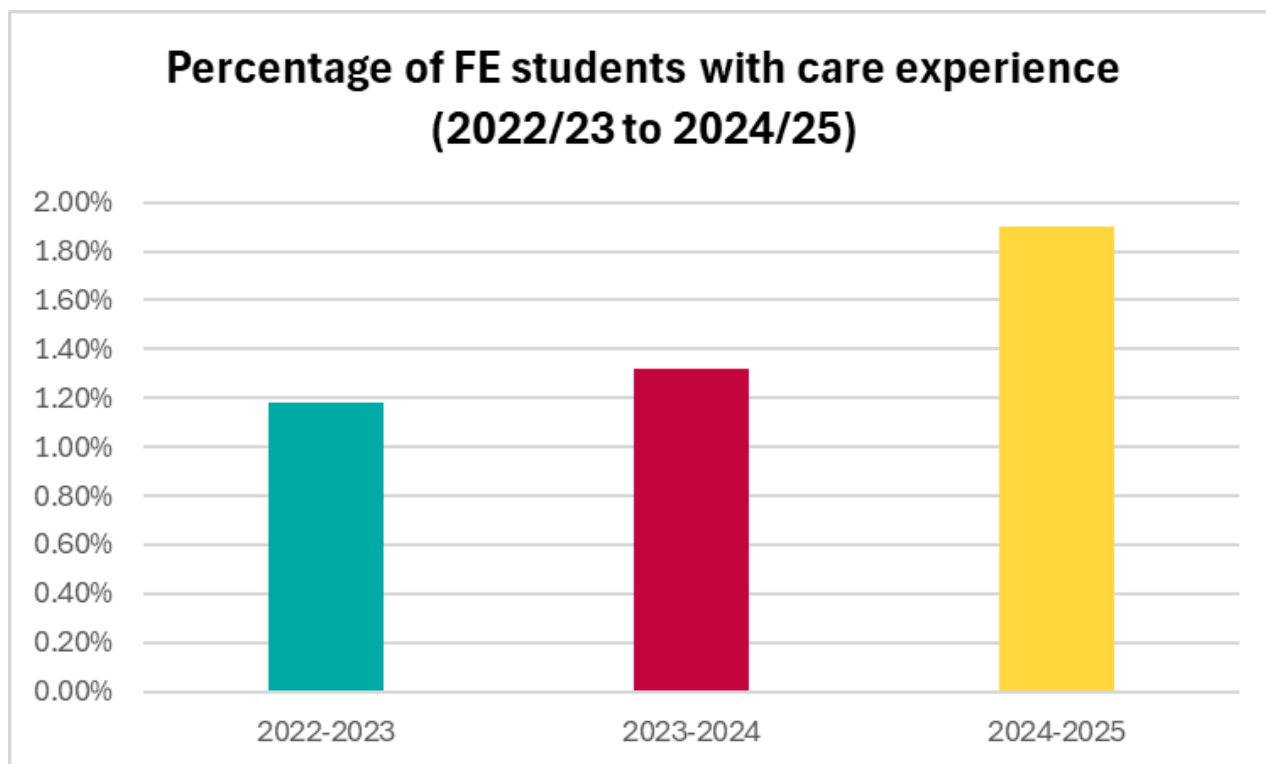
This indicates that socio-economic disadvantage is a defining characteristic of the Group's student population rather than a marginal factor.

When considered alongside data relating to ethnicity, learning difficulty and disability, this reinforces the importance of a whole-system approach to inclusion, recognising the cumulative and intersecting barriers that many learners may experience.

In response, there is a continued focus on reducing financial barriers through targeted support, including the use of learner support funds to assist with essential costs such as travel and food, as outlined within Student Life provision. This supports students to access and remain in education, and contributes to more equitable participation across the learner journey.

Student Demographics

Care Experience



The proportion of students identified as care experienced has increased steadily over the three-year period, rising from approximately 1.2% in 2022/23 to around 1.9% in 2024/25. This represents a notable increase, particularly in the most recent year.

This trend is likely to reflect improved identification and engagement with care-experienced learners, as well as progress in widening access, rather than a sudden change in underlying need. It also reflects the impact of a sustained partnership between Luminate and the local authority Virtual School, established over the past five years, which has strengthened transition and progression support through targeted early retention interventions, multi-agency working and designated departmental support.

Although care-experienced students represent a relatively small proportion of the overall student population, they are more likely to experience complex and intersecting barriers to participation, retention and progression. As the cohort grows, it will be increasingly important to ensure that support is coordinated, visible and responsive to their needs.

This reinforces the importance of targeted transition support, financial support and inclusive practices across teaching, student services and wider support systems.

Student Outcomes in FE

16-18

Analysis of student outcomes across age, ethnicity, gender, SEND, high needs, and care experience highlights a broadly positive trajectory, particularly within 16-18 provision, where improvements in retention, pass, and achievement rates are evident across most groups.

Achievement has increased to 85.5%, now above national benchmarks, with many historically underrepresented groups (including African, Arab, Indian, and Mixed heritage learners) demonstrating strong gains and, in several cases, outperforming national averages.

Outcomes by gender are broadly equitable at this stage, and gaps between SEND and non-SEND learners are narrowing, indicating that inclusive practices at the point of entry and during early stages of learning are becoming more embedded and effective.

While retention has improved significantly across nearly all groups, there remain areas where increased participation is not yet consistently translating into successful completion. This is particularly evident for specific cohorts, including Gypsy/Irish Traveller learners, White/Black Caribbean learners, and learners with EHCPs in smaller cohorts, where achievement and pass rates remain below national benchmarks.

Outcomes for Looked After learners have also declined slightly, suggesting variability in experience and the need for more consistent, targeted support.

19+

For 19+ learners, outcomes are more stable but show signs of plateauing or slight decline, particularly in pass and achievement rates across multiple groups. While many learners (including those with SEND and several minority ethnic groups) continue to achieve in line with or above national rates, there is evidence of emerging gaps, particularly for male learners, White British learners, and Care Leavers, where achievement has fallen below national benchmarks. This suggests that while adult learners are generally being retained, this is not always resulting in improved outcomes, pointing to a need for greater focus on sustained success and progression.

Outcomes Across Qualifications

Across qualification types, the strongest performance is seen in Certificates, Diplomas, GCSEs, ESOL and Basic Skills, where outcomes are improving and often exceed national benchmarks, indicating effective teaching, support, and curriculum alignment.

In contrast, Award-based provision and some smaller or lower-volume areas show more variability, with declines in pass and achievement, particularly for 19+ learners, suggesting unevenness in learner experience across provision types.

Summary

Overall, the data indicates that the Group has made meaningful progress in strengthening equity at the level of access and participation, particularly for younger learners. This reflects progress in advancing equality of opportunity, while also highlighting where further targeted intervention is required to ensure consistent outcomes across all learner groups.

Next Steps

The next phase of work is to ensure that this progress is consistently translated into achievement and progression, with a sharper focus on cohorts where gaps persist. This will require a continued emphasis on relational, targeted, and context-specific approaches to support, alongside a deeper understanding of the structural and lived experiences that shape learner outcomes across different groups.

Student outcomes in FE

Embedding Inclusion Through Student Life

Research from the Social Mobility Commission highlights that no single intervention is consistently effective in improving attainment, and that many standalone programmes have limited long-term impact. However, research indicates that more effective approaches are those which offer comprehensive support and are integrated within the learner experience, rather than delivered in isolation. In this context, Student Life services contribute not as discrete interventions, but strategically, as part of a wider system that addresses practical, relational and environmental barriers to participation, engagement and progression across the learner journey.

While outcome data provides an important measure of progress, it does not fully capture how inclusion is experienced by students in their day-to-day learning environments.

Across the FE provision in the Group, Student Life brings together a range of functions that holistically support students and staff, and drive relational and inclusive practice including:

- Learner Support Fund
- Enrichment
- PSHE
- Safeguarding
- Food and Catering
- Wellbeing and Relational Practice
- EDI
- Civic leadership of not in employment, education or training (NEET) interventions

Collectively, these areas contribute to the conditions that enable students to feel safe, supported and able to engage fully in their learning. The integration of these services supports a more holistic approach to inclusion, recognising that student success is influenced by teaching and curriculum and by the wider environment in which learning takes place.

This is particularly important for students who may face additional barriers, including those from disadvantaged backgrounds, those with SEND, and care-experienced, and vulnerable learners. These services play a critical role in shaping the conditions for engagement, belonging and success.

Student Life supports the Group in meeting its Public Sector Equality Duty by:

- Advancing equality of opportunity by addressing practical barriers to participation through financial, health, wellbeing, safeguarding, and career support
- Eliminating discrimination by embedding inclusive, relational and trauma-informed approaches that prioritise trust, respect and understanding
- Fostering good relations by creating opportunities for social connection and personal development and through extensive external stakeholder engagement

Though the impact of this work is not always immediately visible within outcome data, it plays a significant role in fostering positive relationships, supporting wellbeing, and creating inclusive environments where students are more likely to remain, succeed and progress.

As this area continues to develop, there is an opportunity to strengthen the connection between student experience and measurable outcomes, ensuring that the contribution of Student Life is increasingly understood as a core component of inclusive practice

This is reflected in practice through locally led initiatives.

Impact in Practice

Voices That Care: Creating Space for Voice and Confidence

This initiative was developed within Adult, Community and ESOL at Leeds City College in response to a recognised gap in opportunities for learners, particularly those with refugee status or seeking asylum, to share their experiences in meaningful ways.

Many learners arrive with complex backgrounds and limited confidence in English. While language development is central, there was a clear need to create space for learners to build confidence, express themselves and feel heard.

Voices That Care was designed to address this through a structured and supported approach, enabling learners to share their experiences in ways that felt accessible to them.

“This was the first time I truly believed in myself.”

Feedback from learners indicates:

- increased confidence in communication
- reduced fear of using English
- a greater willingness to engage with others. In some cases, this extended beyond the classroom, with learners applying these skills in real-world contexts, including self-advocacy and navigating complex personal situations.

While this work was locally led, it reflects a wider approach across the Group: recognising that inclusion is not only about access to learning, but about creating the conditions in which learners feel able to participate fully and develop a sense of voice and identity.

What changed?

- Increased learner confidence and willingness to participate
- Greater ability to express ideas and engage in learning
- Evidence of learners applying communication skills beyond the classroom
- Stronger sense of belonging and self-belief

Student Progression (FE)

Analysis of student progression across the Group indicates that the majority of learners (particularly within 16-18 provision) progress into further education, with a smaller proportion moving into employment, apprenticeships, or higher education. This suggests that while progression rates are positive in terms of continued participation, progression is often within the education system rather than beyond it, highlighting an opportunity to strengthen pathways into employment and higher-level study. NEET levels remain relatively low across the Group, indicating that most learners are progressing into a positive destination.

Differences across demographic groups highlight important equity considerations:

- Female learners are more likely to progress into higher education
- Male learners are more likely to remain in further education or progress into employment, with higher NEET rates observed for male learners at 16-18
- Learners from ethnic minority backgrounds are consistently more likely to remain in further education and less likely to progress into employment compared to White British learners, suggesting potential structural or systemic barriers to external progression pathways
- Learners with SEND, EHCPs and care experience are significantly more likely to remain in further education, with limited progression into employment, apprenticeships or higher education.

While this reflects continued engagement, it indicates that progression for these learners may be more prolonged rather than transitional, highlighting the need to strengthen supported pathways into meaningful next steps.

Variation across colleges reflects differing local contexts and progression patterns. For example:

- Keighley College demonstrates stronger progression into employment, particularly for adult learners
- Harrogate College shows a higher concentration of learners remaining in further education, with limited progression into external pathways
- Leeds City College broadly reflects the Group profile, with strong participation but similar challenges in transitioning learners beyond education

Across all settings, the data suggests that while access and participation are strong, there is a need to focus more sharply on equitable progression, ensuring that all learners, particularly those from underrepresented or vulnerable groups, are supported not only to continue in education, but to move into sustainable employment, higher-level study and long-term career pathways.

Broadly, the data indicates that the Group has established a strong foundation in supporting learners to remain engaged and progress within the system. The next phase of work will focus on ensuring that this progression is purposeful and outcomes-driven, with a clearer emphasis on progression into employment and higher-level opportunities. This reflects a continued commitment to advancing equality of opportunity by ensuring that all learners are supported not only to participate, but to successfully transition into their next stage.

This is demonstrated through the following example of curriculum-led practice.

Impact in Practice

Embedding Employer Engagement Across the Curriculum

At Harrogate College, employer engagement has been strengthened through a whole-college approach, moving from variable practice across curriculum areas to a more consistent and embedded model.

Over the course of the academic year, more than 80 employer engagement activities were delivered. These included guest speakers, industry visits, work-based projects and curriculum co-design sessions.

The focus has been on ensuring that these opportunities are available across all curriculum areas, rather than being concentrated within specific courses. This has supported a more consistent learner experience, with all students able to access industry insight and real-world context as part of their learning.

Feedback from learners indicates:

- increased confidence
- improved understanding of career pathways
- stronger awareness of how their learning connects to future opportunities.

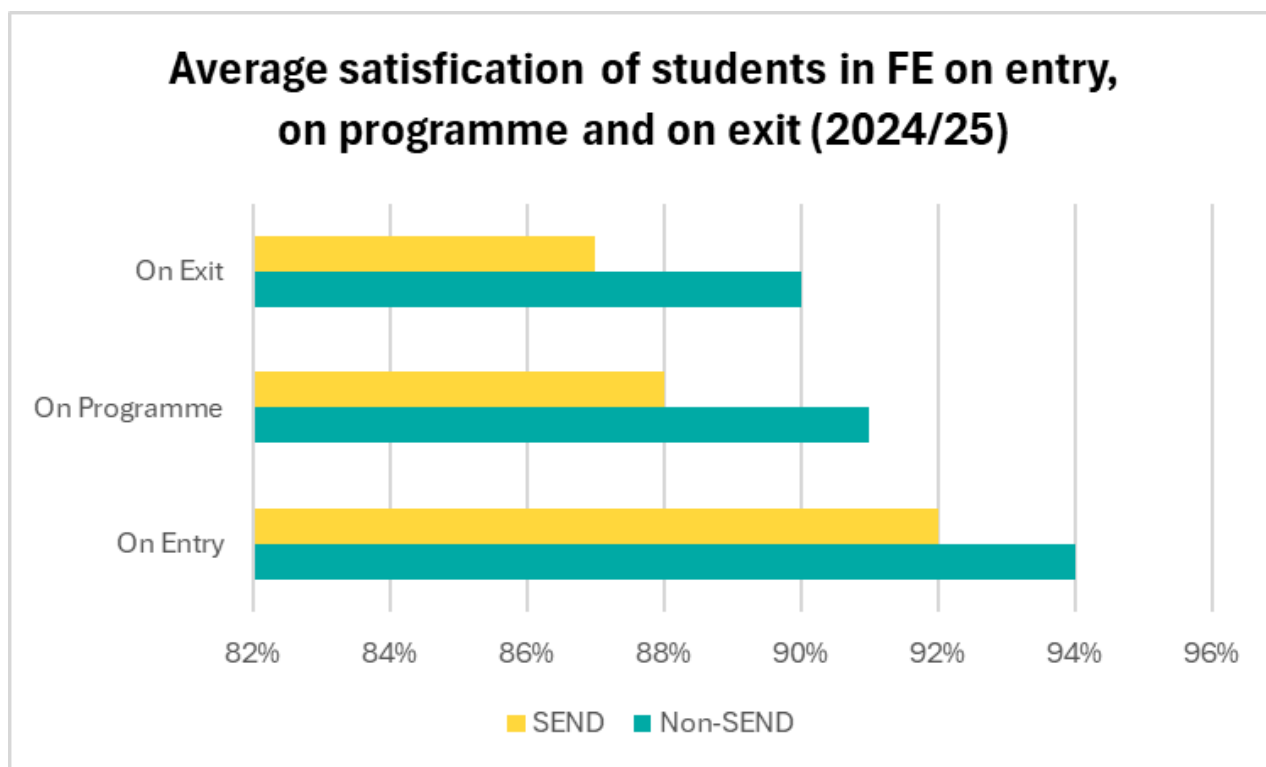
Employers have also reported more consistent and meaningful engagement, leading to the establishment of a Harrogate College Employer Board to support ongoing collaboration.

Importantly, activities have been designed to be inclusive and adaptable, ensuring that students with a range of needs and starting points are able to participate fully.

What changed?

- Employer engagement embedded across all curriculum areas
- Increased access to industry experiences for all learners
- Improved learner confidence and understanding of career pathways
- Stronger and more consistent employer relationships
- STEM 7 skills have been enhanced and embedded across all curriculum areas

Student Satisfaction (FE)



Average satisfaction levels are high across both SEND and non-SEND learners at all stages of the learner journey. However, a consistent gap is evident, with SEND learners reporting slightly lower satisfaction at entry (2% difference), during their programme (3% difference) and at exit (3% difference).

While the gap at entry is relatively small, it becomes slightly more pronounced during the programme and is sustained through to exit.

In addition, satisfaction declines across the learner journey for both groups, indicating that the learning experience changes over time.

This data suggests that the key issue is not access or initial engagement, but consistency of experience during delivery. While provision is in place, it is not always experienced equally by SEND learners, particularly during the programme and towards the end of their studies.

This is reflected within the Group's SEND strategy, which places a strong emphasis on embedding quality-first, inclusive teaching practices across the learner journey, alongside earlier identification of need and a focus on belonging and aspiration. These priorities are intended to strengthen consistency of experience, ensuring that support is not only in place, but is experienced more uniformly across teaching, support and progression.

Access and Participation

Leeds Conservatoire

The 2024/25 Access and Participation data for Leeds Conservatoire presents a mixed picture, with evidence of progress in some areas alongside continued structural challenges in others.

In relation to access, there has been positive progress in global majority representation, with year-on-year growth bringing the Conservatoire close to its interim milestone targets. However, this progress is not mirrored across all target groups. Representation of students from low socio-economic backgrounds (Index of Multiple Deprivation (IMD) Q1 and Q2) has declined over recent years, with current figures falling below both previous levels and milestone targets. Similarly, access for students previously eligible for free school meals remains below target, with a slight decrease in recent data.



These trends point to wider systemic pressures, including:

- reduced participation in performing arts subjects at earlier stages of education
- the impact of the cost-of-living crisis on students' ability to pursue creative pathways

In the success phase, there are contrasting outcomes. Progress has been made in reducing the completion gap between students from the lowest and highest socio-economic groups, with the current gap approaching target levels. However, the attainment gap for these groups has widened, indicating that while students may be completing their studies, disparities in outcomes remain.

Encouragingly, attainment outcomes for Global Majority students show strong progress, with the Conservatoire exceeding its target and performing better than the wider sector. This suggests that targeted interventions in this area are having a positive impact.

Evaluation activity highlights the importance of financial support in enabling student success, with both quantitative and qualitative evidence demonstrating its role in supporting continuation and engagement. In addition, outreach and engagement initiatives such as Monologue Bootcamp and Summer Academy have contributed to increased confidence, sense of belonging and aspiration among participants, particularly those from underrepresented backgrounds.

Partnership work, including projects with schools and community organisations, further supports the Conservatoire's role in widening participation, particularly in areas of higher deprivation.

Overall, the data suggests that while there are areas of strong progress (particularly in relation to Global Majority attainment and targeted outreach) access for socio-economically disadvantaged groups remains a key challenge, influenced by factors beyond the institution itself. This reinforces the need for continued focus on both early pipeline development and sustained support, alongside a recognition of the broader structural context in which this work takes place.

Access and Participation

University Centre

The 2024/25 Access and Participation data for University Centre Leeds demonstrates strong progress in widening participation across several target groups, alongside ongoing challenges in attainment and data consistency.

In relation to access, there has been significant progress for specific underrepresented groups, particularly care-experienced students, where application rates have more than doubled and exceeded final milestone targets. Similarly, applications from those with refugee and sanctuary seeking status have increased beyond target levels, indicating the effectiveness of targeted outreach and support. However, trends are not uniform across all groups. Applications from estranged students have declined slightly in the most recent cycle, highlighting the need for continued monitoring and targeted intervention.



Overall, the data suggests that access initiatives are having a strong impact where provision is targeted and sustained, though some groups remain more variable due to the nature of the populations involved. In the continuation phase, there has been a notable improvement for students with a disability, with the continuation gap shifting from a deficit to a positive position. This indicates that students with a disability are now continuing at higher rates than their peers, although the data is volatile and requires ongoing monitoring to ensure consistency.

In terms of attainment, progress is more mixed. The ethnicity attainment gap is gradually reducing and remains on track towards milestone targets. However, the attainment gap for students from the most socio-economically disadvantaged backgrounds has increased, reflecting the complexity of addressing structural inequalities in outcomes. Challenges also remain in relation to Tracking Underrepresentation by Area (TUNDRA) measures, where low numbers in comparator groups limit the ability to produce meaningful data.

Activity and evaluation work across the year demonstrates a strong commitment to targeted, community-based interventions. Programmes such as the Widening Access Mentoring Scheme, Step Ahead, and Digital Literacy Workshops have supported learners from a range of underrepresented backgrounds, including those with refugee status, care-experienced students, and those from low-income households. Early evidence suggests positive impacts on confidence, awareness of higher education pathways, and progression into further study, although evaluation approaches are still developing in some areas.

Financial support has also been a key focus, with the introduction of a student money survey to better understand financial pressures and inform future support provision. This reflects a growing emphasis on using insight to shape more responsive and effective interventions.

In summary, the data suggests that University Centre Leeds is making strong progress in widening access, particularly for highly targeted groups, supported by effective partnership working and tailored programmes. Key challenges remain around attainment gaps and data limitations, reinforcing the need for continued focus on both outcomes and the quality of evaluation.

Summary

The findings within this report demonstrate that EDI is not operating as a standalone area of activity, but is increasingly shaping how the organisation delivers against its core strategic priorities.

Improvements in achievement, retention and progression across a number of learner groups indicate that progress is being made towards more equitable outcomes. This directly supports the Group's ambition to deliver high-quality, inclusive education and to ensure that all learners are able to access meaningful and positive destinations. At the same time, the variation that remains across some groups highlights that the next phase of this work must focus on consistency, ensuring that improvements are experienced reliably across all areas of provision.

The continued development of careers guidance, mentoring approaches and partnership activity reflects a growing alignment with the Group's focus on progression, employability and civic responsibility. These developments are strengthening the connection between curriculum, support, and destination outcomes, ensuring that learners are better prepared for their next steps, whether in further study, higher education or employment.

Progress in embedding disaggregated data and strengthening insight represents a significant step forward in supporting organisational effectiveness. This is enabling a more evidence-informed approach to identifying disparities, targeting intervention, and monitoring impact. However, this remains an area of ongoing development, with further work required to ensure that data is consistently used to drive action and accountability at all levels.

Work relating to SEND, high needs and care-experienced learners demonstrates alignment with the Group's commitment to inclusive practice and improved learner journeys. While there are clear examples of targeted support and positive impact, the findings also indicate that inclusion is not yet fully embedded as a consistent system feature. In particular, transition support and progression pathways for these learners remain key areas for continued focus.

Across all areas, the report evidences progress against our objectives, in line with the Public Sector Equality Duty. There is clear movement towards a more structured and insight-driven approach to understanding and addressing disparities. However, the data also reinforces that eliminating gaps in experience and outcomes requires sustained, coordinated effort across curriculum, support services and leadership.

Overall, Luminate Education Group is moving from a position of building infrastructure and capability towards one of delivering impact. The strategic direction is clear, and the foundations are in place. The focus now is on embedding this work more deeply and consistently, ensuring that inclusive practice is not dependent on individual areas of good practice, but is instead reflected in how the system operates as a whole.

Key Insights (2024/25)

- Inclusion is becoming embedded within core delivery, not operating as a standalone function
- Progress towards equitable outcomes is evident, but not yet consistently experienced
- Stronger alignment between curriculum, support and progression is improving learner pathways
- Data capability has improved, but is not yet consistently driving action
- Priority groups show positive movement, with further focus needed on transitions and progression
- The next phase is embedding inclusive practice at system level

Recommendations

The following recommendations build on the insights presented within this report and support the continued development of a relational, consistent and system-led approach to equality, diversity and inclusion across the Group.

They reflect both progress and areas where further focus is required, particularly where disparities in experience and outcomes remain for specific groups of staff and students.

These recommendations are not separate from existing strategies, but strengthen their delivery by linking EDI more clearly to quality of education, SEND, workforce development, student support and leadership strategies. They also support clearer monitoring of progress through existing planning, reporting and governance processes.

Responsibility for delivery sits across the organisation, with local leaders, teams and EDI Action Plan owners translating these priorities into practice.

Strengthen how inclusion is embedded across the Group

Continue to strengthen and embed the connection between EDI, quality of education, SEND, student support, workforce development and governance and leadership, ensuring that inclusion is consistently reflected in how we plan, deliver and review our work. This includes further integrating EDI into quality improvement processes, curriculum planning and decision-making across all areas.

What this will mean in practice:

- EDI is consistently considered within QIPs, curriculum reviews, student support strategies and services, workforce development strategies and decision-making processes, with clearer evidence of how inclusion has informed actions, delivery and outcomes over time.

Build on the role of Student Life in supporting student success

Build on and more clearly connect the role of Student Life services (including EDI, wellbeing, relational practice, enrichment, safeguarding, financial support and food) to student outcomes such as retention, achievement and progression, strengthening visibility of their contribution to inclusive student experience.

What this will mean in practice:

- Student Life activity is more clearly linked to student outcomes, with improved visibility of how support services contribute to retention, achievement and positive destinations.

Recommendations

Continue to develop inclusive teaching, learning practice

Build on existing work to strengthen inclusive teaching, learning and assessment by supporting staff to apply inclusive approaches in day-to-day practice, while respecting professional autonomy and lawful freedom of expression, embedding relational approaches that prioritise trust, respect and understanding. This includes continued professional development, sharing of effective practice, and ensuring that the needs of all learners, including those with SEND, are consistently met.

What this will mean in practice:

- Staff are increasingly confident in adapting teaching to meet the needs of diverse learners, with more consistent student experience across curriculum areas.

Strengthen leadership and accountability for EDI

Strengthen leadership accountability for EDI by ensuring that leaders at all levels are clear on their role in embedding inclusive practice within their areas, supported by improved use of data, feedback and impact assessment to inform decisions and monitor progress.

What this will mean in practice:

- Leaders are increasingly able to demonstrate how EDI is being applied within their areas via local EDI action plans that are supported by data, feedback and impact assessment, with clearer alignment between local practice and Group priorities.

Improve the use of data to identify and address gaps

Continue to develop the use of data and insight to better understand differences in experience and outcomes across student and staff groups. This includes improving access to disaggregated data and using this to inform targeted actions and monitor impact over time.

What this will mean in practice:

- Disaggregated data is used more consistently to identify gaps and inform targeted actions, with clearer tracking of progress over time. Staff and student voice is used to inform decision-making.

Recommendations

Maintain focus on staff wellbeing and its impact on students

Recognise the link between staff wellbeing and student experience by continuing to develop a supportive working environment for colleagues. This includes ensuring that wellbeing is considered in how work is designed, managed and supported across the Group.

What this will mean in practice:

- Staff report improved wellbeing and support, with clearer links between staff experience and student engagement and outcomes.

Build on effective practice and scale what works

Identify and share effective EDI practice across member organisations, campuses, and departments, using this to support wider consistency across the Group. This includes building on existing initiatives and ensuring that successful approaches are embedded more widely.

What this will mean in practice:

- Successful approaches are shared and embedded more widely, leading to greater consistency in inclusive practice across the Group.