EQUALITY & DIVERSITY ANNUAL REPORT

2024/25





LTE group®

Learning | Training | Employment

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Creating better futures together through learning, skills and work.



INTRODUCTION

At LTE Group, we are committed to creating an inclusive environment where every individual feels valued, respected, and empowered to achieve their full potential. Equality, Diversity, and Inclusion (EDI) are at the heart of our mission to deliver high-quality education and employment opportunities for all.

This annual EDI report provides an overview of our progress, achievements, and challenges over the past year. It reflects our dedication to meeting our obligations under the Equality Act 2010, advancing fairness, and promoting a culture that celebrates diversity. The report includes workforce and learner data, key initiatives undertaken, and our objectives for the coming year to ensure continuous improvement.

Our goal is clear: to embed EDI principles across all aspects of our organisation - supporting employees, learners, and stakeholders in creating a community where differences are embraced and equality is a lived reality.

Our Values and Behaviours

Our Values serve to underpin our EDI framework, setting out how our group of businesses operate and guide every aspect to ensure we continue to improve lives and economic success:

One Group
We work together as one team to achieve LTE Group's goals.

Innovative
We embrace creative thinking and technology to make a difference.

Ethical
We do what's rights, acting with integrity, letting our Values guide decisions.

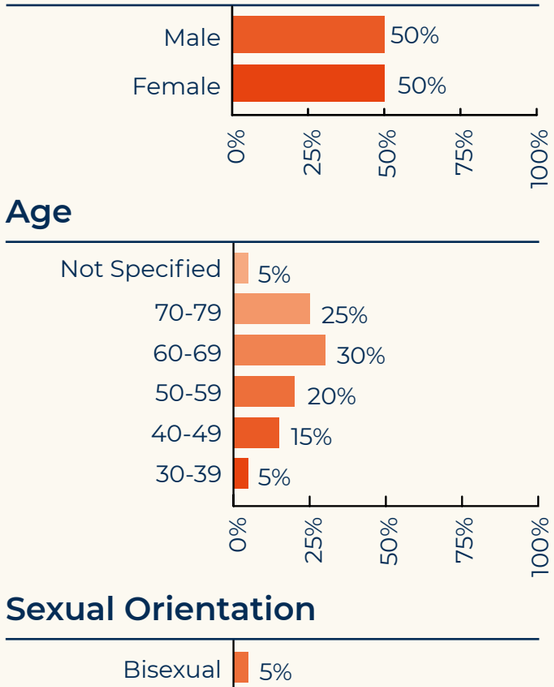
Sustainable
We act today with tomorrow in mind to create a safe and lasting impact.

Excellence
We achieve the highest standards, learn from our experiences and celebrate success.



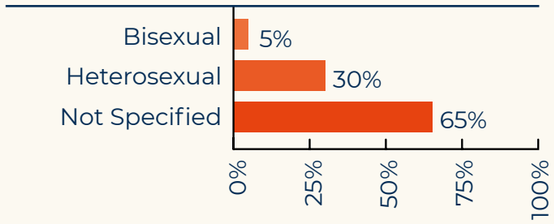
Learning | Training | Employment

LTE Group Board

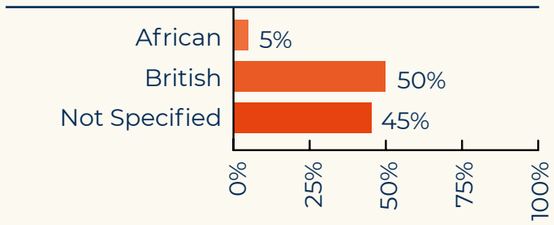


Age

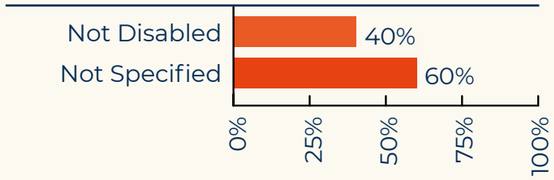
Sexual Orientation



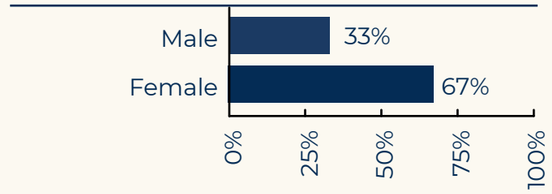
Ethnic Origin



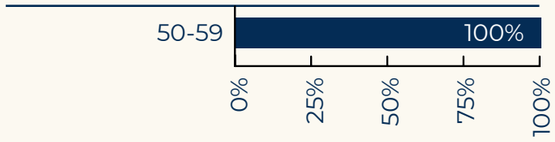
Learning Difficulty and/or Disability



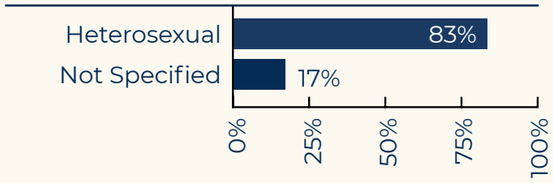
LTE Group Executive Team



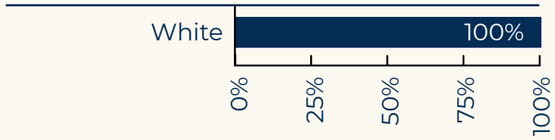
Age



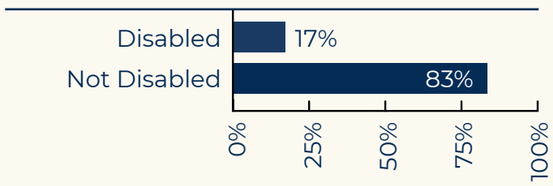
Sexual Orientation



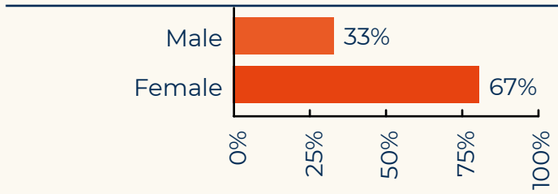
Ethnic Origin



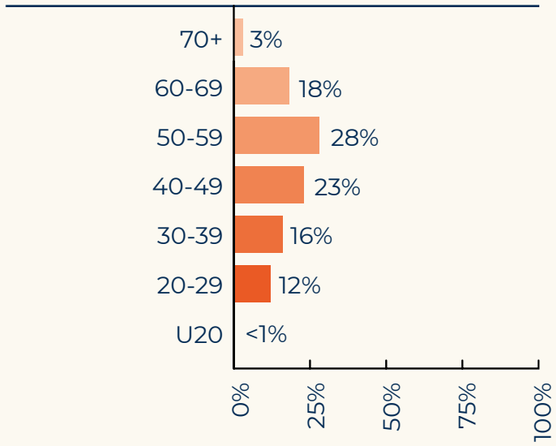
Learning Difficulty and/or Disability



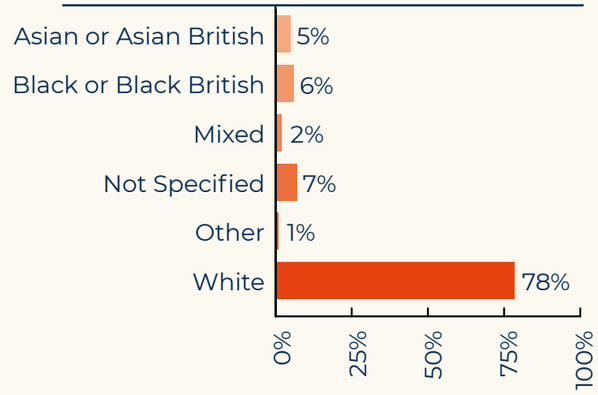
LTE Group Colleagues



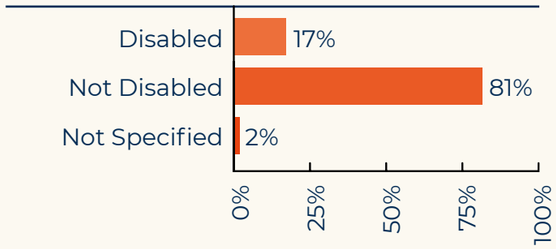
Age



Ethnic Origin



Learning Difficulty and/or Disability



Action Plan for 2025/26

1

Understand our current EDI workplace culture and create our future 2025-2030 EDI strategy.

2

Embed inclusive recruitment and progression.

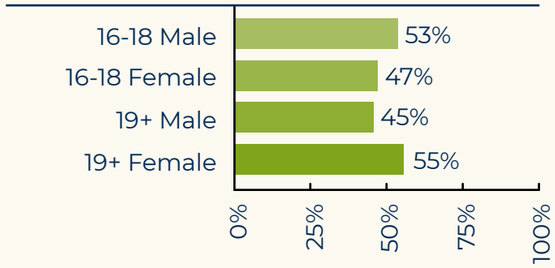
3

Strengthen employee data collation and insights including leadership accountability.

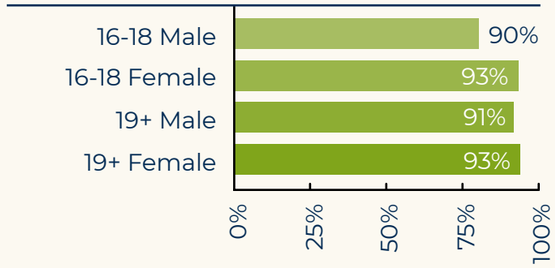
The Manchester College Learners

87%
Achievement rates for students with an Education, Health and Care Plan

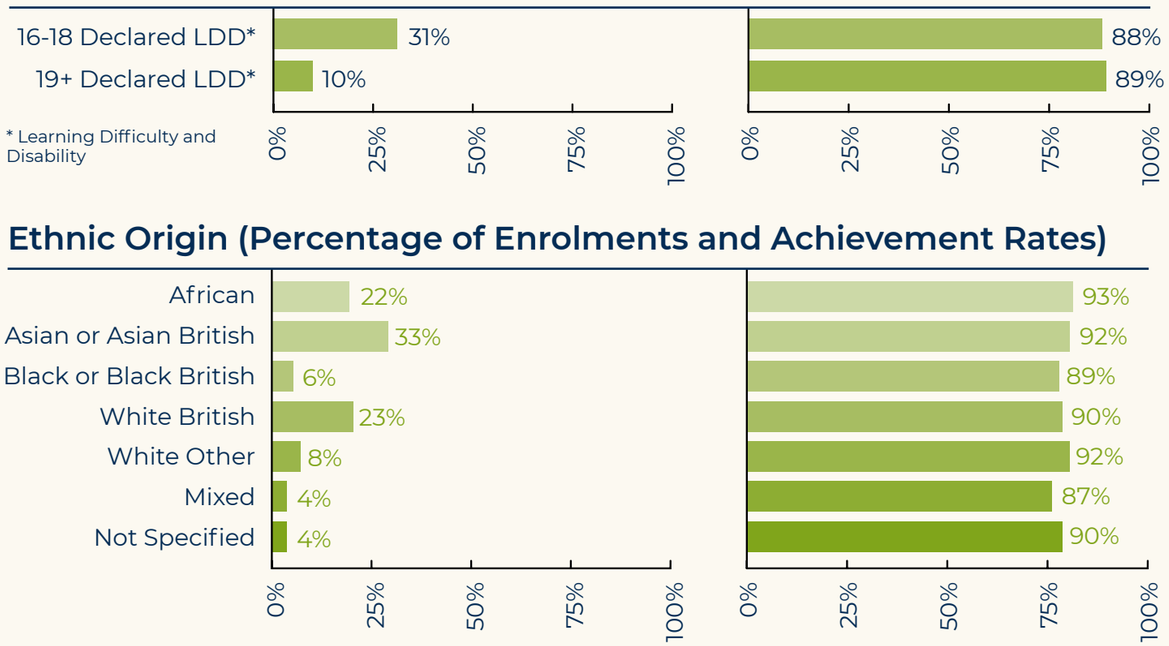
Enrolments



Achievement Rates



Disability (Percentage of Enrolments and Achievement Rates)



* Learning Difficulty and Disability

Ethnic Origin (Percentage of Enrolments and Achievement Rates)

Action Plan for 2025/26

1

Bring students together through campus diversity groups to lead on activities across the academic year raising awareness and celebrating diversity.

2

Preparing for adulthood and qualification specific targets are used by all curriculum departments to accurately monitor the progress of students with an Education, Health and Care Plan.

3

Deliver a culture day at each campus led by students.



Case Studies

Mohammad (known as Daud) and Kasim

In 2024/25, the Accessibility Hub and wider Supported Learning Team worked collaboratively, with specialist technicians from external agencies and teaching staff, to equip two The Manchester College students with eye-tracking devices. This specialist technology is essential for them to access the curriculum.

This technology now enables Daud, a student studying Level 2 Computer Science and Digital Technologies, to produce work independently, when previously he was dependent on a scribe. He uses the integrated eye-tracking device in College and at home to complete his coursework.

Following an application to the Media department, the Accessibility Hub met prospective student Kasim, who uses eye-tracking environmental controls at home. They researched the capabilities of this technology, and met with assessment specialists to establish an appropriate assistive technology support package for college use. Our commitment to acquiring a floor-mounted eye-tracking device and an associated staff training package secured Kasim's acceptance on a bespoke Level 3 Graphics course. The team will support Kasim to apply his eye-tracking skills to graphics software. He has been out of education for six years, so enrolment on this course is a life-changing experience for him.

Ben

2019/2022 were tough years for me. In 2019, I was diagnosed with the Autism Spectrum Condition (ASC) Aspergers syndrome. During this time, I also struggled with my mental health due to several bereavements and I couldn't see a clear future for myself.

In September 2022, I enrolled on a Level 2 Aviation course at The Manchester College. My teachers were supportive, understanding, and pushed me to succeed. I passed my Level 2 Diploma achieving a Merit in 2023, and continued to the Level 3 Certificate in Travel, Tourism and Aviation, which I completed in 2024. The Level 3 course was more demanding and included a lot of academic work, which I found challenging. Through perseverance and support from my teachers, friends, and the supported learning team, I eventually passed my course. College helped me to develop strategies for keeping mentally well, I learnt work ready behaviours and grew in confidence.

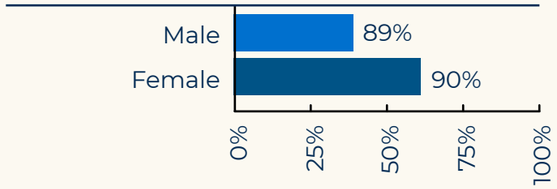
On completion of the Level 3 course I moved to Supported Internships, this is where I learnt to challenge myself further and set myself long-term goals for the future. My short-term goal was to find employment in the aviation industry, and I was offered a work placement at the Crowne Plaza at Manchester Airport. I saw this opportunity as getting my foot in the door, I gave it my all and three months later secured a full-time position working on the reception desk.

I really enjoy the job. I love interacting with customers, and I am focused on the future. I have plans to travel Europe this year, and next year I am going to Australia. My long-term goal is to become a pilot, and I and excited to start studying towards my private pilot licence.

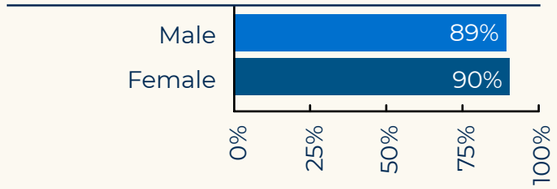
Ben's advice to others is to push yourself to achieve all you can and believe in yourself!

UCEN Manchester Students

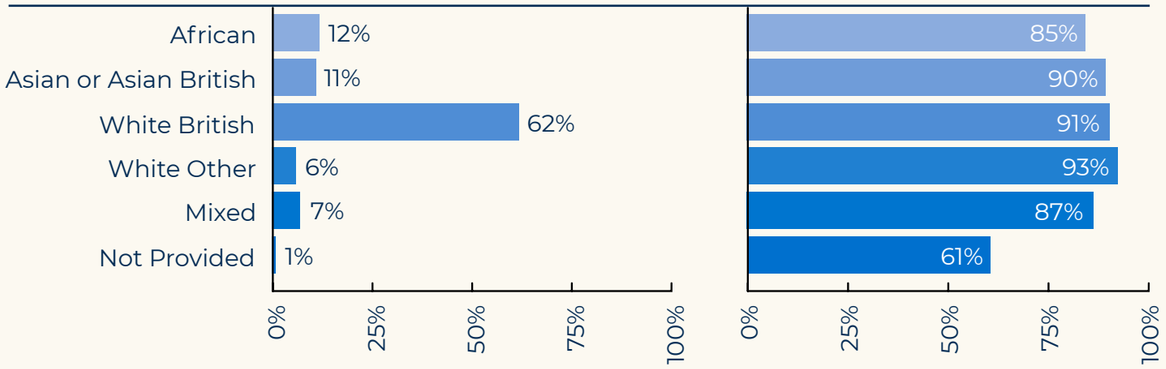
Enrolments



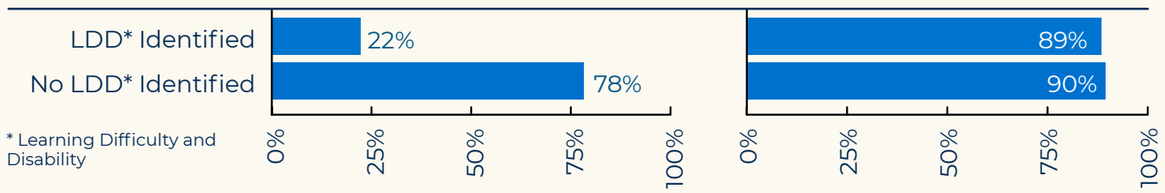
Achievement Rates



Ethnic Origin (Percentage of Enrolments and Achievement Rates)



Disability (Percentage of Enrolments and Achievement Rates)



* Learning Difficulty and Disability

Action Plan for 2025/26

1

Increase the population of BAME students accessing creative courses in the Creative Industry Faculty.

2

Reduce the completion rate gap between IMDQ1 and IMDQ5 (Index of Multiple Deprivation Quintile) students.

Reduce the completion rate gap between black and white students.

3

Raise awareness of mental health and wellbeing services for students under 21.

Case Study

Alleah

I am currently enrolled on the FdA Business Management course at UCEN Manchester. Alongside my academic studies, I have undertaken a variety of roles within the institution. Initially as Course Representative and later becoming a Student Ambassador. Now I have progressed to the Vice President of the Students' Union.

I chose to study at UCEN Manchester because I was drawn to the fact this offers a more personal and supportive environment, where students have the opportunity to personally know their Lecturers and build strong professional and trusting relationships. This approach made me feel valued and confident in the support I received throughout my academic journey.

Despite initially being resilient, a challenge I have faced during my studies has been balancing external work commitments alongside my academic responsibilities and my role within the Students' Union. Managing employment, coursework, and leadership duties has required a higher level of organisation, time management, self-discipline and resilience-skills. At times this has been difficult, but it has challenged me to overcome barriers that have arisen.

UCEN Manchester is particularly special to me because of its diverse and inclusive community, where students have come from a wide range of backgrounds. Working for UCEN Manchester has expanded my professional network through staff curriculum planning days, student and staff liaison, and external networking and attendance at a variety of meetings. This has allowed me to interact with inspiring, influential and dedicated people. Serving as Vice President and representing our students has been a rewarding and valuable experience that has strengthened my skills and confidence. I am proud of what I have achieved, and I look forward to continuing my development and future opportunities ahead.



NOVUS
FOUNDATIONS FOR CHANGE ®

95%
Achievement rates for all learners

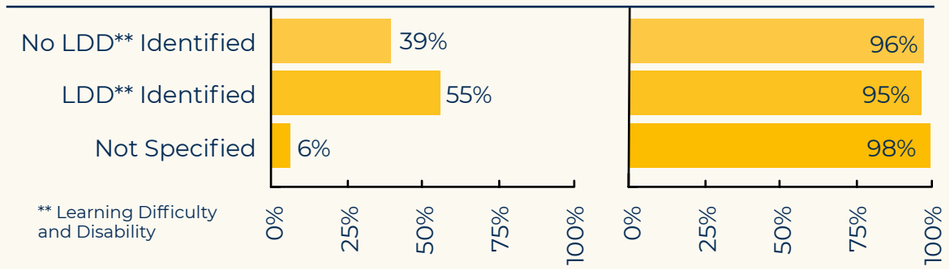
Novus Learners

Learners*
Male **97%**
Female **3%**

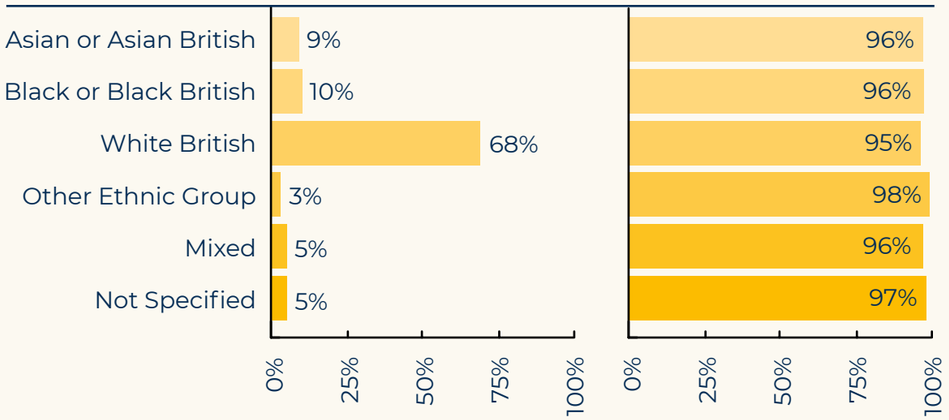
Success
Male **95%**
Female **97%**

* Novus deliver Education in a significantly higher number of male prisons than female prisons.

Disability (Learners and Achievement Rates)



Ethnic Origin (Learners and Achievement Rates)



Action Plan for 2025/26

1
Develop strategic partner network including protected characteristic and vulnerable groups.

2
Promote events and celebrations on the enrichment calendar by sharing activities through internal and external communications.

3
Develop evaluation of creative enrichment activities to include Equality, Diversity and Inclusion.

Case Study

Promoting Inclusion at HMP Stoke Heath Through Transform Radio

At Transform Radio, the content produced is extensive; a mixed, diverse and eclectic set of topics, themes and issues. In addition to the music shows that the listeners enjoy, we produced podcasts, interviews, audio books, presentations, advertisements of the activities across different prison departments, celebrations and national/international events - the list is endless! All content is informative and inclusive, and can also be controversial, thought-provoking and insightful.

The following examples that demonstrate the diversity offered to our listeners:

- Islamaphobia busting the myths
- Movember
- Inspirational women and men for each national celebration day
- Baby loss awareness
- World Suicide Prevention Day
- Celebrating mental health awareness
- Black Inclusion Week.

Prisoners and colleagues were invited to participate in broadcasts to ensure full inclusivity.

For bigger projects such as Black History Month content included podcasts, presentations, and music.

Our audio book, The Windrush Chronicles, was written, recorded and produced by colleagues and learners together. It followed the lives, values, beliefs, and culture of the Windrush generation and their descendants. Whilst entertaining and at times, comical, it was also enlightening and inspiring. ‘Caribbean Potluck’ featured on the radio together with photos and film for laptops.

Research and evidence-gathering involved splitting the teams into pairs or individuals. The mentor guided the process ensuring that learners challenged their own understanding and perspective. The team combined their research and constructed the narrative for the show. Most of the content was only partially scripted to allow flow of conversation making sure the presentation wasn’t too wooden.

After production, there was an evaluation session to reflect on what we have learned and could do differently, next time.

NOVUS CAMBRIA
GYDA'N GILYDD ER MWYN NEWID
TOGETHER FOR CHANGE

Novus Cambria Learners

92%
Achievement rates for all learners

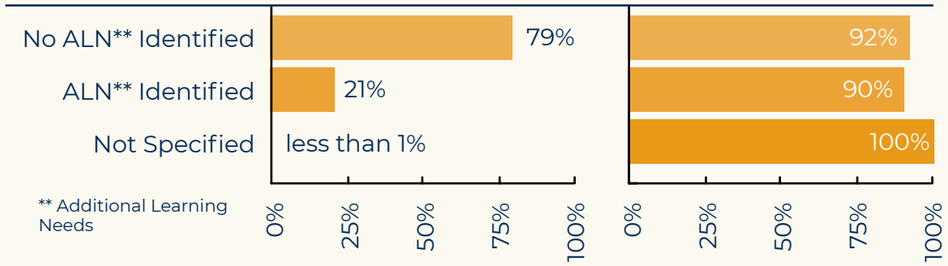
15 month reporting period to align reporting year, differs from SAR.

Learners*
Male **100%**

Success
Male **92%**

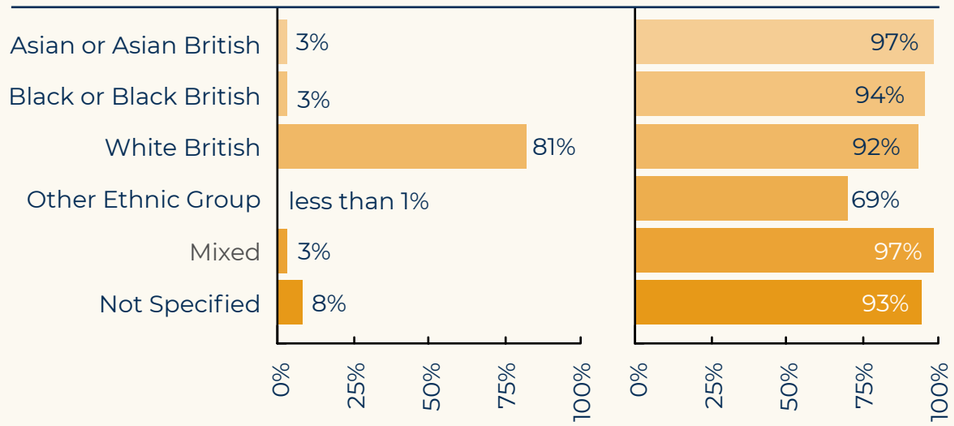
* HMP Berwyn is a male only prison.

Disability (Learners and Achievement Rates)



** Additional Learning Needs

Ethnic Origin (Learners and Achievement Rates)



Action Plan for 2025/26

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Develop strategic partner network including protected characteristic groups and vulnerable groups.

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Case Studies

Implementing our Additional Learning Needs (ALN) Strategy

We have further developed our ALN strategy to provide more practical based support for learners with ALN. For example, reader pens being utilised in classrooms and all teachers being given an ALN toolkit, which they take into classes with them. The toolkits include a range of resources such as: overlays, magnifiers, reading glasses/rules, fidget toys and writing grips, which are readily available to all learners.

Accessible Classrooms - Independent Living Skills (ILS) classroom

The provision of this course has increased significantly. Learners were being taught ILS from a standard classroom facility and now have an accessible working kitchen/living space to provide adequate opportunity to put skills into practice.

We have developed the space with learners and the requirements of the course in mind.

We have had learners with disabilities allocated to this course which has enabled us to proactively work alongside them to ensure the space is accessible and accommodates a range of learners with different needs. For example, we have used dictaphone recordings as a way to assess a learner who is unable to use their hands to write their assessment and provided a height adjustable desk which can be customised for learners using wheelchairs.

Equity of Access to Education

With an increasing Vulnerable Prisoner (VP) population, HMP Berwyn had to revisit the current educational offer and ensure that parity was offered to both general population and the VP population.

Since the changes, VPs are now able access education with the same frequency as the general population.

The changes in curriculum for VPs provides opportunity for a wider scope in choice of subjects/topics available to them. For example, citizenship and debates, Construction Skills Certificate Scheme, peer mentoring, arts and crafts projects based on thematic topics such as sustainability, World War 1 and World War 2.



NOVUS GŴYR
NOVUS GOWER
Unedig ar gyfer dyfodol gwell
United for Better Futures

96%
Achievement rates for all learners

Data includes both adult and young people which may be reported separately elsewhere.

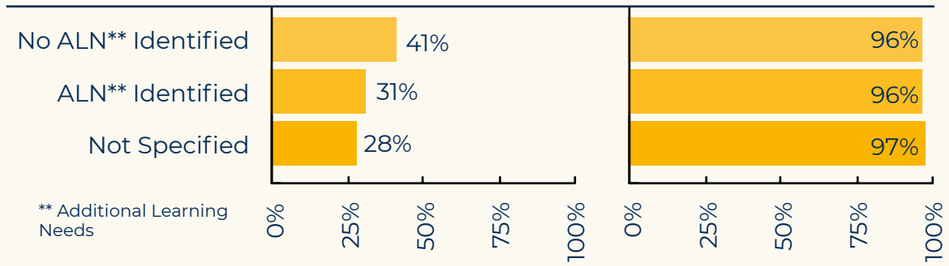
Novus Gower Learners

Learners*
Male **100%**

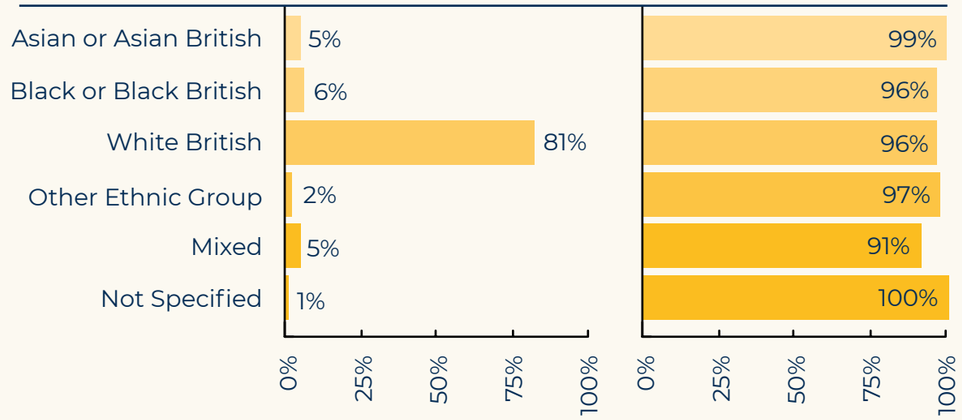
Success
Male **96%**

* HMP YOI Parc is a male only prison

Disability (Learners and Achievement Rates)



Ethnic Origin (Learners and Achievement Rates)



Action Plan for 2025/26

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Case Studies

Promoting Inclusion Through Radio

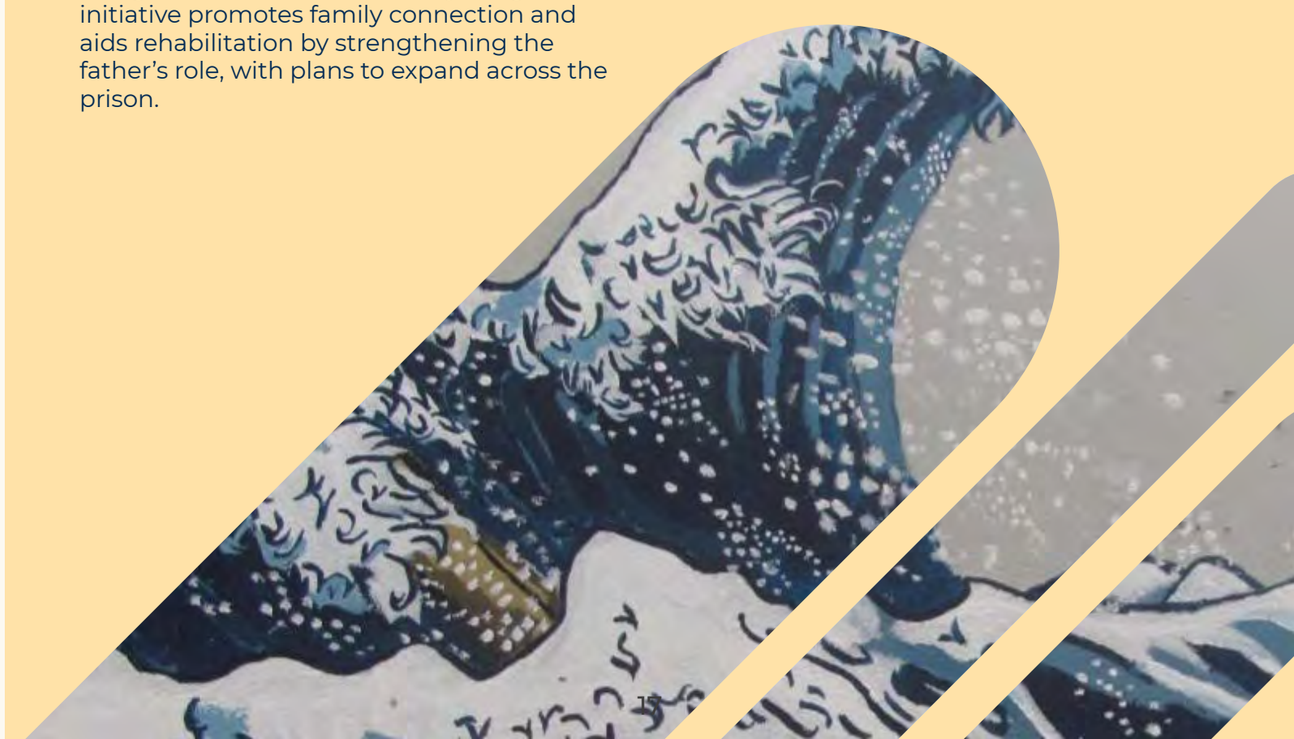
The radio station has produced upbeat wellbeing shows with shout-outs to men and the Young People Unit community. They've also recorded green-screened spoken word pieces for mental health awareness. The popular Welsh Show promotes conversational Welsh and explores Welsh history and culture. Interventions staff were interviewed to promote the new Building Choices course. The Reader in Residence continues her Book Club to encourage reading and library use, alongside regular DJ programming.

Storybook Dads

Our Reader in Residence is launching Story Book Dads, a program allowing fathers in custody to record bedtime stories for their children. This helps maintain emotional bonds, supports the children's literacy and development, and empowers fathers as caregivers. Piloted on the family wing, the initiative promotes family connection and aids rehabilitation by strengthening the father's role, with plans to expand across the prison.

Cynnwys classrooms and Young People Unit Working with Careers Wales

The ALN department partnered with Careers Wales to support ALN learners in prison through tailored career sessions, curriculum vitae building, and guidance. This initiative also funds vocational courses to aid rehabilitation and reintegration. Learners valued the personalised support, feeling their needs were recognized. In the Young Person Unit, face-to-face meetings provide one-on-one careers advice, helping young people set goals for a positive future.



Novus Transforming Lives

91%
Achievement rates for all learners

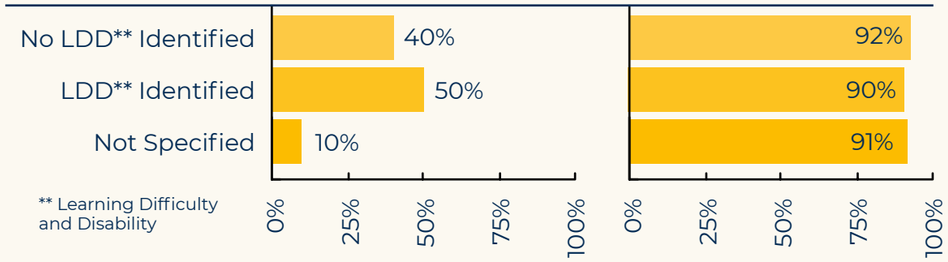
Data reporting period
1 April 2024 to 31 March 2025.

Learners*
Male **100%**

Success
Male **91%**

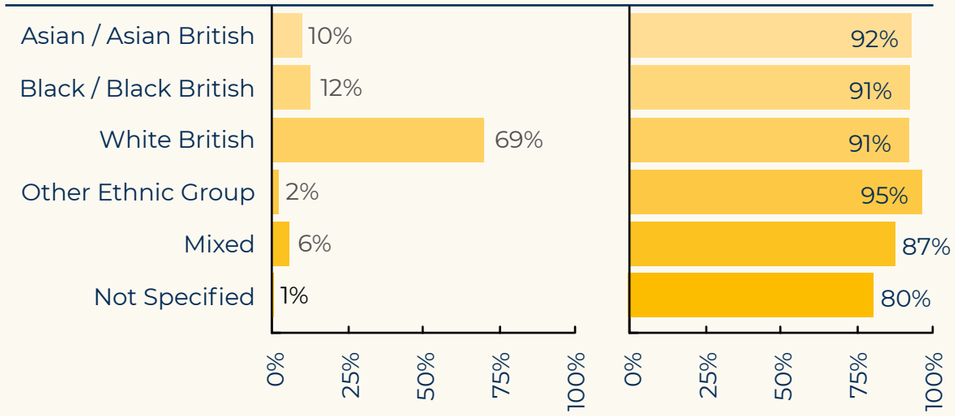
* HMP Lowdham Grange is a male only prison

Disability (Learners and Achievement Rates)



** Learning Difficulty and Disability

Ethnic Origin (Learners and Achievement Rates)



Action Plan for 2025/26

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Case Studies

Whole prison approach to promoting equality, diversity and inclusion

We work closely with the prison Equality, Diversity and Inclusion Lead to promote Equality, Diversity and Inclusion across the whole prison. The prison lead has developed an equality magazine and our classes contribute to articles, stories and pictures for the publication.

The Education Department proudly integrated Black History Month themes into classroom lessons, fostering awareness and understanding of diverse cultural contributions. In addition, our Art learners showcased their creativity and technical skills by producing striking portraits that celebrate revered individuals from the black community. Pictures of the portraits and the messages behind them were included in the prison equality journal.

Regular Events and Celebrations

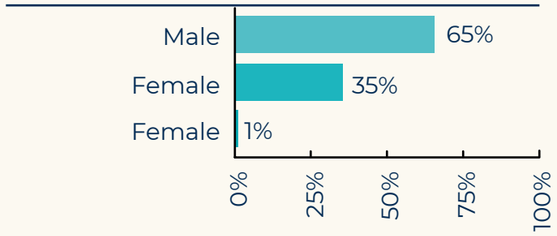
We plan and deliver enrichment through four themes across the year all are underpinned by promoting equality, diversity and inclusion.

Examples this year include:

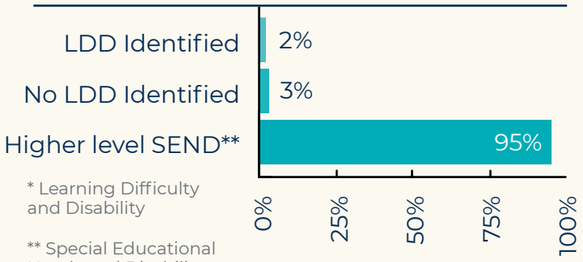
- **Movember**
  staff and learners celebrated Movember with stick on moustaches, tongue painting lollies and a range of activities relating to men's health and good mental health.
- **Wear It Green Day**
  Our team proudly promoted men's mental health by wearing green and encouraging learners to join in. We incorporated mental health awareness into lessons and shared practical tips through leaflets on improving wellbeing in a prison environment. The leaflets were shared across the prison - we aimed to create a culture in which talking about mental health is normal and support is always available.
- **Zahid Mubarek Trust (ZMT)**
  An independent national charity founded by the family of 19-year-old Zahid Mubarek who was murdered by his racist cellmate on the morning of his release from Feltham Young Offender Institution. The learners in the Art class at HMP Lowdham Grange were visited by Zahid's mother to let them know about her charity and to raise awareness and promote change within the prison system. The learners created stunning pieces of art which were entered into a competition with the eventual winner emerging from HMP Lowdham Grange.

MOL Learners

Enrolments



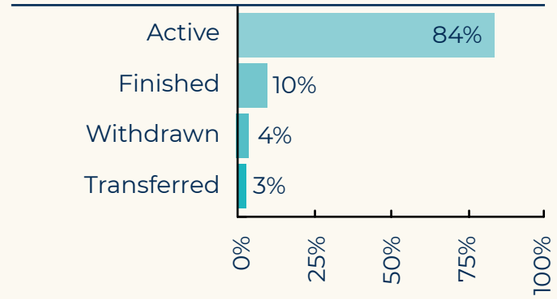
LDD*



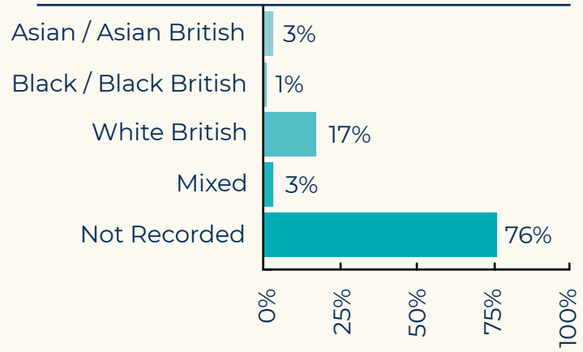
* Learning Difficulty and Disability

** Special Educational Needs and Disability

Progress Status



Ethnic Origin



All MOL learners are commercially funded. They are asked for personal information such as gender, ethnicity and learning difficulty adn disability during the application process, but these fields are not mandatory.

Action Plan for 2025/26

These changes allow us to make small but important changes and set four new actions in response to the global community MOL serves.

1

Exploring/using innovative technologies aimed at enhancing inclusivity. Increased use of an AI video generator that uses a range of avatars to increase inclusivity – still continuing.

2

Improve student support by adding a 'Declared Learning Difficulty' field to the assessment submission template, ensuring reasonable adjustments are visible to relevant staff.

3

Focused on analysing learner data to better understand how Equality, Diversity and Inclusion factors influence learner progress and achievement.

4

Respond to the findings of the external consultants self assessment and gaps identified around organisational Equality, Diversity and Inclusion.

Case Study

Learner A

During her studies, Learner A developed mental health difficulties, which resulted in her needing to take a short break from learning. When she felt ready to return, staff worked closely with her to provide the support and reassurance needed to resume her studies confidently and at a manageable pace. With continued encouragement and appropriate guidance, Learner A successfully achieved her Level 5 Associate Diploma in People Management.

Throughout her learning journey, Learner A also experienced a number of significant personal challenges. Choosing the On Demand mode of study option proved highly beneficial, as it allowed Learner A to:

- Study at times that suited her mental health and personal circumstances
- Avoid the pressure of fixed deadlines or attending live sessions
- Work at her own pace, promoting a healthier balance between work, study, and personal life.

Learner A's experience highlights the importance of flexible learning options and responsive support, which together enabled her to succeed despite the obstacles she faced. At MOL our internal monitoring systems allows us to support learners with all kinds of barriers, in this case mental wellbeing. Personal learning strategies allowed Learner A to succeed everyone at MOL wishes her the best on her next journey.



TOTAL PEOPLE
LEADERS IN LEARNING ®

95%
Pass rates for apprentices

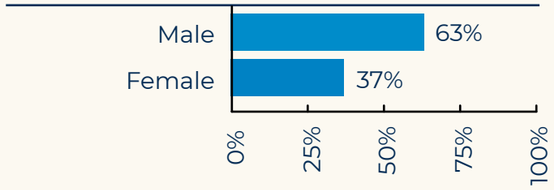
84%
Success rates for Study Programme

83%
Success rates for Adults

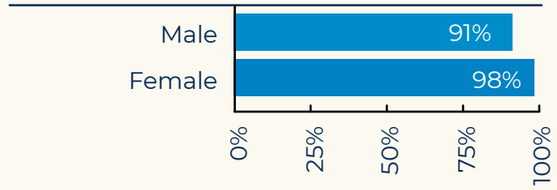
Apprenticeships

All Learners are employed and working towards achieving an apprenticeship standard in their industry area. Level of programme varies from Level 2 to Level 7.

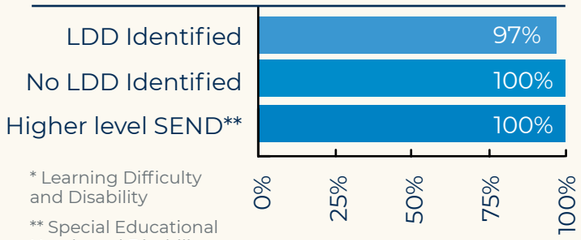
Enrolments



Achievement Rates



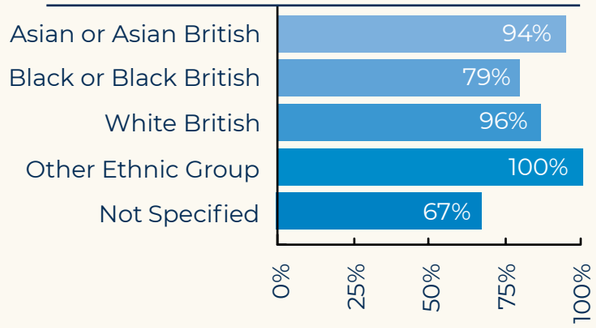
LDD*



* Learning Difficulty and Disability

** Special Educational Needs and Disability

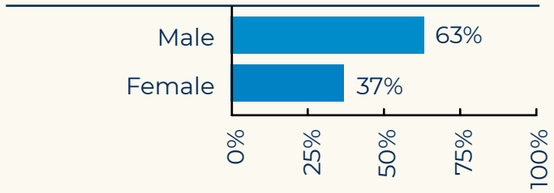
LDD* Achievement by Ethnicity



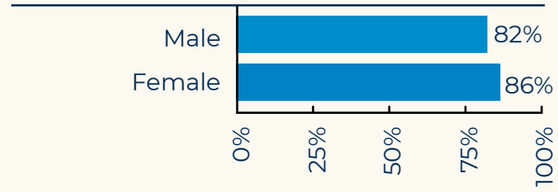
Study Programme

Learners aged 16 to 19 or 19+ with an Education, Health and Care Plan, in full time education, entering foundation level programmes straight from school or being re-engaged from NEET (Not in Education, Employment or Training). Programme levels range from entry level, up to Level 2.

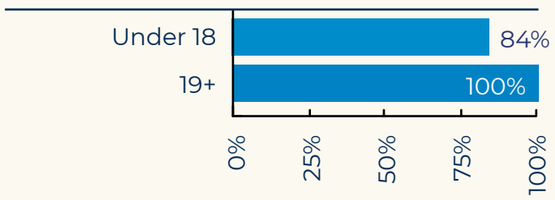
Enrolments



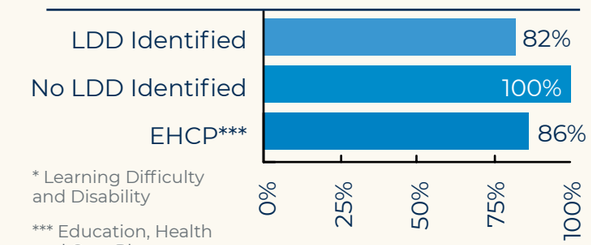
Achievement Rates



Achievement by Age



LDD* Achievement by Ethnicity



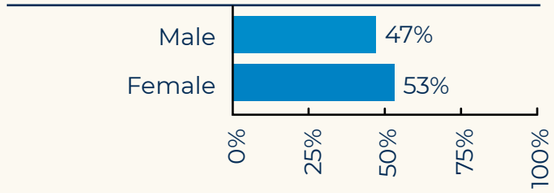
* Learning Difficulty and Disability

*** Education, Health and Care Plan

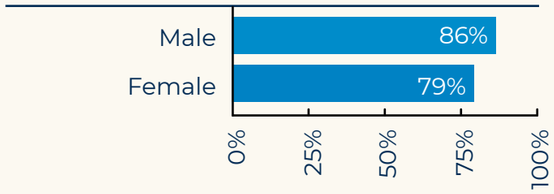
Adult Programmes

Adult programmes are short courses designed especially for non-employed adults aimed at supporting people into work.

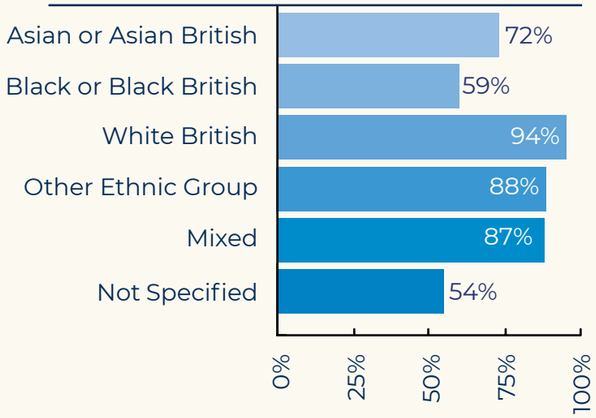
Enrolments



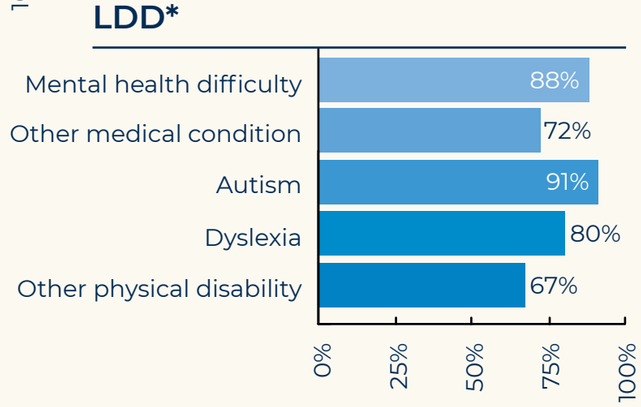
Achievement Rates



Achievement by Ethnicity



LDD*



* Learning Difficulty and Disability

Action Plan for 2025/26

1

Develop alternative approaches in the use of Equality, Diversity and Inclusion data to improve Total People's inclusion offer in line with the new Ofsted toolkit.

2

Offer targeted and specialist curriculum planning days to staff and learner enhancements around pastoral/personal development and wellbeing.

3

Respond to the findings of the external consultants self assessment and gaps identified around organisational Equality, Diversity and Inclusion.

Case Studies

LM

LM is a care leaver who successfully completed the Level 3 Early Years Practitioner programme. LM demonstrated the drive and commitment to becoming a good practitioner with their care leaver experience and talks about the empathy they had with children as they started in nursery, understanding the impact of the feeling of being ‘left’ or ‘abandoned’. LM managed their independence and finances completing the programme and becoming an integral part of the nursery team.

The coach mentions ‘I can see that this experience has helped LM to develop personally, every time I see LM they talk about their future and career’.

Lived experience is vitally important for many learners, and this example highlights how someone can learn from their care experiences and use it to their advantage both in terms of developing themselves and helping others.

RB

RB completed her Bus and Coach technician qualifications overcoming her own self limiting beliefs to become a technician in a male dominated industry. RB excelled in her technical ability using these skills to gain confidence and assisted other peers in their learning. RB had a very strong team ethic and a contributory factor to her success was that on every aspect of her role she was judged as an Apprentice Technician just like her fellow colleagues.

Her tutor concluded the ‘significant progress made from the outset of her journey to where we are now is beyond transformative, seeing a bigger and better future in this industry as an excellent technician and comparable to anyone in terms of ability.’

This case study shows the brilliance of a learner studying in a profession breaking stereotypes and leading by example.

Conclusion

Our Ongoing Focus

Throughout 2025, we made positive progress in creating an inclusive environment where colleagues are valued, supported and able to thrive. Building on this strong foundation, 2026/27 will mark an exciting step forward as we deepen our ambition and collective impact by:

- **Launching the new LTE Group strategy and values**, which set out a clear and ambitious vision across seven strategic goals. At the heart of this is our commitment to growing a talented, diverse and inclusive workforce that reflects the communities and places we proudly serve.
- **Deepening our partnership with Inclusive Employers**, one of the UK’s leading workplace inclusion specialists. Through expert insight, practical tools and evidence-based guidance, this partnership will support us to embed inclusion into everything we do. Our Inclusive Employers self-assessment will play a key role in shaping a renewed and ambitious Equality, Diversity and Inclusion Strategy.
- **Leading with transparency and purpose** through the development and publication of our Gender Equality Action Plan, demonstrating our commitment to fairness, accountability and continuous improvement in line with the Employment Rights Act 2025.
- **Investing in learning and development opportunities** that build confidence, capability and inclusive leadership across the organisation. These programmes will be designed to strengthen inclusive behaviours, challenge bias and empower colleagues to contribute to a culture where everyone belongs.
- **Deepening our understanding of the employee experience**, listening to colleagues at every stage of their career so we can continue to evolve, innovate and create a workplace that supports growth, wellbeing and long-term success for all
- **Deliver a strong and demonstrable commitment to inclusion**, with clear evidence of positive impact for our students. By continuing to listen to student voice, we will further strengthen our approach to welcoming and supporting a diverse student community.


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