



Fairness, Respect, Equality, Diversity, Inclusion and Engagement (FREDIE) Policy 2024-2027 and 2024-2025 Action Plan

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Section 1 – Introduction

As a public sector organisation, the RNN Group falls under the **public sector equality duty**, which is a duty on **public authorities** to consider how their policies or decisions affect people who are **protected** under the Equality Act 2010 by the transparency of publishing equality information, which is accessible to the public.

This FREDIE policy includes the Group's legal obligation of the Single Equality Scheme.

The RNN Group is committed to promoting an inclusive environment that meets the needs of all students, giving them the motivation, self-confidence and skills, they need to change their lives.

We have made a firm commitment to the key principles embodied by FREDIE

Fairness – Being reasonable, right and just.

Respect – Having due regard for feelings, wishes and rights of others.

Equality – Where every person has equal rights and every person has a fair chance.



Diversity – Diverse means different. We are all different so diversity includes us all. The concept of diversity encompasses understanding, acceptance and respect.

Inclusion – Where every person feels respected, valued and that they fit in with the organisational culture.

Engagement – Two-way commitment and communication between an organisation and its employees.

At the RNN Group, we recognise that advancing equality necessitates understanding and accommodating individual needs and capabilities. Within a truly diverse community, we celebrate and value our differences. Inclusivity remains at the core of our endeavours, guiding everything we do.

The RNN Group believes that in order to deliver high quality education and develop student's knowledge, skills and behaviours to prepare them for life; a culture of fairness, respect, equality, diversity, inclusion and engagement must be embedded throughout the organisation.

The RNN Group takes seriously its commitment to providing a workplace for employees free from unlawful discrimination and harassment of any kind.

The implementation of a robust Inclusion Policy is a key way in which the RNN Group seeks to meet both its statutory public sector equality duty responsibilities and its own aspirations for an inspirational and inclusive learning and working environment.

Section 2 – Purpose

The purpose of the FREDIE policy is to set out the Group's commitment to an inclusive and supportive environment for students, staff and visitors that is free from discrimination, where all are able to participate and where everyone has the opportunity to fulfil their potential. Equally, the FREDIE policy sets out the Group's expectations, which each member of the RNN Group community has a responsibility to adhere to and uphold the Policy.

This FREDIE Policy promotes positive attitudes towards inclusivity and valuing diversity. It also seeks to ensure that all who are subject to the Group's policies, practices and procedures are treated fairly and are not treated less favourably on the grounds of any of the 9 protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex, sexual orientation and marriage and civil partnership (this only applies in respect of eliminating unlawful discrimination). Appendix 7.3 explains the detail of the Equality Act 2010 protected characteristics.

The RNN Group will create a curriculum and learning programmes that reflect the communities that we serve and will promote equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. The FREDIE policy sets out the Group's commitment to ensure better outcomes for disadvantaged students, including those who have high needs – significantly narrowing the achievement gap between students from the most and least disadvantaged backgrounds.

Legislative Framework

The Inclusive Policy has been written in line with the requirements of the Equality Act 2010. The RNN Group will work within the remit of the Public Sector Equality Duty and fulfil its duty by having due regard to:



- Eliminate discrimination, harassment, victimisation and any conduct that is prohibited by or under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The RNN Group extends the principles embodied in the FREDIE policy to all students, staff and visitors.

Under the statutory duties detailed above, the Group has a duty to promote fundamental British Values and our strategy to achieve this can be found in the Group's Prevent Duty Risk Assessment and Action Plan.

Section 3 – Principles

FREDIE stands for Fairness, Respect, Equality, Diversity, Inclusion and Engagement, and for the RNN Group and its Colleges (Rotherham College, North Notts College, Dearne Valley College and University Centre Rotherham) it is the backbone of a truly inclusive culture.

Diversity is good for business and diverse workforces are collaborative, creative, and are more understanding of diverse market needs.

The Group will:

- Promote FREDIE to all our stakeholders, embedding the principles in all aspects of the RNN Group.
- Actively promote a culture of equality, value diversity and seek to eradicate bullying, discrimination, radicalisation and extremism.
- Be inclusive in all areas of the curriculum and all aspects of college life.
- Monitor and address any gaps in the experience, outcomes, satisfaction, retention and achievement of any identified group of staff and students.
- Take positive action to address any under-representation of specific groups within our staff and student body.
- Challenge stereotypes and biases to create a welcoming environment for everyone.
- Remove barriers to access and participation, making the Group more inclusive for individuals from all backgrounds.
- Encourage a diverse range of perspectives to enrich our community.
- Develop an inclusive and safe environment where the voice of staff, students, and other stakeholders (particularly those from groups with protected characteristics), is heard and acted upon.
- Celebrate and value the diversity brought to the organisation by individual students and members of staff.
- Make reasonable adjustments for students and staff in accordance with identified needs wherever possible within the statutory criteria.

We want everyone whether staff, students or parents / carers to feel they belong to a fair organisation / Group of Colleges that fosters inclusion through identifying common ground and



finding opportunities for connection by recognising a fundamental need for respect that all human beings can understand and appreciate.

In its commitment to students, the Group will:

- Deliver services to students in a way which is sensitive to their culture, ethnic background, beliefs, sexual orientation, gender, age and disability.
- Ensure the curriculum offer reflects the needs of potential and existing students, and embeds the principles of fundamental British Values.
- Provide teaching and training that supports students to overcome barriers and achieve their potential.
- Make clear the Group's expectations and commitments to the promotion of FREDIE and celebration of diversity in marketing materials, at events, working with our local communities and throughout the student journey.

In its commitment to staff the Group will:

- Ensure all staff policies and procedures are inclusive, promote equality of opportunity and are not discriminatory in their implementation
- Work towards the achievement of a workforce that is representative of the local community.
- Ensure training, development and progression opportunities are available to all staff.
- Arrange training for staff on relevant equality and diversity topics, and include equalities issues in training on employment practices.
- Consult with appropriate staff to identify any potential barriers to recruitment, promotion and retention.
- Act on any unlawful or unfair discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits.
- Ensure compliance with all legal duties and specific requirements in relation to the promotion of equality and diversity including action plans and impact assessments (appendix x). Impact assessments will be undertaken at the final stage of all new policies and policy reviews, and will check that policies are inclusive for all and are written using gender-neutral language, in conjunction with staff and union representatives.
- Retain accreditation of Investors in Diversity Award.

Section 4 – Roles and Responsibilities

All RNN Group Governors, students, staff, contractors and visitors are aware of their responsibilities in relation to the Public Sector Equality Duty and the Single Equality Scheme.

The Governing Body has a responsibility to:

- Ensure that RNN Group meets all its duties under the Single Equality Scheme and other relevant legislation.
- Identify and appoint a designated Governor of the Corporation with lead responsibility for equality, diversity and inclusion.

The Principal and Chief Executive is responsible for:

- Role modelling and promoting FREDIE principles.



- Providing a high-profile lead on all equality and diversity matters and promoting the FREDIE Policy both internally and externally.
- Appointing a member of the Senior Leadership Team to have lead responsibility for equality, diversity and inclusion.
- Holding all staff accountable for the promotion and embedding of the FREDIE principles.

The Senior Leadership Team is responsible for:

- Role modelling and promoting FREDIE principles.
- Ensuring that the RNN Group meets its legal obligations relating to equality, diversity and inclusion.
- Ensuring that equality, diversity and inclusion analysis is carried out on all senior level proposed policies and decisions where appropriate.

Ensuring that an internal audit review of equality, diversity and inclusion is included in the Group's audit and risk schedule. The Senior Leadership lead for Equality, Diversity and Inclusion is responsible for:

- Ensuring that the RNN Group meets its legal obligations relating to equality.
- Ensuring that the Single Equality Scheme and the Annual Report is reviewed and published within the agreed timeframes.
- Reporting and monitoring on progress of the agreed action plans.
- Monitoring Equality Impact Assessments.
- Coordinating work on equality and diversity in conjunction with the equality and diversity management group.

All RNN Group Managers are responsible for:

- Role modelling and promoting FREDIE principles.
- Ensuring that all staff they are responsible for know their responsibilities in relation to equality, diversity and inclusion.
- Ensuring that procedures relating to staff recruitment, selection, career development, discipline and grievance are carried out in accordance with the statutory duties to promote equality and eliminate discrimination.
- Fostering a culture in which equality, diversity and inclusion considerations are embedded into their work areas.
- Ensuring that staff and students are encouraged and enabled to reach their full potential. Identifying appropriate staff development to meet the needs of their respective areas.

Human Resources are responsible for:

- Communicating the policy to all staff, including new starters at induction and ensuring that it is understood and implemented in working practice.
- Supporting managers in ensuring that procedures relating to staff recruitment, selection, career development, discipline and grievance are carried out in accordance with the statutory duties to promote equality and eliminate discrimination.
- Collating staff statistics for the Single Equality Scheme at the reporting period point.
- The Executive Director of HR, OD and Marketing is responsible for working with recognised trade unions and staff representatives to prevent discrimination and ensure equality of opportunity.



Staff are responsible for:

- Demonstrating and promoting FREDIE principles.
- Being aware of and upholding and implementing the aims and values of this policy.
- Promoting equality of opportunity and inclusion, eliminating discrimination and fostering good relations. Contributing to a safe and inclusive environment that celebrates diversity.
- Challenging any inappropriate language or behaviour of staff and learners.
- Undertaking training and learning opportunities as requested.
- Ensuring that they report any concerns that do not uphold this policy to their line manager or other appropriate member of staff.

Contractors, visitors, stakeholders, volunteers and associates are responsible for:

- Being aware of and upholding this policy and equality values in wider contracts or agreements.

Students are responsible for:

- Demonstrating and promoting FREDIE principles.
- Being aware of and upholding the principles of this policy.
- Contributing to a safe and inclusive environment that celebrates equality and promotes diversity.
- Advocating for themselves or others wherever inequality is present.
- Being open to learning about different experiences from their own.
- Supporting and respecting each other, especially those from different backgrounds from their own.
- Work with all peers and members of our college community to promote a sense of belonging.

Section 5 – Meeting our principles/ our commitment: The Curriculum

Curriculum development and delivery will address the variety of experiences, cultural background, skills and needs which students bring to their learning.

The RNN Group will:

- Embed FREDIE in the curriculum from the planning stage through to course design and delivery, ensuring that the curriculum enables students to understand and embrace the Group's values.
- Incorporate FREDIE at every opportunity into curriculum, ensuring learners understand what it means to them in their learning, career progression and their personal development.
- Develop a curriculum that provides opportunities to all students to study at a level appropriate to them.
- Monitor the intent of the curriculum for those with social and disadvantaged barriers through the curriculum planning process.
- Remove learning barriers through timely assessments and the implementation of the graduated response to meet student support needs.

- Embrace widening participation, enabling those seeking to return to study after a long period of unemployment, or whose personal circumstances have made it difficult for them to benefit from education.
- Maximise progression opportunities, including the accreditation of prior learning and experience.
- Ensure all teaching and training materials are non-discriminatory and inclusive.
- Have course teams/tutors regularly review assessment methods and materials and ensure learners make at least good progress relative to individual starting points.
- Implement timely identification and assessment of learning support requirements for all learners.
- Use its data to monitor and improve participation and achievement of learners for all minority groups.
- Share good practice in regards to equality, diversity and inclusion within the curriculum and celebrations by staff.
- Involve employers in the design, delivery of the curriculum and provision of appropriate work placements, where relevant, in a way that challenges stereotypes.
- Promote the development of positive behaviours which reaffirm the understanding of and compliance with the rule of British Law and the principles of fundamental British Values.
- Ensure accurate and helpful information, advice and guidance is available to prospective and existing students, without bias and in line with equality and diversity legislation.

RNN Group Environment and Facilities

The Group will provide a welcoming, safe environment which encourages access and participation by all sections of the community to high quality learning and support facilities.

The RNN Group will ensure that:

- Accommodation is welcoming, inclusive, reasonable adjustments made where possible and appropriate for learning.
- The accommodation and estates strategy develops the best possible learning environment.
- Student support services enhance students' total learning experience.
- It encourages everyone to understand and respect each other's unique needs
- It provides an environment in which all staff and students should feel safe, secure and free from bullying, harassment and discrimination.
- Publicity and marketing materials are available in a range of accessible formats that meet the needs of the local community.
- All signs, regulations, communications and instructions are as clear and simple as possible, and free from discriminatory language.

Section 6 – Breach of the policy/ complaints procedure

The RNN Group will take seriously any instances of non-adherence to the policy by students, staff, contractors, visitors, stakeholders, volunteers and associates. Any instances of non-adherence will be investigated promptly and with discretion and the intent to resolve matters. Where appropriate, such instances may be considered under the relevant disciplinary policy and procedures.

Instances of students not upholding the policy may be investigated under the Behaviour Support and Intervention Policy.



Instances of staff not upholding the Policy may be investigated under the staff Code of Conduct Policy.

Employees who believe that the policy has not been followed may raise this through the Grievance policy and procedure.

Support will be provided for students and staff when these procedures are invoked.

Section 7 – Conclusion

In 2024/2025 the RNN Group plans to implement the following strategic objectives/actions in order to enhance our understanding and practices across the Group:

1. To retain accreditation of the Investors in Diversity Award.
2. To continue to meet the requirements of the Equality legislation; to revise and update our equality policies and procedures to reflect legislative updates and good practice.
3. To continue to eliminate barriers and challenge unfairness, to provide teaching and learning, opportunities and experiences which help learners, staff, people and communities reach their full potential.
4. To be effective in advancing FREDIE across the RNN Group, ensuring stakeholders understand and promote these principles in day to day college life.
5. To provide an environment where people from any background feel safe, valued and included.
6. To implement a communication model that uses trauma informed language to support conversations and demonstrate respect for individuals experiences.
7. To demonstrate and communicate to our stakeholders, both internal and external, that we are committed to providing a supportive, inclusive and respectful environment in our commitment to tackling inequality and promoting diversity and inclusiveness.
8. Take positive action to obtain the view of colleagues from underrepresented groups.

The Impact required from actions:

- The Principles of FREDIE are embedded into RNN Group practices and day to day language.
- Stakeholders understand and take ownership of FREDIE.
- Students and apprentices develop understanding of how to be active citizens in their communities.
- Students and apprentices develop their knowledge and understanding of contemporary 'Equality Matters.'
- Our culture and reputation encourage people from a diverse range of communities to join the Group's workforce
- A positive and respectful culture in which everyone cares and respects each other.

Section 8 – Appendices

Appendix 1 - Staff Profile

Employee data is analysed by a number of factors including age, gender, ethnicity and disability by employee category and compares with local published data (FE Workforce Data for England). This is undertaken at Group level and campus level and informs part of decision making about objectives. The Inclusion Action Plan is developed as part of the Single Equality Scheme process and is reviewed regularly for progress. A review of conduct issues dealt with also informs the process in order that we are aware of any developing trends where staff training might be required. Employee feedback is sought formally through 'staff voice' activities.

Staff Profile Statistics as at 31/7/24														
RNN Group														
Age Profile	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership %	Total in Group	Total %	*Rotherham % Comparison	* Bassetlaw %	****FE Workforce Report 22/2023	****FE Workforce Report 22/2023
16 - 25	31	6.86%	4	2.25%	0	0.00%	0	0.00%	35	5.19%	9.60%	11.72%	5.40%	Under 25
26 - 35	83	18.36%	23	12.92%	4	12.90%	0	0.00%	110	16.30%	13.00%	14.36%	8.70%	25-29
36 - 45	105	23.23%	51	28.65%	13	41.94%	4	28.57%	173	25.63%	18.40%	13.65%	21.30%	30-39
46 - 55	98	21.68%	53	29.78%	7	22.58%	6	42.86%	164	24.30%	20.50%	16.46%	23.70%	40-49
56 - 65	109	24.12%	44	24.72%	6	19.35%	4	28.57%	163	24.15%		17.28%	26.30%	50-59
66+	26	5.75%	3	1.69%	1	3.23%	0	0.00%	30	4.44%		10.60%	14.20%	60+
TOTAL	452	100.00%	178	100.00%	31	100.00%	14	100.00%	675	100.00%	72.10%	87.67%	100.00%	
Multi Site Breakdown														
Age Profile	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership %	Total in Multisite	% against RNN Group total	% of Multi-site			
16 - 25	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00%			
26 - 35	2	0.44%	1	0.56%	1	3.23%	0	0.00%	4	0.59%	12.12%			
36 - 45	2	0.44%	4	2.25%	2	6.45%	4	28.57%	12	1.78%	36.36%			
46 - 55	5	1.11%	0	0.00%	0	0.00%	6	42.86%	11	1.63%	33.33%			
56 - 65	1	0.22%	0	0.00%	1	3.23%	4	28.57%	6	0.89%	18.18%			
66+	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00%			
TOTAL	10	2.21%	5	2.81%	4	12.90%	14	100.00%	33	4.89%	100.00%			
DVC Campus Breakdown														
Age Profile	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership %	Total in DVC	% against RNN Group total	% of DVC			
16 - 25	5	1.11%	1	0.56%	0	0.00%	N/A	N/A	6	0.89%	3.73%			
26 - 35	25	5.53%	4	2.25%	1	3.23%	N/A	N/A	30	4.44%	18.63%			
36 - 45	24	5.31%	9	5.06%	3	9.68%	N/A	N/A	36	5.33%	22.36%			
46 - 55	28	6.19%	11	6.18%	3	9.68%	N/A	N/A	42	6.22%	26.09%			
56 - 65	34	7.52%	6	3.37%	2	6.45%	N/A	N/A	42	6.22%	26.09%			
66+	5	1.11%	0	0.00%	0	0.00%	N/A	N/A	5	0.74%	3.11%			
TOTAL	121	26.77%	31	17.42%	9	29.03%	N/A	N/A	161	23.85%	100.00%			
NNC Campus Breakdown														
Age Profile	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership %	Total in NNC	% against RNN Group total	% of NNC			
16 - 25	5	1.11%	0	0.00%	0	0.00%	N/A	N/A	5	0.74%	2.62%			
26 - 35	15	3.32%	7	3.93%	1	3.23%	N/A	N/A	23	3.41%	12.04%			
36 - 45	32	7.08%	11	6.18%	0	0.00%	N/A	N/A	43	6.37%	22.51%			
46 - 55	25	5.53%	18	10.11%	4	12.90%	N/A	N/A	47	6.96%	24.61%			
56 - 65	37	8.19%	19	10.67%	2	6.45%	N/A	N/A	58	8.59%	30.37%			



0.00%	0	0.00%	35	5.19%	9.60%	11.72%	5.40%	Under 25
12.90%	0	0.00%	110	16.30%	13.00%	14.36%	8.70%	25-29
41.94%	4	28.57%	173	25.63%	18.40%	13.65%	21.30%	30-39
22.58%	6	42.86%	164	24.30%	20.50%	16.46%	23.70%	40-49
19.35%	4	28.57%	163	24.15%		17.28%	26.30%	50-59
3.23%	0	0.00%	30	4.44%	10.60%	14.20%	14.60%	60+
100.00%	14	100.00%	675	100.00%	72.10%	87.67%	100.00%	

Management %	Senior Leadership	Senior Leadership %	Total in Multisite	% against RNN Group total	% of Multi-site
0.00%	0	0.00%	0	0.00%	0.00%
3.23%	0	0.00%	4	0.59%	12.12%
6.45%	4	28.57%	12	1.78%	36.36%
0.00%	6	42.86%	11	1.63%	33.33%
3.23%	4	28.57%	6	0.89%	18.18%
0.00%	0	0.00%	0	0.00%	0.00%
12.90%	14	100.00%	33	4.89%	100.00%

Management %	Senior Leadership	Senior Leadership %	Total in DVC	% against RNN Group total	% of DVC
0.00%	N/A	N/A	6	0.89%	3.73%
3.23%	N/A	N/A	30	4.44%	18.63%
9.68%	N/A	N/A	36	5.33%	22.36%
9.68%	N/A	N/A	42	6.22%	26.09%
6.45%	N/A	N/A	42	6.22%	26.09%
0.00%	N/A	N/A	5	0.74%	3.11%
29.03%	N/A	N/A	161	23.85%	100.00%

Management %	Senior Leadership	Senior Leadership %	Total in NNC	% against RNN Group total	% of NNC
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0.00%	N/A	N/A	5	0.74%	2.62%
3.23%	N/A	N/A	23	3.41%	12.04%
0.00%	N/A	N/A	43	6.37%	22.51%
12.90%	N/A	N/A	47	6.96%	24.61%
6.45%	N/A	N/A	58	8.59%	30.37%
3.23%	N/A	N/A	15	2.22%	7.85%
25.81%	N/A	N/A	191	28.30%	100.00%



Management %	Senior Leadership	Senior Leadership %	Total in RC	% against RNN Group total	% of RC
0.00%	N/A	N/A	24	3.56%	8.28%
3.23%	N/A	N/A	53	7.85%	18.28%
25.81%	N/A	N/A	82	12.15%	28.28%
0.00%	N/A	N/A	64	9.48%	22.07%
3.23%	N/A	N/A	57	8.44%	19.66%
0.00%	N/A	N/A	10	1.48%	3.45%
32.26%	N/A	N/A	290	42.96%	100.00%

Management %	Senior Leadership	Senior Leadership %	Total in Group	Total %	* Rotherham %	* Bassetlaw %	****FE Workforce Report 22/2023
48.39%	9	64.29%	439	65.04%	51.00%	51.00%	65.20%
51.61%	5	35.71%	234	34.67%	49.00%	49.00%	33.40%
0.00%	0	0.00%	2	0.30%	Not reported	Not reported	0.10%
0.00%	0	0.00%	0	0.00%	Not reported	Not reported	1.30%
100.00%	14	100.00%	675	100.00%	100.00%	100.00%	100.00%

Management %	Senior Leadership	Senior Leadership %	Total in Group	% against RNN Group total	% of Multi-site
9.68%	9	64.29%	19	2.81%	57.58%



3.23%	5	35.71%	14	2.07%	42.42%
0.00%	0	0.00%	0	0.00%	0.00%
12.90%	14	100.00%	33	4.89%	100.00%

Management %	Senior Leadership	Senior Leadership %	Total in Group	% against RNN Group total	% of DVC
19.35%	N/A	N/A	112	16.59%	69.57%
9.68%	N/A	N/A	49	7.26%	30.43%
0.00%	N/A	N/A	0	0.00%	0.00%
29.03%	N/A	N/A	161	23.85%	100.00%

Management %	Senior Leadership	Senior Leadership %	Total in Group	% against RNN Group total	% of NNC
6.45%	N/A	N/A	121	17.93%	63.35%
19.35%	N/A	N/A	70	10.37%	36.65%
0.00%	N/A	N/A	0	0.00%	0.00%
25.81%	N/A	N/A	191	28.30%	100.00%

Management %	Senior Leadership	Senior Leadership %	Total in Group	% against RNN Group total	% of RC
12.90%	N/A	N/A	187	27.70%	64.48%
19.35%	N/A	N/A	101	14.96%	34.83%
0.00%	N/A	N/A	2	0.30%	0.69%
32.26%	N/A	N/A	290	42.96%	100.00%



Management %	Senior Leadership	Senior Leadership%	Total in Group	Total %	* Rotherham %	* Bassetlaw %	****FE Workforce Report 22/2023 (88.7% of staff disclosed)
0.00%	0	0.00%	45	6.67%	9.00%	3.60%	13.90%
96.77%	14	100.00%	549	81.33%	91.00%	96.40%	79.40%
0.00%	0	0.00%	11	1.63%	Not reported	Not reported	6.70%
0.00%	0	0.00%	4	0.59%	0.00%	0.00%	Not reported
3.23%	0	0.00%	66	9.78%	0.00%	0.00%	Not reported
100.00%	14	100.00%	675	100.00%	100.00%	100.00%	100.00%

Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of Multi-site
0.00%	0	0.00%	1	0.15%	3.03%
12.90%	14	100.00%	29	4.30%	87.88%
0.00%	0	0.00%	1	0.15%	3.03%
0.00%	0	0.00%	0	0.00%	0.00%
0.00%	0	0.00%	2	0.30%	6.06%
12.90%	14	100.00%	33	4.89%	100.00%

Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of DVC
0.00%	N/A	N/A	6	0.89%	3.73%
29.03%	N/A	N/A	138	20.44%	85.71%
0.00%	N/A	N/A	2	0.30%	1.24%
0.00%	N/A	N/A	1	0.15%	0.62%
0.00%	N/A	N/A	14	2.07%	8.70%



29.03%	N/A	N/A	161	23.85%	100.00%
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Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of NNC
0.00%	N/A	N/A	5	0.74%	2.62%
25.81%	N/A	N/A	166	24.59%	86.91%
0.00%	N/A	N/A	5	0.74%	2.62%
0.00%	N/A	N/A	0	0.00%	0.00%
0.00%	N/A	N/A	15	2.22%	7.85%
25.81%	N/A	N/A	191	28.30%	100.00%

Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of RC
0.00%	N/A	N/A	33	4.89%	11.38%
29.03%	N/A	N/A	216	32.00%	74.48%
0.00%	N/A	N/A	3	0.44%	1.03%
0.00%	N/A	N/A	3	0.44%	1.03%
3.23%	N/A	N/A	35	5.19%	12.07%
32.26%	N/A	N/A	290	42.96%	100.00%

Management %	Senior Leadership	Senior Leadership%	Total in Group	Total %	** UK % of working age	****FE Workforce Report 22/2023
0.00%	0	0.00%	41	6.07%	23.00%	7.33%
87.10%	12	85.71%	423	62.67%	77.00%	92.70%
0.00%	0	0.00%	6	0.89%	Not reported	Not reported
12.90%	2	14.29%	205	30.37%	Not reported	Not reported
100.00%	14	100.00%	675	100.00%	100.00%	100.03%



Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of Multi-site
0.00%	0	0.00%	0	0.00%	0.00%
12.90%	12	85.71%	28	4.15%	84.85%
0.00%	0	0.00%	0	0.00%	0.00%
0.00%	2	14.29%	5	0.74%	15.15%
12.90%	14	100.00%	33	4.89%	100.00%

Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of DVC
0.00%	N/A	N/A	9	1.33%	5.59%
22.58%	N/A	N/A	95	14.07%	59.01%
0.00%	N/A	N/A	2	0.30%	1.24%
6.45%	N/A	N/A	55	8.15%	34.16%
29.03%	N/A	N/A	161	23.85%	100.00%

Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of NNC
0.00%	N/A	N/A	14	2.07%	7.33%
19.35%	N/A	N/A	124	18.37%	64.92%
6.45%	N/A	N/A	5	0.74%	2.62%
0.00%	N/A	N/A	48	7.11%	25.13%
25.81%	N/A	N/A	191	28.30%	100.00%

Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of RC
0.00%	N/A	N/A	18	2.67%	6.21%
32.26%	N/A	N/A	176	26.07%	60.69%
0.00%	N/A	N/A	1	0.15%	0.34%



0.00%	N/A	N/A	95	14.07%	32.76%
32.26%	N/A	N/A	290	42.96%	100.00%

Management %	Senior Leadership	Senior Leadership%	Total in Group	Total %	*** UK % of working age	****FE Workforce Report 22/2023
83.87%	13	92.86%	443	65.63%	89.40%	Not reported
0.00%	0	0.00%	11	1.63%	3.10%	Not reported
0.00%	0	0.00%	5	0.74%		Not reported
0.00%	0	0.00%	1	0.15%		Not reported
0.00%	0	0.00%	25	3.70%	7.50%	Not reported
16.13%	1	7.14%	190	28.15%	0.00%	Not reported
100.00%	14	100.00%	675	100.00%	100.00%	Not reported

Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of Multi-site
12.90%	13	92.86%	27	4.00%	81.82%
0.00%	0	0.00%	1	0.15%	3.03%
0.00%	0	0.00%	0	0.00%	0.00%
0.00%	0	0.00%	0	0.00%	0.00%
0.00%	0	0.00%	1	0.15%	3.03%
0.00%	1	7.14%	4	0.59%	12.12%
12.90%	14	100.00%	33	4.89%	100.00%

Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of DVC
22.58%	N/A	N/A	92	13.63%	57.14%
0.00%	N/A	N/A	4	0.59%	2.48%
0.00%	N/A	N/A	1	0.15%	0.62%
0.00%	N/A	N/A	0	0.00%	0.00%



0.00%	N/A	N/A	5	0.74%	3.11%
6.45%	N/A	N/A	59	8.74%	36.65%
29.03%	N/A	N/A	161	23.85%	100.00%

Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of NNC
16.13%	N/A	N/A	138	20.44%	72.25%
0.00%	N/A	N/A	2	0.30%	1.05%
0.00%	N/A	N/A	0	0.00%	0.00%
0.00%	N/A	N/A	0	0.00%	0.00%
0.00%	N/A	N/A	8	1.19%	4.19%
9.68%	N/A	N/A	43	6.37%	22.51%
25.81%	N/A	N/A	191	28.30%	100.00%

Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of RC
32.26%	N/A	N/A	186	27.56%	64.14%
0.00%	N/A	N/A	4	0.59%	1.38%
0.00%	N/A	N/A	4	0.59%	1.38%
0.00%	N/A	N/A	1	0.15%	0.34%
0.00%	N/A	N/A	11	1.63%	3.79%
0.00%	N/A	N/A	84	12.44%	28.97%
32.26%	N/A	N/A	290	42.96%	100.00%

66+	12	2.65%	2	1.12%	1	3.23%	N/A	N/A	15	2.22%	7.85%		
TOTAL	126	27.88%	57	32.02%	8	25.81%	N/A	N/A	191	28.30%	100.00%		
RC Campus Breakdown													
Age Profile	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership %	Total in RC	% against RNN Group total	% of RC		
16 - 25	21	4.65%	3	1.69%	0	0.00%	N/A	N/A	24	3.56%	8.28%		
26 - 35	41	9.07%	11	6.18%	1	3.23%	N/A	N/A	53	7.85%	18.28%		
36 - 45	47	10.40%	27	15.17%	8	25.81%	N/A	N/A	82	12.15%	28.28%		
46 - 55	40	8.85%	24	13.48%	0	0.00%	N/A	N/A	64	9.48%	22.07%		
56 - 65	37	8.19%	19	10.67%	1	3.23%	N/A	N/A	57	8.44%	19.66%		
66+	9	1.99%	1	0.56%	0	0.00%	N/A	N/A	10	1.48%	3.45%		
TOTAL	195	43.14%	85	47.75%	10	32.26%	N/A	N/A	290	42.96%	100.00%		
RNN Group													
Gender	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership %	Total in Group	Total %	* Rotherham %	* Bassetlaw %	****FE Workforce Report 22/2023
Female	322	71.24%	93	52.25%	15	48.39%	9	64.29%	439	65.04%	51.00%	51.00%	65.20%
Male	128	28.32%	85	47.75%	16	51.61%	5	35.71%	234	34.67%	49.00%	49.00%	33.40%
Other	2	0.44%	0	0.00%	0	0.00%	0	0.00%	2	0.30%	Not reported	Not reported	0.10%
Prefer not to say	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	Not reported	Not reported	1.30%
TOTAL	452	100.00%	178	100.00%	31	100.00%	14	100.00%	675	100.00%	100.00%	100.00%	100.00%
Multi Site Breakdown													
Gender	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership %	Total in Group	% against RNN Group total	% of Multi-site		
Female	4	0.88%	3	1.69%	3	9.68%	9	64.29%	19	2.81%	57.58%		
Male	6	1.33%	2	1.12%	1	3.23%	5	35.71%	14	2.07%	42.42%		
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00%		
TOTAL	10	2.21%	5	2.81%	4	12.90%	14	100.00%	33	4.89%	100.00%		
DVC Campus Breakdown													
Gender	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership %	Total in Group	% against RNN Group total	% of DVC		
Female	90	19.91%	16	8.99%	6	19.35%	N/A	N/A	112	16.59%	69.57%		
Male	31	6.86%	15	8.43%	3	9.68%	N/A	N/A	49	7.26%	30.43%		
Other	0	0.00%	0	0.00%	0	0.00%	N/A	N/A	0	0.00%	0.00%		
TOTAL	121	26.77%	31	17.42%	9	29.03%	N/A	N/A	161	23.85%	100.00%		

NNC Campus Breakdown													
Gender	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership %	Total in Group	% against RNN Group total	% of NNC		
Female	92	20.35%	27	15.17%	2	6.45%	N/A	N/A	121	17.93%	63.35%		
Male	34	7.52%	30	16.85%	6	19.35%	N/A	N/A	70	10.37%	36.65%		
Other	0	0.00%	0	0.00%	0	0.00%	N/A	N/A	0	0.00%	0.00%		
TOTAL	126	27.88%	57	32.02%	8	25.81%	N/A	N/A	191	28.30%	100.00%		
RC Campus Breakdown													
Gender	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership %	Total in Group	% against RNN Group total	% of RC		
Female	136	30.09%	47	26.40%	4	12.90%	N/A	N/A	187	27.70%	64.48%		
Male	57	12.61%	38	21.35%	6	19.35%	N/A	N/A	101	14.96%	34.83%		
Other	2	0.44%	0	0.00%	0	0.00%	N/A	N/A	2	0.30%	0.69%		
TOTAL	195	43.14%	85	47.75%	10	32.26%	N/A	N/A	290	42.96%	100.00%		
RNN Group													
Ethnicity	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership %	Total in Group	Total %	* Rotherham %	* Bassetlaw %	****FE Workforce Report 22/2023 (88.7% of staff disclosed)
Ethnic Minority Group	29	6.42%	16	8.99%	0	0.00%	0	0.00%	45	6.67%	9.00%	3.60%	13.90%
White - British	368	81.42%	137	76.97%	30	96.77%	14	100.00%	549	81.33%	91.00%	96.40%	79.40%
White - Any Other	6	1.33%	5	2.81%	0	0.00%	0	0.00%	11	1.63%	Not reported	Not reported	6.70%
Prefer Not to Say	3	0.66%	1	0.56%	0	0.00%	0	0.00%	4	0.59%	0.00%	0.00%	Not reported
Not Known	46	10.18%	19	10.67%	1	3.23%	0	0.00%	66	9.78%	0.00%	0.00%	Not reported
TOTAL	452	100.00%	178	100.00%	31	100.00%	14	100.00%	675	100.00%	100.00%	100.00%	100.00%
Multi Site Breakdown													
Ethnicity	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership %	Total in Group	% against RNN Group total	% of Multi-site		
Ethnic Minority Group	1	0.22%	0	0.00%	0	0.00%	0	0.00%	1	0.15%	3.03%		
White - British	7	1.55%	4	2.25%	4	12.90%	14	100.00%	29	4.30%	87.88%		
White - Any Other	0	0.00%	1	0.56%	0	0.00%	0	0.00%	1	0.15%	3.03%		
Prefer Not to Say	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00%		
Not Known	2	0.44%	0	0.00%	0	0.00%	0	0.00%	2	0.30%	6.06%		
TOTAL	10	2.21%	5	2.81%	4	12.90%	14	100.00%	33	4.89%	100.00%		

DVC Campus Breakdown												
Ethnicity	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of DVC	
ethnic Minority Group	2	0.44%	4	2.25%	0	0.00%	N/A	N/A	6	0.89%	3.73%	
White - British	104	23.01%	25	14.04%	9	29.03%	N/A	N/A	138	20.44%	85.71%	
White - Any Other	2	0.44%	0	0.00%	0	0.00%	N/A	N/A	2	0.30%	1.24%	
Prefer Not to Say	1	0.22%	0	0.00%	0	0.00%	N/A	N/A	1	0.15%	0.62%	
Not Known	12	2.65%	2	1.12%	0	0.00%	N/A	N/A	14	2.07%	8.70%	
TOTAL	121	26.77%	31	17.42%	9	29.03%	N/A	N/A	161	23.85%	100.00%	
NNC Campus Breakdown												
Ethnicity	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of NNC	
ethnic Minority Group	2	0.44%	3	1.69%	0	0.00%	N/A	N/A	5	0.74%	2.62%	
White - British	111	24.56%	47	26.40%	8	25.81%	N/A	N/A	166	24.59%	86.91%	
White - Any Other	3	25.00%	2	1.12%	0	0.00%	N/A	N/A	5	0.74%	2.62%	
Prefer Not to Say	0	0.00%	0	0.00%	0	0.00%	N/A	N/A	0	0.00%	0.00%	
Not Known	10	2.21%	5	2.81%	0	0.00%	N/A	N/A	15	2.22%	7.85%	
TOTAL	126	52.21%	57	32.02%	8	25.81%	N/A	N/A	191	28.30%	100.00%	
RC Campus Breakdown												
Ethnicity	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of RC	
ethnic Minority Group	24	5.31%	9	5.06%	0	0.00%	N/A	N/A	33	4.89%	11.38%	
White - British	146	32.30%	61	34.27%	9	29.03%	N/A	N/A	216	32.00%	74.48%	
White - Any Other	1	0.22%	2	1.12%	0	0.00%	N/A	N/A	3	0.44%	1.03%	
Prefer Not to Say	2	0.44%	1	0.56%	0	0.00%	N/A	N/A	3	0.44%	1.03%	
Not Known	22	4.87%	12	6.74%	1	3.23%	N/A	N/A	35	5.19%	12.07%	
TOTAL	195	43.14%	85	47.75%	10	32.26%	N/A	N/A	290	42.96%	100.00%	
RNN Group												
Disability	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership%	Total in Group	Total %	** UK % of working age	****FE Workforce Report 22/2023
Yes	30	6.64%	11	6.18%	0	0.00%	0	0.00%	41	6.07%	23.00%	7.33%
No	274	60.62%	110	61.80%	27	87.10%	12	85.71%	423	62.67%	77.00%	92.70%
Prefer Not to Say	4	0.88%	2	1.12%	0	0.00%	0	0.00%	6	0.89%	Not reported	Not reported
Not Known	144	31.86%	55	30.90%	4	12.90%	2	14.29%	205	30.37%	Not reported	Not reported
TOTAL	452	100.00%	178	100.00%	31	100.00%	14	100.00%	675	100.00%	100.00%	100.03%



MultiSite Breakdown											
Disability	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of Multi-site
Yes	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00%
No	8	1.77%	4	2.25%	4	12.90%	12	85.71%	28	4.15%	84.85%
Prefer Not to Say	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00%
Not Known	2	0.44%	1	0.56%	0	0.00%	2	14.29%	5	0.74%	15.15%
TOTAL	10	2.21%	5	2.81%	4	12.90%	14	100.00%	33	4.89%	100.00%
DVC Campus Breakdown											
Disability	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of DVC
Yes	6	1.33%	3	1.69%	0	0.00%	N/A	N/A	9	1.33%	5.59%
No	72	15.93%	16	8.99%	7	22.58%	N/A	N/A	95	14.07%	59.01%
Prefer Not to Say	2	0.44%	0	0.00%	0	0.00%	N/A	N/A	2	0.30%	1.24%
Not Known	41	9.07%	12	6.74%	2	6.45%	N/A	N/A	55	8.15%	34.16%
TOTAL	121	26.77%	31	17.42%	9	29.03%	N/A	N/A	161	23.85%	100.00%
NNC Campus Breakdown											
Disability	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of NNC
Yes	12	2.65%	2	1.12%	0	0.00%	N/A	N/A	14	2.07%	7.33%
No	77	17.04%	41	23.03%	6	19.35%	N/A	N/A	124	18.37%	64.92%
Prefer Not to Say	1	0.22%	2	1.12%	2	6.45%	N/A	N/A	5	0.74%	2.62%
Not Known	36	7.96%	12	6.74%	0	0.00%	N/A	N/A	48	7.11%	25.13%
TOTAL	126	27.88%	57	32.02%	8	25.81%	N/A	N/A	191	28.30%	100.00%
RC Campus Breakdown											
Disability	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of RC
Yes	12	2.65%	6	3.37%	0	0.00%	N/A	N/A	18	2.67%	6.21%
No	117	25.88%	49	27.53%	10	32.26%	N/A	N/A	176	26.07%	60.69%
Prefer Not to Say	1	0.22%	0	0.00%	0	0.00%	N/A	N/A	1	0.15%	0.34%
Not Known	65	14.38%	30	16.85%	0	0.00%	N/A	N/A	95	14.07%	32.76%
TOTAL	195	43.14%	85	47.75%	10	32.26%	N/A	N/A	290	42.96%	100.00%

RNN Group												
Sexual Orientation	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership%	Total in Group	Total %	*** UK % of working age	****FE Workforce Report 22/2023
Heterosexual	291	64.38%	113	63.48%	26	83.87%	13	92.86%	443	65.63%	89.40%	Not reported
Bisexual	7	1.55%	4	2.25%	0	0.00%	0	0.00%	11	1.63%	3.10%	Not reported
Lesbian	1	0.22%	4	2.25%	0	0.00%	0	0.00%	5	0.74%		Not reported
Gay	1	0.22%	0	0.00%	0	0.00%	0	0.00%	1	0.15%		Not reported
Prefer not to say	19	4.20%	6	3.37%	0	0.00%	0	0.00%	25	3.70%	7.50%	Not reported
Not known	133	29.42%	51	28.65%	5	16.13%	1	7.14%	190	28.15%	0.00%	Not reported
TOTAL	452	100.00%	178	100.00%	31	100.00%	14	100.00%	675	100.00%	100.00%	Not reported
Multi Site Breakdown												
Sexual Orientation	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of Multi-site	
Heterosexual	6	1.33%	4	2.25%	4	12.90%	13	92.86%	27	4.00%	81.82%	
Bisexual	1	0.22%	0	0.00%	0	0.00%	0	0.00%	1	0.15%	3.03%	
Lesbian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00%	
Gay	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00%	
Prefer not to say	1	0.22%	0	0.00%	0	0.00%	0	0.00%	1	0.15%	3.03%	
Not known	2	0.44%	1	0.56%	0	0.00%	1	7.14%	4	0.59%	12.12%	
TOTAL	10	2.21%	5	2.81%	4	12.90%	14	100.00%	33	4.89%	100.00%	
DVC Campus Breakdown												
Sexual Orientation	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of DVC	
Heterosexual	68	15.04%	17	9.55%	7	22.58%	N/A	N/A	92	13.63%	57.14%	
Bisexual	2	0.44%	2	1.12%	0	0.00%	N/A	N/A	4	0.59%	2.48%	
Lesbian	0	0.00%	1	0.56%	0	0.00%	N/A	N/A	1	0.15%	0.62%	
Gay	0	0.00%	0	0.00%	0	0.00%	N/A	N/A	0	0.00%	0.00%	
Prefer not to say	4	0.88%	1	0.56%	0	0.00%	N/A	N/A	5	0.74%	3.11%	
Not known	47	10.40%	10	5.62%	2	6.45%	N/A	N/A	59	8.74%	36.65%	
TOTAL	121	26.77%	31	17.42%	9	29.03%	N/A	N/A	161	23.85%	100.00%	
NNC Campus Breakdown												
Sexual Orientation	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of NNC	
Heterosexual	94	20.80%	39	21.91%	5	16.13%	N/A	N/A	138	20.44%	72.25%	
Bisexual	2	0.44%	0	0.00%	0	0.00%	N/A	N/A	2	0.30%	1.05%	
Lesbian	0	0.00%	0	0.00%	0	0.00%	N/A	N/A	0	0.00%	0.00%	
Gay	0	0.00%	0	0.00%	0	0.00%	N/A	N/A	0	0.00%	0.00%	
Prefer not to say	5	1.11%	3	1.69%	0	0.00%	N/A	N/A	8	1.19%	4.19%	
Not known	25	5.53%	15	8.43%	3	9.68%	N/A	N/A	43	6.37%	22.51%	
TOTAL	126	27.88%	57	32.02%	8	25.81%	N/A	N/A	191	28.30%	100.00%	

RC Campus Breakdown											
Sexual Orientation	Support	Support %	Lecturer	Lecturer %	Management	Management %	Senior Leadership	Senior Leadership%	Total in Group	% against RNN Group total	% of RC
Heterosexual	123	27.21%	53	29.78%	10	32.26%	N/A	N/A	186	27.56%	64.14%
Bisexual	2	0.44%	2	1.12%	0	0.00%	N/A	N/A	4	0.59%	1.38%
Lesbian	1	0.22%	3	1.69%	0	0.00%	N/A	N/A	4	0.59%	1.38%
Gay	1	0.22%	0	0.00%	0	0.00%	N/A	N/A	1	0.15%	0.34%
Prefer not to say	9	1.99%	2	1.12%	0	0.00%	N/A	N/A	11	1.63%	3.79%
Not known	59	13.05%	25	14.04%	0	0.00%	N/A	N/A	84	12.44%	28.97%
TOTAL	195	43.14%	85	47.75%	10	32.26%	N/A	N/A	290	42.96%	100.00%
* Figures taken from a mixture of 2021 census and ONS statistics 2021.											
** Disability on working age is not reported per location											
*** It is not possible to get breakdown figures per location for Sexual Orientation as this is the first census year it has been included and is not reported this way.											
**** Data taken from FE Workforce Report 2022/2023, which is the second year of publishing.											

Appendix 2 – Student profile

Student data is analysed by a number of factors including age, gender, ethnicity and disability. This is undertaken at campus and curriculum area level and forms an important part of the annual Self-Assessment Review (SAR). A Quality Improvement Plan (QIP) is developed as part of the SAR process and is reviewed monthly for progress. An annual review of complaints made to the Group also informs the process in order that we are aware of any developing trends. A review of EDI activity across RNN Group is reported termly which celebrates the wide-ranging involvement of staff and students. Student feedback is sought formally through 'learner voice' and quality improvement activities.

Note: Years 17/18 - 20/21 are Snapshot Data

	21/22		22/23		23/24	
	Total	% of Group	Total	% of Group	Total	% of Group
Disadvantaged (Widening Participation)						
Yes	6,338	55.95%	6,604	52.78%	6,994	52.71%
No	4,990	44.05%	5,909	47.22%	6,276	47.29%

Care Leavers						
No	11,307	99.81%	12,491	99.82%	13,233	99.72%
Yes	21	0.19%	22	0.18%	37	0.28%
Looked After						
No	11,273	99.51%	12,449	99.49%	13,197	99.45%
Yes	55	0.49%	64	0.51%	73	0.55%
High Needs						
No	11,146	98.39%	12,339	98.61%	13,093	98.67%
Yes	182	1.61%	174	1.39%	177	1.33%
Age Group						
<16	89	0.79%	125	1.00%	129	0.97%
16-18	3,438	30.35%	3,229	25.81%	3,705	27.92%
19+	7,801	68.86%	9,159	73.20%	9,436	71.11%
Gender						
Female	6,461	57.04%	7,699	61.53%	8,170	61.57%
Male	4,867	42.96%	4,814	38.47%	5,100	38.43%
Learning Difficulty/Disability						
	2	0.02%	1	0.01%	1	0.01%
No information provided	288	2.54%	224	1.79%	164	1.24%
No learning difficulty or disability	7,620	67.27%	8,589	68.64%	9,142	68.89%
Student has a learning difficulty or disability	3,418	30.17%	3,699	29.56%	3,963	29.86%
Ethnicity						
-	1	0.01%	0	0.00%	0	0.00%
31 - English / Welsh / Scottish / Northern Irish / British	8,977	79.25%	9,779	78.15%	10,224	77.05%
32 - Irish	15	0.13%	23	0.18%	18	0.14%



33 - Gypsy or Irish Traveller	17	0.15%	25	0.20%	40	0.30%
34 - Any Other White background	650	5.74%	780	6.23%	791	5.96%
35 - White and Black Caribbean	66	0.58%	71	0.57%	78	0.59%
36 - White and Black African	32	0.28%	45	0.36%	51	0.38%
37 - White and Asian	87	0.77%	98	0.78%	108	0.81%
38 - Any Other Mixed / multiple ethnic background	92	0.81%	93	0.74%	96	0.72%
39 - Indian	32	0.28%	51	0.41%	62	0.47%
40 - Pakistani	360	3.18%	419	3.35%	451	3.40%
41 - Bangladeshi	9	0.08%	13	0.10%	11	0.08%
42 - Chinese	40	0.35%	61	0.49%	104	0.78%
43 - Any other Asian background	138	1.22%	176	1.41%	228	1.72%
44 - African	216	1.91%	277	2.21%	345	2.60%
45 - Caribbean	21	0.19%	25	0.20%	28	0.21%
46 - Any other Black / African / Caribbean background	78	0.69%	119	0.95%	134	1.01%
47 - Arab	111	0.98%	117	0.94%	121	0.91%
98 - Any other ethnic group	265	2.34%	222	1.77%	246	1.85%
99 - Not provided	121	1.07%	119	0.95%	134	1.01%
Ethnic Group						
31-34 White	9,659	85.27%	10,607	84.77%	11,073	83.44%
35-38 Mixed/Multiple Ethnic Group	277	2.45%	307	2.45%	333	2.51%
39-43 Asian/Asian British	579	5.11%	720	5.75%	856	6.45%
44-46 Black / African / Caribbean / Black British	315	2.78%	421	3.36%	507	3.82%
47-99 Other Ethnic Group	498	4.40%	458	3.66%	501	3.78%



Appendix 3 – Protected Characteristics and Discrimination

Discrimination is to treat one particular person or group of people less favourably than others because of the following protected characteristics; age, disability, sex, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation.

The treatment could be a one-off action, the application of a rule or policy or the existence of physical or communication barriers which make accessing something difficult or impossible.

The discrimination does not have to be intentional to be unlawful.

Direct discrimination

The Equality Act 2010 says that you must not be discriminated against because:

Of a protected characteristic you hold (direct discrimination)

someone thinks you hold a protected characteristic (this is known as discrimination by perception)

you are connected to someone who possesses a protected characteristic (this is known as discrimination by association)

Indirect discrimination

This can happen when an organisation puts a rule or a policy or a way of doing things in place which has a worse impact on someone with a protected characteristic than someone without one. For example, an organisation has a policy of telephoning people to remind of appointments potentially putting a person who is deaf or who has a hearing impairment at a disadvantage.

Protected Characteristics Explained

Age - A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18-30 year olds). Age groups can be quite wide (for example, 'people under 50' or 'under 18s'). They can also be quite specific (for example, 'people in their mid-40s'). Terms such as 'young person' and 'youthful' or 'elderly' and 'pensioner' can also indicate an age group.

Disability - a disability means a physical or a mental condition which has a substantial and long-term impact on your ability to do normal day to day activities.

You are covered by the Equality Act if you have a progressive condition like HIV, cancer or multiple sclerosis, even if you are currently able to carry out normal day to day activities. You are protected as soon as you are diagnosed with a progressive condition.



Marriage and civil partnership - Marriage and civil partnership means someone who is legally married or in a civil partnership.

People do not have this characteristic if they are:

- single
- living with someone as a couple neither married nor civil partners
- engaged to be married but not married
- divorced or a person whose civil partnership has been dissolved

Pregnancy and maternity - Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context and this includes treating a woman unfavourably because she is breastfeeding.

Race - A race is a group of people defined by their colour, nationality (including citizenship) ethnicity or national origins. A racial group can be made up of more than one distinct racial group, such as Black British.

Religion or belief - Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex - A man or a woman. In the Equality Act 2010, sex is understood as binary being either male or female. It can mean a group of people like men or boys, or women or girls.

Under the Act, a person's legal sex is the sex recorded on their birth certificate or their Gender Recognition Certificate. A trans person can change their legal sex by obtaining a Gender Recognition Certificate.

Sexual orientation - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes. In the Equality Act, sexual orientation includes how you choose to express your sexual orientation, such as through your appearance or the places you visit.

Gender reassignment - Where a person undergoes, or proposes to undergo, a process for the purpose of reassigning their sex.

To be protected from gender reassignment discrimination, you do not need to have undergone any medical treatment or surgery to change from your birth sex to your preferred gender. You can be at any stage in the transition process, from proposing to reassign your sex, undergoing a process of reassignment,



or having completed it. It does not matter whether or not you have applied for or obtained a Gender Recognition Certificate, which is the document that confirms the change of a person's legal sex.

Appendix 4 – FREDIE Action Plan 24 – 25

RNN Group will ensure the Single Equality Scheme Action Plan set targets that support the aims of the policy.

NB Confidential pages removed.

Appendix 5 – Equality Impact Assessment Screening Form

All key policies, strategies and procedures should be checked, at development or review stage, to establish their relevance to equality. The policy owner needs to complete section 1, and section 2 or 3 of this form before submitting for screening. The impact assessment panel will complete section 4.

Section 1

This text box needs to be copied onto the front of the document before it is submitted for impact assessment

Policy/Strategy/Procedure Title	
Date completed	
Who owns this document	
Date impact assessed	
Date for renewal	
Date approved by Board	



s the policy/strategy/procedure:

A review with minor changes ☐ *Complete section 2 only*

A review with major changes ☐ *Complete section 3 only*

New ☐

Complete section 3 only

Section 2 *(To be completed by the document owner when sending a policy/strategy/procedure for impact assessment when it is ready for annual review and/or minor changes have been made prior to sending for impact assessment)*

Please briefly detail the changes that have been made to this document and why

Section 3 *(To be completed by the document owner when sending a new policy/strategy/procedure for impact assessment (or one that has been significantly changed))*

1) Explain how the aims promote equality and relates to the equality aims set out in the RNN groups FREDIE Policy



--

2) Identify whether people with protected characteristics are affected
3) Describe what the intended results are

Now send this assessment (along with the relevant document) to exec admin for logging and it will be screened at the next available panel meeting

Section 4 *(To be completed by the Impact Assessment Panel)*



	Adverse impact	Action <i>(include promotion opportunities)</i>
1 Age		
2 Disability		
3 Race (inc colour, ethnicity, national origins)		
4 Sex		
<i>There may be limited data available for the following groups. Include evidence derived from quantitative data and qualitative/ anecdotal information where available. If no evidence is available enter unknown and provide justification</i>		
5 Gender re assignment		
6 Sexual orientation		
7 Marriage & civil partnership		
8 Pregnancy/ maternity		
9 Religion or belief		
6) Note any other areas of policy/strategy/procedure impacted by this assessment to be amended/reviewed		



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APPROVAL by DEPUTY CEO/PRINCIPAL: CURRICULUM & QUALITY			
<input type="checkbox"/> Approved <input type="checkbox"/> Approved subject to minor adjustments as below: <input type="checkbox"/> Not approved – needs further work as below:			
Signature:		Date:	

Now send this assessment (along with the relevant revised document) to exec admin for logging.
The executive admin team will retain the completed document for 4 year



Appendix 6 – Equality Impact Assessment Screening Process

