



Equality Outcomes Report

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Foreword/Introduction from Principal and CEO

I am extremely pleased to introduce our 2021 Equality Outcomes Report, one element of the Public Sector Equality Duty reporting requirement. This report builds on the progress made and sets out our Equality Outcomes and related actions for the period 2021–2025.

Since our last Public Sector Equality Outcome report in 2017 SRUC has moved forward in its development with new operational/leadership structures, the publication of a new Strategic Plan and the articulation of our ambition to attain degree awarding powers.

Our ability and responsibility to offer equality of opportunity and our willingness to ensure an inclusive environment where difference is valued are fundamental to our success and most importantly values. This has added resonance when considering the significant world events related to equality which have also taken place in this period including #MeToo, Black Lives Matter and most recently the issues highlighted through the Everyone's Invited website – particularly pertinent to SRUC relating as it does to the education sector.

I believe that we have made progress in our equality journey however these events remind us that efforts to develop an environment in which everyone has the same equality of opportunity and is welcomed for their differences must continue and indeed be accelerated. It also emphasises the importance of our Values, particularly those of Respect and Support, and the need to ensure that these are embedded in our leadership and day behaviour.

The significance and importance we place on equality is reflected in our Equality Outcomes. We gathered feedback on progress and the requirements need for future action. These new Equality Outcomes are supported by actions designed to continue the progress made across all protected characteristics and link closely to other existing action plans which are already delivering results. We are better placed to measure this progress through improved data capture and feedback from the use of surveying tools. Reporting and monitoring protocols are a fundamental aspect of the work we are doing.

We are in a strong position but not complacent about our responsibility to lead and shape our future destiny by proactively developing equality of opportunity within SRUC. Our ethos and values embedded within SRUC's tripartite mission of education, research and consultancy can make an even greater contribution to a prosperous, and healthy Scotland as we emerge from the Covid-19 pandemic.

A handwritten signature in black ink that reads 'Wayne Powell'.

Professor Wayne Powell
Principal and Chief Executive



Background

SRUC is a unique organisation founded on world class and sector-leading research, education and consultancy.

Today, SRUC is on a journey to become Scotland's enterprise university at the heart of our sustainable natural economy. Our mission is to create and mobilise knowledge and talent – partnering locally and globally to benefit the natural economy. SRUC envisages a natural economy fuelled by responsible use of our natural resources: people, land, energy, water, animals, and plants.

SRUC employs approximately 1,300 staff operating from 6 campuses, 5 farms, 24 consulting offices, 6 research centres and 7 veterinary surveillance centres and a veterinary and analytical laboratory located primarily across Scotland.

As a Higher Education Institution, we have specialist expertise in Education and Research and offer unrivalled links with industry through our business consultants. We provide a unique offering of delivering learning and teaching at SCQF Levels 3–12 (i.e. Access Courses through to PhD).

We have approximately 5,000 students comprising a combination of: short full time, block release, part time (day release), other part-time day courses, evenings and weekends only, assessment and work based learning, distance and flexible learning, as well as full time at undergraduate and postgraduate levels.

We are committed to meeting the needs of a diverse backgrounds of students which goes beyond those outlined in the general protected characteristics of the Equality Act 2010 and includes socio-economic factors, those who come from the criminal justice system (ex-offenders), care experienced and carers. When a student's individual circumstances require SRUC action a personal support plan will be created and agreed to ensure appropriate support, action and review is undertaken.

We are also aware of our role in raising awareness of and addressing inequality in our sphere of operation and influence.

Our Principal and CEO took an active part in the Women in Agriculture Task Force designed to support women across rural Scotland to share experiences of land based industries and rural Scotland, seek advice, support and skills based learning and access networking and peer group support. SRUC has previously contributed to the Equality Challenge Unit sponsored Attracting Diversity Recruitment project and regularly provides input to consultation exercises such as the EmilyTest project work relating to Gender Based Violence.

SRUC participates in the National Rural Mental Health forum attending meetings and contributing to consultations aiming to improve the support available to the rural community around mental health.

We are also a signatory to Agrespect, an initiative which promotes and supports diversity in the countryside by supporting rural organisations, colleges and businesses to be welcoming places for LGBTQI+ people. Our employee-led Rainbow Staff Network has been established to support LGBTQI+ colleagues and plays key part in our support for members of the community and supports our Agrespect commitment.

Strategic Direction and Values

Our Strategic Plan 2018–23 articulates the importance of offering choices equally – be they academic or vocational. Doing this relies on an inclusive approach to teaching, understanding the needs of all students and ensuring that our application, registration and teaching processes identify and address the needs of potential and existing students. This is translated into our Learning and Teaching Enhancement Strategy 2020–2025, which comprises 2 pillars and 10 principles. One of the pillars is "Learning for All", with community, flexibility and inclusivity at its core.

Our approach, offering many routes into training and academic study and supporting student progression from entry level right through to PhD, is in itself inclusive providing options to students at all stages in their lives and careers and supportive of every individual situation and background.

The plan goes on to explain how the work undertaken by SRUC links to the UN Sustainable Development Goals (now integrated within the Scottish Government's Purpose and revised National Performance Framework), specifying both Good Health and Wellbeing and Gender Equality. These UNSDGs will underpin our approach and activities providing a basis for our wider Equality, Diversity and Inclusion agenda as we move forward into the next stage of SRUC's development and growth.

Underpinning our strategic vision are our Values :

- **Respect** everyone's contribution – by ensuring that they have the opportunity to participate and be heard
- **Innovate** for success – by considering the different skills, knowledge and experience that each individual colleague or student can bring
- **Support** each other – by implementing the policies and practices that will develop the supportive culture we aspire to and by calling out those who do not
- **Excel** in everything we do – by being a strong advocate for inclusion and giving it due consideration in our day to day activity thereby supporting SRUC to meet its objectives in this respect



The focus on inclusion is evident in each of the Values and these are fundamental to our newly developed Equality, Diversity and Inclusion statement which outlines our vision for the future and the message of which will be included in every employment policy.

Governance and Responsibilities

Ultimately our Board oversees our legal compliance advised by the Executive Leadership Team. The SRUC Board includes an Equality Champion who is involved in the development of Equality, Diversity and Inclusion activity through their attendance at the Equality, Diversity and Inclusion Committee (EDIC) and who works with the Executive Leadership Team and the Equality, Diversity and Inclusion Lead to ensure that the Board members understand and deliver their responsibility for legal compliance and embedding of good practice in their own operation as well as overseeing those for the organisation. This understanding begins through the Board induction programme and further developed through conversation and structured training.

The Executive Leadership Team, as members of the Board, participate in these conversations and training but the latter is further augmented by specific training relating to the executive and operational leadership requirement to ensure that Equality, Diversity and Inclusion is embedded in the organisation. This takes the form of e-learning, personally delivered learning and regular review of progress and the related discussion that accompanies this.

The Executive Leadership Team is also represented on the Equality, Diversity and Inclusion Committee (EDIC) which is chaired by the Director of Professional Services and further on our Athena Swan Self-Assessment Team, co-chaired by the Academic Director and Associate Dean (Academic).

The EDIC introduced a revised Term of Reference document in February 2021 which details membership including SRUCSA and Trade Union participants and introduced a mode of operation which sees Committee members acting as a two-way conduit for staff issues and concerns and communication. The SRUCSA EDIC members perform the same function for students. Representatives of specific initiatives such as Athena Swan and the Rainbow Staff Network also attend EDIC and it is envisaged that this will increase as activity in other areas takes place. The EDIC is responsible for the review and development of related strategy, action plans and policy which, depending on the content, will either be progress to the ELT and/or Board (or Remuneration and Appointments sub-committee) or be devolved operationally e.g. to Human Resources to progress policy negotiation with Trade Union representatives.

The EDIC is supported by the recently appointed (December 2020) Equality, Diversity and Inclusion Lead post. The remit of this post is to develop and drive SRUC's strategy and operations in relation to Equality, Diversity and Inclusion, including being a business partner to senior management on matters of equality, diversity and inclusion. The

creation and appointment to this full time position is, along with the governance arrangements described above, a tangible commitment to Equality, Diversity and Inclusion.

Monitoring

To support reporting requirements and the identification of appropriate, required actions SRUC is developing its data capture technology and processes. The Registry team have extensive data relating to students and this is reported annually in a format which considers protected characteristics and their relation to level and mode of study and attainment rates.

The existing Human Resources Information System (HRIS) allows the capture of employee equality data. Employees are asked to complete this information when beginning employment and when circumstances change as well as being reminded on a regular (annual) basis to review and update. Since 2017 we have seen a reduction in non-completion from 37.3% in most categories to 5%. This has supported much better informed decision making and action planning. The department is currently working on a project to deliver a new HRIS the specification of which will include a more streamlined reporting mechanism particularly facilitating the work planned relating to intersectional analysis essential to the development of actions which will be supportive of all employees in a consistent matter but which also recognise and address the requirements at a more granular level.

Action plans

As previously mentioned there are a number of action plans in place relating to Equality, Diversity and Inclusion generally but also those which are topic specific e.g. British Sign Language. Following appointment to the EDI Lead position work is now underway to co-ordinate these to better ensure that time and resources are allocated appropriately and that focus on one particular area does not dilute the attention given to another.

External Accreditation and Compliance

Action plans are often related to legislative requirements but also to external accreditation. SRUC is in the process of submitting an institutional application for Bronze Athena Swan accreditation.

We are also a Disability Confident Accredited employer; as a result we have specific actions which are carried out and these are recognised in other action plans e.g. Athena Swan actions relating to recruitment.

A Living Wage accredited employer, we have made a commitment to our employees but also through our procurement process to ensure that staff are paid the appropriate living wage and that we reduce/eliminate the use of zero hours contracts. Our

procurement process also requires companies tendering for a contract to provide information on their equality provision in relation to their organisation and, where appropriate, to the team working on the contract being awarded. We also comply with the Modern Slavery Act 2015 and publish a Modern Slavery Statement with associated actions – one of which is to ensure that all employees undertake learning to ensure a common understanding of our obligations across the organisation.

Public Sector Equality Duty requirements

The aims of the Public Sector Equality Duty (PSED) Requirements are to :

1. eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
2. advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
3. foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Outcomes are used to provide a focus and structure for the actions that we commit to taking. They are in place for a four year period with a review of progress (and potentially the outcomes themselves) in two years. Our existing Equality Outcomes and associated action plan have been in place since 2017 with an interim progress report published in 2019.

This report provides a further narrative update on action plan progress, an explanation of the process of developing Equality Outcomes for the period 2021–2025 and the actions which will support the achievement of those outcomes. It is supplemented by a table summarising progress against individual outputs in Appendix A.

The progress made towards mainstreaming our equality actions and the impact of this is reported in the **Mainstreaming Report**.

Equality Outcomes Progress

Outcome 1: Equality and Diversity is firmly embedded in our management, leadership and governance structures and practice

As part of the interim report in April 2019, reference was made to progress in the above outcome which was to some extent focused on a priority area of greater gender balance/representation. The 2019 interim report outlined good progress in aspects of the objectives together with areas where there was less progress at that date. The interim report also referenced the major organisational, structural and transformation activities taking place in SRUC at that time and which continue to be implemented at the time of this report. Inevitably, these activities impacted many areas of management, resourcing and operational responsibilities. The transformation programme and resultant re-organisations had knock on effects in all areas, including EDI related work.

Late in 2019 and into 2020, a review of our ED&I effort was carried out by four members of senior management, including two members of the Executive Leadership Team (ELT), which resulted in various recommendations being made to the ELT. It was recognised that there were areas of weakness or gaps and that these needed to be addressed. Some weaknesses were felt to be attributable to over-optimistic targets set out in the original plan and to inadequate distribution or availability of resources to address actions amongst staff or within business areas. It was concluded that there were certain priorities to be taken forward.

Accordingly, in relation to Outcome 1, the following main actions were agreed by ELT:

- A dedicated Equality, Diversity and Inclusion professional should be recruited to lead and embed EDI in SRUC and to drive future activity.
- Re-structuring of the existing EHRI committee into a new, strengthened EDI body with greater reach throughout the organisation.
- Re-organisation of reporting arrangements at all levels in SRUC, including executive and board levels.

Unfortunately, the advent of Covid-19 delayed planning and implementation of these actions during 2020 within the anticipated timescales. However, notwithstanding the effect of the pandemic, positive steps have been achieved overall in relation to Outcome 1 since the review referred to above:

- An EDI professional joined SRUC in December 2020 and has created an action plan identifying relevant priorities with timescales, prepared by the new EDI Lead, has been approved by the ELT and is in the early stages of implementation.

- The EDI Committee was strengthened during the first half of 2020 to incorporate a more diverse cross section of representation from across the institution. This included the Deans of all 3 faculties, heads of learning and teaching, registry and research areas and a new Chair who is a senior member of the executive team. The expectation is that the committee is better equipped to embed ED&I activity throughout a complex, geographically spread organisation. It is also anticipated that there will be improved accountability via collaboration between the EDI Lead and senior figures in all business areas.
- The remit of the EDI Committee has been reviewed to reflect the new arrangements.
- EDI Committee meetings have been restructured to improve reporting arrangements from and to appropriate operational domains or teams. Actions are underway to ensure that ED&I is incorporated regularly in relevant agendas across the operational domains.
- Quarterly reports on ED&I are made to the Executive Leadership Team.
- Annual reporting to the Board is built into the action plan.
- A new SRUC Board “EDI Champion” has been appointed from amongst the non-executive Board members. She has already attended a meeting of the refreshed committee and will attend at least half of future scheduled EDI Committee meetings. In addition, she reports to the Board and to the Board Remuneration & Appointments Committee on relevant EDI matters.
- Training materials for staff have been reviewed or refreshed. Board training has been carried out using our online provision, but more in-depth training is planned when face to face meetings are again possible.

As a result of this increased focus equality is now widely included as an agenda item in meetings. This is now supported by the availability of a dedicated Equality, Diversity and Inclusion post-holder who attends meetings and committees by invitation or as a member e.g. Student Support and Engagement Committee to share information on plans and discuss issues specific to the meeting.

The flow down of focus on equality, diversity and inclusion in what we do is evident in our process for supporting conversations about performance and development which was launched in 2019 – Making Performance Matter (MPM). Although focused on individual performance and development it clearly articulates the relationship between this and the performance of the organisation. The process itself is based on our organisational values (RISE).

We have looked externally at best practice and are finalising an Athena Swan bronze application to reflect our efforts to address gender imbalance and to support an action

plan focused on continuing to progress in this area whilst representing other protected characteristics through the consideration of intersectionality. Our Disability Confident accreditation for example provides input to a recruitment approach which has equality of opportunity at its heart.

Other processes are also now embedding equality at the outset; we are a living wage employer, we actively review our stance on Modern Slavery and our procurement policies and practices include a requirement for those responding to tenders to detail their policies and efforts in relation to equality. As a result we can be assured that the organisations that we choose to work with have given consideration to the values and principles which we embody and either already include these in their own set of values – or chose to adopt them as a result of the process they have gone through.

Outcome 2 : A culture which is underpinned by dignity and respect, values all employees, learners and stakeholders resulting in parity of experience in an inclusive learning and working environment:

Our Values are fundamental to the development of a respectful and inclusive culture; they embed these principles and specifically include Respect.

Students (and employees) have access to training and information on Equality, Diversity and Inclusion requirements through our Moodle platform.

Inclusive teaching is embedded in our Education Manual, which guides all our education activity. It is also a specific principle embedded as one of two pillars within the Learning and Teaching Enhancement Strategy Equality, Diversity and Inclusion is a key consideration in academic staff development. For example:

- to access the Getting Best out of Moodle toolkit, staff are required to complete and pass short accessibility training,
- accessibility and inclusivity is a key theme in our annual academic development programme,
- equality diversity and inclusion is explored in our "New to Teaching" toolkit,
- our staff development programme for guidance, academic and pastoral support staff includes tiles on mental health, gender based violence and equality, diversity and inclusion.

Awareness of Equality, Diversity and Inclusion has been raised through the roll out of Diversity e-learning training to employees. The module is part of the compulsory training in the induction programme for new employees. This level of awareness is further enhanced by the promotion of a module exploring the issue of Unconscious Bias which is particularly promoted to those employees involved in recruitment.

Practically we incorporate additional requirements that employees may have to facilitate their learning for example our Leadership Academy sessions are recorded and

can be captioned if required. Similarly, e-learning material has voice over as well as text and accessed from various locations and different devices.

Issues such as accessibility are considered through Equality Impact Assessments. We have completed an exercise to develop a new Equality Impact Assessment process and this is now being rolled out to ensure that all existing and new policies, procedures and practices are reviewed to ensure that no employees are subject to negative impact as a result of a new policy etc. We have agreed a new process for the development of employment policies with the trade unions which firmly embeds the Equality Impact Assessment into their development.

We have increased equality based communications including the creation of topic specific blogs and Yammer channels with content including all protected characteristics e.g. marking days such as World Autism Awareness Day, promoting gender equality initiatives and sharing personal thoughts on LGBTQI+ History month.

These, the increasing related leadership profile and other actions have raised the profile of Equality, Diversity and Inclusion, have positively impacted our processes and resultant actions and contributed to the culture of the organisation.

Outcome 3 : There is equality of opportunity of employees, learners and stakeholders in recruitment, retention and progression

A detailed analysis of our student body demographics has taken place and the information identified will be used to inform actions going forward. The headlines from this study are noted below.

Gender

- Over the period 2016 to 2020 the gender demographic of the overall population has been relatively equal, that is, about 50% male and 50% female. Within this there is difference based on mode of study – the gender gap for full time students has widened slightly from 2016/17 (46%M:54%F) to 2019/20 (42%M:58%F) but the part time student numbers have seen a reduction in the gap from 2016/17 (75%M:25%F) to 2019/20 (66%M:34%F).
- Level of study also shows some differences although within the FE student population all years show a relatively equal split with the largest difference in male and female percentages being in 2019/20 with a 6% difference. And static in balance across the period.
- However, in all years the HE population comprised of mostly males with the greatest difference in 2016/17 where male students made up over two-thirds of the HE student population. In the academic years covering 2018–2020 this difference has decreased with the difference in gender enrolment in HE courses being closer to a half-half distribution. 69%M falling consistently to 56%M.

- For PG courses, the gender distribution is relatively equal, with the largest difference in 2016/17 where there were 18% more males shift from 59%M to 43%M
- With regard to retention the number of students who withdrew each year was relatively evenly split between males and females in terms of percentages. The year with the largest difference was 2016/17 where 16% more males than females withdrew, a count of 55 students. This was also the only year where there were more males than females who withdrew

Gender Identity

- 85% of students stated that their gender identity was the same as that which they were assigned at birth, 6% said to the contrary and the remaining 9% did not wish to answer the question. As a large majority stated their gender identity was the same it was not deemed necessary to do further in-depth analysis of this characteristic as the results would largely mirror the gender analysis already reported.

Age

- Students were ordered in to four categories: 21 and under, 22–25, 26–35 and 36+. Age distribution is, as to be expected, largely determined by level of study and influenced by the places available at these levels. As a result in all years the age group with the highest number of students was 21 and under, making up over 50% of the entire student population each year. The remaining three groups all accounted for about a third of the remaining student population each. The change in the percentages each year is minimal, with no age group seeing an increase or decrease of more than 3% on the previous year
- The withdraw rate is the percentage of all students in that year and age group that withdrew after the course started. All age groups represented similar rates of withdraw ranging between 9% and 16% and there are no significant peaks or troughs in any given year or group

Religion and Philosophical Belief

- In the years 2016 to 2020 the majority of SRUC students identified as having No Religion (70%) followed by Christian – all denominations (19%), with all remaining religious categories making up 3%. The remaining 9% did not answer.

Race

- The SRUC student population for years 2016–20 mostly comprised of students identifying as White (at least 97%). The other ethnic groups made up 2% to 3% of the remaining population as a whole.

- The success rate by ethnic group has been determined by what count and percentage of students in that ethnic group withdrew from their course after the course had begun. Among those students identifying as “White – all denominations” the withdraw rate has remained similar throughout the four years at an average of 13%. The low counts of the remaining groups make analysis by percentage difficult with a swing of 17% representing only five students. Despite this it would not appear that there is any strong correlation between ethnicity and withdraw rates over the last four years, but more data would need to be available to produce a reliable and insightful analysis.

Disability

- In each year of the study over 75% of the student population stated that they had no known disability and there are no significant changes in the percentages between the years. Unfortunately, the response rate for the type of disability was low (less than 32% for each year).

Sexual Orientation

- In each year between 2016/17 and 2019/20 at least 90% of the student population chose to answer the question on their sexual orientation. Over 90% of all respondents in each year identified as Heterosexual/straight followed by an average of 3% identifying as Bi/bisexual. The remaining groups accounted for approximately 1% each of the student population yearly. Although twice as many students identified as Bi/bisexual in the two latter years of the period compared to the former two years most groups saw little or no change in percentage over the four years.

The Key Performance Indicators developed in relation to Equality, Diversity and Inclusion and used in this study requires programme teams to reflect on performance considering student recruitment, retention and outcomes according to protected characteristics. These are then interrogated at the Board of Studies level via Annual Quality Dialogues. Further review then takes place through the period Institution–Led Review process.

The development of the KPIs and the focus that they have brought to daily activity has had a real impact on how the student journey is viewed by using an equality lens and, consequently EDI elements will be included in the Special Measures process currently being developed – a process by which programmes will be evaluated based on performance.

The process of attracting students is constantly reviewed with regard to equality; the prospectus and promotional material are developed and reviewed with an equality lens ensuring that representation across all protected characteristics across imagery and case studies is included where possible. There are specialist support roles in place to

assist students with particular challenges e.g. disability, caring responsibilities to complete their studies.

A similar exercise has been undertaken for our employees and detailed actions contained within individual actions plans e.g. Athena Swan, British Sign Language. Key headlines in this regard are noted below :

Gender

- Our overall staff body gender split has remained static in that period with women representing 57% of employees. Although we have seen a slight increase in the number of women in Grade 3 and above this represents only a 2% increase (12% in 2021 compared to 10% in 2017). There do continue to be areas in which there is a majority of one gender including Farms and Information Systems (predominantly male) and Communications and Marketing and Veterinary Services (predominantly female). In most cases these are historical situations which amendments in our recruitment processes has begun to address but change is a function of turnover as well as recruitment and our turnover rates are low so impact will take time to be evidenced.
- In terms of retention, the majority of our staff (65%) have up to 9 years' service which has remained relatively static since 2017 (62%) this lack of change is replicated in the numbers with more than 20 years of service however this has increased slightly 2017 – 18%, 2021 – 15%. In 2021 women make up the majority of those with 9 years or less of service however men are in the majority of those with more than 20 years and 20% of men are in this category compared to only 12% of women.

Gender Identity

- We had 0.2% of staff confirming that they identified as transgender in 2021 compared to zero in 2017.

Age

- Age distribution figures show that males were predominant from the age of 55 in 2017 however by 2021 this changed slightly to age groups 60 and above with women being predominant in all other age groups.

Disability

- 10% of employees did not provide information on whether they possessed a disability which represents a significant improvement on the situation in 2017 when 41% of employees did not provide this information. In 2021 the proportion

of employees, of those who did 6.6% confirmed that they were disabled, an increase from 4.7% in 2017 – to be expected considering the increase in response rate.

Race

- The majority of employees continue to identify as white (UK and Other) – 85%, compared to 55% in 2017 however again this increase can be attributed to the increased response level; records were held for 60% of staff in 2017 and this had increased to 92%.

Sexual Orientation

- In 2017 2% of our employees shared that their sexual orientation was Gay, Lesbian, Bi/Bisexual or other, this was from a response rate of 57%. In the latest information in 2021 the response rate was 77% and 3% of all employees indicated that their sexual orientation is Gay, Lesbian, Bi/Bisexual or other.

Religion and Philosophical Belief

- The increase in response rate continues when employees were asked about religion (56% in 2017, 74% in 2021). Of those who did reply having no religion or philosophical belief continues to be the predominant answer (2017 – 48%. 2021 – 52%) with little change in the percentages identifying with a religion or philosophical belief – 4% in 2017 and 5% in 2021 said that they identified with a religion other than Christianity.

Our recruitment process has developed over the period with increasing guidance and support for those involved in the process including the e-learning modules referenced above. The achievement of a 50:50 gender split on the Board for the first time was as a result of the specific recruitment activity provides a clear example of the focus on equality – along with accreditations such as Disability Confident.

There is also support in place for employees to allow them to develop their knowledge of equality, diversity and inclusion. Teaching staff are supported in the development of teaching material to include equality considerations (both in content and delivery). Employees are also supported to benefit from equality of opportunity and deliver their best performance. This begins during induction when all employees are required to develop their knowledge of equality requirements and further development opportunities are in place to undertake more learning in this area as well as personal development e.g. the leadership academy. The participation of employees based on protected characteristics in development activities cannot currently easily be monitored but there are plans in place to move this forward in the future.



The Making Performance Matter process provides a framework for on-going development conversations about development and career progression thereby contributing to the retention of employees. It provides a platform for discussions around these and work-life balance issues.

There is support in place for employees who are experiencing challenges in delivering their role – or who may wish to take a different approach to their work-life balance. These contribute directly to the organisation's ability to retain valued employees. For example, opportunities for more agile, hybrid working can be taken forward through personal conversation or formal application. Similarly opportunities for career breaks and sabbaticals exist in policy.

The above provide examples of how SRUC supports current and potential staff and students however it is acknowledged that this work is on-going and requires development. Significant focus in the organisation has been on gender diversity – this has been as a result of the sector in which we operate and also because we can clearly identify issues that exist with regard to gender representation. We have undertaken work in relation to other protected characteristics in this period but the new plan will further develop activities in relation to these.

Equality Outcomes 2021-2025

This is our third set of Equality Outcomes and there has been an evolutionary development in their aims which reflect our progress. They reflect the ambition to embed a culture of equality, diversity and inclusion within our organisation and, by doing so, create an environment where everyone can thrive, contribute and succeed.

The process of developing outcomes for the period 2021-2025 took this evolutionary development in to account and a review was undertaken with the 2017-2021 outcomes as the starting point, the purpose being to assess the level of progress against these and the changes in the external demands on the organisation with regard to equality, diversity and inclusion. The following questions were addressed :

- Have our ambitions in relation to E,D&I changed and do the existing outcomes need to change to reflect these?
- Has our progress sufficiently impacted on our ED&I situation that our outcomes are no longer appropriate?

Consideration was also taken of our strategic aims including our journey to Degree Awarding Powers and existing strategies e.g. Learning and Teaching Enhancement Strategy.

The outcome of this process was reviewed by the Equality, Diversity and Inclusion Committee, the Student Association and the Executive Leadership Team.

By developing the existing outcomes there is an acknowledgement of the fact that our ED&I journey is not one where we will reach our desired outcome in four years but rather that it is an ongoing aspiration, the focus of which will change slightly over time as we progress; but essentially our vision of embedding a culture of equality, diversity and inclusion within our organisation and, by doing so, creating an environment where everyone can thrive, contribute and succeed, is a strong one which will continue to be relevant moving forward. They also allow SRUC to meet one or more of the needs of the general duty. Our Equality Outcomes for the period 2021-2025 and their relation to these requirements are noted below.

Equality Outcomes 2021–2025

Equality Outcomes 2021 – 2025	PSED Requirements		
	Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.	Advance equality of opportunity between people who share a protected characteristic and people who do not share it.	Foster good relations between people who share a protected characteristic and people who do not share it.
Further embed equality and diversity in our management, leadership and governance structures and practice ensuring external compliance and internal engagement.	By ensuring that our leadership are aware of their obligations and those of the organisation there is leadership by example and a driver to ensure that all policies and practices fully take equality considerations into account.		
Provide an inclusive learning and working environment for employees, learners and stakeholders in a culture that values all, is underpinned by dignity and respect and where everyone understands their responsibility in the delivery of that culture	The inclusive environment created through the understanding of personal responsibilities will support good relationships between all protected-characteristic-based communities within the organisation. These relationships will also generate a spirit among colleagues and fellow students to facilitate access for others. The development of positive relationships and support will result in the eradication of discrimination, harassment and victimisation		
Learners and employees from all backgrounds view SRUC as a welcoming and inclusive organisation where they will be supported to fulfil their potential and achieve high levels of success	The promotion of our inclusive environment through sharing policies, practices and case studies will instil a sense of confidence in potential employees and students that SRUC will respect their personal situation		



Equality Outcomes 2021 – 2025 Action Plan

Our action plan builds on the one prepared for 2017 – 2021 with those that were not 100% completed but have continuing relevance updated and included. There are also actions that will support specific initiatives across the spectrum of protected characteristics therefore some refer to those individually however, in some instances, actions will relate to all protected characteristics in line with the spirit of overall equality, diversity and inclusion.

The plan overall will be managed and reviewed by the ED&I Committee who will oversee the development of our new Equality, Diversity and Inclusion strategy thus ensuring alignment between the two. Our Registrar and Head of Learning and Teaching, who lead on the development of our Scottish Funding Council Outcome Agreement, are also members of the ED&I Committee ensuring a direct link between our Equality Outcomes and the Agreement requirements both in development and also ongoing management and alignment. Named individuals and groups are responsible for the achievement of specific actions e.g. the ED&I Lead, the Athena Swan Self-Assessment Team.

Outcome 1: Further embed equality and diversity in our management, leadership and governance structures and practice ensuring external compliance and internal engagement.

Outcome 2 : Provide an inclusive learning and working environment for employees, learners and stakeholders in a culture that values all, is underpinned by dignity and respect and where everyone understands their responsibility in the delivery of that culture

Outcome 3 : Learners and employees from all backgrounds view SRUC as a welcoming and inclusive organisation where they will be supported to fulfil their potential and achieve high levels of success

EO Supported	Result	Specific Actions/Key Activities required to achieve the Result	Evidence of success
1, 2, 3	Role modelling, leadership and support by the Board for ED&I activity	<p>Ensure Non-Executive Director recruitment is undertaken with a clear remit to maximise the opportunity to achieve diversity including gender equality (Ongoing, review after each recruitment exercise)</p> <p>Equality, Diversity and Inclusion Training for existing Non Executive Directors delivered (December 2021)</p> <p>Board Non Executive Director induction training programme includes equality, diversity and inclusion modules (December 2021)</p> <p>Update meetings between the EDI Lead and Board Equality Champion in advance of scheduled Board meetings (In line with Board schedule)</p>	<p>Diverse Board membership including achievement of gender balance</p> <p>Regular attendance by Board Champion at EDI meetings.</p> <p>Board/Remuneration Committee contain standing equality related agenda items</p> <p>Streamlined agendas and reporting in organisation and monitor progress in operational structures.</p>

EO Supported	Result	Specific Actions/Key Activities required to achieve the Result	Evidence of success
1, 2, 3	The organisation leaders are knowledgeable and effective role models providing leadership and direction to the organisation and externally	<p>The Executive Leadership Team sign off a new Equality, Diversity and Inclusion Strategy for the organisation (Dec 2021)</p> <p>Executive Leadership Team and Senior Leadership Team members undertake Equality, Diversity and Inclusion training (March 2022)</p> <p>The Executive Leadership Team undertake an Equality Impact Assessment of the organisation strategy (June 2022)</p> <p>Review the Above and Beyond Awards and other means of recognition to achieve a consistent and transparent process and include Equality and Diversity as a category in the Above and Beyond Awards (June 2023)</p> <p>The organisation leadership endorses and supports activity undertaken in support of external accreditation e.g Athena Swan ensuring through appropriate committees/groups that action plans are implemented (Ongoing)</p> <p>The organisation leadership actively participate in externally led equality initiatives e.g. Scottish Government, Scottish Funding Council, Universities UK (Ongoing) and ensures the provision of adequate resource for on-going participation (Ongoing)</p>	<p>The new EDI Strategy is published and includes personal commitment from ELT</p> <p>ELT and SLT members actively participate in related meetings e.g. EDIC, Athena Swan Self-Assessment Team</p> <p>Employee surveys contain specific questions regarding the leadership of Equality, Diversity and Inclusion activity and response rates show an increasingly positive situation</p>

EO Supported	Result	Specific Actions/Key Activities required to achieve the Result	Evidence of success
1, 2	Leaders and managers participate in the Equality Impact Assessment process	<p>Review the EIA process including incorporation of centralised storage. (Dec 2021)</p> <p>Undertake a needs assessment on existing policies, procedures and practices including the Education Manual and externally facing activities and develop a timetable of EIA reviews (April 2022)</p> <p>EDI Lead to deliver EIA training to employees (April 2022)</p> <p>Promote the EIA process among managers to ensure alignment with the new process and consistent application and completion (Dec 2022)</p>	<p>Attendance at structured training sessions by all senior leaders, departmental managers and others involved in policy development.</p> <p>Completed EIA documentation in a centralised storage facility for every policy, process and practice.</p>
1, 2, 3	Ensure legal compliance obligations in relation to the welfare and support of employees and students, teaching provision and widening access are met and, where appropriate, exceeded	<p>Continue to report in line with PSED requirements and take actions detailed in the Equality Outcomes action plan to achieve goals and embed (mainstream) equality related actions. (ongoing)</p> <p>Continue to review and implement the actions contained within the following actions plans (ongoing):</p> <ul style="list-style-type: none"> • Gender Action Plan • British Sign Language • Corporate Parenting <p>Further support staff and students through commitment to and taking action in relation to relevant initiatives (ongoing); currently Athena Swan, Disability Confident</p>	<p>The production of required reports in the appropriate timescales.</p> <p>Improving positivity from staff and students via informal feedback and survey feedback regarding the support available relating to protected characteristics.</p> <p>Active contribution to the development of new initiatives, particularly those related to the Education sector.</p>

EO Supported	Result	Specific Actions/Key Activities required to achieve the Result	Evidence of success
2, 3	Employees understand the need for action and take responsibility for ensuring they happen	<p>Employees undertake the e-learning module as part of their induction process (ongoing, reported on 6 monthly)</p> <p>The EDI Lead develops and delivers additional EDI training for all employees covering legislative requirements, the strategy, policies and processes (Dec 2022)</p>	<p>Increased completion rates for e-learning modules.</p> <p>The roll out of EDI training and attendance by at least 80% of employees</p>
2, 3	Employees actively contribute to the overall inclusive culture	<p>Employee networks covering all protected characteristics are developed using the model of the Rainbow Staff Network and will include ally networks (March 2025)</p> <p>The role of Employee Equality Champions covering all protected characteristics are developed and fully introduced (March 2023)</p>	<p>The establishment and presence of employee networks as required with representatives attending EDIC.</p> <p>Equality Champions in place and working with the EDIC to actively promote equality initiatives.</p> <p>Positive feedback from employees through surveys and informal feedback regarding their awareness of EDI activity and its impact on culture.</p>

EO Supported	Result	Specific Actions/Key Activities required to achieve the Result	Evidence of success
2	Staff understand the need for and take action to develop an inclusive environment for students	<p>EDI in Learning and Teaching training to be continued to be embedded in academic staff development programmes. (Ongoing)</p> <p>Programmes are supported to assess and develop their curriculum for inclusive teaching through the Curriculum Review process. (Ongoing, annual process)</p> <p>Programmes are assessed on their achievement of equality of opportunity and supported to improve via the Special Measures process. (Ongoing, annual review)</p>	<p>The development and delivery of specific equality related modules to learning and teaching staff with positive post-delivery feedback regarding content and effectiveness.</p> <p>Improving feedback from students regarding their perception of inclusion in the classroom.</p> <p>Improved levels of achievement by students with protected characteristics.</p>
2, 3	The existing estate and any proposals support the requirements of staff and students with disabilities	<p>A planned approach to an estate wide audit of facilities is undertaken (March 2023)</p> <p>The Campus and Estates team are responsive to developing access requirements and carry out consultation with affected groups before implementing actions (Ongoing)</p>	<p>The development of an estate wide action plan to implement improvements addressing the needs of all staff and students.</p> <p>Improving employee and student feedback regarding the fitness for purpose of the estate and facilities.</p>

EO Supported	Result	Specific Actions/Key Activities required to achieve the Result	Evidence of success
2, 3	Employment policies are reviewed, developed, impact assessed and introduced to ensure that they support employees across all protected characteristics	<p>A timetable of general employment policy development led by HR is developed and undertaken with the trade unions (Dec 2022)</p> <p>A timetable of equality related policy development led by the EDI Lead is developed and undertaken with the trade unions (Dec 2022)</p> <p>Review the recruitment policy and practice to support the attraction of a more diverse applicant pool and to ensure a positive applicant experience.</p>	<p>Revised suite of employment policies which have gone through Equality Impact Assessment communicated and in place with resultant increase in uptake e.g. family friendly policies.</p> <p>Suite of equality related policies in place receiving positive feedback through employee survey.</p> <p>Increasingly diverse applicant pool across all protected characteristics.</p> <p>Updated recruitment tools and support available to all staff.</p> <p>The introduction of a “licensed recruiter” approach to staff recruitment involvement.</p>

<p>3</p>	<p>All externally facing practices including student recruitment activity, electronic, social media and published documentation are fully inclusive in their accessibility and content</p>	<p>Continue to review website content with an ED&I lens prior to publication (Dec 2021)</p> <p>Ensure the website content remains up to date, undertaking a light touch annual review of gender representation across the whole website alongside an annual deep dive review of selected webpages. (Ongoing)</p> <p>Introduce a new blogging platform with an emphasis on equality and diversity (Dec 2023)</p> <p>Ensure the prospectus builds on the improved gender balance of previous editions and contains student profiles which highlight female participation in historically male-dominated courses and vice-versa and includes students from different backgrounds which support inclusion of other protected characteristics. (Feb 2022 and ongoing)</p> <p>Formalise the procedure and produce guidance for organising public events to ensure gender balance in speakers and hosts and develop an associated recording procedure (Oct 2021)</p> <p>Embed institutional recording of events, which includes submission of gender representation data. (March 2022)</p> <p>Annually report on gender representation in events to monitor success (from Aug 2023)</p>	<p>New website content which is contemporary, reflective of the current and desired staff and student demographic and easy to navigate resulting in increased numbers of views/clicks.</p> <p>EDI blogging platform in place and generating increasing levels of participation and interaction.</p> <p>Increased diversity among applications to study at SRUC.</p> <p>Gender balanced internal and external event panels.</p>
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EO Supported	Result	Specific Actions/Key Activities required to achieve the Result	Evidence of success
2	Methods of internal communication to staff and students are fully accessible and content reflective of all protected characteristics	<p>Implement the upgrading of our intranet to an Office 365 online solution which meets modern accessibility standards through responses design and easier to use alt tags and improved navigation. (Dec 2022)</p> <p>We will continue to embed internal video hosting technology that provides closed captioning and generated video transcriptions. (Ongoing)</p> <p>We will develop information for people to help people access accessibility solutions built into our suite of meeting and webinar software. (March 2022)</p> <p>We will embed new document templates so information produced by colleagues has accessible standards as the default. (July 2022)</p>	<p>New intranet launched which supports increased levels of accessibility.</p> <p>Improving feedback from staff and students regarding accessibility and content.</p> <p>Increased levels of interaction with intranet from staff and students.</p>
2	There are strong relationships between SRUCSA and staff supporting the progress of student focused Equality initiatives	<p>The EDI Lead will establish a support network with the SRUCSA Liberation Officers with regular meetings and co-ordination of activities (starting September 2021, ongoing)</p> <p>The EDI Lead will support SRUCSA Office Bearers with equality training (ongoing)</p> <p>The annual calendar marking recognition events will be developed with input from SRUC and SRUCSA (starting November 2021, ongoing)</p>	<p>Close links including the Liberation Officer network established with a programme of meetings and events in place for rolling 12 month periods.</p> <p>The delivery of equality training and positive feedback from SRUCSA.</p> <p>The publication of an annual calendar of events.</p>

EO Supported	Result	Specific Actions/Key Activities required to achieve the Result	Evidence of success
2	Inappropriate and unacceptable behaviours and attitude are immediately identified and challenged	<p>Develop and implement Hate Incident reporting forms and system and put in place a timetable of analysis reporting timetable (Dec 2022)</p> <p>Develop and implement campaigns to raise awareness of inappropriate and unacceptable behaviours (Ongoing, annual campaign)</p>	<p>Reporting system in place for staff and students with along with related processes and a baseline established in terms of numbers of reports, time taken to address etc.</p> <p>Promotion of reporting system availability as part of annual campaigns to raise awareness of issues and SRUC standards of behaviour and Values.</p>
1, 2, 3	Detailed monitoring of employee, student and application data supports future decision making and actions	<p>When implementing the new HR system explore the options to ensure that all protected characteristics can be stored and included easily in activity reports e.g. training and development (Dec 2024)</p> <p>Ensure the HR system can record employee cases, outcomes and appropriate deletion protocols to allow accurate reporting of cases cross referenced to department and equality information (Dec 2022)</p> <p>Use survey feedback (organisation-wide and subject specific e.g. exit questionnaires) to inform future plans (ongoing),</p>	<p>Schedule of reporting requirements developed and provided for consideration in the development of the new HR system.</p> <p>HR system report timetable developed and information provided to EDIC, Executive Leadership Team and the Board in line with this.</p> <p>Review of Equality Outcomes Action Plan and other plans take place at least every 2 years to ensure that they reflect the information provided and progress made.</p>



Copies in alternative formats and community languages will be made available on request.

Contact: Human Resources (sidHR@sruc.ac.uk)

Postal Address: Scotland's Rural College,

Peter Wilson Building,

Kings Building,

West Mains Road,

Edinburgh

EH9 3JG,

Telephone: 0131 535 4420

Website: [Equality, diversity & inclusion | SRUC](#)

Progress on Equality Outcome Outputs 2017 - 2021

Outcome 1: Equality and Diversity is firmly embedded in our management, leadership and governance structures and practice

	Output	Actions/ Progress (RAG)
1.1	Set up leadership and management structure to support and resource the delivery of the Equality and Human Rights work	<ul style="list-style-type: none"> • Develop the role, remit and name of the Equality, Human Rights and Inclusion Committee • Monitor and evaluate the Action plan • Regular progress reports
1.2	Employee Equality Champions	<ul style="list-style-type: none"> • Develop the role and remit of Equality Champions • Active Equality Champions
1.3	SRUC Board includes Equality and Human Rights work	<ul style="list-style-type: none"> • Training for Board and Senior managers • Publishing the gender composition of SRUC board • Produce succession plans to increase the diversity of the board • Taking positive steps to promote Board vacancies to under-represented groups
1.4	Review and develop a new equality and human rights impact assessment system	<ul style="list-style-type: none"> • Review and develop the new equality and human rights forms and guidance • Pilot the new forms • Development of a system to support, audit and publish completed impact assessments • Development and delivery of training for the new forms
1.5	Accessible SRUC estate	<ul style="list-style-type: none"> • Disability access audit on the estate
1.6	The Outcome Agreement has embedded equality considerations	<ul style="list-style-type: none"> • Equality considerations are embedded in the Agreement • The Outcome Agreement is impact assessed
1.7	The amendment and/or development of relevant employee and learner policies and procedures.	<ul style="list-style-type: none"> • Carry out equality audit of employee and learner policies and procedures • Amendment and/or develop relevant employee and learner policies and procedures

1.8	Procurement	<ul style="list-style-type: none"> Develop protocol into SRUC procurement documents stating our equality and diversity commitment, award criteria for considerations and performance conditions which will help it meet our Public Sector Equality Duties and asking suppliers about their equality and diversity commitment and work
1.9	Collaboration and partnership working	<ul style="list-style-type: none"> Work with SFC, ECU and other relevant organisations on national equality related work
1.10	Publication of equality information in an accessible format	<ul style="list-style-type: none"> Update and maintain the external website including updating reporting documentation on annual report, Mainstreaming Report, Equality Outcome report and new Equality Outcomes Develop employee intranet and SharePoint Update learner, Moodle, website and marketing materials Marketing campaigns for SRUC's courses will use imagery and text that promotes equality, diversity and inclusion and where necessary take positive action to promote opportunities to underrepresented groups
1.11	'Disability Confident' Employer	<p>Use of the logo includes meeting these obligations</p> <ul style="list-style-type: none"> Disability awareness training Inclusive and accessible recruitment processes Reasonable adjustments Accessible formats Support with undertaking a Disability Confident self-assessment and validation of Disability Confident self-assessments Run an employee disability disclosure campaign
1.12	Support SRUCSA as a strong voice for student rights through the better use of available resources	<ul style="list-style-type: none"> The Chair and Vice Chair supported on paid sabbatical leave The appointment or election of student officers to promote student rights
1.13	To influence our industry and stakeholders on equality, diversity and human rights issues	<ul style="list-style-type: none"> Supporting Dyslexia in Farming Occupation segregation in the industry Including Equality & Diversity issues in SRUC's contribution to the Royal Highland Show

Outcome 2 : A culture which is underpinned by dignity and respect, values all employees, learners and stakeholders resulting in parity of experience in an inclusive learning and working environment:

	Output	Actions/ Progress (RAG)
2.1	Raising awareness of equality and human rights issues throughout the employee population	<ul style="list-style-type: none"> Employee "Diversity in the workplace" module is mandatory compliance training Develop further training to support equality and human rights Staff development programmes continue to feature equality training on staff development conference days.
2.2	Learner equality and human rights awareness raising	<ul style="list-style-type: none"> Learner induction Information available on Moodle and student handbook
2.3	Challenging unacceptable attitudes and behaviour	<ul style="list-style-type: none"> Develop Hate Incident reporting forms and system Develop campaign to raise awareness of Hate Crimes Analysis of Hate Incidents reported Analysis of employee equality related grievances Analysis of learner equality related complaints Supporting Equality Representatives from Student Experience Committee To develop an effective anti-bullying strategy in conjunction with SRUCSA Supporting Liberation Officers from SRUCSA The preparation and implementation of an annual programme of events to celebrate and promote inclusion and diversity events throughout the year
2.4	Employee and learners surveys feedback	<ul style="list-style-type: none"> Include equality and human rights in employee and student surveys Employee and learners exit questionnaires include equality and human rights Analysis of the surveys and exit questionnaires
2.5	Engagement and involvement in decision making	Develop and implement a more effective employee, learner and stakeholders engagement Strategy

Outcome 3 : There is equality of opportunity of employees, learners and stakeholders in recruitment, retention and progression

	Output	Actions/ Progress (RAG)
3.1	Annual employee information report	Information by protected characteristics of employees on : <ul style="list-style-type: none"> • the number of employees • the recruitment of employees • the development (promotion, job re-evaluations included) of employees • the retention of employees
		Information by protected characteristics of employees on <ul style="list-style-type: none"> • Employee Induction • Other training attended • Sponsored education
		Information by protected characteristics of employees on <ul style="list-style-type: none"> • Grievances received • Capability reviews • Disciplinary hearings • Absence management
3.2	Annual learners information report	Information by protected characteristics of learners on <ul style="list-style-type: none"> • Admissions • Progression • Completion • Success
		Information by protected characteristics of learner on <ul style="list-style-type: none"> • Education provision • Disciplinary hearings • Exclusions • Assess to benefit, facility or service • Reasonable adjustments
3.3	Gender Pay Information Report	<ul style="list-style-type: none"> • Collection and analysis of gender pay information
	Take positive action with other organisations to promote careers	<ul style="list-style-type: none"> • Deliver the Athena SWAN Action Plan • Robust Self Assessment Team

	to the gender minority where there is a gender bias currently	<ul style="list-style-type: none"> • Deliver the ECU “Attracting diversity: Equality in student recruitment in Scottish Colleges” – gender imbalance in Veterinary Nursing and land based engineering Attracting Diversity Project
		<ul style="list-style-type: none"> • Deliver the SFC Gender Action Plan
3.4	Equal Pay Statement on Equal Pay and Occupational Segregation	<ul style="list-style-type: none"> • Collection and analysis of Equal Pay and Occupational Segregation information between: <ul style="list-style-type: none"> • women and men • disabled people and non-disabled people • people in a minority racial group and people who are not
3.5	To identify individuals who come from areas of multiple deprivation, to monitor their progress and ensure timely intervention is made where attendance or progress is poor	<ul style="list-style-type: none"> • Deliver Modern Apprenticeship Equality Action Plan
		<ul style="list-style-type: none"> • Implement the Access and Inclusion Strategy
		<ul style="list-style-type: none"> • Widening access and articulation to education provision

Fully Completed
Partially Completed
Not Complete

**EMPLOYEE DATA; PROTECTED CHARACTERISTICS
2017 – 2021**

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Table 1: Proportion of staff by gender

Staff 2017	2017 Number	2017 Percentage	2021 Number	2021 Percentage
Female	745	56.1%	720	57%
Male	584	43.9%	516	41%
Other	-	-	1	0%
Prefer Not to say	-	-	19	2%
No reply	-	-	1	0%
Total	<i>1329</i>	<i>100%</i>	<i>1257</i>	<i>100%</i>

(Note 2017 data taken from payroll system, 2021 data taken from HR Information System based on employee contribution)

Table 2: Sex/Gender Reassignment

	2017		2021	
	Total	Percentage	Total	Percentage
Gender				
Male	350	26.3%	260	20.7%
Female	464	34.9%	401	31.9%
Transgender	0	0.0%	3	0.2%
Prefer not to say	19	1.4%	21	1.7%
No response	496	37.3%	572	45.5%
Total	1329	100%	1257	100%

Table 3: Sexual Orientation

	2017		2021	
	Total	Percentage	Total	Percentage
Orientation				
Heterosexual	734	55.2%	930	74.0%
Gay	4	0.3%	11	0.9%
Lesbian	8	0.6%	11	0.9%
Bisexual	6	0.5%	10	0.8%
Other	2	0.2%	3	0.2%
Prefer not to say	79	5.9%	73	5.8%
No response	496	37.3%	219	17.4%
Total	1329	100%	1257	100%

Table 4: Disability Information

	Disabled	Non-disabled	Prefer not to say	No response	Total
2017	4.7% (63)	53.8% (715)	4.1% (55)	37.3% (496)	100% (1329)
2021	6.6% (83)	83.8% (1053)	3.1% (39)	6.5% (82)	100% (1257)

Table 5: Ethnicity Profile

	UK White	Other White	BME	Other ethnic background	Not known	Prefer not to say	No response	Totals
2017	53.5% (711)	1.7%(23)	0.8% (11)	3.4% (44)	0.3% (4)	3.0% (40)	37.3% (496)	100% (1329)
2021	74.4% (936)	10.3% (129)	1.9% (24)	4.4% (55)	1.1% (14)	3.2% (40)	4.7% (59)	100% (1257)

Table 6: Religion or Philosophical Belief

Religion or Belief	2017		2021	
	Total	Percentage	Total	Percentage
No religion or philosophical belief	349	26.3%	486	38.7%
Buddhist	2	0.2%	4	0.3%
Christian – Protestant	251	18.9%	254	20.2%
Christian – Roman Catholic	62	4.7%	79	6.3%
Christian – other	38	2.9%	67	5.3%
Hindu	2	0.2%	6	0.5%
Jewish	2	0.2%	3	0.2%
Muslim	4	0.3%	8	0.6%
Sikh	0	0.0%	0	0%
Any other religion or belief	22	1.7%	26	2.1%
Prefer not to say	101	7.6%	101	8.0%
No response	496	37.3%	223	17.8%
Total	1329	100%	1257	100%

Table 7: Marriage & Civil Partnership

	2017		2021	
	Total	Percentage	Total	Percentage
Single	163	12.3%	277	22.0
Living together	120	9.0%	180	14.3
Married	466	35.1%	600	47.7
Civil Partnership	4	0.3%	14	1.1
Divorced	n/a	n/a	11	0.9
Prefer not to say	80	6.0%	62	5.0
No response	496	37.3%	113	9.0
Total	1329	100%	1257	100%

Table 8: Age profile

	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	Unknown	Total
2017	0.5% (7)	5.2% (69)	7.9% (105)	10.3% (137)	11.8% (157)	10.2% (135)	12.9% (172)	15.4% (205)	13.8% (184)	7.5% (100)	4.0% (53)	0.4% (5)	100% (1329)
2021	0.7% (9)	4.5% (57)	9.1% (114)	10.0% (126)	11.7% (147)	13.0% (163)	11.2% (141)	13.8% (173)	12.6% (158)	8.8% (111)	4.5% (57)	0.1% (1)	100% (1257)

Recruitment Data (Applications Submitted 1 April 2019 – 31 March 2021)

Gender				
	Applications		Successful Candidates	
Gender	TOTALS	%	TOTALS	%
Female	2727	55.5	181	62.4
Male	2088	42.5	93	32.1
Prefer not to disclose	74	1.5	10	3.4
No value	24	0.5	6	2.1
TOTAL	4913	100	290	100

Age				
	Applications		Successful Candidates	
Age	TOTALS	%	TOTALS	%
Prefer not to disclose	97	2	11	3.8
16-19	82	1.7	9	3.1
20-29	1878	38.2	90	31
30-39	1419	28.9	77	26.6
40-49	815	16.6	59	20.3
50-59	488	9.9	37	12.8
60-63	81	1.6	3	1
64 +	28	0.6	3	1
No value	25	0.5	1	0.3
TOTAL	4913	100	290	100

Disability				
	Applications		Successful Candidates	
Disability	TOTALS	%	TOTALS	%
No	4544	92.5	266	91.7
Yes	233	4.7	11	3.8
Prefer not to disclose	110	2.2	7	2.4
No value	26	0.5	6	2.1
TOTAL	4913	100	290	100

Sexual Orientation				
	Applications		Successful Candidates	
Sexual Orientation	TOTALS	%	TOTALS	%
Heterosexual/straight	4051	82.5	247	85.2
Prefer not to disclose	380	7.7	15	5.2
Bisexual	240	4.9	11	3.8
Gay man	98	2	6	2.1
Other	68	1.4	4	1.4
Gay woman/lesbian	50	1	4	1.4
No value	26	0.5	3	1
TOTAL	4913	100	290	100

Marital Status (Personal Relationship)				
	Applications		Successful Candidates	
Marital Status	TOTALS	%	TOTALS	%
Single	2104	42.8	105	36.2
Married	1628	33.1	100	34.5
Co-habiting with partner	732	14.9	54	18.6
Prefer not to disclose	163	3.3	7	2.4
Divorced	138	2.8	9	3.1
Civil Partnership	54	1.1	2	0.7
Separated	52	1.1	2	0.7
No value	26	0.5	11	3.8
Widowed	15	0.3	0	0
Dissolved	1	0	0	0
TOTAL	4913	100	290	100

Religion (or Philosophical Belief)	Applications		Successful Candidates	
Religion	TOTALS	%	TOTALS	%
None	2395	48.7	163	56.2
Christian	1514	30.8	86	29.7
Prefer not to disclose	352	7.2	19	6.6
Muslim	287	5.8	2	0.7
Hindu	176	3.6	2	0.7
Other	114	2.3	7	2.4
Buddhist	34	0.7	0	0
No value	26	0.5	11	3.8
Jewish	8	0.2	0	0
Sikh	7	0.1	0	0
TOTAL	4913	100	290	100

Ethnic origin or racial group	Applications		Successful Candidates	
Ethnic origin or racial group	TOTALS	%	TOTALS	%
White – British (English/Welsh/Scottish/ Northern Irish/British)	2818	57.4	229	79
White – EU	659	13.4	22	7.6
Other White Background	228	4.6	5	1.7
Asian or Asian British – Indian	216	4.4	2	0.7
Black or Black British – African	211	4.3	1	0.3
Prefer not to disclose	136	2.8	6	2.1
Asian or Asian British – Pakistani	129	2.6	1	0.3
Other Asian Background	93	1.9		
Other Mixed Background	84	1.7	1	0.3
White – Irish	75	1.5	4	1.4
Chinese or other Ethnic background – Chinese	62	1.3	3	1
Other Ethnic background	56	1.1	3	1
Mixed – White and Asian	31	0.6	1	0.3
Other Black Background	31	0.6	1	0.3
No response	25	0.5	11	3.8
Mixed – White and Black African	25	0.5	0	0
Asian or Asian British – Bangladeshi	21	0.4	0	0
Mixed – White and Black Caribbean	10	0.2	0	0
Black or Black British – Caribbean	3	0.1	0	0
TOTAL	4913	100	290	100

Parental Leave numbers below for 01/04/2017 – 31/03/2021

Special Leave Absence Type:	01/04/2017 – 31/03/2019	01/04/2019 – 31/03/2021	Total
Maternity Leave	42	63	105
Paternity Leave	17	17	34
Shared Parental Leave	2	2	4
Adoption Leave	0	0	0
Total	61	82	143

Maternity Leave Provision

A woman who qualifies for maternity leave will be entitled to up to 52 weeks maternity leave (i.e. 26 weeks ordinary maternity leave, followed by up to 26 weeks additional maternity leave) commencing no earlier than the 11th week before Estimated Week of Childbirth (EWC), except in the case of medical reasons when a pregnancy related illness would force the maternity leave to begin early (up to 4 weeks prior to EWC)

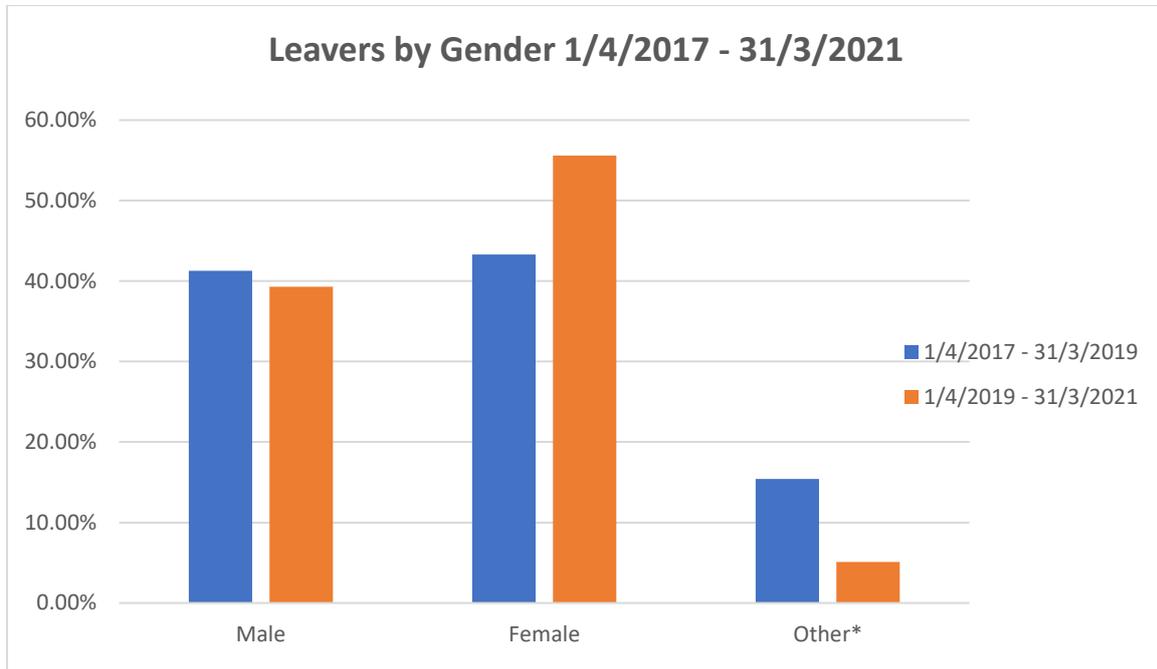
Paternity Leave Provision

Employees who qualify for paternity leave will be granted up to 2 week’s paid leave. Employees who qualify will receive SRUC’s Occupational Paternity Pay (normal contractual pay) for the duration of their paternity leave.

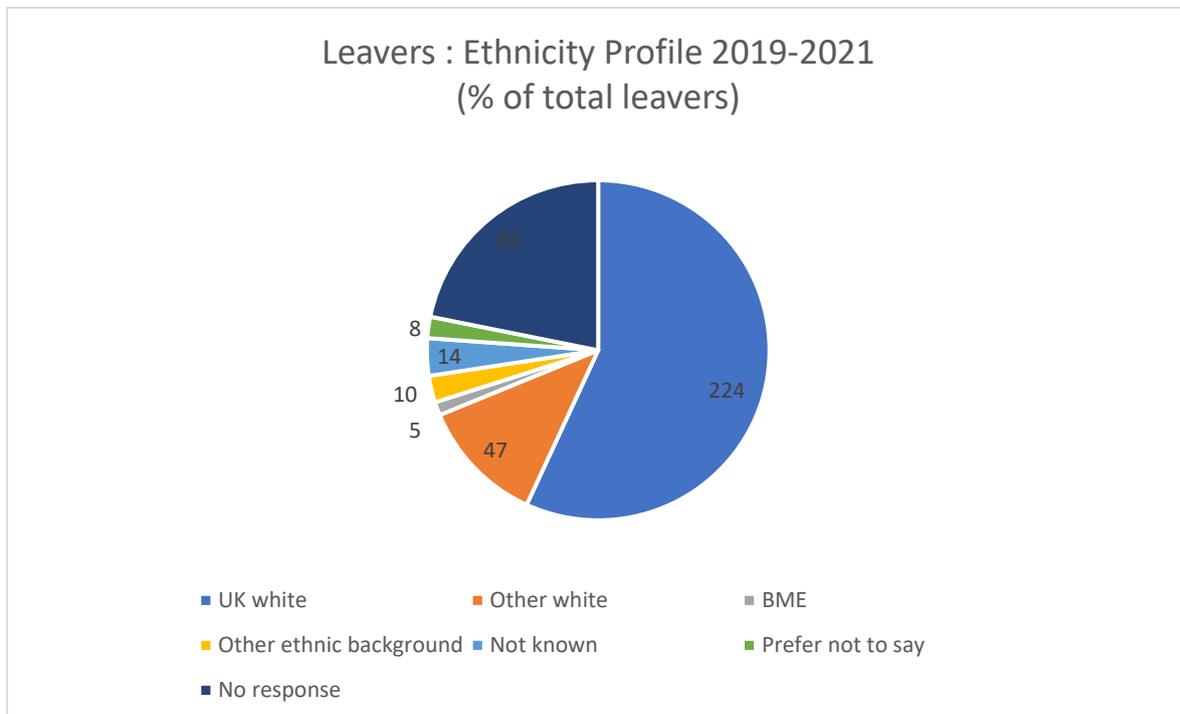
Shared Parental Leave Provisions

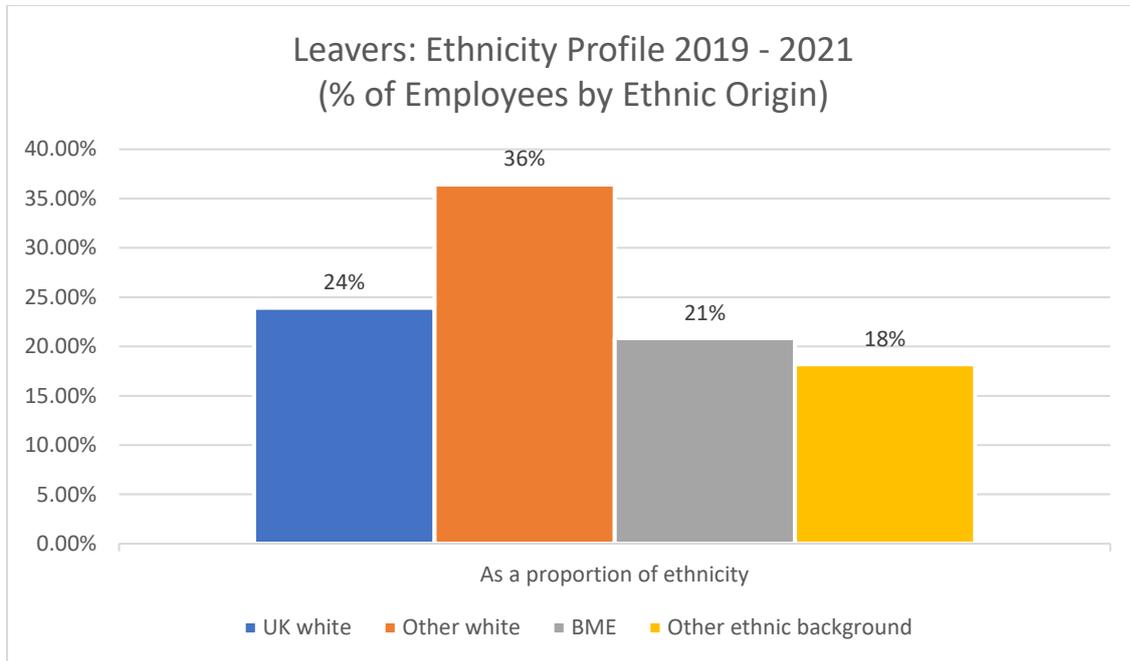
Eligible employees may be entitled to take up to 50 weeks Shared Parental Leave during the child’s first year. If an employee decides to end their maternity/adoptive leave then they and/or their partner may opt-in to Shared Parental Leave and take any remaining weeks as Shared Parental Leave.

SRUC Exit Profile 01/05/2017 – 31/03/2021



Leaver information is available for the period 1/4/2019 – 31/3/2021 in relation to the ethnicity of those employees leaving and is shown below.





Analysis is difficult due to the number of incomplete records however it can be seen that, of those for whom we have ethnicity information, a higher proportion of leavers were “Other White” (36%) than the proportion of the employee population that they make up (10.3%).