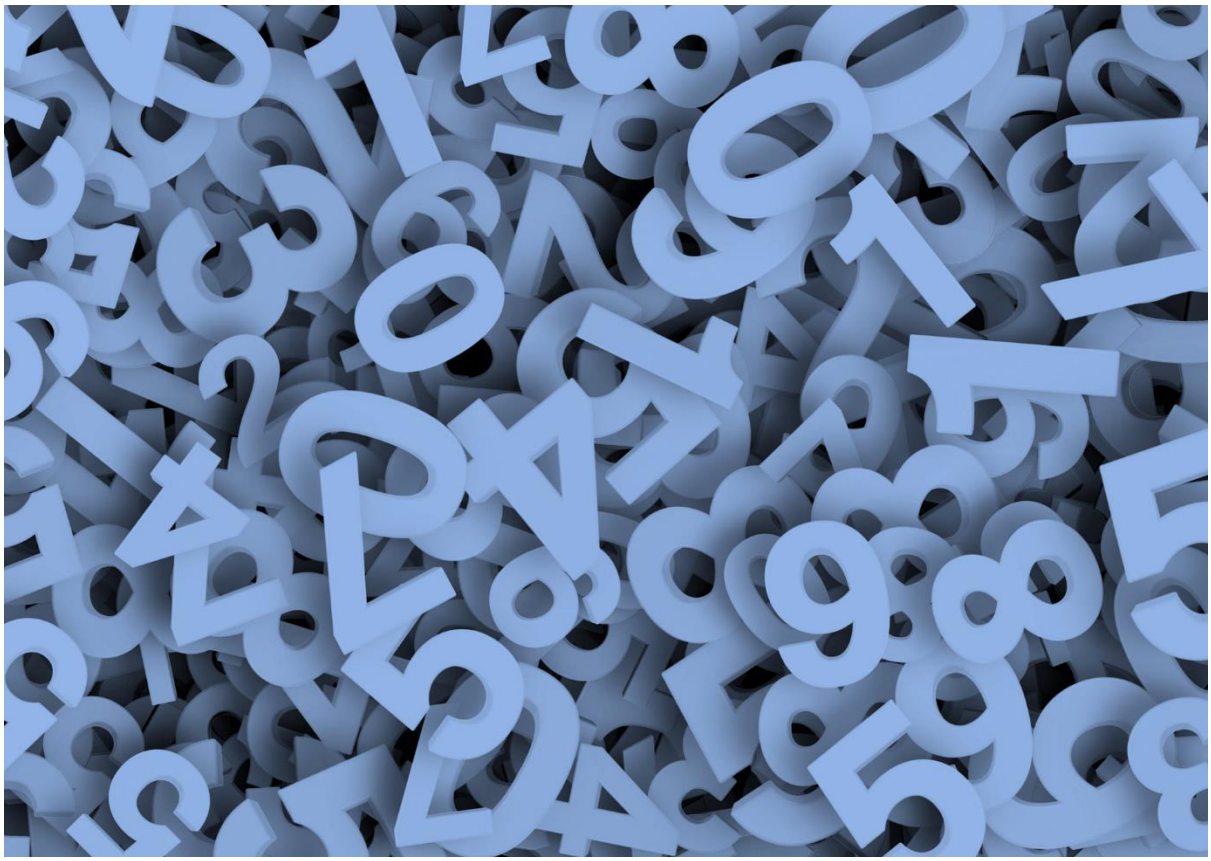
# Equalities Outcomes & Action Plan

# 2017 – 2021



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**Please note:** This report should be read in conjunction with the accompanying document; *SRUC Equalities Data 2017*

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

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## Principal and CEO's Foreword to Equalities Outcomes & Action Plan

I am delighted to welcome you to SRUC's new Equality Outcomes and Action Plan which sets out our continuing commitment to equality, diversity and human rights work between 2017 and 2021.

We are committed to creating an inclusive culture that advances equality of opportunity, advancement and outcome for all students, staff and stakeholders. This is a key factor in our long-term performance and continued success.

The development and implementation of the first set of equality outcomes provided an insight into what has worked as well and what has not worked well.

SRUC launched its new strategic vision in April 2017. Our commitment to equality, diversity and human rights will be firmly embedded as we further develop the strategy and create a sustainable business plan to underpin our vision.

Our overall approach to equality, diversity and human rights will be contemporary. Our policies and practices will support SRUC in continuing to contribute to the elimination of discrimination, harassment and victimisation and the advancement of equality of opportunity. The activities will be underpinned by solid evidence through monitoring, evaluation and revision of our action plans, based on regular analysis of employee and student data.

The new equality outcomes detailed in this report are derived from wide ranging information including feedback from employees, students, stakeholders, key partners and external agencies. They exceed statutory requirements as we aim for best practice in our service and employment provisions.

I would like to thank all the individuals, organisations and partner agencies whose input and guidance on key issues contributed to the development of our equality outcomes.

I look forward to working with you to ensure that our equality, diversity and human rights approach secures SRUC's contribution to the Scottish National Outcome: "We have tackled the significant inequalities in Scottish society".

**Professor Wayne Powell**
**Principal and Chief Executive**

## BACKGROUND

SRUC, the legal title for the institution, was formed on 1 October 2012 from the merger of four 'legacy colleges' - Barony, Elmwood, Oatridge and the Scottish Agricultural College (SAC). The merger created an integrated institution delivering tertiary education, research and consultancy services to a wide range of stakeholders in agriculture, land and the rural sector.

We are a designated higher education institution and are recognised by the Scottish Funding Council as a Small Specialist Institution. SRUC also receives funding from the Scottish Government Rural and Environmental Science and Analytical Services Division for research and consulting activity. We have close links with industry across all of our education, research and consulting activities.

With about 5067 students and 1329 employees SRUC operates its main education activities from six campuses, including four education farms: Aberdeen, Ayr, Barony (nine miles from Dumfries), Edinburgh, Elmwood (in Cupar, Fife) and Oatridge (in Ecclesmachan, West Lothian).

Research activity is focused primarily at the Edinburgh campus (with additional facilities at the Bush Estate, including the Roslin Institute Building shared with the University of Edinburgh), with other activity at a number of locations including the Aberdeen and Ayr (Auchincruive) campuses, and the four research farms SRUC operates.

Consultancy activity is delivered through a network of 26 consultancy offices spread across Scotland and northern England and eight veterinary disease surveillance centres in Scotland.

SRUC does not have degree awarding powers. Most of our taught degree programmes are validated by the University of Glasgow under an accreditation agreement and, since 2010; we have had a similar accreditation agreement with the University of Edinburgh. SRUC has a number of postgraduate research students with degrees being awarded by eight different universities, including Glasgow and Edinburgh. The Scottish Qualifications Authority (SQA) accredits the majority of Higher National, National Certificate and Scottish Vocational Qualification awards.

The details of our student and employee profile against the protected characteristics can be found in the accompanying document:
SRUC Equalities Data 2017

## INTRODUCTION

The Public Sector Equality Duty as set out in the Equality Act 2010 requires SRUC (Scotland's Rural College), in the exercise of our functions, to have ***due regard*** to the need 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.

It covers the following protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief (this includes lack of belief), sex and sexual orientation It also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate discrimination.

**The Public Sector Specific Duties require us to:**

### Publish equality outcomes and report progress in meeting them

In this document we have set out our equality outcomes. Each outcome sets out a result we aim to achieve in order to further one or more of the general duties. Each of our outcomes applies to all protected characteristics. In preparing our outcomes we have ensured that they apply to our learners, our employees and our obligations to our community.

### Report progress on mainstreaming the general equality duty

We will publish a combined mainstreaming report and equality outcomes report on our website by 30th April 2017 (and every 2 years thereafter), in which we will report on our progress in mainstreaming equality; that is, in making sure that meeting the general duty is integral to all that we do. The report will include an annual breakdown of the employee and learner information we have gathered, together with details of the progress we have made in using the information to assist us in meeting the general equality duty.

### Gather, use and publish employee information

Every year, we will gather information on the number and characteristics of employees and the recruitment, development and retention of our employees.

### Publish an equal pay statement

We will publish pay gap information and an equal pay statement every 2 years within our mainstreaming report. (Note: Pay gap information is defined as the percentage difference between men's average hourly pay and women's average hourly pay (excluding overtime)).

**Publish gender pay gap information and an equal pay statement**

The equal pay statement will contain our policy on equal pay and occupational segregation between women and men and will be published within our mainstreaming report. We will produce an equal pay statement again in 2017 and every four years after that which will also include our policy on equal pay and occupational segregation between disabled people and nondisabled people, people in a minority racial group and people who are not.

**Impact assess new or revised policies and practices as well as making arrangements to review existing policies and practices**

We will assess the impact of applying all new or revised policy or practice against the needs of the general equality duty. We will consider relevant evidence and take account of the results of any assessment when conducting the impact assessment. We will publish the impact assessment along with the policy on our website.

**Consider adding equality award criteria and contract conditions in public procurement exercises**

SRUC recognises its duties under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. When entering a procurement agreement which is "the most economically advantageous" SRUC will also have due regard to whether the award criteria should include considerations which will help it meet its general equality duty. This will depend on the relevance to equality of what is being procured and the proportionality of taking action. Also, where SRUC puts performance conditions into an agreement, it will have due regard to whether the conditions should include considerations which will help it meet its general equality duty.

**All publications must be accessible**

SRUC will endeavour to make all publications accessible and so far as practical an existing means of public performance reporting will be used.

Equality Outcomes are part of the Pubic Sector Specific Duties and have been defined as a result of what SRUC aims to achieve in order to further one or more of the 3 parts of the Public Sector Equality Duties in relation to every protected characteristic. If the set of equality outcomes does not further the 3 parts of the Public Sector Equality Duties in relation to every characteristic SRUC must publish reasons for this.

They are specific, realistic, evidence based and measurable and have been created taking reasonable steps to involve people with protected characteristics and those who SRUC think represent their interests.

The first set of Equality Outcomes was published by 30 April 2013 and each subsequent set should be published at intervals of no more than 4 years. SRUC must publish a report every 2 years on the action taken and the progress it has made to achieve its outcomes.

## Commitment to Equality

Our mission, vision, global aims and values are:

### MISSION

**"Committed to excellence and innovation in the advancement, communication and translation of knowledge throughout the rural sector".**

### VISION

**"Leading innovation and sustainable development in agriculture, land and the rural sector"**

The vision can be further articulated in that **"SRUC is recognised for its global and local impact on food and environmental security through world-class research, education, training and consulting"**.

We will achieve this vision through the following global aim:

- To provide world-leading research, innovation, education, training and consulting, in support of global food and environmental security, sustainable rural development, and animal and human wellbeing.

### GLOBAL AIMS

SRUC aims to:

- Build a culture of educational excellence through the development of a Rural University College.
- Be a top UK agriculturally-focused HEI with increased global links and impact.
- Create a new FE/HE model for Scotland with innovative delivery of academic and practical expertise to enhance articulation and progression opportunities.
- Provide an enabling culture that supports our staff, students, stakeholders and our institution in achieving our vision and mission.

## VALUES

SRUC's values were created by staff to shape the way we behave within the organisation and to describe how we deliver our services to customers and stakeholders.

The values are summed up by the acronym **RISE**:

- **R**espect
- **I**nnovate
- **S**upport
- **E**xcel

"We will **RISE** to our values; **RESPECT** everyone's contributions, **INNOVATE** for success and **SUPPORT** each other to **EXCEL** in everything we do".

Our Principal and Chief Executive joined SRUC last summer and the following seven key principles provide a framework for the development of our future strategy:

## FRAMEWORK FOR THE DEVELOPMENT OF FUTURE STRATEGY

1. Reassert SRUC's status as the **National Institution** for research, teaching and advice which connects the science base and industry and drives growth and innovation in the rural economy, building on SRUC's facilities, expertise and geographic spread to support the needs of a dynamic, innovative and competitive rural sector in Scotland and beyond

2. Creating a model for **collaborative team working** within SRUC and across Scotland that includes establishing regional alliances to address local skills needs, a gateway for rapid translation and application of the world-leading research taking place at Scotland's scientific institutes and universities to deliver economic and social impact.

3. Ensure that **SRUC returns an outstanding UK leading Research Excellence Framework (REF) return in 2022** and joins the top six ranked schools of agriculture in the world.

4. Build on our comparative advantage as a **small specialised Institution** to develop excellent student centred teaching and learning, informed by world class research and industry need across the spectrum of Tertiary education

5. Advance the use of our **knowledge of data intensive agriculture** to deliver profitable sustainable farming and support prosperous rural communities.

6. **Drive and maximise commercial opportunities**, promoting an entrepreneurial culture throughout SRUC which is outward facing, strongly connected to industry and creates economic growth.

7. Bring an **international focus** to all we do.

## Contribution to the Strategic Plan

The Equality Outcomes contribute to the equality and human rights work of our SRUC Strategic Aims.

## Involving others

The Equality, Human Rights and Inclusion Committee, SRUCSA, Unions key stakeholders have been involved in the development of the Equality Outcomes. The Divisional Management Teams (DMT), Executive Management Team (EMT) and SRUC Board have been involved in the development of the Equality Outcomes. Other relevant employees and learners have been involved in the development of the Equality Outcomes.

## Evidence Gathering

The Equality Outcomes have been developed from the following documents as evidence for the changes SRUC aim to achieve:

- The Scottish Government Equality Outcomes
- The Scottish Funding Council specific equality priorities
- SRUC Outcome Agreement Key Drivers
- SRUC strategic plans
- Staff survey results
- Student survey results
- SRUC Investors In People action plan
- Mainstreaming equality workshop done with Equality Challenge Unit in February 2014
- Employee and learner data analysis
- Merger priorities
- RISE
- Mainstreaming and Equality Outcome Reports for 2015 and 2017

## Governance Approach and Responsibilities

## SRUC Board

The composition of SRUC Board membership consists of the following:

| | | | |
|---|---|---|---|
| **March 2017** | **14 members (4 women)** | **12 non-Executive* (3 women)** | **2 Executive (1 woman)** |

* includes 1 staff member, plus 1 student representative members

SRUC Board is responsible for the publication of statements on Equality, Human Rights and Inclusion (EHRI) and reporting requirements in accordance with the Equality Act 2010 Public Sector Equality Duties. The Board delegates authority to the Executive Management Team (EMT) to discharge SRUC's obligations under the

Public Sector Equality Duties and to ensure SRUC remains compliant with UK legislation and relevant codes of practice.

EMT is supported by Divisional Management Teams (DMT) who in turn concentrate on compliance and best practice activities in each of SRUC's 4 operating divisions; Consulting, Education, Finance & Professional Services and Research.

Internal committee structures further support our aim to fully embed EHRI concerns throughout the institution, key examples of which are the:
**EHRI Committee, Equality & Diversity sub-group (Education), Equality & Diversity sub-group (Human Resources) and the Athena Swan Self Assessment Team**

SRUC has strong leadership support for equality, diversity and human rights and this is explained below. Reports on equality, diversity, human rights and inclusion activities are included in key agenda items for the monthly Divisional Management team (DMT) meetings and the quarterly Executive Management Team (EMT) meetings. These reports are also summarised for submission to Board meetings.

**Equality, Human Rights and Inclusion Committee (EHRI)**

The key remit of the Equality, Human Rights and Inclusion Committee is to foster an inclusive working and learning environment in which all employees and learners can fulfil their full potential. The aim of the Committee is to:

- Determine strategic direction and priorities;
- Agree Equality and Diversity action plans to deliver the legislative requirements;
- Monitor and evaluate action plan progress made in each division;
- Oversee SRUC's compliance with equality, diversity and human rights legislation;
- Horizon scanning a broad range of relevant information for emerging issues and trends to develop SRUC's future capability, and
- Provide quarterly Equality and Diversity progress reports to the EMT and Board.

These aims enable SRUC to meet legal duties and responsibilities in relation to equality, diversity and human rights help direct our efforts to achieve best practice.

The Committee is chaired by the Depute Principal & Chief Executive and the membership of the Committee is representative of SRUC's community. Membership includes representatives from the following groups;

- nominated representatives from each Division
- SRUCSA (SRUC Student Association)
- Recognised Trade Unions (EIS, Prospect and Unison)
- Student Experience team members
- Human Resources team members, together with the
- Equality and Diversity Business Partner

The EHRI Committee currently has three subgroups;

1. The Equality and Diversity HR Activity Sub-Group
2. The Equality & Diversity Education Activity Sub- Group

3. The Athena SWAN Self Assessment Team

**Equality, Diversity and Human Rights Champions**

There are two Equality Champions on the SRUC Board plus three Employee Champions currently representing;

- disability
- gender
- age

Champions for other protected characteristics will be identified and appointed in the near future as part of our action plan delivery.

Appointing Champions is a unique way of embedding mainstreaming and inclusion activity in all the important work already achieved in SRUC. Champions provide leadership and become the conduit for disseminating information, driving and articulating behavioural and cultural change across SRUC. Champions also fulfil an advocacy role by ensuring that equality, diversity and human rights are key elements in all business planning activities in SRUC and link these elements to the corporate objectives of SRUC.

Champions play a key role in promoting a positive working environment in which employees and learners are treated fairly and with respect, also in encouraging all to play a role in creating and maintaining an environment in which harassment, bullying, victimisation and discrimination are understood to be unacceptable forms of behaviour.

Champions raise awareness by:

- Communicating the consequences of bullying, harassment, victimisation and discrimination
- Helping to support employees and learners by facilitating change
- Modelling behaviour that is a fundamental part of building good business
- Helping SRUC work towards being a good employer and college
- Helping employees and learners feel that it is a good place to work and learn

Champions act as role models by:

- Ensuring that the division promotes, celebrates and raises awareness of equality, diversity, human rights and inclusivity issues.
- Supporting and encouraging engagement in equality initiatives.
- Sharing and promoting best practice.
- Contributing and providing challenge to the Equality, Human Rights and Inclusion Committee in the equality protected characteristic being championed.
- Actively promoting the engagement of employees and, where appropriate, learners in the work and activities of the Equality, Human Rights and Inclusion Committee.
- Providing leadership in SRUC, at an institutional level, in the area championed.
- Keeping up to date on developments in the area championed.
- Actively contributing to the implementation of the SRUC Equality, Diversity and Human Rights Action Plan.

## Equality and Diversity Business Partner

The Equality & Diversity Business Partner develops, supports and drives SRUC's strategy and operations in relation to Equality & Diversity to ensure that SRUC meets its legislative responsibilities to people with different protected characteristics. The Equality & Diversity Business Partner also promotes good relations and practices towards different minority groups within SRUC.

### Involving Others

We regularly carry out employee, student, unions and stakeholders equality consultation and involvement and use this to inform our priorities, actions and decision-making processes.

There is regular equality, diversity and human rights input into SRUC Core Brief communications as well as pan-SRUC Seminars and Webinars.

### Employee Responsibilities

SRUC is committed to valuing diversity, advancing equality of opportunity and respecting human rights in all aspects of our activities. All employees and learners in everything they do, must understand, recognise and accept their individual duties and responsibility in this regard. Discriminating, harassing or victimising others, whether intentionally or not, will not be accepted nor tolerated and corrective action will be taken if the need arises.

### Managers Responsibilities

Line managers are responsible for leading by example and ensuring that equality, diversity and human rights provisions, policies, practice, and procedures are upheld. Senior SRUC management has a responsibility to ensure that SRUC has an enabling and resourced environment. This includes ensuring fairness and impartiality in selecting, managing and developing employees as well as in our service provision and ensuring the impact assessment, monitoring, evaluation and annual reporting of the work.

### Learners Responsibilities

Learners at all levels must understand, recognise and accept individual responsibility for equality and diversity within the SRUC. This includes during classes, field trips, practical and placements, social activities and when resident or a guest in SRUC accommodation. This means not discriminating, harassing or victimising against others, whether intentional or not, and taking action if the need arises. It is about recognising, respecting and valuing everyone's differences.

Learners input into SRUC equality, diversity and human rights work is essential and throughout the year there are opportunities to influence current and future policies, procedures and practices.

### Contractual and Service Providers Responsibilities

All contractors and service providers on behalf of the College are responsible for complying with the policies aimed at achieving our equality outcomes and any equality conditions in contracts or agreements. The College aims to ensure that the appropriate conditions are inserted in contracts or agreements with any external providers of services.

## Monitoring

The Equality, Human Rights and Inclusion Committee monitor and evaluate the equality outcome action plan's progress. Their role includes overseeing SRUC's ensure compliance equality, diversity and human rights legislation.

## Equality Outcomes

**Equality outcomes for 2013/2017** were as follows:

| **Equality Outcomes 2013/2017** |
|---|
| 1. SRUC has an environment that nurtures equality, inclusion and diversity.<br><br>2. Policies and procedures take account of the impact on individuals with protected characteristics.<br><br>3. Creation of an evidence base informing the inclusivity strategic objective.<br><br>4. SRUC community reflects the diversity of backgrounds in the areas where we operate.<br><br>5. Enhanced equality of outcome for students and staff with protected characteristics. |

**Equality Outcomes for 2017/2021** have been developed with an accompanying action plan.

| **Equality Outcomes 2017/2021** |
|---|
| 1. Equality and diversity is firmly embedded in our management, leadership and governance structures and practice<br><br>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.<br><br>3. There is equality of opportunity of employees, learners and stakeholders in recruitment, retention and progression. |

# SRUC EQUALITY & DIVERSITY ACTION PLAN 2017 - 2021

| **Equality Outcome 1:** | ***Equality and diversity is firmly embedded in our management, leadership and governance structures and practice.*** |
|---|---|

The **Equality Act 2010 Public Sector Equality Duties** the **Equality Outcome** mainly supports is (1) eliminate unlawful discrimination, harassment and victimisation, and other prohibited conduct and (2) advance equality of opportunity between people who share a relevant protected characteristic and those who do not. The Equality Outcome and relates to all protected characteristics.

This **Equality Outcome** will contribute to the following **SRUC Strategic Aims:**

- Build a culture of educational excellence through the development of a Rural University College with degree awarding powers
- Be a top UK agriculturally focused HEI with increased global links and impact
- Provide an enabling culture that supports our staff, students, stakeholders and our institution in achieving our vision and mission

| **Number** | **Output** | **What are the Specific Actions or Key Activities required in achieving the Outcome?** | **What are the measurements for achieving the Outcome?** | **Impact or Success measure (evidence)** | **What is the timescale for delivery?** | **Who is the lead person responsible for delivery?** |
|---|---|---|---|---|---|---|
| 1.1 | Set up leadership and management structure to support and resource the delivery of the Equality and Human Rights work | • Develop the role, remit and name of the Equality, Human Rights and Inclusion Committee<br>• Monitor and evaluate the Action plan<br>• Regular progress reports | • Meetings 4 times a year<br>• Regular reporting to the Board<br>• Reporting to the EMT<br>• Regular reports to the DMTs | • Lead from the top by<br>• Membership Inclusive of all SRUC departments | April 2017<br><br>(Achieved) | Director of Professional Services (Interim arrangement pending appointment of Company Secretary. |
| 1.2 | Employee Equality Champions | • Develop the role and remit of Equality Champions<br>• Active Equality Champions | Employee Equality Champions for Disability, Age and Gender named and more Champions identified if needed | Champions influencing and supporting Equality and Human Rights work | 2017 (Short term output achieved) 2019 (requirement for additional Champions) | Disability, Age and Gender Champions<br><br>(revisit Champions profile to encourage participation) |

| Number | Output | What are the Specific Actions or Key Activities required in achieving the Outcome? | What are the measurements for achieving the Outcome? | Impact or Success measure (evidence) | What is the timescale for delivery? | Who is the lead person responsible for delivery? |
|---|---|---|---|---|---|---|
| 1.3 | SRUC Board includes Equality and Human Rights work | • Training for Board and Senior managers<br>• Publishing the gender composition of SRUC board<br>• Produce succession plans to increase the diversity of the board<br>• Taking positive steps to promote Board vacancies to under-represented groups | • Regular reporting of Equality and Human Rights work<br>• Active Equality Champions<br>• The Board is better able to represent the views of our diverse society | • Equality and Human Rights work included in Board work<br>• Increase in the diversity of the Board | Short term: 2017<br>Medium term: 2019<br>Ongoing | Deputy Company Secretary<br><br>Company Secretary (on appointment) |
| 1.4 | Review and develop a new equality and human rights impact assessment system | • Review and develop the new equality and human rights forms and guidance<br>• Pilot the new forms<br>• Development of a system to support, audit and publish completed impact assessments<br>• Development and delivery of training for the new forms | • Forms and guidance developed<br>• A system to support, audit and publish completed impact assessments<br>• Employee training and on-going support in place | All new/revised policies and procedures are equality and human rights impact assessed | March 2017 (Achieved)<br>March 2017 (Achieved)<br>January 2018<br>January 2018 | Head of HR<br><br>HR Business Partners |
| 1.5 | Accessible SRUC estate | Disability access audit on the estate | Appropriate and fit-for-purpose estate | Everyone is able to access SRUC estate and use appropriate aids if required | Ongoing | Head of Property and Estates Group |
| 1.6 | The Outcome Agreement has embedded equality considerations | • Equality considerations are embedded in the Agreement<br>• The Outcome Agreement is impact assessed | • Completed Outcome Agreement with equality considerations | SRUC has equality considerations mainstreamed in service delivery | 2017 and annually thereafter (2017 deadline met) | Equality and Diversity Education Activity Sub- Group |

| Number | Output | What are the Specific Actions or Key Activities required in achieving the Outcome? | What are the measurements for achieving the Outcome? | Impact or Success measure (evidence) | What is the timescale for delivery? | Who is the lead person responsible for delivery? |
|---|---|---|---|---|---|---|
| 1.7 | The amendment and/or development of relevant employee and learner policies and procedures. | • Carry out equality audit of employee and learner policies and procedures<br>• Amendment and/or develop relevant employee and learner policies and procedures | • List of policies that need to be reviewed and developed<br>• Development of the policies and procedures | Appropriate policies and procedures with equalities included | Continuous review cycle | Education Division Management Team (with support from HRBP) |
| 1.8 | Procurement | 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 | Equality included in SRUC award criteria and performance conditions | Due regard for equality included in procurement processes | August 2017 | Senior Procurement Manager<br><br>Head of HR |
| 1.9 | Collaboration and partnership working | Work with SFC, ECU and other relevant organisations on national equality related work | SRUC contributes to and is supported in equality related work | SRUC has a national reputation for collaboration and partnership working | Continuous cycle | Head of HR |
| 1.10 | Publication of equality information in an accessible format | • Update and maintain the external website including updating reporting documentation on annual report, Mainstreaming Report, Equality Outcome report and new Equality Outcomes<br>• Develop employee intranet and SharePoint<br>• Update learner, Moodle, website and marketing materials | Information is updated and accessible | Accessible information for all | April 2017 (Initial review completed)<br><br>Regular review | (Equality and Diversity Business Partner)<br>New arrangement to be confirmed |

| Number | Output | What are the Specific Actions or Key Activities required in achieving the Outcome? | What are the measurements for achieving the Outcome? | Impact or Success measure (evidence) | What is the timescale for delivery? | Who is the lead person responsible for delivery? |
|---|---|---|---|---|---|---|
| 1.10 | Continued | Marketing campaigns for the 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 | Annual monitoring of applications for protected characteristics against the multiple deprivation index. | Recognising where there are barriers for people with a protected characteristic to apply for certain courses and to taking positive action in the marketing to address this | Ongoing | Equality and Diversity Education Activity Sub- Group |
| 1.11 | 'Disability Confident' Employer | Use of the logo includes meeting these obligations<br>• Disability awareness training<br>• Inclusive and accessible recruitment processes<br>• Reasonable adjustments<br>• Accessible formats<br>• Support with undertaking a Disability Confident self-assessment and validation of Disability Confident self-assessments<br><br>Run an employee disability disclosure campaign | Continue to be a 'Disability Confident' Employer<br><br>Employees understand the need and have confidence to disclose their disability | Recruiting and retaining disabled people and people with health conditions for their skills and talent.<br><br>Disability disclosure increases | 2019<br><br>2021<br><br>May 2018 | Recruitment Manager<br><br>Learning and Development Manager<br><br>Head of HR |
| 1.12 | Support SRUCSA as a strong voice for student rights through the better use of available resources | • The Chair and Vice Chair supported on paid sabbatical leave<br>• The appointment or election of student officers to promote student rights | Improved peer support and campaigning by the SRUCSA | A strong and robust learner voice | Ongoing | SRUCSA<br><br>Student Experience Committee |

| Number | Output | What are the Specific Actions or Key Activities required in achieving the Outcome? | What are the measurements for achieving the Outcome? | Impact or Success measure (evidence) | What is the timescale for delivery? | Who is the lead person responsible for delivery? |
|---|---|---|---|---|---|---|
| 1.13 | To influence our industry and stakeholders on equality, diversity and human rights issues | • Supporting Dyslexia in Farming<br>• Occupation segregation in the industry<br>• Including Equality & Diversity issues in SRUC's contribution to the Royal Highland Show | Discussions, events and links established with the industry/ sector | Improved understanding and support of E&D work in the industry/ sector | Ongoing | Head of Consulting<br><br>HR Business Partner<br><br>Head of Communications |

| **EQUALITY OUTCOME 2**: | ***An inclusive learning and working environment for employees, learners and stakeholders in a culture that values all and is underpinned by dignity and respect*** |
|---|---|

The **Equality Act 2010 Public Sector Equality Duties** the **Equality Outcome** mainly supports is (1) eliminate unlawful discrimination, harassment and victimisation, and other prohibited conduct and (3) foster good relations between people who share a protected characteristic and those who do not.
The **Equality Outcome** and relates to all protected characteristics.

This **Equality Outcome** will contribute to the following **SRUC Strategic Aims**:

- Build a culture of educational excellence through the development of a Rural University College with degree awarding powers
- Provide an enabling culture that supports our staff, students, stakeholders and our institution in achieving our vision and mission

| **Number** | **Output** | **What are the Specific Actions or Key Activities required in achieving the Outcome?** | **What are the measurements for achieving the Outcome?** | **Impact or Success measure (evidence)** | **What is the timescale for delivery?** | **Who is the lead person responsible for delivery?** |
|---|---|---|---|---|---|---|
| 2.1 | Raising awareness of equality and human rights issues throughout the employee population | • Employee "Diversity in the workplace" module is mandatory compliance training<br>• Develop further training to support equality and human rights | • Employee induction completed<br>• Numbers attending courses | All employees will have knowledge and understanding of their legal obligation and their rights enabling them to understand and adopt best practice | January 2017 (Achieved)<br>Ongoing - 2019 | Head of HR<br><br>Learning and Development Manager |
| | | Staff development programmes continue to feature equality training on staff development conference days. | Staff attending training will be surveyed to obtain feedback on the impact of training | Staff's knowledge and skills in dealing with equality issues are improved or maintained. | Ongoing<br><br>Annual event | Equality and Diversity Education Activity Sub- Group |
| 2.2 | Learner equality and human rights awareness raising | • Learner induction<br>• Information available on Moodle and student handbook | • Learner induction delivered<br>• Numbers attending courses | Awareness of equality and human rights expectations | 2017<br>2018<br>2019 | Equality and Diversity Education Activity Sub- Group |

| Number | Output | What are the Specific Actions or Key Activities required in achieving the Outcome? | What are the measurements for achieving the Outcome? | Impact or Success measure (evidence) | What is the timescale for delivery? | Who is the lead person responsible for delivery? |
|---|---|---|---|---|---|---|
| 2.3 | Challenging unacceptable attitudes and behaviour | • Develop Hate Incident reporting forms and system<br>• Develop campaign to raise awareness of Hate Crimes<br>• Analysis of Hate Incidents reported | • Hate Incident forms and systems set up<br>• Hate Incident campaign delivered<br>• Hate Incidents analysis informs further actions | People better recognise Hate Crimes and incidents and feel confident reporting them | January 2017<br><br>June 2018<br><br>Ongoing | Deputy Company Secretary<br><br>Student Experience Manager<br><br>HR Business Partners |
| | | • Analysis of employee equality related grievances<br>• Analysis of learner equality related complaints | Actions defined and implemented from analysis | Awareness of RISE values, the behaviour that underpins this and how to report unacceptable behaviour | 2017/19<br>2017/19<br><br>Continuous cycle | Equality and Diversity Education and HR Activity Sub- Groups<br><br>Trade Unions<br><br>SRUCSA |
| | | Supporting Equality Representatives from Student Experience Committee | Active Equality Representatives | Equality Representatives influencing and supporting Equality and Human Rights work | Ongoing | Student Experience Committee<br><br>HR Business Partner |
| | | To develop an effective anti-bullying strategy in conjunction with SRUCSA | Campaign developed and rolled out | Reduce the incidences of bullying both face-to-face and online | Ongoing | Student Experience Committee<br><br>SRUCSA |
| | | Supporting Liberation Officers from SRUCSA | Active Liberation Officers | Liberation Officers influencing and supporting Equality and Human Rights work | March 2017 (Achieved)<br><br>Ongoing | SRUCSA<br><br>HR Business Partner |

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| | | The preparation and implementation of an annual programme of events to celebrate and promote inclusion and diversity events throughout the year | An annual programme of events that will help to promote understanding and foster good relations between groups | Greater understanding of equality, diversity and inclusion issues by learners | Annually | Equality and Diversity Education Activity Sub- Group |
| 2.4 | Employee and learners surveys feedback | • Include equality and human rights in employee and student surveys<br>• Employee and learners exit questionnaires include equality and human rights<br>• Analysis of the surveys and exit questionnaires | Employees and student surveys feedback and exit questionnaires analysis informs further actions | • Employees and learners confident to give feedback<br>• Informed and evidence based decision making | 2019<br><br>2021 | Equality and Diversity Education Activity Sub- Group<br><br>HR Activity Sub-Group |
| 2.5 | Engagement and involvement in decision making | Develop and implement a more effective employee, learner and stakeholders engagement Strategy | • Protected characteristic employee and learner support networks set up<br>• Stakeholder engagement mechanisms developed | Improved involvement of employees, learners and stakeholders from different backgrounds and protected characteristics in shaping college services for all | Ongoing | Equality and Diversity Education Activity Sub- Group<br><br>HR Activity Sub-Group |

| **EQUALITY OUTCOME 3:** | ***Learners and employees from all backgrounds achieve high levels of success*** |
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The **Equality Act 2010 Public Sector Equality Duties** the **Equality Outcome** mainly supports is (1) eliminate unlawful discrimination, harassment and victimisation, and other prohibited conduct and (2) advance equality of opportunity between people who share a relevant protected characteristic and those who do not. The **Equality Outcome** and relates to all protected characteristics.

This **Equality Outcome** will contribute to the following **SRUC Strategic Aims**:

- Be a top UK agriculturally focused HEI with increased global links and impact
- Create a new FE/HE model for Scotland with innovative delivery of academic and practical expertise to enhance articulation and progression opportunities

| **Number** | **Output** | **What are the Specific Actions or Key Activities required in achieving the Outcome?** | **What are the measurements for achieving the Outcome?** | **Impact or Success measure (evidence)** | **What is the timescale for delivery?** | **Who is the lead person responsible for delivery?** |
|---|---|---|---|---|---|---|
| 3.1 | Annual employee information report | Information by protected characteristics of employees on<br>• the number of employees<br>• the recruitment of employees<br>• the development (promotion, job re-evaluations included) of employees<br>• retention of employees | • Data fields of protected characteristics are created<br>• Employee input of their personal information<br>• Collection and analysis of Information | • Equality of opportunity throughout employee journey<br>• Actions defined and implemented from analysis | First report 31 March 2017 and annually using financial calendar thereafter | Equality and Diversity HR Activity Sub-Group |
| | | Information by protected characteristics of employees on<br>• Employee Induction<br>• Other training attended<br>• Sponsored education | • Data fields of protected characteristics are created<br>• Collection and analysis of Information producing a training report | Equality of opportunity throughout employee journey | March 2017 (Achieved)<br><br>Annually thereafter | Learning and Development Manager<br><br>HR Information & Systems Coordinator |

| Number | Output | What are the Specific Actions or Key Activities required in achieving the Outcome? | What are the measurements for achieving the Outcome? | Impact or Success measure (evidence) | What is the timescale for delivery? | Who is the lead person responsible for delivery? |
|---|---|---|---|---|---|---|
| | | Information by protected characteristics of employees on<br>• Grievances received<br>• Capability reviews<br>• Disciplinary hearings<br>• Absence management | • Data fields of protected characteristics are created<br>• Collection and analysis of Information producing a report | • Equality of opportunity throughout employee journey<br>• Actions defined and implemented from analysis | March 2017 (achieved)<br><br>Annually thereafter | Equality and Diversity HR Activity Sub-Group |
| 3.2 | Annual learners information report | Information by protected characteristics of learners on<br>• Admissions<br>• Progression<br>• Completion<br>• Success | • Data fields of protected characteristics are created<br>• Collection and analysis of Information producing a report | A greater understanding of the correlation between protected characteristics and access and performance at college. Better targeted support and planning of positive action to help any disadvantaged groups. | First report 31 March 2017 and annually using academic calendar thereafter 2017 | Equality and Diversity Education Activity Sub- Group |
| | | Information by protected characteristics of learner on<br>• Education provision<br>• Disciplinary hearings<br>• Exclusions<br>• Assess to benefit, facility or service<br>• Reasonable adjustments | • Data fields of protected characteristics are created<br>• Collection and analysis of Information producing a report | • Equality of opportunity throughout learner journey<br>• Actions defined and implemented from analysis | 2017 Annually using academic calendar thereafter 2017 | Equality and Diversity Education Activity Sub- Group |
| **Number** | **Output** | **What are the Specific Actions or Key Activities required in achieving the Outcome?** | **What are the measurements for achieving the Outcome?** | **Impact or Success measure (evidence)** | **What is the timescale** | **Who is the lead person responsible for delivery?** |

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| | | | | | **for delivery?** | |
| 3.3 | Gender Pay Information Report | • Collection and analysis of gender pay information | • Collection and analysis of information producing a report | • Gender equality of opportunity<br>• Actions defined and implemented from analysis | March 2017 (Achieved)<br>2019<br><br>2021 | Equality and Diversity HR Activity Sub-Group |
| | Take positive action with other organisations to promote careers to the gender minority where there is a gender bias currently | • Deliver the Athena SWAN Action Plan<br>• Robust Self Assessment Team | ECU Bronze award | Increased recruitment and success rates for the gender minorities with rates reaching those of the gender majority before 2021 | 2019 | Athena SWAN Self Assessment Team<br><br>Athena Swan Operations Manager (on appointment) |
| | | Deliver the ECU "Attracting diversity: Equality in student recruitment in Scottish Colleges" – gender imbalance in Veterinary Nursing and land based engineering Attracting Diversity Project | Development and implementation of actions agreed with ECU | Increased recruitment and success rates for the gender minorities with rates reaching those of the gender majority before 2021 | 2019 | Student Experience Committee<br>Equality and Diversity Education Activity Sub- Group |
| | | Deliver the SFC Gender Action Plan | Analysis and implementation of the SFC targets | There is gender equity for learners | July 2017 | Equality and Diversity Education Activity Sub- Group |
| 3.4 | Equal Pay Statement on Equal Pay and Occupational Segregation | Collection and analysis of Equal Pay and Occupational Segregation information between:<br>• women and men<br>• disabled people and non-disabled people<br>• people in a minority racial group and people who are not | Develop equal pay statement on Equal Pay and Occupational Segregation | • Reduced equal pay and occupational segregation<br>• Reducing workforce underrepresentation | March 2017 (Achieved)<br><br>2021 | Equality and Diversity HR Activity Sub-Group |
| **Number** | **Output** | **What are the Specific Actions or** | **What are the measurements for** | **Impact or Success measure (evidence)** | **What is the timescale** | **Who is the lead person** |

| | | **Key Activities required in achieving the Outcome?** | **achieving the Outcome?** | | **for delivery?** | **responsible for delivery?** |
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| 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 | Deliver Modern Apprenticeship Equality Action Plan | • Actions from action plan achieved<br>• Attendance, progress and success rate monitoring | Increased success rates for learners attending from areas of multiple deprivation, with rates reaching those of the general learner population before 2021 | Ongoing monitoring and annual analysis of recruitment, retention and attainment. | Equality and Diversity Education Activity Sub- Group |
| | | Implement the Access and Inclusion Strategy | Attendance, progress and success rate monitoring | All learners have access and inclusion | Ongoing monitoring and annual analysis of recruitment retention and attainment. | Equality and Diversity Education Activity Sub- Group |
| | | Widening access and articulation to education provision | Attendance, progress and success rate monitoring | | Ongoing monitoring and annual analysis of recruitment retention and attainment. | Equality and Diversity Education Activity Sub- Group |