

Scotland's Rural College (SRUC)



SRUC

Public Sector Equality Duty Reports 2021 - Summary



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.

We employ approximately 1,300 staff located primarily across Scotland. We also have approximately 5,000 students using different modes of attendance and across all levels of study from apprenticeships to post-graduate students.

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 have experience of the criminal justice system, care experienced and carers.

Our aim is to be totally inclusive and can be summarised using our Values: **RISE**.

- **Respect** everyone's contribution
- **Innovate** for success
- **Support** each other
- **Excel** in everything we do



We have produced reports which meet our obligations under the Public Sector Equality Duty requirements of the Equality Act 2010. 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.**

These reports provide an update on our Equality Outcomes, on how we embed their progress in to the organisation and the impact they have had; on our gender pay gap and also the position more generally in terms of equal pay and the impact of occupational segregation on pay (specifically regarding gender, disability and race).

The Equality Outcomes are used to provide a focus and structure for the actions that we commit to taking over the next four years.

Equality Outcomes 2017 – 2021 Progress

Our progress towards the Equality Outcomes in place since 2017 also demonstrates how we have embedded (mainstreamed) our equality related activity.

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

We put in place the following :

- **A dedicated Equality, Diversity and Inclusion (EDI) position.**
- **A new, strengthened EDI body with greater reach throughout the organisation.**
- **Revised reporting arrangements at all levels including executive and board.**
- **The achievement of a 50/50 gender split on our board**
- **A new SRUC Board “EDI Champion”**
- **A British Sign Language Action Plan**

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:

- **We are raising awareness through increased equality based communications including the creation of topic specific blogs and Yammer channels with content including all protected characteristics.**
- **We provide learning and information on Equality, Diversity and Inclusion for staff and students and embed inclusive teaching (one of two pillars within the Learning and Teaching Enhancement Strategy)**
- **We incorporate adjustments in learning and working where necessary using Equality Impact Assessments to ensure policies, procedures and practice meet the requirements of the Public Sector Equality Duty.**

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

- **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.**
- **We understand the characteristics of our student body and take forward actions which consider this.**
- **We have specialist support roles to assist students with particular challenges e.g. disability, caring responsibilities to complete their studies.**
- **Our employee recruitment process has been developed with improved monitoring and guidance and support for those involved in the process.**
- **We gather demographic details from our staff and use these in the development of action plans.**
- **There is support in place for employees to allow them to develop their knowledge of equality, diversity and inclusion. Employees are also supported to benefit from equality of opportunity and deliver their best performance through our Making Performance Matter process.**

Equality Outcomes 2021–2025

This third set of Equality Outcomes builds on those that have gone before and 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.

We acknowledge that this is a longer term aspiration, the focus of which will change slightly over time as we progress.

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

- **The Executive Leadership Team will sign off a new Equality, Diversity and Inclusion Strategy**
- **The organisation leadership will actively participate in externally led equality initiatives e.g. Scottish Government, Scottish Funding Council, Universities UK**

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.

- **Equality Impact Assessment (EIA) training to employees**
- **We will promote the EIA process among managers to ensure alignment with the new process and consistent application and completion**
- **We will continue to review and implement the actions contained within established documents such as the British Sign Language Action Plan and Corporate Parenting Plan**
- **Employee networks covering all protected characteristics will be developed using the model of the Rainbow Staff Network**
- **A timetable of general employment and equality related policy development is developed and undertaken with the trade unions**

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.

- **Equality, Diversity and Inclusion in Learning and Teaching training will continue to be embedded in academic staff development programmes.**
- **Programmes are supported to assess and develop their curriculum for inclusive teaching through the Curriculum Review process.**
- **We will introduce a new blogging platform with an emphasis on equality and diversity**
- **We will ensure our prospectus case study and imagery content is inclusive of all backgrounds.**
- **We will formalise the procedure and produce guidance for organising public events to ensure gender balance in speakers and hosts**

Equal Pay

There are sound business as well as legal reasons for implementing equal pay. It sends positive messages about how we respect and value the individual contribution employees make to the success of the organisation and it is good management practice to embed fair and non-discriminatory systems which will minimise risk and maximise the potential of the organisation.

For the first time we have published detail relating to our disability and ethnicity pay gaps as well as our gender pay gap. To do this we use the statutorily established calculations. The full details are available [here](#). Key points are:

- **Our Gender Pay Gap is 16.42% (mean) and 20.09% (median)**
- **Our Disability Pay Gap is 8% (mean) and 9% (median)**
- **Our Ethnicity Pay Gap is -3% (mean) and -3% (median)**
- **The figures relating to disability and ethnicity exclude the salary information of those who chose not to respond or indicated “prefer not to say”.**
- **The small numbers relating to specific ethnicity categories mean that it is not appropriate to publish that pay data in full. White UK encompasses British, Scottish, English, Welsh and Northern Irish.**

As we have several years of gender pay gap information we can see progress:

	2021	2020	2019	2018
Mean Gender Pay Gap %	16.4%	18%	18.33%	18.40%
Median Gender Pay Gap %	20.09%	23.72%	24.86%	27.30%

Note: 41% male, 57% female, 2% indicated other (2021 data).

From looking at the occupational segregation position ie the distribution of people across and within occupations and jobs key points of learning are noted below. Vertical segregation (reviewed across grades):

- **In 2021 women held 46% of senior roles (Grade 3 and above) despite being 57% of the workforce (increased from 39% in 2017)**
- **In 2021 employees declaring a disability make up 6.6% of our workforce and 6% of staff at Grade 3 and above. The indication therefore is that there is no evidence of vertical segregation among employees with a disability.**
- **The distribution of our white employees is more even across the grades whereas BEM and employees from other ethnic backgrounds are skewed more towards the higher grades with the highest representation being in the middle grades 4 and 5. There would appear therefore not to be any vertical segregation relating to ethnicity and the ethnicity pay gap information would support this.**

Horizontal segregation (reviewed across functional areas):

- **There is an ongoing gender based horizontal segregation at a level beyond that of divisions, particularly within our Academic Division.**
- **The Academic Division is where the majority of our employees who have declared a disability work and also where the majority of our non-UK White employees work – 138 of 208 (66%). This potentially is influenced by our international scientific reputation as well as the recruitment processes we use.**
- **Within our Commercial Division the level of representation of disabled employees is 4%, lower than the overall figure of 6.6%. There are also no Black and Ethnic Minority employees based here which is an area for further investigation and action.**



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

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