# MAINSTREAMING AND EQUALITIES OUTCOMES REPORT 2017-2019

# April 2019

# Contents

# Foreword - Principal and CEO

Equality is embedded in SRUC's vision, mission and values, and is expressed in how we are moving our organisation forward to being a new enterprise university at the heart of the rural economy. Our restructuring into Faculties is geographically inclusive. Our approaches to reinvigorating our employee and student experience are based firmly around their needs and supporting all to realise their ambition. We have put in place significant strategies and action plans that reflect our drive for inclusion and fairness, including a focus on improving employee and student health and wellbeing, addressing gender inequalities, increasing accessibility through British Sign Language and combatting modern slavery. We are on an important journey of ensuring improved outcomes for all.

Our policies and practices continue to support our corporate aims of eliminating discrimination or unfairness and the advancement of equality of opportunity throughout SRUC.

We prioritise working closely with our Student Association, SRUCSA, whose role is to ensure that SRUC students have the best possible student experience by building our community whilst promoting a culture of confident and successful learners. We aim to achieve this by harnessing opportunities for students to enhance their student experience with effective communication, representation and engagement. Through our class representatives, liberation/campus officers/sabs, we represent a collective student voice that runs Awareness Campaigns promoting Equality, Diversity, Access and Inclusion.

We are recognising our responsibilities from Executive level through to the organisation's grass roots, in both strategic and operational terms. We are pleased with what has been achieved, whilst recognising more needs to be done to embed equality and diversity in all that we do. We look forward to continuing to build on our achievements, focussing on new areas while anticipating the needs and aspirations of our employees, students and stakeholders across Scotland.

Professor Wayne Powell

Principal and Chief Executive

# Introduction and Context

## SRUC and the Public Sector Equality Duty

The **Public Sector Equality Duty (PSED)** 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.

Mainstreaming equality is how SRUC makes the three parts of the Public Sector Equality Duty integral to all the functions. The Scottish specific duties require SRUC to report on the progress made to make the Public Sector Equality Duty integral to the exercise of our functions: to mainstream equality. The first mainstreaming report on progress was due on 30 April 2013 and every subsequent two years.

The Scottish specific duties require that SRUC takes steps to gather employee information annually and, if not reported elsewhere, report this information within their mainstreaming report. SRUC must also report on progress made in using employee information to better perform the Public Sector Equality Duty i.e. what has been gathered, analysed and used to achieve the three aims of the Public Sector Equality Duty for employees.

**SRUCs' commitment to equality, diversity and inclusion is a key factor in our approach to:**
- o Attracting the best students and employees for the institution
- o Achieving excellence through unlocking the potential of our employees and students
- o Providing SRUC with competitive edge in a challenging global marketplace
- o Developing an inclusive leadership approach

**For our employees this means:**
- o Fair treatment and equal access to career opportunities and workplace activities
- o Genuine engagement; being actively involved and listened to
- o Diversity in our approach to working life

**For our students this means:**
- o Wider access to educational opportunities
- o Increasing satisfaction ratings; a better student experience for all
- o Modernising our curriculum and delivery model

SRUC has the following expectations of our employees, managers/leaders and students:

**Employees will:**

- o be familiar with the terms of the Equal Opportunities and Diversity Policy, and apply its underlying principles in their day to day work.
- o report any incidents which fall below the standards expected, and respond sensitively to incidents which fall within that category.
- o co-operate fully with any measures taken to ensure equality of opportunity within SRUC.

**Managers will:**

- o Lead by example, ensuring the Policy is applied in its entirety within designated areas of responsibility, and take steps to increase awareness of the standards expected.
- o Take all steps to ensure that their actions and decisions do not contravene the policy in any way.
- o Take a lead role in positive action by way of ensuring equal opportunity is fostered, developed, maintained and enhanced in all areas of work activity.
- o Identify and address any incidents whereby a failure to adopt the expected standards is evident.
- o Review all processes and procedures within designated areas of responsibility to ensure they adopt good practice in the provision and promotion of equality.

**Students will:**

- o behave in a responsible manner, and be considerate to others at all times.  (Details can be found within the relevant section of the students' handbook).

**Human Resources Team will:**

- o Actively encourage staff to participate in staff development programmes that include the promotion of effective equal opportunities and diversity practice.
- o Ensure that all legislative requirements are embedded within SRUC policies and procedures as required.
- o Ensure that all SRUC staff receive appropriate equal opportunity training.
- o Provide guidance and support to managers and staff where issues of concern are reported, assuming a lead role in any related investigations.

## SRUC Policy Statements

Our key policy statements, of relevance here, include:

**EQUAL OPPORTUNITIES POLICY STATEMENT:** It is the policy of SRUC to provide equality of opportunity for all applicants for employment and for all its employees. This policy of equal opportunity will apply regardless of a person's gender, age, marital status, parental status, race, colour, nationality, ethnic origin, religious beliefs, HIV status, sexual orientation, gender identity, gender reassignment, transexualism or physical or mental disability, or any other inappropriate distinction. SRUC is committed to the development and use of employment procedures and practices, which do not discriminate and which will provide genuine equality of opportunity for all employees.

**DISABILITY POLICY STATEMENT:** SRUC is committed to a positive and pro-active approach to people who have a disability/learning difficulty (e.g. a physical disability, sensory impairment, medical condition, learning difficulty or mental health condition). SRUC would seek to enable employees with any such disability/learning difficulty successfully to pursue their work in equality with all other employees, through recognition of the additional support they may need to achieve this. SRUC is committed to the Disability Confident and Double Tick Disability Process and guarantees an interview

to people with disabilities who meet the essential criteria for a job vacancy. Human Resources will monitor compliance with this commitment.

**In relation to applications from disabled applicants:** SRUC believes in equality of opportunity and freedom from discrimination for all its current and potential employees and strives to be a leader in the provision of this basic right and has accordingly made a commitment to improve employment opportunities for people with disabilities. SRUC is an accredited member of the Department for Work and Pensions Disability Confident and two ticks symbol 'Positive About Disabled People' in recognition of our commitment to meet the essential five criteria regarding the employment, retention, training and career development of disabled employees. This means that SRUC has undertaken to guarantee an interview to all applicants with a disability who meet the essential requirements of the job as contained in the person specification and will take all reasonable steps to meet any special requirements individuals invited to interview may have. Candidates are asked to inform Human Resources if any adjustments or support are required for interview, or whether any adjustments or adaptations may help overcome operational difficulties presented by the job. Although disabled applicants are not obliged to inform employers of their disability they will still be covered by the Equality Act 2010 once their disability becomes known.

**DIGNITY AT WORK POLICY:** sets out the responsibilities for managers and employees in ensuring that SRUC's working environment is free from discrimination, bullying and harassment. SRUC is an Equal Opportunity employer, committed to treating every employee with dignity and respect. It is committed to the prevention of unlawful discrimination in its working and learning environment and encourages a culture where harassment and bullying are unable to thrive. It is SRUC policy to ensure that all employees have equality of opportunity in their terms and conditions of employment and are able to work in an environment free from discrimination, harassment and bullying.

Tables 1 & 2 provide summary information on the numbers of disciplinary investigations carried out and grievance complaints raised in SRUC in the reporting period (2017 – 2019). Table 3 details the number of requests for flexible working patterns received from SRUC employees in the same period.

**Table 1: Disciplinary Investigations and Outcomes 2017-2019**

| 2017 | M | F | Total | |
|------|---|---|-------|---|
| | 6 | 2 | 8 | 1 Final Written Warning; 1 regrading; 1 counselling; 3 resignations; 2 concluded informally |
| 2018 | M | F | Total | |
| | 5 | 1 | 6 | 1 dismissal; 1 Written Warning; 1 redeployment; 3 concluded informally |
| GT | 11 | 3 | 14 | |

**Table 2: Grievance Complaints 2017-2019**

| 2017 | M | F | Total | |
|------|---|---|-------|---|
| | 3 | 5* | 8 | * includes 4 informal complaints |
| 2018 | M | F | Total | |
| | 4* | 7** | 11 | *includes 2 informal complaints; ** includes 5 informal complaints |
| GT | 7 | 12 | 19 | includes 11 informal complaints |

**Table 3: Flexible Working Pattern Requests 2017 – 2019**

| Number of applications | Gender | Approved/ Rejected | Division |
|---|---|---|---|
| 54 | 10 Male<br>44 Female | 53 Approved/1 Rejected | Consulting: 13 Education: 27<br>Prof Services: 6 Research: 8 |

**SRUC ACCESS & INCLUSION POLICY STATEMENT:** SRUC is committed to offering an appropriate curriculum to a wide range of prospective learners and aims to provide systematic and efficient support services enabling all students to access the curriculum. We endeavour to ensure that our provision and structures respond as far as possible to the diverse needs of students from a wide range of circumstances, including those with specific learning difficulties, physical and mobility difficulties, rural isolation, social disabilities, sensory impairments and medical conditions and also those who are carers or care experienced. We aim to support all students but with particular focus on protected characteristics and widening participation. We offer a comprehensive approach to Access and Inclusion by ensuring that we respond to our students' needs as outlined below:-

o Be accessible and welcoming to current and prospective students.
o Provide information to prospective learners, enrolled students and external agencies about the curriculum and support that we can provide.
o Provide as far as possible, the environmental conditions and the necessary support for all learners to achieve success in their studies
o Consult and liaise with relevant organisations in planning programmes and arranging support, and also with learners in planning individually tailored programmes and support where possible.
o Take account of all prospective learners and learning needs in the local community and design appropriate programmes to match.

## SRUC's Mission, Vision and Values

We now make direct reference to **SRUC's Mission, Vision and Values** as these have significantly changed since our 2015-17 report:

**SRUC Mission, Vision and Values Statements:**
https://www.sruc.ac.uk/info/120393/our_mission_vision_aims_and_values (accessed 04.04.19).

The text below represents our current version; given our evolving strategic direction, the text is "live" and is in the process of being revisited.

> **SRUC's Mission:** *To drive the future needs of a dynamic, innovative and competitive rural sector in Scotland and to solve the biggest global agri-food challenges.*

SRUC, in focusing on solving agri-food challenges, is delivering directly to the overall Scottish Government priority of *inclusive economic growth*, and to two Scottish Government National Performance Framework (NPF) Outcomes of *"tackling significant inequalities in Scottish Society"* and supporting *"communities that are inclusive, empowered, resilient and safe".* Further, we are delivering to the UN's Sustainable Development Goals (SDGs), with our research, teaching and consulting work on the environment, economy and society, which includes improvements in human health and wellbeing. Through our outreach across Scotland – on our six campus sites and through

our 23 Farm and Rural Business offices – we are maintaining a real, live presence that supports Scotland's rural communities, and are addressing the present and future skills needs of the rural economy through ensuring that learners from all backgrounds have the opportunity to increase their skills, confidence and employability.

**SRUC's Vision:** *To be a unique, market-led and mission diverse 21st Century rural university.*

We focus on ensuring that our students are work-ready and integrated into society, by building strong and effective relationships with industry and those employers who can welcome them into the workplace in diverse settings (including in parts of our business). We give parity of esteem to all learners – whether at Entry Level or postgraduate and PhD, ensuring respect for learners' choices and career pathways, in order to maximise inclusion and self-worth. Our diverse offering is deliberately designed to extend our reach to a diverse rural, and increasingly urban, community, who wish to engage with food, rural and countryside management issues in local and global contexts. To deliver this inclusive approach, we deploy "the Scottish system" that brings together research, teaching and consulting into a blended and collaborative way of working. In the past two years, through development and roll out of a new structure and vision, we have ensured that colleagues are far more interconnected with one another, respectful of how we work across the business and geographies (i.e. rather than a core-periphery model), with a focus on engaging staff and listening to their concerns, views and ideas.

**SRUC's Values: Respect, Innovate, Support and Excel ("RISE").**

SRUC introduced four values which are embedded into our daily work across the business: "We RESPECT everyone's contributions, INNOVATE for success and SUPPORT each other to EXCEL in everything we do". These values were identified by employees as those they felt were most important to our organisation. They reflect our ethos and underpin an environment that inspires and supports all employees to give their best and feel proud to work for SRUC. RISE provides direction for all levels across all areas of SRUC, and as such the values have been placed at the core of everything we do. They are particularly important in areas such as leadership, performance, personal development, engagement and communication.

## SRUC: Additional context and background

SRUC is a unique organisation founded on world class and sector-leading research, education and consultancy. As a Higher Education Institution, we have specialist expertise in Education and Research and offer unrivalled links with industry through our Agricultural Business Consultants. We have a USP of covering SCQF Level 3-12 (i.e. Access Courses through to PhD): https://scqf.org.uk/all-resources/

SRUC's principal purpose is to advance education, science, research and environmental protection and improvement in the rural and land-based industries, both domestically and internationally. The commercial consultancy, skills training and research activities are undertaken through SAC Commercial Limited. References to "SRUC" in this specification includes both SRUC and SAC Commercial Limited.

SRUC employs approximately 1,300 staff operating from 6 campuses, 8 farms, 25 consulting offices, 6 research centres and 8 veterinary surveillance centres located primarily across Scotland.

As SRUC shapes up for a new era of significant change, moving towards becoming an enterprise university embedded in the rural economy, our sustainable growth will be underpinned by the development, management and delivery of excellence in research and teaching that both support and enable organisational transformation and contribute to SRUC meeting its ambitions: to advance the rural economy of Scotland while increasing its international impact and influence.

SRUC's footprint covers the whole of Scotland, from Shetland to Stranraer (see Map below), with our combination of campuses, veterinary surveillance centres, farms, and farm and rural business advisory offices. These are all embedded in Scotland's rural, town and city communities, as are the employees and students who work and study at SRUC.
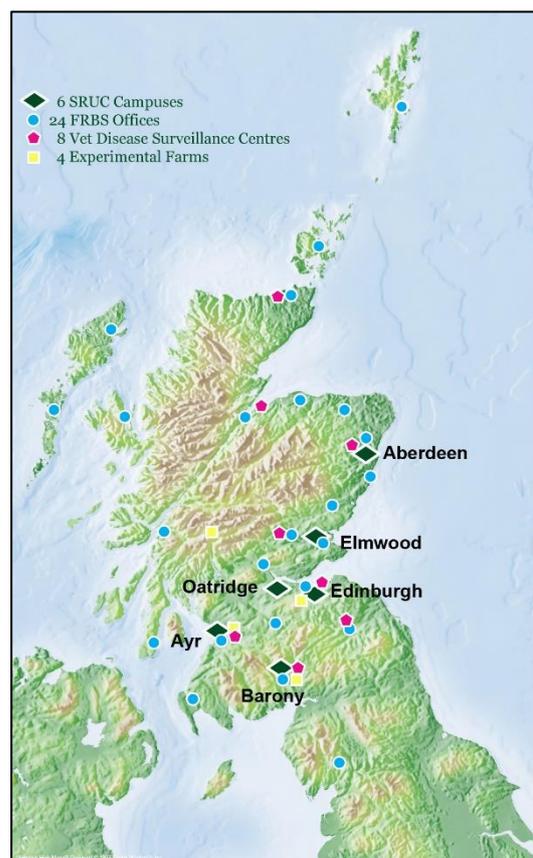


SRUC is in the process of restructuring into three Faculties (North, Central and South and West), in order to serve better our multiple stakeholders across Scotland in a way that recognises geographical and cultural differences, needs and opportunities. We reach 75% of farms in Scotland, we work with multiple industrial sectors, and we engage with policy, public and third sectors in order to ensure impact of our collective work. In all these areas, we focus on issues that ultimately affect the health and wellbeing, and therefore life chances, of rural and urban populations. Hence our core focus as an organisation is on inclusion, resilience and wellbeing.

Across Scotland, we have over 1,300 employees spread across teaching, research, consulting, professional services. In the past two years of initial restructuring, (for example, shifting from two Divisions of teaching and research into one Academic division plus bringing some Consulting activities

under the Academic Division 'umbrella'), we are already seeing more cross-organisational integration, with clearer (and more diverse) progression opportunities emerging for employees and students.

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. Again, our emphasis is on parity of experience, ensuring our provision is inclusion and fits the chosen route of each particular student across our campus locations. We are also deeply committed to meeting the needs of a diverse backgrounds of students, be that socio-economic, some with learning disabilities, those who come from the criminal justice system (ex-offenders), care experienced and carers, etc.  We offer multiple formal and informal opportunities for students to disclose their individual circumstances including via a discrete email address studentsupport@sruc.ac.uk which can be used prior to application.  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.

Students experience our educational offering at six campus sites across Scotland. Our national coverage reflects our on-going commitment (through our estate) to geographical and socio-economic inclusion, by enabling students – where possible - to study close to home, particularly those on lower incomes, and enabling employees to work locally in rural locations.

SRUC's Outcome Agreement (August 2018) can be found here:
http://www.sfc.ac.uk/web/FILES/outcome-agreements-1819/SRUC_Outcome_Agreement_2018-19_FINAL.pdf

## SRUC Governance Approach

SRUC is a company limited by guarantee, a charity, a Scottish Higher Education Institution (HEI) and a public body. As such it has various obligations, particularly the *Scottish Code of Good Higher Education Governance (2017)*. Recognising our various obligations, and as an institution, we identified gender diversity as a priority area of compelling need, and hence it is a key area of focus within the organisation. This perhaps reflects the make-up of the agricultural sector (predominantly male) and the more traditional gender roles which tend to persist in rural areas.

Therefore, reflecting the *Scottish Code of Good Higher Education Governance (2017)*, SRUC can report the following governance progress:

- **SRUC Board non-Executive Directors (NEDs):** Nov 2016: 20% female; April 2019: 42% female.
- **SRUC Executive Leadership Team (ELT):** March 2018: 0% female; April 2019: 29% female.

We have also generated deliberate progress within our new structures, representing a substantial change from July 2018 where there were 14 Committees with only one female chair plus two of the most senior committees having no female members.

We can report that in April 2019, we have:

- Senior Leadership Team: composed of 8 female and 7 male members, chaired by a female;
- SRUC restructuring towards three Faculties: one third female amongst new Faculty Deans; new Head of Research and new Head of Learning and Teaching are both female, who will also be members of the new Academic Leadership Team.
- Equality, Human Rights and Inclusion Committee (EHRIC): female chair, 5 females, 3 males. The female chair is also a member of SRUC's Executive Leadership Team (ELT), with ELT itself comprised of 2 females and 5 males.

**Mainstreaming:** in addition to deliberate structural changes at Board, ELT and Committee levels, we have introduced a number of changes in the past two years which have focused on gender (and beyond) mainstreaming to ensure an increase in inclusion experience for employees, students and for stakeholders who visit our premises. These include the following initiatives:

- SRUC Student Association (SRUCSA): a more inclusive, gender-balanced approach with the introduction of four Liberation Executive Officers for: Women, Disability, LGBT and Mental Health.
- SRUC now offers visible, proactive but discrete student support service that enables disclosure, irrespective of the protected characteristic; non-judgemental and confidential.
- **Attracting Diversity:** SRUC participated in the Advance HE (formerly ECU), Scottish Funding Council funded "Attracting Diversity" project from 2015 to 2018 and this is reported on in the Mainstreaming & Equalities Outcomes report 2015-2017.   Primarily focussing on addressing gender imbalance in our Vet Nursing higher education (HE) provision, our work will be incorporated into a final sector report and summary reports, as submitted to Advance HE in May 2018, available here. One example is the poster used at the Festival of learning end of project conference at Dynamic Earth June 2018.
- **Moodle assistive technology:** Our students have access to various accessibility tools to help them with their learning. They can use these tools in our virtual learning environment (Moodle), on the SRUC Student Desktop and online. The tools can convert speech to text, text to speech, and allow students to change background and font colours, apply overlays and use reading rulers. We encourage all students to use these tools to support their learning if needed, regardless of disability.
- **Student Liaison Committees:** chaired by a member of the SRUC Board,  these bring together all class reps at each campus twice a year.  Their purpose is to provide the opportunity for strategic level discussion with a wider representative group of students and equality and diversity is a standard item.  Equality and Diversity is also a standard agenda item on the Student Support and Engagement Committee which has student  support and teaching staff as well as student representatives on its membership
- **SRUC-SRUCSA Student Mental Health Agreement 2018 – 19:** SRUC views the health and well-being of its students as a key priority. We want our students to be able to get through their course and time at SRUC in good health, and be supported to develop the skills and abilities to seek help for themselves and others throughout their learner journey. The Student Mental Health Agreement is a means to set our priorities for SRUC to improve and enhance the services and facilities it offers to students. This has been achieved through consultation with the Students' Association and feedback from the Student Survey. The project is supported by the National Union of Students through the 'Think Positive Campaign.' There are six priorities: (1) To identify a dedicated SMHA staff lead at each

campus who will feed into the overall agreement and initiate activities for their local campus/faculty; (2) To survey our students who are in the LGBT+ community focussing on areas of good practice, challenges and areas highlighted for improvement for access to services; (3) To deliver a range of activities throughout the year to help students manage their own health and emotional wellbeing and promote the support available to students throughout the year in a variety of ways; (4) To offer specific targeted support to groups identified from the 2017-18 survey data; (5) To provide wellbeing focused opportunities available to all students at the SRUC Cross Campus Careers Event in February 2019; (6) To design and implement a one mile walking route at each of the 6 campuses for the use of students and staff.

- **People's Strategy** endorsed by ELT (21.09.18) and by Board (26.03.19): **Healthy Learning and Wellbeing "Making a Difference":** SRUC is committed to creating an organisation where employees want to work and students want to study because they feel valued and part of a supportive community; we want employees and students to work in an environment where employees are supported when faced with the challenges of chronic illness or disability. Our strategy is one that adopts a holistic approach to health and wellbeing and its close association with sustainability, equality, inclusion and business performance. October 2018 saw the launch of the new health and wellbeing initiative between SRUC and SRUCSA, *Destination Wellbeing*, which highlights the importance of mental, physical and nutritional wellbeing through a range of events and initiatives, including:
  - **Physical Wellbeing**: Elmwood Golf Course FootGolf Event; Non-Executive director-led walk Edinburgh; Strava groups: walking, running, cycling, swimming.
  - **Nutritional Wellbeing**: Soup Campaign; World Porridge Day; Seasonal Vegetable chart.
  - **Mental Wellbeing**: "Tea and Talk" on World Mental Health Day (with employees requesting further such events).

- **Staff Employee Assistance Programme (EAP):** A 24 hour support helpline from Health Assured to support employees through any of life's issues or problems. Sometimes it can be difficult to balance the pressures of work with the needs of home life. SRUC recognises help is sometimes needed to deal with the challenges you may face in life, both practical and emotional. This is a completely confidential service which can offer support and advice on: Family Issues; Medical Information; Lifestyle Addictions: Gambling: Financial; Relationships; Domestic Abuse; Insurance Claims; Consumer Issues; Debt; Childcare; Work; and Housing.

- **Pulse Survey:** SRUC's "Pulse Surveys" are used to gather feedback on specific issues. In March 2019 we ran a pulse survey about buy-in to our strategic vision. Feedback showed that employees were feeling more positive about the future of SRUC however, there was an overall request for our senior leaders to be more visible. We are currently looking for opportunities to encourage greater engagement between our senior leaders and our various geographical locations.

- **British Sign Language (BSL) Plan 2018:** this has four action areas (1) Widening access to services for BSL users; (2) Staff development; (3) Maximising our Curriculum and Research to support the delivery of the BSL National Plan; (4) Monitoring, Review and Evaluation.
- **Gender Action Plan:** launched in July 2017 as part of the Scottish Funding Council's action to address gender imbalance in further and higher education. Although none of the target subjects are offered currently by SRUC, SRUC has grouped its provision into subject areas and is working to improve the balance in all subjects to reflect a gender balance that does not exceed 75%. This is a long term initiative which recognises the societal stereotyping which is at times prevalent in subjects we offer. As an institution we have a well-balanced male:female student population. However, there are subjects where there is significant imbalance. Nonetheless, initiatives including conscious profiling and focussed promotional activity of the under-represented gender in our subject, with positive examples in the classroom and specific activities with schools, will all contribute. Programmes will now also be required to review their gender splits for applications and enrolments as part of annual monitoring.
- **Gender-Based Violence (GBV):** SRUC has focussed on the support it provides to victims of GBV and has well-established safeguarding and risk assessment procedures. Working with Equally Safe and a consortium of Edinburgh-based Further and Higher Education institutions ("Fearless Edinburgh") has enabled a direction of travel to be established which will manifest in a strategy for the SRUC community. SRUCSA is involved and one of Student Partnership Agreement projects for 2019 and 2020 will be on student awareness –raising, campaigning and by-stander activity. The strategy, once developed, will be owned by the EHRIC.
- **Autism Plan:** see below
- **Procurement strategy, E&D commitment assessment including links to Modern Slavery Statement:** Our recently updated Modern Slavery Act Statement https://www.sruc.ac.uk/downloads/file/3164/modern_slavery_act_statement reflects SRUC's commitment to equality outcomes and our values, focussing on procurement processes, awareness and training.

**Additional protected characteristics**

As stated above, our inclusion priorities are reflective of those who come to us from the rural communities that we serve. However, we are absolutely not complacent and are always seeking new ways to be inclusive. This includes anticipating the needs of students, employees and external stakeholders before they arrive, for example with physical and mental health requirements.

# SRUC Equality Outcomes 2017–2021: monitoring update to 2019

Analysis and review of SRUC Equality Outcomes has been undertaken. The following progress is reported.

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

This **Equality Outcome** will contribute to the following **SRUC Strategic Aims:**
- Build a culture of educational excellence through the development of a Rural Enterprise University;
- 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.

**Delivery 2017-2019:**
- SRUC has put in place a system for Equality Impact Assessment (EIA) via specific Processes and Forms, which including assessing impacts of new Pay and Grading structures. This is particularly relevant to the current restructuring process that we are currently going through.
- SRUC is an accredited Disability Confident Employer.
- SRUC's Education Manual embeds equalities (e.g. gender, additional support needs) within *all* aspects of the Education experience, including: recruitment, assessment, disciplinary processes.
- Unconscious Bias Training is available for all employees.
- Online Compliance Training is required for all employees, covering: Diversity in the Workplace, Safeguarding, Modern Slavery, Bribery, Health and Safety, GDPR and Information Security.
- Safeguarding Training for SRUCSA Officers and Key Staff at each Campus, and for all new-start employees.
- EHRIC: newly-appointed female chair is on ELT and formerly Staff Member on SRUC Board.
- BSL version of Principal/CEO Student Introduction and Welcome.
- Commitment to **Women in Agriculture Taskforce:** https://cultivate.sruc.ac.uk/sruc-principal-joins-new-women-agriculture-taskforce/

As outlined above, our area of compelling need has been gender diversity, hence our primary focus in this area over the past two years. IN our section on Governance (above), we have outlined changes made at Board, ELT, Committee and Mainstreaming, all of which fully deliver towards SRUC's Equality Outcome 1.

# SRUC 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

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

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

It is important to underline the rural context in which we serve as SRUC, since this forms a key component of our rationale for focusing on key areas within SRUC's Equality Outcome 2. In addition to gender inequalities (above), we are also aware of evidence pointing to rural isolation and challenges around mental health and wellbeing, the associated importance of combining a physical presence (through our many centres) with new technologies, as well as catering for the multiple and diverse needs that exist, including a specifically-high level of dyslexia amongst the farming population (25%). In addition, we have put in place a series of steps to ensure that there are ample opportunities created for disclosure (for employees and students) as again evidence shows that there are specific challenges around stigma in rural small communities where lack of confidentiality hampers disclosure. Hence being at SRUC may be the first time that someone has the courage to talk through a particular protected characteristic and we ensure we provide that anticipatory environment, coupled with an enabling and supportive context for them.

**Delivery 2017-2019:**

- Support SRUCSA as a strong voice for student representation.
- Mental Health First Aid Training (MHFA) has resulted in the 131 trained staff/students.
- Actively promote the wide range of health and wellbeing services already available to staff and students, including: (i) Employee Assistance Programme: 24 hour phone line and website; (ii) Occupational Health Support for staff referrals and health surveillance (programme of health checks); (iii) Pre-entry health assessment for reasonable adjustments in working environment
- **Community Connections 3 projects:** SRUC is committed to responsible practices and engagement in our community. Destination Wellbeing was the platform for connecting with our local communities. The north region assisted the RSPB with a beach clean. In the central belt a small group worked to help with SAMH Red Walled Garden. The Redhall Garden is a therapeutic horticulture project in Edinburgh working to improve mental health from gardening and outdoor activities. The service offers placements to adults living in within the City of Edinburgh who have diagnosed mental health problems. The South and West project hosted an event at Barony with a retired farmers group set up by Alzheimers Scotland. Farmers or farm workers retired can often become isolated and lonely. They no longer go to the market and lack opportunities to meet other farmers socially. The retired farming social group was set up, consisting of all people who have worked in agriculture, including people with dementia.
- **Student-specific:**
  - **Black Dog Campaign with out of hours support, plus Shady the Dog:** a student-led campaign in partnership with the mental health charity SANE, which won a Healthy Body, Healthy Mind Award for innovative support for students' mental wellbeing. (Includes @shadythedogSRUC Twitter account set up and managed by SRUC students). Link to award: https://www.sruc.ac.uk/news/article/2351/sruc_student_well-being_project_wins_national_award
  - **Occupational Therapist:** for FE students (2 campus sites) – fast tracked into quicker service/support.

- o **Stress management:** online student support for managing stress.
- o **Transgender support:** reasonable adjustments for transgender students have taken place (see 2 case study examples), and an SRUC policy is in preparation (2019).
- o **Dyslexia in Farming:** as well as being actively supported, SRUC students contributed their expertise to Scotland's "Farming with Dyslexia Working Group", with an Ayr student being the Campaign's first Ambassador.
- o **Barony Learning Space (digital classroom):** SRUC has incorporated an inspiring state-of-the-art Digital Classroom installation, fully equipped with user-friendly interfaces. Teaching and e-Learning departments collaborated in developing high-quality brand of Active Blended Learning (ABL) within Moodle (VLE). Holistically designed digital pre-assessment exercises and formative assessments with frequently used performance criteria, clarified the role of assessment and feedback with students presenting in relation to learning, teaching, independent study and reflection. Link to Digital Classroom Blog: https://learningspace.sruc.ac.uk/
- o **Autism Base (Elmwood College):** for students with Autistic Spectrum Disorders. A facility for school leavers and young people who are not ready to fully access their time-table or full-time mainstream courses. Personalised programmes can be tailored to meet a wide range of student's needs. Space for transition periods that allows students to become comfortable in a college environment. Equipped with Sensory Equipment, Art and Crafts materials, IT facilities with specialist software. The Base/Quiet Space is an environment where students with complex needs can thrive and provides a quiet haven for students with ASD on mainstream courses.
- o **Postgraduate Conference 2018:** session on Equality and Diversity, focused on career pipelines etc.
- **Autism:** a condensed version of *The Scottish Strategy for Autism* (Scottish Government, 2011) was delivered to staff and will be available as an online resource in 2019.
- **Period Poverty:** toilets all resourced, including sustainable resourcing (in combination with SRUCSA); funded by the Scottish Government and the Scottish Funding Council – "Free of Charge. Free of Worry. Period."
- **Resilience Training:** SRUC provided an award-winning, Stress and Anxiety Management training (8 week) course, in partnership with the Playfield Institute, CAMHS and Primary Mental Health Workers (PMHW), in order to normalise anxiety, promote positive coping strategies, and foster post-course outcomes.
- **Thrive** – Horticulture for Wheelchair Users and those with complex needs. This provision reflects the Horticulture Department's Equality and Diversity approach, focused on gender equality, age, mental health, and national identity. There is also a Saturday Morning Allotment Club, where participants learn to grow their own vegetables.
- **BSL Awareness Day:** An Open day was held at Elmwood campus to promote the use of BSL to both staff, students and the wider community. All visitors to the stall were given the opportunity to learn the BSL alphabet and spell and sign their names. The event was reported by Radio Tay along with pictures on their Facebook page and evaluated as a success.
- **Flexible Working Patterns to support wellbeing:** these are accepted from all employees, including (but not only) for parental and caring responsibilities.

SRUC demonstrates a strong readiness to support *all* protected characteristics in a proportionate way as they are presented by employees, students and visitor. Our equalities work thus far reflects the needs of current employees and students, prioritising mental health, some physical adaption and gender identity. As new requirements emerge, we will fully support these and have some plans in place to do so in the coming two-year period, e.g. making all toilet facilities gender neutral, update disability signage, BSL interpretation at the 2019 SRUC Graduation.

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

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

The following examples illustrate our commitment as an organisation. More detail can be found for some examples in the Case Studies section.
- **Student-focussed:**
  - Advanced HE Attracting Diversity Project
  - New Assistive Technology for Students
  - Study Support Centres
  - ContactScotland (BSL online interpreter is being installed on desktops, 2019)
  - SFC Pilot Supporting Transitions – recruitment and retention
  - #ChangeYourPath - **age** as a protected characteristic (particularly as we have many mature students amongst our intake)
  - Student complaints and the E&D that the profile of complainants may bring
  - Student Discipline Policy - more explicit around Protected Characteristics and penalties of not respecting.
- **International Womens' Day:** (IWD) is celebrated annually in SRUC. For example, in 2018 we ran a film making competition on the subject of gender equality with prizes for both staff and students. Films were shared on both the SRUC and SRUCSA Facebook pages e.g. https://www.facebook.com/watch/?v=10156083607275692. In 2019 we ran a circus skills workshop at 2 of our campuses focused on the IWD 2019 theme of **Balance for Better** and footage of participants talking about the pressures of work and home life can be seen at https://www.sruc.ac.uk/news/article/2344/we_have_a_winner
- **International Day of Girls and Women in Science:** in 2019 we featured videos of a number of our female professors talking about their careers which were shared on Twitter and Facebook e.g. https://www.facebook.com/watch/?v=228713064742897
- **Autism Awareness Raising Day:** Training Plan developed for staff (see above).

In addition, SRUC appointed (2018) an **Athena Swan** operations manager who collated E&D data for our 2020 Athena Swan application, combined with awareness-raising amongst employees and students.

We are pleased with progress in our priority areas; however, we fully recognise that this means that we have made less progress in other areas, including a transgender policy, BSL interpreting, physical adaptations at some of our buildings (two of our campuses are fully accessible). We are also in the process of reviewing employee Terms and Conditions, which should give us an improved structure for career development, progression and talent management. Our intention therefore is to increase our focus on these areas in the next reporting period.

# Mainstreaming Equality Report

This section provides evidence of progress made in the journey towards fully embedding Equality, Diversity and Inclusion in our business and working lives. Put simply this means integrating the Public Sector Equality Duties (PSED) into the day-to-day working of an organisation so that every decision is informed by the need to minimise/eliminate discrimination, promote the best possible approach to inclusion and help decrease unfairness in Scottish society (e.g. equality has been embedded into institutional strategy, outcome agreements, departmental plans etc.). Progress has been monitored against the following categories:

## Scottish Government Priorities

SRUC have contributed to the SG National Outcome "Tackling the significant inequalities in Scottish society" through our comprehensive approach to employee and student wellbeing, and specifically through our extensive Healthy Learning and Wellbeing Strategy (see above).

Healthy Learning and Wellbeing Priorities:

1. We will promote the wide range of health and wellbeing services already available to employees and students in SRUC.
2. We will promote ill health prevention and early help with mental wellbeing and will develop coping strategies that enable employees and students to return to work or study after an incident.
3. We want to empower employees and students to recognise and support others who might need help.
4. We must listen to employees and students and direct people to knowledgeable, experienced specialist services, as necessary.
5. At SRUC we are committed to reducing the disability employment gap.
6. Our aim is to promote physical wellbeing, healthier lifestyles and health checks, all of which have a positive impact on the general health of the workforce and student community.
7. A key priority is to improve the capability of line managers to manage teams and tackle issues relating to stressors, rehabilitation and "signposting".

## Scottish Funding Council (SFC) Priorities

**SRUC Access and Inclusion Policy Statement**

SRUC is committed to offering appropriate curriculum choices to a wide range of prospective learners and aims to provide systematic and efficient support services enabling all students to access the curriculum. We endeavour to ensure that our provision and structures respond as far as possible to the diverse needs of students from a wide range of circumstances, including those with specific learning difficulties, physical and mobility challenges, rural isolation, social disadvantages, sensory impairments and medical conditions and also to those who are carers or care experienced.

We aim to support all students but with particular focus on protected characteristics and on widening participation. To this end we aspire to offer a comprehensive approach to Access and Inclusion by ensuring that we respond to our students' needs as outlined below:

- o Be accessible and welcoming to current and prospective students
- o Provide information to prospective learners, enrolled students and external agencies about the curriculum and support that we can provide
- o Provide, as far as possible, the environmental conditions and the necessary support for all learners to achieve success in their studies
- o Consult and liaise with relevant organisations in planning programmes and arranging support; and also with learners in planning individually tailored programmes and support where possible
- o Take account of all prospective learners and learning needs in the local community and design appropriate programmes to match

# Case Studies.

The following brief case studies offer specific examples of SRUC's continued commitment to the process of embedded equality, diversity and inclusion into our daily working practices and decision making processes.

## Staff and Student awareness

For staff and students to be aware of their equality and diversity obligations we recognised that it was not about being able to quote the legislation but about acting in an inclusive way. Therefore, our approach to student induction and keeping teaching and education support staff up to date has become less fact filled and more about attitude and behaviours. A particular emphasis in student induction 2018 was about RESPECT as we wanted to introduce gender based violence in a non-threatening way. We present the certain key themes as a 4Ps poster (introduced Sept 2017) which is designed to make students aware of SRUC role responsibilities:

- **Parent** – Corporate parenting
- **Protect** – Safeguarding
- **Prevent**
- **Prejudice** – Hate crime

Examples: Poster at Teaching and Learning Conference 2017 / 4Ps poster / Staff Teaching and Learning Conference and Student Induction presentations at start of academic year 2018-19.

## Building on legislative requirements

Each year, our Principal welcomes all students via a videoed welcome. As well as addressing the logistics of attending multiple welcomes across campuses, it also means that the video (with transcript) is accessible, and available to all students irrespective of where and how they study. As well as being shown as part of a programme's induction activities, it is made available through the electronic student handbook and displayed on plasmas throughout the campuses during the first few weeks of term one. The Principal's Welcome 2018 was also interpreted in BSL to demonstrate SRUC's commitment to promote BSL.

## Supporting Transitions

In March 2019, SRUC was one of three HE institutions to participate in the SFC funded pilot of the training developed to set out the Principles of Good Transitions. Run by the Association for Real Change Scotland (ARC Scotland), 12 SRUC staff from across all campuses and with either a student support or teaching remit, together with representatives from partner local authorities' social services or education teams, worked through the seven principles which provide a framework for supporting the transition into and from college/university of students with additional support needs. It is now intended to roll out on a campus basis bringing together teaching and support staff. We will highlight the principles as applicable to existing practice (for example; the development of a personal learning/support plan for all students who disclose or are identified has having an additional support need appropriately monitored by a casework team involving appropriate SRUC and external) and identifying where our practice can be further enhanced.

## Annual academic year review of student complaints

In 2017-18 from a total of seven student registered complaints, six complaints were from female students, and one from a male student. Three of these complaints alleged there was an equality issue relating to a protected characteristic. In two cases the complaint was not upheld, and in the third it was concluded that fellow students had discriminated against the student's protected characteristic.

## Student Discipline policy and procedure

This was rewritten in August 2017 to explicitly state that a student's alleged harassment or unfair discrimination of another member of the SRUC community will be investigated as major misconduct. For transparency, the applicable protected characteristics are cited.

## #Changeyourpath

This is a multi-media campaign to encourage mature returners to education. A focussed marketing campaign to promote the SRUC's commitment to making our provision accessible has been underway since February 2018. #Changeyourpath has focussing on role models' stories shared through social media, the SRUC blog and magazine Cultivate and Alumni publications. In addition to highlighting mature returners where possible the profiles also highlight gender imbalanced/non-traditional subject destinations. Applications/enrolment from the mature market for 2018-19 intake indicated there was increased applications from the over 25 year old age group compared with 2017 and significant digital interest in the form of website hits on the mature students' area up 14555% (an increase of 15,000 'hits').

## Transgender student support case studies 2018-19

*Student A* – applied for course identifying as female, attended interview and met with support staff about support for mental health. Several meetings took place to help with their transition into college over the summer period. After 4 visits Student A disclosed that they now wanted to be known as Student A (male). Teaching staff were informed that their name was changed on all systems where possible. Student A was supported throughout their time at college with weekly appointments with support staff who worked closely with teaching staff including external agencies. Student A achieved their qualification and fed back that they had a positive experience so much so that they felt confident to 'come out' to friends and family.

*Student C* – is a Tran's student who identifies as Male. He has regular meetings with support staff as he has on-going issues at home and regularly self-harms. Staff have provided support to teaching staff as the class student C attends is a supported group with several students who have ASD. Initially there was some confusion within the group as their peer group expressed difficulty with understanding students C's life choices. He regularly uses the quiet space for time out. Staff have supported him with issues with another student who he had a relationship with (female) when this didn't work out. (This was his first relationship with a female since he identifies as a male.) The college continued to work in partnership with external agencies in supporting his transition.

# Appendix 1: Recruitment Data 2017-2019

## Applicant Data

Gender

| Gender | Total | Percentage |
|---|---|---|
| Female | 2666 | 55.2% |
| Male | 2019 | 41.8% |
|  | 106 | 2.2% |
| Prefer not to disclose | 37 | 0.8% |
| **Grand Total** | **4828** | **100.0%** |

Age

| Row Labels | Total | Percentage |
|---|---|---|
|  | 113 | 2.3% |
| 16-19 | 158 | 3.3% |
| 20-29 | 1821 | 37.7% |
| 30-39 | 1237 | 25.6% |
| 40-49 | 739 | 15.3% |
| 50-59 | 563 | 11.7% |
| 60-63 | 103 | 2.1% |
| 64 + | 21 | 0.4% |
| Prefer not to disclose | 73 | 1.5% |
| **Grand Total** | **4828** | **100.0%** |

Disability

| Row Labels | Total | Percentage |
|---|---|---|
|  | 124 | 2.6% |
| No | 4435 | 91.9% |
| Prefer not to disclose | 64 | 1.3% |
| Yes | 205 | 4.2% |
| **Grand Total** | **4828** | **100.0%** |

Current Gender/Gender at birth

| Gender Identity | Total | Percentage |
|---|---|---|
| Same Gender at Birth as Current | 4649 | 96.3% |
| Change in Gender | 6 | 0.1% |
| Did not disclosure current or birth gender | 30 | 0.6% |
| Disclosed current gender but not gender at birth | 12 | 0.2% |

| | Total | Percentage |
|---|---|---|
| Did not disclose current gender but disclosed gender at birth | 7 | 0.1% |
| No Response | 106 | 2.2% |
| No Response Gender at birth but Responded to Gender | 18 | 0.4% |
| | **4828** | **100.00%** |

Sexual Orientation

| Row Labels | Total | Percentage |
|---|---|---|
| | 124 | 2.6% |
| Bisexual | 133 | 2.8% |
| Gay man | 72 | 1.5% |
| Gay woman/lesbian | 40 | 0.8% |
| Heterosexual/straight | 4081 | 84.5% |
| Other | 46 | 1.0% |
| Prefer not to disclose | 332 | 6.9% |
| **Grand Total** | **4828** | **100.0%** |

Personal Relationship

| Row Labels | Total | Percentage |
|---|---|---|
| | 124 | 2.6% |
| Civil Partnership | 90 | 1.9% |
| Co-habiting with partner | 283 | 5.9% |
| Dissolved | 4 | 0.1% |
| Divorced | 129 | 2.7% |
| Married | 1493 | 30.9% |
| Prefer not to disclose | 166 | 3.4% |
| Separated | 69 | 1.4% |
| Single | 2451 | 50.8% |
| Widowed | 19 | 0.4% |
| **Grand Total** | **4828** | **100.0%** |

Religion or Philosophical Belief

| Row Labels | Total | Percentage |
|---|---|---|
| | 124 | 2.6% |
| Buddhist | 30 | 0.6% |
| Christian | 1479 | 30.6% |
| Hindu | 108 | 2.2% |
| Jewish | 9 | 0.2% |
| Muslim | 232 | 4.8% |
| None | 2399 | 49.7% |
| Other | 113 | 2.3% |

| Row Labels | Total | Percentage |
|---|---|---|
| Prefer not to disclose | 325 | 6.7% |
| Sikh | 9 | 0.2% |
| **Grand Total** | **4828** | **100.0%** |

Ethnic group & background

| Row Labels | Total | Percentage |
|---|---|---|
|  | 114 | 2.4% |
| Asian or Asian British - Bangladeshi | 20 | 0.4% |
| Asian or Asian British - Indian | 141 | 2.9% |
| Asian or Asian British – Pakistani | 96 | 2.0% |
| Black or Black British – African | 170 | 3.5% |
| Black or Black British – Caribbean | 4 | 0.1% |
| Chinese or other Ethnic background - Chinese | 52 | 1.1% |
| Mixed - White and Asian | 32 | 0.7% |
| Mixed - White and Black African | 21 | 0.4% |
| Mixed - White and Black Caribbean | 8 | 0.2% |
| Other Asian Background | 68 | 1.4% |
| Other Black Background | 22 | 0.5% |
| Other Ethnic background | 57 | 1.2% |
| Other Mixed Background | 52 | 1.1% |
| Other White Background | 195 | 4.0% |
| Prefer not to disclose | 107 | 2.2% |
| White – British (English/Welsh/Scottish/Northern Irish/British) | 2979 | 61.7% |
| White - EU | 631 | 13.1% |
| White – Irish | 59 | 1.2% |
| **Grand Total** | **4828** | **100.0%** |

## Successful candidates (Offer statuses)

Gender

| Applicant Status | (Multiple Items) |
|---|---|

| Row Labels | Total | Percentage |
|---|---|---|
|  | 25 | 9.15% |
| Female | 165 | 59.96% |
| Male | 82 | 29.77% |
| Prefer not to disclose | 3 | 1.12% |
| **Grand Total** | **275** | **100.00%** |

Age

| Applicant Status | (Multiple Items) |
|---|---|

| Row Labels | Total | Percentage |
|---|---|---|
| | 28 | 10.18% |
| 16-19 | 6 | 2.18% |
| 20-29 | 81 | 29.45% |
| 30-39 | 66 | 24.00% |
| 40-49 | 44 | 16.00% |
| 50-59 | 36 | 13.09% |
| 60-63 | 5 | 1.82% |
| 64 + | 1 | 0.36% |
| Prefer not to disclose | 8 | 2.91% |
| **Grand Total** | **275** | **100.00%** |

Disability

| Applicant Status | (Multiple Items) |
|---|---|

| Row Labels | Total | Percentage |
|---|---|---|
| | 30 | 10.9% |
| No | 239 | 86.9% |
| Prefer not to disclose | 1 | 0.4% |
| Yes | 5 | 1.8% |
| **Grand Total** | **275** | **100.0%** |

## Current Gender/Gender at Birth

| Gender Identity | Total | Percentage |
|---|---|---|
| Same Gender at Birth as Current | 242 | 88.0% |
| Change in Gender | 0 | 0.0% |
| Did not disclosure current or birth gender | 2 | 0.7% |
| Disclosed current gender but not gender at birth | 0 | 0.0% |
| Did not disclose current gender but disclosed gender at birth | 1 | 0.4% |
| No Response | 25 | 9.1% |
| No Response Gender at birth but Responded to Gender | 5 | 1.8% |
| | **275** | **100.0%** |

Sexual Orientation

| Applicant Status | | (Multiple Items) |
|---|---|---|

| Row Labels | Total | Percentage |
|---|---|---|
| | 30 | 10.9% |
| Bisexual | 2 | 0.7% |
| Gay man | 2 | 0.7% |
| Gay woman/lesbian | 2 | 0.7% |
| Heterosexual/straight | 226 | 82.2% |
| Other | 1 | 0.4% |
| Prefer not to disclose | 12 | 4.4% |
| Grand Total | 275 | 100.0% |

Personal Relationship

| Applicant Status | | (Multiple Items) |
|---|---|---|

| Row Labels | Total | Percentage |
|---|---|---|
| | 30 | 10.9% |
| Civil Partnership | 4 | 1.5% |
| Co-habiting with partner | 20 | 7.3% |
| Dissolved | 1 | 0.4% |
| Divorced | 9 | 3.3% |
| Married | 93 | 33.8% |
| Prefer not to disclose | 8 | 2.9% |
| Separated | 4 | 1.5% |
| Single | 105 | 38.2% |
| Widowed | 1 | 0.4% |
| Grand Total | 275 | 100.0% |

Religion or Philosophical Belief

| Applicant Status | | (Multiple Items) |
|---|---|---|

| Row Labels | Total | Percentage |
|---|---|---|
| | 30 | 10.91% |
| Buddhist | 1 | 0.36% |
| Christian | 77 | 28.00% |
| Hindu | 1 | 0.36% |
| Jewish | 1 | 0.36% |
| Muslim | 1 | 0.36% |
| None | 147 | 53.45% |
| Other | 3 | 1.09% |
| Prefer not to disclose | 14 | 5.09% |
| Grand Total | 275 | 100.00% |

Ethnic Group or Background

| Applicant Status | | (Multiple Items) |
|---|---|---|

| Row Labels | Count of Registration | Count of Registration2 |
|---|---|---|
| | 28 | 10.18% |
| Asian or Asian British - Indian | 1 | 0.36% |
| Asian or Asian British – Pakistani | 1 | 0.36% |
| Black or Black British – African | 1 | 0.36% |
| Other Asian Background | 2 | 0.73% |
| Other Mixed Background | 1 | 0.36% |
| Other White Background | 9 | 3.27% |
| Prefer not to disclose | 4 | 1.45% |
| White – British (English/Welsh/Scottish/Northern Irish/British) | 209 | 76.00% |
| White - EU | 14 | 5.09% |
| White – Irish | 5 | 1.82% |
| Grand Total | 275 | 100.00% |

# Appendix 2: Additional organisational data

**Maternity/ Paternity/ Parental Leave 01/05/2017 - 31/03/2019**

| Special Leave Absence Type: | No. employees: | Total: |
|---|---:|---:|
| **Maternity** | | |
| NO SMP | 1 | |
| SAC Provision | 33 | |
| SAC Provision (Barony) | 1 | |
| SAC Provision (SMP only) | 1 | |
| SMP only | 6 | **42** |
| **Paternity** | | |
| Barony Provision | 1 | |
| SAC Provision | 16 | **17** |
| **Shared Parental Leave** | | |
| SAC Provision | 2 | **2** |
| **Total** | | **61** |

*Note: SRUC Maternity provisions were harmonised in May 2018*

> 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)

| Length of service | Maternity Pay Entitlement |
|---|---|
| Less than 6 months continuous service with SRUC at the beginning of the 15th week before the Expected Week of Childbirth (EWC) | No entitlement to Statutory Maternity Pay (SMP) – instead entitlement to 39 weeks National Insurance Maternity Allowance. |
| Between 6 months and 1 years' continuous service with SRUC at the beginning of the 15th week before the EWC | 39 weeks paid leave - first 6 weeks paid at 90% of average weekly earnings and 33 weeks Statutory Maternity Pay (SMP). 13 weeks additional maternity leave unpaid. |
| 1 years' continuous service with SRUC at the beginning of the 15th week before the EWC | 26 weeks enhanced occupational maternity pay (full pay) 13 weeks of additional maternity leave at Statutory Maternity Pay (SMP) 13 weeks of the additional maternity leave will be unpaid. |

| Paternity Leave Provisions |
|---|
| 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. |

| | |
|---|---|
| Employees who are not eligible to receive paternity pay and leave will receive an SPP1 form from the payroll department within 28 days of the notification being received | |

**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.

The amount of weeks available for eligible employees will depend on the amount of maternity/adoption pay remaining from the total statutory 37 weeks (39 weeks minus two weeks compulsory maternity leave). Shared Parental Pay must be taken within the first year of the birth/placement of the child regardless of whether an employee opts to take periods of continuous and/or discontinuous leave.

Shared Parental Leave can commence as follows:
- The mother can take Shared Parental Leave after she has taken the legally required two weeks of maternity leave immediately following the birth of the child
- The adopter can take Shared Parental Leave after taking at least two weeks of adoption leave
- The father/partner/spouse can take Shared Parental Leave immediately following the birth/placement of the child, but may first choose to exhaust any paternity leave entitlements (as the father/partner cannot take paternity leave or pay once they have taken any Shared Parental Leave or Shared Parental Pay)

**SRUC Exit Profile 01/05/2017 - 31/03/2019**

| Leaving Reason | Count |
|---|---|
| Data not held | |
| Alternative employment | 54 |
| Death in service | 6 |
| End of fixed term/temp contract | 74 |
| other | 4 |
| Personal Circumstances | 29 |
| Personal Health | 4 |
| Relocation/Moving Away From Area | 5 |
| Resignation | 284 |
| Retirement | 35 |
| Return to Education/Study | 1 |
| SR 01 – Academic Leadership Team | 4 |
| SR 02 – ASRC Poultry Facility | 3 |
| Vol Severance/Vol Redundancy | 5 |
| **Total** | **508** |

## Leavers by Leaving Reason May 2017 - March 2019
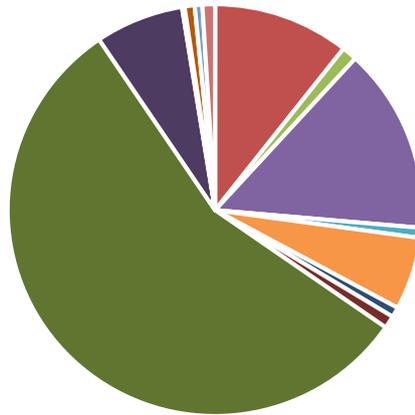


- Data not held
- Death in service
- other
- Personal Health
- Resignation
- Return to Education/Study
- SR 02 – ASRC Poultry Facility
- Alternative employment
- End of fixed term/temp contract
- Personal Circumstances
- Relocation/Moving Away From Area
- Retirement
- SR 01 – Academic Leadership Team
- Vol Severance/Vol Redundancy

| Gender | Count |
|---|---|
| Data not held | 72 |
| Female | 220 |
| Male | 210 |
| Not Known | 1 |
| Prefer not to say | 5 |
| **Total** | **508** |

## Leavers by Gender May 2017 - March 2019
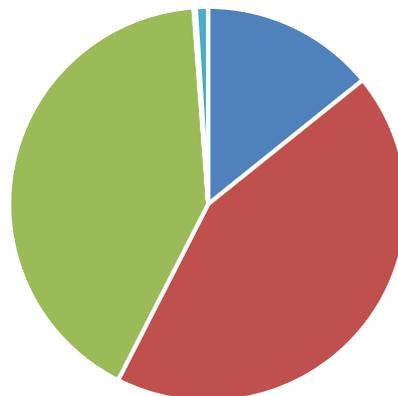


- Data not held
- Female
- Male
- Not Known
- Prefer not to say