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

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

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

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

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

The existing Human Resources Information System (HRIS) allows the capture of employee equality data. Employees are asked to complete this information when beginning employment and when circumstances change as well as being reminded on a regular (annual) basis to review and update. Since 2017 we have seen a reduction in non-completion from 37.3% in most categories to 5%. This has supported much better informed decision making and action planning. The department is currently working on a

procurement process also requires companies tendering for a contract to provide

The EDI Committee was strengthened during the first half of 2020 to incorporate

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

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

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

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

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

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

Awareness of Equality, Diversity and Inclusion has been raised through the roll out of Diversity e-learning training to employees. The module is part of the compulsory training in the induction programme for new employees. This level of awareness is further enhanced by the promotion of a module exploring the issue of Unconscious Bias which is particularly promoted to those employees involved ink 39O (o)-5( )4(t)7(h)-3(o)5(se)4(1)-3(o)5(se)

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

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

We have increased equality based communications including the creation of topic specific blogs and Yammer channels with content including all protected characteristics e.g. marking days such as World Autism Awareness Day, promoting gender equality

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

Gender Identity

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

Age

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

Religion and Philosophical Belief

In the years 2016 to 2020 the majority of SRUC students identified as having No Religion (70%) followed by Christian

The success rate by ethnic group has been determined by what count and percentage of students in that ethnic group withdrew from their course after the course had begun. Among those students identifying as "White – all denominations" the withdraw rate has remained similar throughout the four years at an average of 13%. The low counts of the remaining groups make analysis by

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

A similar exercise has been undertaken for our employees and detailed actions contained within individual actions plans e.g. Athena Swan, British Sign Language. Key

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

Race

The majority of employees continue to identify as white (UK and Other) – 85%, compared to 55% in2017 however again this increase can be attributed to the increased response level; records were held for 60% of staff in 2017 and this had increased to 92%.

Sexual Orientation

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

Religion and Philosophical Belief

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

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

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

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

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

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

Equality Outcomes 2021 - 2025	PSED Requirements		
	Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.	Advance equality of opportunity between people who share a protected characteristic and people who do not share it.	Foster good relations between people who share a protected characteristic and people who do not share it.
Further embed equality and diversity in our management, leadership and governance structures and practice ensuring external compliance and internal engagement.	By ensuring that our leadership are aware of their obligations and those of the organisation there is leadership by example and a driver to ensure that all policies and practices fully take equality considerations into account.		

Provide an inclusive learning and

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

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

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

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

| 1, 2, 3 | The organisation leaders are knowledgeable and effective role models providing leadership and direction to the organisation and externally | The Executive Leadership Team sign off a new Equality, Diversity and Inclusion Strategy for the organisation (Dec 2021)

Executive Leadership Team and Senior Leadership Team members undertake Equality, Diversity and Inclusion training (March 2022)

The Executive Leadership Team undertake an Equality Impact Assessment of the organisation strategy (June 2022)

Review the Above and Beyond Awards and other means of recognition to achieve a consistent and transparent process and include Equality and Diversity as a category in the Above and Beyond Awards (June 2023)

The organisation leadership endorses and supports activity undertaken in support of external accreditation e.g Athena Swan ensuring through | |

2, 3	Employees understand the need for action and take responsibility for ensuring they happen	Employees undertake the e-learning module as part of their induction process (ongoing, reported on 6 monthly) The EDI Lead develops and delivers additional EDI training for all employees covering legislative requirements, the strategy, policies and processes (Dec 2022)	Increased completion rates for e-learning modules. The roll out of EDI training and attendance by at least 80% of employees
2, 3	Employees actively contribute to the overall inclusive culture	Employee networks covering all protected characteristics are developed using the model of the Rainbow Staff Network and will include ally networks (March 2025) The role of Employee Equality Champions covering all protected characteristics are developed and fully introduced (March 2023)	The establishment and presence of employee networks as required with representatives attending EDIC. Equality Champions in place and working with the EDIC to actively promote equality initiatives. Positive feedback from employees through surveys and informal feedback regarding their awareness of EDI activity and its imp31 0 0 1 93.72 344.eteir awa9 T

2	Staff understand the need for and take action to develop an inclusive environment for students	EDI in Learning and Teaching training to be continued to be embedded in academic staff development programmes. (Ongoing) Programmes are supported to assess and develop their curriculum for inclusive teaching through the Curriculum Review process. (Ongoing, annual process) Programmes are assessed on their achiigt

| 3 | All externally facing practices including student recruitment activity, electronic, social media and published documentation are fully inclusive in their accessibility and content | Continue to review website content with an ED&I lens prior to publication (Dec 2021)

Ensure the website content remains up to date, undertaking a light touch annual review of gender representation across the whole website alongside an annual deep dive review of selected webpages. (Ongoing)

Introduce a new blogging platform with an emphasis on equality and diversity (Dec 2023)

Ensure the prospectus builds on the improved gender balance of previous editions and contains student profiles which highlight female participation in historically male-dominated courses and vice-versa and includes students from different backgrounds which support inclusion of other protected characteristics. (Feb 2022 and ongoing)

Formalise the procedure and produce guidance for organising public events to ensure gender balance in speakers and hosts and develop an associated recording procedure (Oct 2021)

Embed institutional recording of events, which includes submission of gender representation data. (March 2022)

Annually report on gender representation in events to monitor success (from Aug 2023) | New website content which is .83 TmO gO G |

| 2 | Methods of internal communication to staff and students are fully accessible and content reflective of all protected characteristics | Implement the upgrading of our intranet to an Office 365 online solution which meets modern accessibility standards through responses design and easier to use alt tags and improved navigation. (Dec 2022)

We will continue to embed internal video hosting technology that provides closed captioning and generated video transcriptions. (Ongoing)

We will develop information for people to help people access accessibility solutions built into our suite of meeting and webinar software. -ople | |

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

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

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

Postal Address: Scotland's Rural College,

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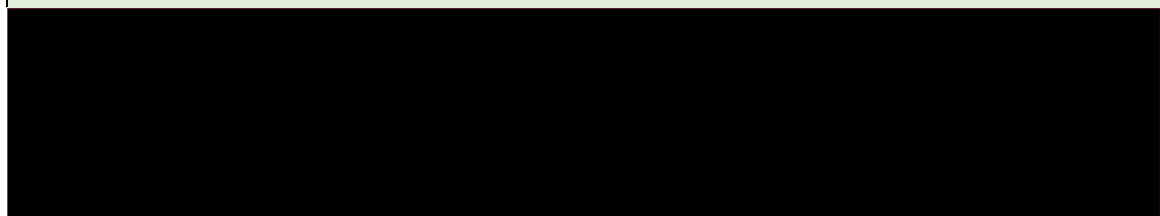| 1.8	Procurement	Develop protocol into SRUC procurement documents stating our equality and diversity commitment, award criteria for

3.1	Annual employee information report	Information by protected characteristics of employees on :
		    the number of employees
		    the recruitment of employees
		    the development (promotion, job re-evaluations included) of employees
		    the retention of employees

		Information by protected characteristics of employees on
		    Employee Induction
		    Other training attended
		    Sponsored education

		Information by protected characteristics of employees on
		    Grievances received
		    Capability reviews
		    Disciplinary hearings
		    Absence management

3.2	Annual learners information report	Information by protected characteristics of learners on
		    Admissions
		    Progression
		    Completion
		    Success

	to the gender minority where there is a gender bias currently	Deliver the ECU "Attracting diversity: Equality in student recruitment in Scottish Colleges" – gender imbalance in Veterinary Nursing and land based engineering Attracting Diversity Project
		Deliver the SFC Gender Action Plan
3.4	Equal Pay Statement on Equal Pay and Occupational Segregation	Collection and analysis of Equal Pay and Occupational Segregation information between: women and men disabled people and non-disabled people people in a minority racial group and people who are not

3.5   To identify individuals who come from
areas of multiple deprivation, to monitor
their progress and(s)-5(w)-4(h)-5(o c)5(o)-

Table 1: Proportion of staff by gender

Table 2: Sex/Gender Reassignment

Table 3: Sexual Orientation

Table 4: Disability

Table 5: Ethnicity Profile

Table 6: Religion or Philosophical Belief

Table 7: Marriage & Civil Partnership

Table 8: Age Profile

	745	56.1%	720	57%
	584	43.9%	516	41%
	-	-	1	0%
	-	-	19	2%
	-	-	1	0%
	1329	*100%*	*1257*	*100%*

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

	350	26.3%		260	20.7%	
	464	34.9%		401	31.9%	

	Total	Percentage	Total	Percentage
	163	12.3%	277	22.0
	120	9.0%	180	14.3
	466	35.1%	600	47.7
	4	0.3%	14	1.1
	n/a	n/a	11	0.9
	80	6.0%	62	5.0
	496	37.3%	113	9.0
	1329	100%	1257	100%

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

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

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

White – British (English/Welsh/Scottish/Northern Irish/British)	2818	57.4	229	79
White - EU	659	13.4	22	7.6
Other White Background	228	4.6	5	1.7
Asian or Asian British - Indian	216	4.4	2	0.7
Black or Black British – African	211	4.3	1	0.3
Prefer not to disclose	136	2.8	6	2.1
Asian or Asian British – Pakistani	129	2.6	1	0.3
Other Asian Background	93	1.9		
Other Mixed Background	84	1.7	1	0.3
White – Irish	75	1.5	4	1.4
Chinese or other Ethnic background - Chinese	62	1.3	3	1
Other Ethnic background	56	1.1	3	1
Mixed - White and Asian	31	0.6	1	0.3
Other Black Background	31	0.6	1	0.3
No response	25	0.5	11	3.8
Mixed - White and Black African	25	0.5	0	0
Asian or Asian British - Bangladeshi	21	0.4	0	0
Mixed - White and Black Caribbean	10	0.2	0	0
Black or Black British – Caribbean	3	0.1	0	0
TOTAL	4913	100	290	100
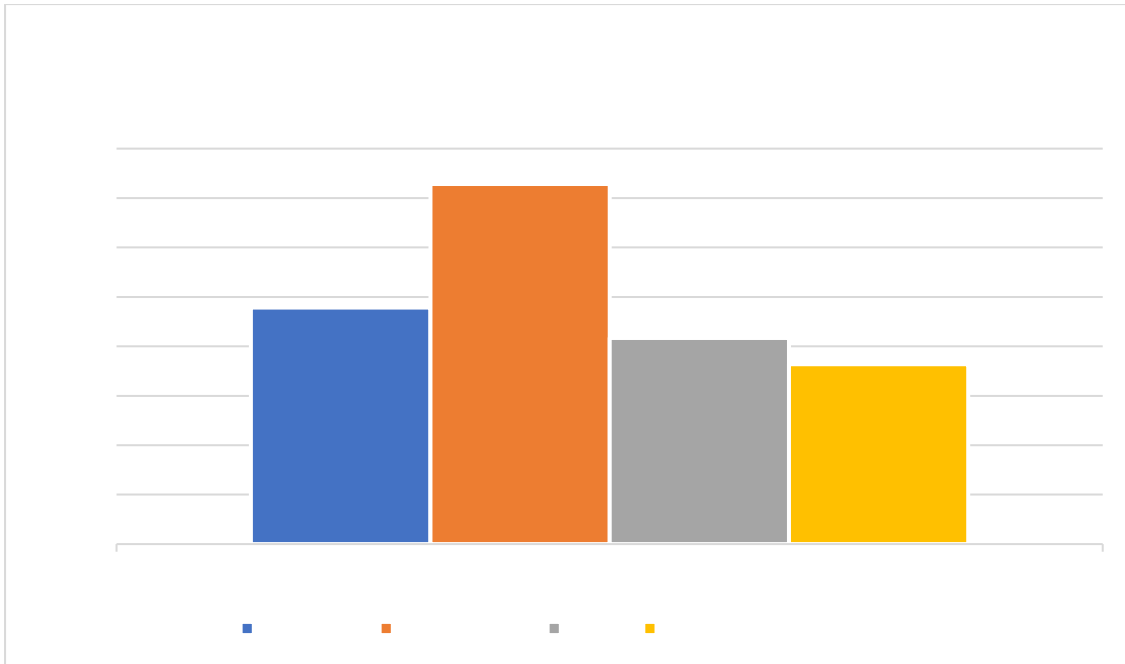
Analysis is difficult due to the number of incomplete records however it can be seen that, of those for whom we have ethnicity information, a higher proportion of leavers were "Other White" (36%) than the proportion of the employee population that they make up (10.3%).