SRUC

Equality Outcomes 2021–25 Progress Report and Mainstreaming Update April 2025

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BSL users can contact us via Contact Scotland BSL, an online British Sign Language (BSL)/ English interpreter.

This document is formatted with appropriate headings and alt text to support use of assistive technology.

More information about Scotland's Rural College is available on our website www.sruc.ac.uk

Context for this report

Scotland's Rural College (SRUC) aims to become a distinctive university college at the heart of the natural economy, characterised by a unique combination of education, research, Innovation and enterprise, and commercial ventures. Full information about SRUC can be found on our [website](#).

This report covers the period April 2021 to April 2025 and includes:

- a final progress report against our equality outcomes 2021–2025,
- an update on mainstreaming equality into the way we work,
- a summary of our employee equality data and how we use it, and
- SRUC's equal pay statement 2025 (race and disability only).

SRUC's equality outcomes 2025–2029 report is [published separately](#), and contains information about our revised [British Sign Language (BSL) local action plan](#) (and [BSL translation](#)) and [Athena Swan Bronze Award action plan](#). SRUC also publishes a separate annual gender pay gap report.

Legislative context In Scotland

The Equality Act 2010 (UK wide legislation) introduced the public sector equality duty which requires public authorities, in the exercise of their functions, to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct.
2. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

In Scotland, the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 (and subsequent updates[1]) provide a framework to support public authorities like SRUC to meet the general duty. The [Equality and Human Rights Commission](#) (EHRC)[2] monitor and regulate compliance with the public sector equality duty and relevant regulations in Scotland.

SRUC is also subject to the [Gender Representation on Public Boards (Scotland) Act 2018](#). Our response is included in the Board diversity and succession planning section of this report.

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[1] See list of regulations on the Equality and Human Rights website at [Regulations for the Specific Duties | Equality and Human Rights Commission (equalityhumanrights.com)](#)
[2] https://www.equalityhumanrights.com/en/advice-and-guidance/guidance-scottish-public-authorities

Final progress update against our equality outcomes 2021–2025

April 2025 brings us to the end of a four-year equality outcomes cycle. This report provides a final progress update and should be read alongside our previous interim update in our [Equality Outcomes Progress and Mainstreaming Report 2023](). SRUC's 2021–2025 equality outcomes 2021–25 were:

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

Equality 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 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.

SRUC's EDI Committee receives quarterly updates on progress against our equality action plans. These updates are inputted to a progress tracker where the activity owners provide a written update and assign a RAG status (Red, Amber, Green status). This progress tracker is used to provide the updates in this report.

We have made good progress against our equality outcomes. Several completed actions will continue to be improved and developed as part of our mainstreaming activity. Other completed actions closed under these outcomes will continue with a renewed focus under our new equality outcomes (for example skills development and addressing policy gaps) and/ or as part of other strategies (for example the Learning & Teaching Strategy).

Our main challenge is measuring and demonstrating the impact of the activity we have undertaken. This has been reported where possible. Our recent EDI Audit (April 2024) did find that both employees and students reported positive changes in relation to EDI in recent years.

The actions against our equality outcomes 2021-2025 and progress updates are provided below.

Equality outcome(s)	Action	Progress update including success measure
1, 2, 3	Ensure Non-Executive Director recruitment is undertaken with a clear remit to maximise the opportunity to achieve diversity including gender equality	**Moved to mainstreaming**. Reporting moved to the mainstreaming report in April 2023 for biannual reporting.
1, 2, 3	Equality, Diversity, and Inclusion Training for existing Non-Executive Directors delivered	**Complete.** Training was delivered in October 2021. Board members will consider future training priorities.
1, 2, 3	Board Non-Executive Director induction training programme includes equality, diversity, and inclusion modules	**Moved to mainstreaming**. Review of Board induction is to be planned and will include consideration of EDI training.
1, 2, 3	Update meetings between the EDI Lead and Board Equality Champion in advance of scheduled Board meetings	**Complete:** Due to planned changes in governance, EDI reports will be made to the full Board from June 2025.

Equality outcome(s)	Action	Progress update including success measure
1, 2, 3	The Executive Leadership Team sign off a new Equality, Diversity, and Inclusion Strategy for the organisation	**No longer required.** The Equality Outcomes 2025–2029 will directly support SRUC's institutional strategic plan.
1, 2, 3	Executive Leadership Team (ELT) and Senior Leadership Team (SLT) members undertake Equality, Diversity, and Inclusion training	**Part complete:** ELT received training with Board members in 2021. SLT has received equality impact assessment training. Further training is planned as part of wider SRUC Skills Needs Analysis and include manager specific training.
1, 2, 3	The Executive Leadership Team undertake an Equality Impact Assessment of the organisation strategy	**Ongoing:** SRUC's 2025 strategy is being equality impact assessed. Equality impact assessment reporting has moved to mainstreaming.
1, 2, 3	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	**Complete:** Equality and Diversity has been a category, and the award went to SRUC's Rainbow Staff Network. Transparent criteria and scoring matrix were introduced in 2023.

Equality outcome(s)	Action	Progress update including success measure
1, 2, 3	The organisation leadership endorses and supports activity in support of external accreditation by ensuring committees/group action plans are implemented	**Complete:** The Executive Leadership Team are sponsors of equality work and committees including EDI Committee, Athena Swan SAT, and Widening Accss and Participation.
1, 2, 3	The organisation leadership actively participate in externally led equality initiatives e.g. Scottish Government, Scottish Funding Council, Universities UK (Ongoing) and ensures the provision of adequate resource for on–going participation (Ongoing)	**Complete:** Leadership is committed to and provides resource for participation in external initiatives.
1, 2	Review the EIA process including incorporation of centralised storage	**Complete:** The equality impact assessment toolkit has been reviewed and completed ones are published on SRUC's website.
1, 2	Undertake a needs assessment on existing policies, procedures and practices including the Education Manual and externally facing activities and develop a timetable of EIA reviews	**Part complete, moved to mainstreaming:** Some teams have a good understanding of their policies and/ or have planned reviews ongoing (e.g. Human Resources, Quality Team).

Equality outcome(s)	Action	Progress update including success measure
1, 2	EDI Lead to deliver equality impact assessment training to employees	**Complete:** Senior Leadership and specific teams have received training. Ongoing training will continue under mainstreaming activity.
1, 2	Promote the EIA process among managers to ensure alignment with the new process and consistent application and completion	**Complete:** Leadership teams are aware of the requirement to complete equality impact assessments. Further communications will be planned under mainstreaming activity.
1,2,3	Continue to report in line with PSED requirements and deliver the action plans which also include gender action plan, corporate parenting, and British Sign Language action plans	**Complete:** Progress is reported quarterly to the EDI Committee and regulatory reporting is business as usual. The corporate parenting plan and progress is reported to the Student Support and Engagement Committee.
1,2,3	Further support staff and students through commitment to and taking action in relation to relevant initiatives, currently Athena Swan, Disability Confident	**Part complete:** Students are supported to engage via SRUCSA or directly where interested. Workload Allocation Models support employee engagement and strengthening this will continue under Athena Swan action plan.

Equality outcome(s)	Action	Progress update including success measure
2,3	Employees undertake the e-learning module as part of their induction process	**Complete:** EDI Module is included as a compliance module in employee induction.
2,3	The EDI Lead develops and delivers additional EDI training for all employees covering legislative requirements, the strategy, policies, and processes	**Not complete:** EDI Training will be targeted in line with revised equality outcomes 2025-2029.
2,3	Employee networks covering all protected characteristics are developed using the model of the Rainbow Staff Network and will include ally networks	**Not complete:** The Rainbow Staff Network is looking to recruit new members, and future networks will align with revised equality outcomes 2025-2029.
2,3	The role of Employee Equality Champions covering all protected characteristics are developed and fully introduced	**Not complete:** This work will not be progressed at this time due to resource and other priorities.
2	EDI in Learning and Teaching training to be continued to be embedded in academic staff development programmes	**Complete:** In 2023, workshops on teaching neurodivergent students, and mental health and wellbeing were delivered. SEEDABLE training continues to be rolled out with average of 4.5/ 5

Equality outcome(s)	Action	Progress update including success measure
		rating and 100% increase in EDI knowledge reported (May 2024). Online training on Misogynistic language launched August 2024 (2,200+ views), and Introduction to Student Mental Health and Wellbeing launched October 2024 (998+ views). Corporate Parenting Training was delivered by Who Cares? Scotland to 28 senior employees.
2	Programmes are supported to assess and develop their curriculum for inclusive teaching through the Curriculum Review process	**Complete:** At end of 2024, all programmes had assessed their curriculum for inclusive teaching and have an action plan in place. Progress is reported through annual monitoring reports. Actions include improving diversity of programmes, creation of inclusive learning environments, address digital and physical accessibility.

Equality outcome(s)	Action	Progress update including success measure
2	Programmes are assessed on their achievement of equality of opportunity and supported to improve via the Special Measures process	**Complete:** Special Measures process was not introduced due to the covid pandemic. Equality of opportunity is interrogated through the Annual Monitoring process where teams are expected to reflect on and note how they are going to improve KPIs around student number and success in relation to protected characteristics. Employees now have access to a student attainment EDI dashboard that allows interrogation of data by programme, location, and demographic data.
2, 3	A planned approach to an estate wide audit of facilities is undertaken	**Complete:** Accessibility audit completed.
2, 3	The Campus and Estates team are responsive to developing access requirements and carry out consultation with affected groups before implementing actions	**Complete:** The team will endeavour to conduct consultation as projects become live. The accessibility audit will be used for agreed refurbishment projects.

Equality outcome(s)	Action	Progress update including success measure
2, 3	A timetable of general employment policy development led by HR is developed and undertaken with the trade unions (Dec 2022)	**Complete:** Timetable agreed and policy review underway. See employee information section of this report for more details.
2, 3	A timetable of equality related policy development led by the EDI Lead is developed and undertaken with the trade unions	**Complete:** Institutional EDI Policy was reviewed and published with easy read version, MS Word accessibility guide published, Trans and Non-Binary Support Policy working group established (policy work will carry forward). New policy development will be ongoing in line with equality outcomes 2025–2029 priorities.
2, 3	Review the recruitment policy and practice to support the attraction of a more diverse applicant pool and to ensure a positive applicant experience	**Part complete:** Improvements include LinkedIn Recruiter full search functionality added to sourcing and attraction capabilities, SCQF Inclusive Recruiter utilisation reviewed to broaden how we consider qualifications and experience recruitment, and Unconscious Bias online training course rolled out for recruitment

Equality outcome(s)	Action	Progress update including success measure
		panels. Further work planned under equality outcomes 2025–2029.
3	Continue to review website content with an EDI lens prior to publication	**Complete:** Embedded in day to day work and is at the forefront of the development and publication of content.
3	Ensure the website content remains up to date, undertaking an annual review of gender representation across the website alongside an annual deep dive review of selected webpages	**Complete:** Light touch review has been undertaken. The website is being reviewed during 2025–2027 which will include a full review of content.
3	Introduce a new blogging platform with an emphasis on equality and diversity	**Complete:** blogging platforms exist and are used for equality updates as appropriate.
3	Formalise the procedure and produce guidance for organising public events to ensure gender balance in speakers and hosts and develop an associated recording procedure	**Not complete:** SRUC aims to ensure gender balance at events but there is no resource to record or produce reports.

Equality outcome(s)	Action	Progress update including success measure
3	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	**Complete:** This is embedded in Marketing's approach to the prospectus development, with the caveat that we use real students.
3	Embed institutional recording of events, which includes submission of gender representation data	**Not complete:** as above.
3	Annually report on gender representation in events to monitor success	**Not complete:** as above.
2	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	**Complete:** Intranet site has been fully upgraded to the latest Microsoft standards.

Equality outcome(s)	Action	Progress update including success measure
2	We will continue to embed internal video hosting technology that provides closed captioning and generated video transcriptions	**Complete:** Learning and Teaching only. This is done via Kaltura. All classrooms are equipped with Kaltura Classroom Capture (since 2021). Non-teaching videos will be considered as part of future work on Inclusive Communication.
2	We will develop information for people to help people access accessibility solutions built into our suite of meeting and webinar software	**Complete:** Learning and Teaching only. Moodle accessibility audits ongoing. Student feedback indicates improvement in this area. Work will continue under mainstreaming
2	We will embed new document templates, so information produced by colleagues has accessible standards as the default	**Part complete, moved to mainstreaming**: Central templates and employee email signatures have accessibility features embedded. Inclusive Communication guidance is pending from Scottish Government.
2	The EDI Lead will establish a support network with the SRUCSA Liberation Officers with regular meetings and coordination of activities	**Complete**: A session was delivered in July 2023. Regular meetings continue with SRUCSA which is currently restructuring.

Equality outcome(s)	Action	Progress update including success measure
2	The EDI Lead will support SRUCSA Office Bearers with equality training	**Complete**: no specific training needs have been identified. Regular meetings and discussions have supported the sharing of knowledge and experience.
2	The annual calendar marking recognition events will be developed with input from SRUC and SRUCSA	**Complete:** Annual diversity calendar in place.
2	Develop and implement Hate Incident reporting forms and system and put in place a timetable of analysis reporting timetable	**Part complete:** Inform and support reporting form in place. Work on supporting systems and analysis will continue under equality outcomes 2025–2029.
2	Develop and implement campaigns to raise awareness of inappropriate and unacceptable behaviours	**Not complete:** Carry forward to equality outcomes 2025–2029.

Equality outcome(s)	Action	Progress update including success measure
1,2,3	Use survey feedback (organisation-wide and subject specific e.g. exit questionnaires) to inform future plans	**Complete:** SRUC's employee and student surveys are used to inform SRUC's strategies including our revised equality outcomes 2025-2029.
1,2,3	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	**Complete**: Relevant equality data can be stored and reported on.
1,2,3	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	**Part complete**: Case management module has been built as part of the new iTrent HR system development. Standard operating procedures in development.

How we manage and embed equality at SRUC

Mainstreaming is the process of thinking about equality in day-to-day decision making and applying it to our daily practices. This section of the report describes the ways we mainstream equality at SRUC and our progress to date.

Leadership, governance, and planning

Governance of our equality work is delivered through several mechanisms that we monitor and evolve as we grown and learn.

SRUC's Executive Leadership Team (ELT) is accountable for SRUC's legal compliance and approves equality regulatory reports that include our equality strategic priorities. **SRUC's Board** determines future organisational direction including a specific remit to ensure observation of equality, diversity, and inclusion (EDI) good practice.

The **EDI Committee** is chaired by a Vice Principal with secretariat and institution-wide updates collated and reported by the EDI Lead. The EDI Committee repots to the Executive Leadership Team on performance against equality priorities and current institutional, sectoral, and national issues. The flow of EDI Committee reporting and updates is shown in Figure 1, and its remit includes:

- Determining equality strategic direction and oversight of supporting action plans.

- Oversight of compliance with equality and human rights legislation.

- Horizon scanning and responding to national and sectoral priorities.

- Appropriate sight of equality work undertaken by other committees.

The EDI Committee includes representation from recognised Trade Unions, SRUC's Student Association (SRUCSA), established employee networks and those involved in work to achieve equality charters (e.g. Athena Swan and EmilyTest). Other EDI committee members occupy key strategic roles representing our multi-faceted, geographically dispersed organisation.

Figure 1: SRUC's EDI Committee internal reporting framework
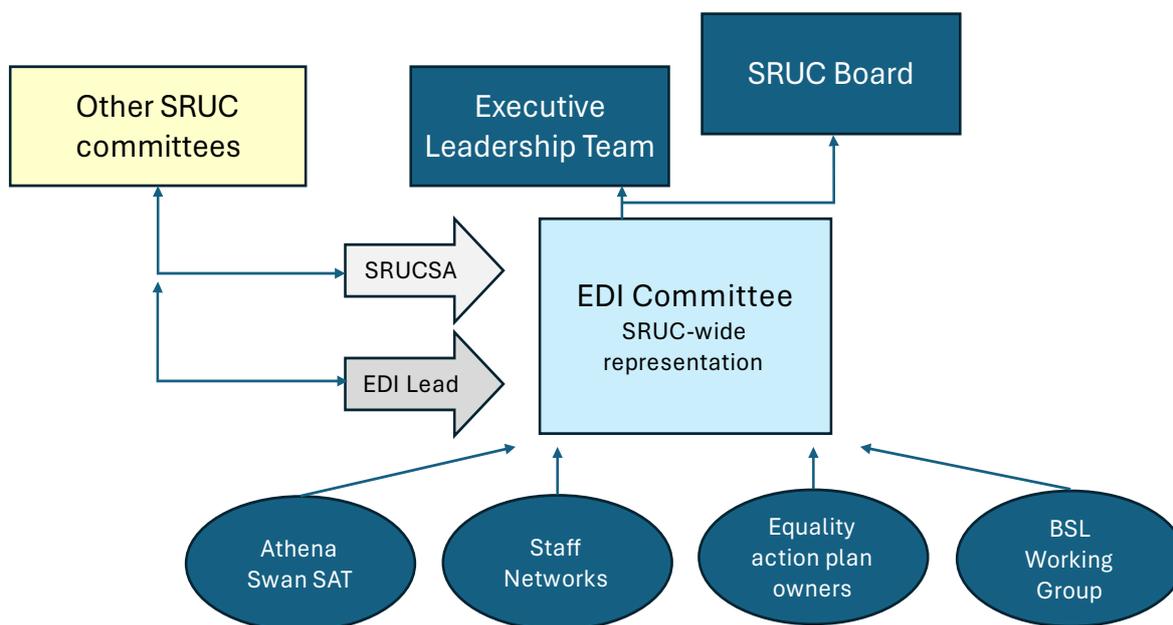
From June 2025, the EDI Committee will report annually to the full SRUC Board to improve the Board's visibility of EDI performance. To date, SRUC's Remuneration and Appointments Committee have received these updates.

There has been an **EDI Lead position** at SRUC since 2020. In addition to providing EDI leadership and consultancy to management and across SRUC, the EDI Lead is a member of several employee and student working groups and committees. The EDI Lead represents SRUC externally as a:

- co-Chair of the College Development Network's (CDN's) EDI Network for Scottish Colleges.
- member of the Scottish Equality Forum for higher and further education institutions.
- member of the Scottish further and higher education BSL networking group.

Board diversity and succession planning

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 (2023) and the Gender Representation on Public Boards (Scotland) Act 2018.

In accordance with the requirements of the Gender Representation on Public Boards (Scotland) Act, the following describes SRUC's progress towards and maintaining the gender representation objective. The gender balance of non-executive directors on the SRUC board since June 2021 to March 2025 is shown in the table below. SRUC's board composition changes throughout the year based on retirals, recruitment rounds, and when student members join/exit the board. April is chosen as the most common reporting point in the below table since April 2022 was when SRUC's first elected Chair joined the board.

Table 1: Breakdown of Non-Executive Directors 2021–2025 elected and appointed by gender (number and percentage)

Type of non-executive position	June 2021	Sept 2021	April 2022	April 2023	April 2024	March 2025
Overall Elected	6	6	6	7	7	7
Overall Appointed	14	14	12	12	11	9
Overall Total	20	20	18	19	18	16
Males Elected	2	1	1	2	2	4
Males Appointed	9	9	8	9	6	5
Male Total	11	10	9	11	8	9
Female Elected	4 (66%)	5 (83%)	5 (83%)	5 (71%)	5 (72%)	3 (43%)
Female Appointed	5 (35%)	5 (35%)	4 (33%)	3 (25%)	5 (45%)	4 (45%)
Female Total	9 (45%)	10 (50%)	9 (50%)	8 (42%)	10 (56%)	7 (44%)

As shown in Table 1, SRUC's percentage of female non-executives have been between 42% to 50% from June 2021 to March 2025. When considering this in terms of elected female non-executives (i.e. Chair, student, employee, and union

representatives) compared to appointed non-executives (i.e. recruited) there is a difference in contribution between June 2021 and April 2024. When looking solely at appointed non-executives the figure varies between 25-45%, while elected non-executives varies between 66-83% female.

In 2020, three positions were advertised. Seventy-four responses were received of which 14 were from female applicants, representing 19% of the total. The number of responses was exceptional, with a significant number of high calibre applicants. Thirteen interviews were held, three of which were women. It was decided to make additional appointments to anticipate future rotational retirements and to avoid a further round of recruitment during a year when planning for the first Chair election would take place. Six appointments were made, one of which was female. The appointments were staggered over a period of 9-10 months, with 3 starting in December 2020 and 3 starting in March 2021.

In early 2022 a recruitment and election process began to find the next SRUC Chair in accordance with the Higher Educations Governance (Scotland) Act (2016). Thirteen responses were received of which three were from female applicants, representing 23% of total. Seven candidates were shortlisted to attend an interview of which two were women, representing 28% of total. Two candidates, one male and one female, were invited to stand for election and the female candidate won and was duly appointed as Chair of SRUC. The Chair is included in the "elected" numbers for April 2022 in the above table.

A recruitment round was also held in late 2023 and 111 applications were received of which 41 were from female applicants, representing 37% of the total. Twelve interviews were held, 6 of which were female, representing 50% of total. Four appointments were made at this time with 3 females joining the Board in March 2024.

For all the above recruitment rounds, consultants were used to assist the search for candidates and were briefed on SRUC's desire to seek out and recruit high calibre female candidates. Advertising was placed in a range of outlets, including websites and organisations specifically targeting female board level applicants.

SRUC is committed to monitoring our recruitment practices to attract female candidates and representation across other protected characteristics as a priority. We continue to work on the best way to gather equality data about the

Board. Therefore, we will adopt the following National Equality Outcomes with the aim of working with the Board to determine the feasibility of gathering and using data on race and disability.

- Increase the racial diversity of Court members and address any racial diversity issues in college Boards.
- Increase the representation of disabled employees in the workforce and on College Boards and University Courts.

Equality impact assessments (EqIAs)

SRUC's equality impact assessment toolkit guides an evidence-based approach to policy development and requires consideration of longer term monitoring of equality impacts. Policies are generally owned and developed by senior leadership, the majority of whom attended equality impact assessment training in 2023-2024.

Several teams have completed equality impact assessment training including Information and Digital Systems (IDS), Centre for Excellence in Learning and Teaching (CELT), and colleagues based in our Rural and Veterinary Innovation Centre (RaVIC). A positive development is that some internal committees require approval for policy changes to be accompanied by an equality impact assessment. We aim to encourage this practice across all committees.

Activities completed since our last report:

- Presentation to the Executive Leadership Team on the revised toolkit and governance of policy, service, process, or function reviews/changes.
- reporting completed equality impact assessments to the EDI Committee.
- External publication of equality impact assessments in place.
- The IDS team has appointed an equality impact assessment champion.

Planned improvements in addition to existing training and support will include:

- Adding virtual learning materials and guidance on strategic equality impact assessments to the existing toolkit.

- Gathering feedback from colleagues on their experiences of the equality impact assessment process to inform further improvements.
- Development of peer to peer support mechanisms and sharing practice.
- Student Advisory Panel action to develop expertise and use of student data which will be reflected in EqIA guidance and training.

SEEDABLE and curriculum review

SRUC's Learning and Teaching Enhancement Strategy 2020-2025 introduced two key pillars:

1. **learning for change**: equipping students to tackle complex, wicked problems, and
2. **learning for all**: prioritising widening access, participation, and success. At the heart of these pillars lay the importance of EDI.

The SEEDABLE project was the main mechanism for putting this strategy into practice. SEEDABLE reflects an integrated approach to:

- Sustainability (S)
- Enterprise (E)
- Equality and Diversity (ED)
- through Active and Blended Learning (ABL)

SEEDABLE is a competence-based approach that challenges programmes to develop students' evidence-based knowledge, and develop their confidence, skills, and motivation to apply their learning in inclusive and socially responsible ways.

Central to SEEDABLE is a multi-year Curriculum Review. Programmes have been clustered into four cycles. Each cycle includes a six-stage process covering employee development, baseline evaluations, review panels, action planning, and multi-year implementation. The staggered timeline has allowed for in-depth reflection and consistency, ensuring each programme can embed EDI principles, adapt teaching methods, and revise assessments to align with SRUC's inclusive vision.

By the end of the third cycle (November 2024), 74 review team members and 27 programme teams had undertaken SEEDABLE-focused development. All participants reported an increase in understanding of the framework and planned to use what they had learnt in practice. Five (out of seven) Boards, covering 58 programmes of study, have submitted actions plans aimed at improving their provision. By November 2025, all 7 Boards will have completed this process. Progress updates indicate that programmes have:

- updated teaching approaches. For example, using simulation-based activities around climate change and implementing inclusive, Universal Design Learning techniques
- created new programme learning outcomes and embedded equality and diversity.
- evolved content and assessments to embed EDI.

We have seen an increase in engagement in relevant co-curricular activities, with 77 and then 103 students joining the Enterprising Changemaker Programme and applications to our Enterprise Challenge averaging at 26 per year. Longer-term indicators of impact show rising student satisfaction scores and a 28-percentage point improvement in teaching satisfaction for one early-review programme. In addition, there has been an increase in student-led business ideas addressing social and environmental challenges highlighting how SRUC is developing graduates prepared to effect meaningful change. Examples include:

- Encouraging Children's Participation in Sport to Reverse Social Ills in Southern Africa.
- a community period poverty project to support women in Africa.

Digital accessibility and Moodle enhancements

SRUC's Moodle Standards (developed in 2021) provide a structured template for all Moodle modules and units. These standards address student feedback for greater consistency to enhance digital learning and assessment experiences.

In 2021-22, a student intern supported by the Digital Learning Team led an Accessibility Project. The project undertook literature reviews and employee/

student engagement to make recommendations that shaped SRUC's accessibility approach and the following projects.

Moodle Brickfield Toolkit Implementation: The Brickfields accessibility toolkit is integrated within Moodle to analyse, report, and improve digital content accessibility. The Toolkit is available within all SRUC's Moodle platforms and was released to employees in 2022–23.

Digital Accessibility Working Group (DAWG): In 2023-2024, the Digital Learning Team collaborated with Student Services to enhance employee guidance and improve digital accessibility through interactive workshops delivered to SRUC academics. Future plans include promoting new Read&Write and ReachDeck accessibility toolbars. The DAWG will continue to raise awareness of accessibility regulations, equip employees with stills to create accessible learning material and establish ongoing accessibility monitoring using the Brickfields Toolkit.

Accessibility and Moodle Standards Audits: In February 2024, the Digital Learning Team implemented a monthly audit process using the Brickfield Toolkit to ensure Moodle courses meet accessibility guidelines and Moodle Standards. The audits review courses at random and provide course owners with detailed reports, links to online guidance, and employee development opportunities.

Inclusive Communication

The Scottish Government Minister for Equalities has updated public authorities that work to produce resources and training on inclusive communication will start in 2025. The aim is to boost confidence, competence and capacity to embed inclusive communications in work to meet the general equality duty.

While we await further guidance and direction from Scottish Government, we plan to review SRUC's communication style guide and advice on inclusive language and accessible formats of documents created and used out with Learning and Teaching. We will also consider ways to improve the use of document templates which have embedded accessibility standards (e.g. fonts and font sizes).

Procurement service processes and award criteria

SRUC is dedicated to embedded EDI into our procurement processes and within SRUC's supply chain. Examples of how we do this include:

- incorporating questions into tenders requiring prospective suppliers to evidence their approach to embedding the principles of [Fair Work First](#) and enhancing EDI within their workforce (includes paying the living wage and the reduction/elimination of zero hours contracts).
- Awarding higher marks to suppliers that can evidence specific EDI work that improves working conditions within their organisation, beyond an understanding of their legal obligations (for example listing the Equalities Act 2010 protected characteristics without further context).
- Annually reviewing SRUC's stance on Modern Slavery (last reviewed January 2024).
- fully adopting the Advanced Procurement for Universities and Colleges' Institutional Terms and Conditions which strengthen contractual compliance.
  annual completion of the Chartered Institute of Procurement and Supply 'Ethical Procurement and Supply' e-learning module by SRUC's Procurement Service.

Our equality impact assessment toolkit also guides policy owners and project managers to consider where equality is relevant to include in the tender criteria as part of the procurement process. This aims to encourage us to embed equality into our tender requirements so that our public sector equality duties continue to be delivered through any third party.

Student involvement

SRUC's Student Association (SRUCSA) continues to work towards enhancing the student experience, ensuring that every student feels supported, included, and empowered. SRUCSA has been working on the following projects.

Course Representatives: Partnering with Year Tutors, SRUCSA had a successful election of Course Representatives (74% participation) who were invited to complete an Equality Monitoring Form as part of their online training. The data is

collected by sparqs (a national student partnership organisation in Scotland) and will allow SRUCSA to compare the diversity of SRUC's course representation with other institutions going forward.

Working collaboratively on SRUC policy: SRUCSA has actively participated in LISTEN training organised as part of SRUC's work with [EmilyTest](). Achieving the EmilyTest GBV charter is part of SRUC's [equality outcomes 2025-2029]() work. SRUCSA is represented on the SRUC's Reasonable Adjustment Advisory Group. The group will assess and refine policies to ensure they remain relevant, fair, and supportive of students requiring reasonable adjustments.

Strengthening Mental Health Support: SRUCSA attended a National Union of Students (NUS) meeting focused on student mental health, gathering insights and feedback to bring back to SRUC. Internal meetings are taking place to develop a Student Mental Health Agreement to reflect students' needs gathered via a consultation. NUS is working with the Scottish Government on new legislation to improve student mental health support, and SRUC and SRUCSA's participation in the NUS 'Think Positive' campaign ensures that SRUC student voices contribute to these policy discussions.

Informing SRUC's equality priorities: SRUCSA took part in recent EDI consultations, working alongside SRUC employees and students to discuss institutional priorities. SRUCSA is particularly pleased that students are being actively consulted in shaping SRUC's equality and diversity policies.

Speak Week, A New Approach: SRUCSA's Speak Week is when students can share their experiences and provide feedback on student life at SRUC. This year, SRUCSA introduced 'Speak Week Spaces' – safe, facilitated forums where students could voice concerns and provide feedback on topics including food, transport, courses, and assessments. Forums were held on each campus and online, ensuring that all students had the opportunity to participate. A full report is being prepared.

Socio-economic impact on the Student Experience: Student Poverty has frequently featured in discussions in the last few academic years. The cost-of-living-crisis was brought up again during Speak Week in relation to unaffordable food prices on campus. This will be shared with leadership through the Speak Week report and discussed at EDI Committee in May 2025.

Rainbow Staff Network

During March and April 2024, the Rainbow Staff Network collaborated with SRUC's EDI Lead to run a series of allyship lunch and learns. We talked about the definition of allyship, what it means to people, and participants were encouraged to make a pledge to continue their allyship journey.

> **Allyship pledges**
>
> "Fully support students to set up liberation groups and societies"
>
> "To stand by, support, listen and reach out to those who might need it to ensure they are not alone within SRUC"
>
> "Stepping up and identifying proactively, rather than wait for situations where it becomes obvious that allyship is needed – be bold!"
>
> "I pledge not to shy away from meaningful discussion, even when I may feel it would be more comfortable not to. And to be an active listener"

In May 2024, the network polled members to review and reset the network's direction. Most members want to focus on the social space the network creates for members. Some members also want to continue to support the EDI Lead and SRUC's policy work. The Rainbow Staff Network has launched a welcome video as part of employee corporate induction to raise awareness and recruit new members.

Farm Advisory Service – Women in Agriculture

The Farm Advisory Service (FAS) has been running Women in Agriculture events since 2017[3]. All women working in Scottish agriculture can get Involved, from those with daily involvement in a farm business, to those who are starting out and interested in learning more about farming.

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[3] See the publication of the "Women in Farming and the Agriculture Sector" report by the Scottish Government.

The current 12 in person groups and one online group have covered a range of topics from sheep handling and calving, business skills and accounting to succession and diversification. The groups provide a supportive woman only environment for learning and networking, both from specialist speakers and from each other. The groups are facilitated by local SAC Consultants (part of SRUC) who draw on colleagues within SRUC and external speakers. Meeting themes aim to meet the group's needs and align with Scottish Government priorities.

Online meetings support women who cannot attend in-person events due to caring responsibilities, other off farm work commitments, or who are geographically isolated. The production of [podcasts](#)[4] and [case studies of women in agriculture](#)[5], highlight the work being done and build confidence of women in agriculture. The events receive positive feedback, and many women now attend mixed farm meetings when they did not before.

FAS Sounds hosts all FAS programmes [audio content](#) in one place. Audio content is very valuable to the time-poor agricultural audience. We cover all audience types and deliver accessible and relevant advice suitable for the needs of the agricultural community.

A 2023 survey of our listeners discovered that their main reasons for listening to our podcasts rather than looking at other resources were:

- the ability to listen while doing something else (88% of respondents).
- preferring to listen to information than reading it (41% of respondents).
- accessibility reasons such as literacy skills or dyslexia (between 12–30% of respondents).

The Agri Culture show has highlighted the diversity of people in the agricultural industry, including [Wilfred Emmanuel-Jones](#) "The Black Farmer", [Mike Duxbury "The Blind Farmer"](#), and [Sammi Kinghorn](#), British Paralympian. Episodes on dyslexia and farm safety, highlighting the support available to farmers, have also been shown.

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[4] Podcasts can be found at https://www.fas.scot/rural-business/women-in-agriculture/wia-podcasts/
[5] Case studies can be found at https://www.fas.scot/rural-business/women-in-agriculture/wia-case-studies/

Next Generation (FAS) is the FAS offering for new entrants to the agricultural industry (rebranded in 2024). The diversity of backgrounds and entry routes to the industry have been highlighted in [case studies](#)[6]. FAS Connect Next Generation Peer Learning groups are facilitated by local SAC Consultants (part of SRUC). Fully immersing Next Generation content throughout the FAS programme removes barriers or stigma relating to prior knowledge and experience of next generation farmers and crofters.

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[6] Case studies can be found at https://www.fas.scot/rural-business/new-entrants/inspirational-stories/

Employee information

This section of the report provides information about our employee demographic and how we use our employee data at SRUC. SRUC's gender pay gap is reported annually through the UK Government portal and a full report is published separately on our [website](#).

How we gather and present our employee data

We gather information on employees and people who apply to work with us across all relevant protected characteristics; age, sex, sexual orientation, disability, religion or belief, race (specifically ethnic origin), gender reassignment including gender identity, and pregnancy and maternity (including return to work after maternity leave). We also monitor marriage and civil partnership status.

In April 2024 we implemented a new Human Resources information system (HRIS) providing SRUC with improved reporting abilities. Some modules within the system are continuing to be developed (for example in relation to performance management).

We took the opportunity to update our employee equality and diversity equality data categories in line with HESA (Higher Education Strategy Associates) reporting requirements and external good practice (e.g., Scotland Census 2022). These changes were discussed and approved by our EDI Committee.

No equality data was transferred to the new system. Employees have been encouraged to share their equality information or to actively select 'prefer not to say' if that is their preference through internal communications. The percentage of 'no responses' has decreased from around 50% in 2023-2024 to around 40% in 2024-2025 across the protected characteristics which is a significant improvement. The 'prefer not to say' response rates have remained constant at around 6-7% across the two years reported. An annual campaign to encourage all employees to review and update their EDI data is expected to result in increased data return in the coming years.

Analysis of our employee data

Analysis of our employee data tells us about the lived experiences of people throughout their employment journey with SRUC. Our observations are shared below. SRUC's data tables in relation to our overall proportion of employees by protected characteristics 2023-2025 is provided in Appendix A. Further data tables to support the narrative below are shared in Appendices B to E.

There are limitations to what we can report due to small numbers of disclosure, and/ or due to a small number of people (<10) going through specific processes in the reporting period (e.g. capability and other performance procedures).

Observations by working hours

Full time work is defined as employees contracted to work 1 FTE and above and part time work is defined as employees contracted to work 0.99 FTE or below.

There continues to be a significant difference by sex across part-time employees where we find that 74.9% (2023-24) and 73.9% (2024-25) of all part time employees are female.

The number of full-time employees with disabilities has increased (5.1% in 2023-24 to 6.4% in 2024-25), and the number of part-time employees with disabilities has also slightly increased (2.1% in 2023-24 to 2.7% in 2024-25). A significant proportion of employees have not shared their disability information.

Employees who work full time were mostly found in the 25-34 years age range in 2023-2024 (25.4%) and are currently in the 35-44 years age range (24.7% in 2024-25). For part time employees, the highest proportion of employees (23.5% in 2023-24 to 22.0% in 2024-25) continues to be those aged between 35-44 years.

Family Care Leave

From 2023-24 to 2024-25 the following trends have been observed. Full data tables have not been published due to low numbers.

- a 19% increase in the uptake of Maternity leave from 2023/24 to 2024/25.

- a 7% increase in the uptake of parental leave.
- a 25% decrease in the number of employees taking Paternity leave.
- an increase in uptake for all types of family leave (27 during 2023/24, to 35 in 2024/25).

A new employee corporate Induction session and follow up check-in was launched in April 2024. This highlights HR polices and where to find information and guidance relating to all types of leave. The HR check-ins provide open door provision for employees to discuss HR policies and answer any questions. To encourage equity of access to family care leave, further conversations and legislative changes or policy updates will continue be used as a springboard to highlight our provision. For example, Neonatal Care Leave will become a statutory right effective April 2025, and the development of this policy will enable SRUC to signpost other forms of family care leave.

SRUC also recognises the low numbers of employees taking adoption leave. As part of a drive to promote family care leave policies SRUC have revised all policies and have included surrogacy leave in the Adoption Policy for the first time. All family care leave policies (including Neonatal care leave and pay) have an accompanying equality impact assessment and are shared with Trade Unions prior to launch. All policies have supporting guidance for employees and managers.

Further key observations from 2023–2025 family care leave data include:

- The largest age range for employees taking family care leave is between 35 – 44, with an increase of 48% in 2023/24 to 51% in 2024/25.
- Employees identifying as female taking family care leave increased, from 48% in 2023/24 to 74% in 2024/25. Similarly, the number of males taking family care leave decreased, from 26% in 2023/24 to 20% in 2024/25.
- Employees taking Paternity leave decreased, from an overall percentage of 48% in 2023/24 to 23% in 2024/25.

Sponsored learning

Sponsored learning within SRUC can be applied for by an employee who is seeking sponsorship for whole or part of the funding to complete a course of study. The sponsored learning will also include time off for study and/or exams.

A limited number of people asked for support in this reporting period therefore data tables have not been published. In 2023-24, 67% of application came from female employees and this increased to 87.5% in 2024-25. A third (33%) of applicants declared a disability in 2023–24 and this decreased to 0% in 2024–25. In 2023-25, 35% of all applications came from UK White employee with the remaining applicants not sharing their information.

Flexible Working

SRUC saw a slight decrease in flexible working applications in 2022-23. Full data tables have not been published due to low numbers. SRUC offers a range of flexible working options and a flexible approach to work including changing hours, agile or hybrid working with agreement by line managers, or a formal change via an application process. Flexible working options are promoted to employees at all stages of the employee life cycle including during their parental leave, in parental policies and throughout managers guidance.

Key observations from our 2023-2025 data include:

- In 2023-24, SRUC received 32 applications for formal flexible working. The majority (75%) of applications were from female employees. In 2024-25, the number of applications decreased to 25 but showed an even gender split (52% female, 48% male).

- The highest number of applications came from employees aged 35 to 44 years old (37.5% in 2023-24, and 32% 2024-25).

SRUC introduced a formal process for capturing data for employees' applications in 2023. Alongside a change in legislation, we saw an increase in the number of applications in a 12-month period. The process aims to capture all flexible working applications and not just those where a contractual term is agreed. However, we are aware that informal discussions may still take place, resulting in

the request being rejected before a formal application is made. Without this information, SRUC is unable to identify any trends in rejected applications. To address this, we plan to develop online flexible working request forms online to encourage employees to formally record all applications.

Leavers

Our leaver data (see Appendix C: Leavers profiles 2023-2025) shows a slight decrease in the percentage of female employees who left SRUC over the reporting period (16.7% in 2023-2024 to 16% in 2024-2025). For male employees there was a slight increase in the percentage of leavers (17.5% in 2023-2024 up to 19.5% in 2024-2025). We are unable to report on leavers by other protected characteristics due to low numbers.

Recruitment

Several improvements have been made to our recruitment processes to improve the experience of applicants and impact the diversity of our workforce. SRUC's Recruitment, Selection and Appointments Policy has been updated to reflect new practises that include:

- Publication of 'Best practise interventions for assisting people with health conditions or impairments in recruitment' to equip managers with knowledge about making reasonable adjustments throughout the sourcing, selection, and assessment process.
- Streamlined advert templates to improve accessibility.
- Improved gender-coding check tools to reduce potential bias in adverts and recruitment documentation.
- Launch of a new Unconscious Bias online training course for managers and recruitment panels.
- The implementation of the new HRIS has facilitated improvements to the anonymisation of application forms in recruitment.

As an accredited SCQF Inclusive Recruiter, we demonstrate our commitment to broadening the range of qualifications, experience and skills that can be considered comparable when recruiting.

Our recruitment data (see Appendix D: Recruitment information by protected characteristics 2023-2025) shows improved disclosures across most of the

protected characteristics due to the new HRIS and improvements to how we gather equality data. This will support improved trends analysis beyond 2025.

Key observations attributed to improvements highlighted above include:

- In 2024–2025, there has been an increase in the proportion of female applicants (55.4% females compared to 39.6% male) with female applicants also more likely to be appointed (68.2% female compared to 31.8% male).
- Proportions of people applying remain consistent with those appointed across, for example, all sexual orientations, all ages, and people who declare a disability and those who are not disabled.
- The large percentage of applicants from 'other ethnic' backgrounds continues. Most applicants are sifted out due to the UK's increased barriers to legal immigration especially for lower grade roles. Improved clarity on 'sponsorable' job roles and job location have helped to reduce applications being sifted out on this basis. Despite this, we have seen a relative increase in successful appointments of applicants from 'other ethnic' backgrounds.

Future planned work includes a review of EDI related content on the website as part of the broader SRUC website review. We also plan to investigate targeted advertising with aim to increase the minority ethnic representation of our workforce.

Human Resources projects

Prevention of sexual harassment and g*ender based violence (GBV)*

SRUC's Principal and Chief Executive led communications on the changes to the Worker Protection (Amendment of Equality Act 2010) Act 2023 and measures we have put in place to provide a safe and inclusive environment for SRUC's community.

We have:

- referenced sexual harassment in SRUC's Dignity at Work Policy.
- compiled a 'Sexual Harassment – Guidance and Procedure' and developed the Dignity at Work intranet page with easily access to resources.
- briefed Executive Leadership Team and senior management teams across SRUC.
- implemented a system for the confidential reporting of incidents and concerns called 'Inform and support.' Further work to roll this out is included in our equality outcomes 2025–2029. Two cases have been reported to date.

As part of SRUC's work with EmilyTest, we ran two L.I.S.T.E.N training events (total of 37 attendees) where attendees learned how to assess the level of risk of harm or abuse to the reporting student, reported student and/or extended community. Two employees have attended a L.I.S.T.E.N train the trainer event so that we can continue to roll this training out.

Harmonisation of Terms and Conditions

Work to harmonise employee terms and conditions across SRUC has been an important project over the last year. This change has standardised employee contracts in areas like working hours (35 hours FTE), annual leave, sickness absence and notice periods. The harmonisation brings no detriment to any employee because of the changes.

Human Resources policy review

The HR policy review is prioritised to reflect recent or expected changes in employment legislation and SRUC's strategic priorities. A review timetable is in place following engagement with the Joint Trade Unions who receive monthly updates. All reviewed policies are equality impact assessed. The equality impact assessments are shared with the Joint Trade Unions and include the outcome of employee engagement (including employee networks).

Policies that have been revised in the period April 2023 – March 2025 include:

- Maternity Leave reviewed May 2023
- Shared Parental Leave reviewed May 2023
- Adoption Leave reviewed May 2023
- Maternity Leave reviewed May 2023
- Capability Policy reviewed July 2023
- Probation Policy reviewed November 2023
- Sponsored Education reviewed December 2023
- Safe Leave Procedure reviewed January 2024
- Death In Service Procedure reviewed February 2024
- Phased Retirement Policy reviewed February 2024
- Paternity/Partner Leave reviewed March 2024
- Redundancy Policy reviewed April 2024
- Flexible Working Policy reviewed April 2024
- Special Leave Policy reviewed April 2024
- Attendance Management Policy reviewed October 2024
- Neonatal Care Leave Policy reviewed March 2025.

Learning and Organisational Development

Following a comprehensive, all employee needs assessment survey in April–May 2024, (See the EDI related results in Appendix F), Learning and Organisational Development will prioritise the areas where 40% or more of employees responded with Grade 3, Grade 2 and Grade 1 (where Grade 5 is high skills/ understanding and Grade 1 is low skills/ understanding), as this indicates employees feel they are lacking the necessary skills in that area.

As part of ongoing employee development, Learning and Organisational Development will roll out opportunities for training over the next year that targets some of the key areas including:
- Inclusive language
- unconscious bias
- challenging microaggressions and discrimination such as misogyny, homophobia, sexism and racism.

The training and development will be delivered either via 30-minute, instructor led, online workshops or via focused, bite-size videos.

Management Training: With the move to a 35 hour week (pro-rata for part-time employees), there has been some concern about workloads and time management. We delivered 2x 1 hour workshops in March 2025 for Managers and Team Leaders on time management prioritisation, enhancing focus and minimising distraction. Attendees are encouraged to cascade the tools and techniques to their teams. Workshops will be rolled out to all employees in April 2025.

Performance Management

In May and June 2025, all employees will be consulted regarding their performance management requirements to inform changes to the system will meet their needs and deliver the products and services that will have the best impact.

Additionally, we are exploring the possibility of including a Learning module, which will allow us to develop Individual Learning Plans for each employee and link them to mandatory training courses or other opportunities. The learning module would also provide improved data analytics and reporting, which is critical for many teams to maintain their accreditation and funding. A final decision on the Learning module will be made after the manager and employee consultations have been completed.

Equal Pay Statement

Equal pay statements are an opportunity to share our policy on equal pay among our employees between:

- women and men,
- people who are disabled and people who are not, and
- people who fall into a minority racial group and people who do not.

We are also required to publish information on occupational segregation, being the concentration in particular grades and in particular occupations in relation to each group listed above.

The information in this report relates to race and disability only. SRUC publishes a Gender Pay Gap report annually which provides our gender pay gap data and vertical and horizontal segregation analysis.

Disability demographic and pay gap

As shown in Table 4 of Appendix A, the number of employees who have declared a disability increase from 7.2% in 2023–24 to 9.1% in 2024–2025. It is important to note that our analysis is limited due to 59.3% (2023–2024) and 48.7% (2024–2025) of employees not disclosing their data (this includes 'prefer not to say' and no responses).

Women continue to be the majority of those who have indicated they have a disability and at 61% this rate is slightly higher than the overall percentage of women employed (57.5%).

Figure 2: Employee demographic by disability and gender in 2023–2024 and 2024–2025
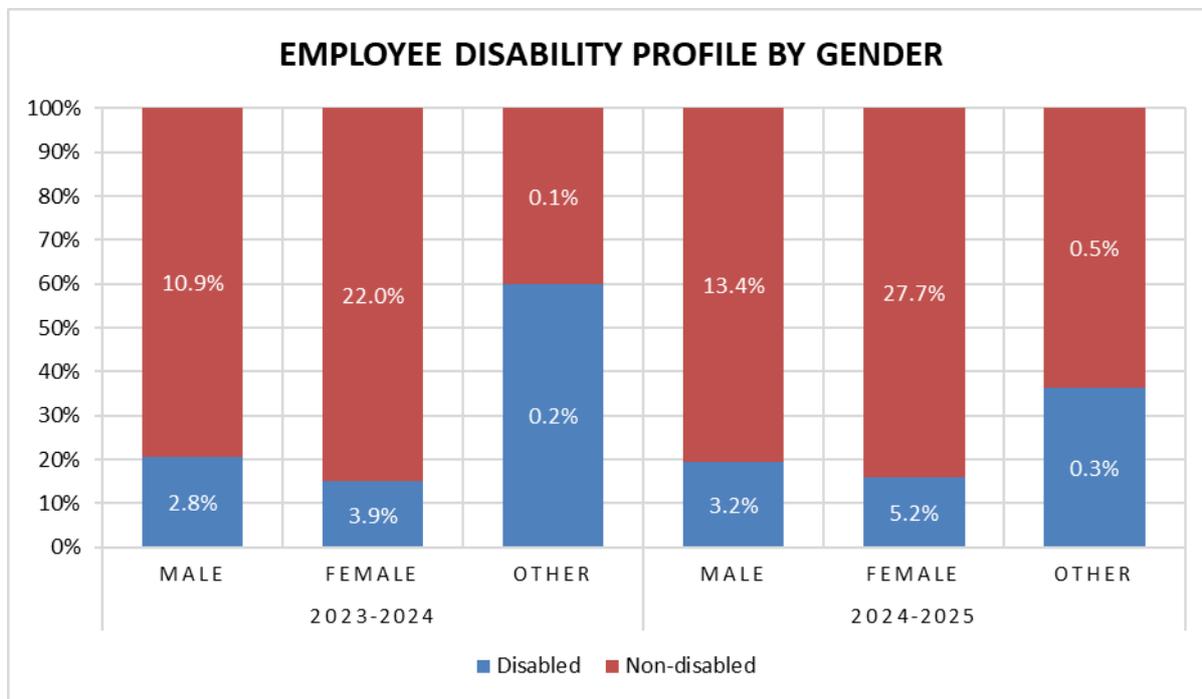
Our **Disability Pay Gap** information for the 2024 reporting year is shown below.

	Hourly Rate – No Declared Disability	Hourly Rate – Declared Disability	Gap (£)	Gap (%)
Mean	22.37	21.89	0.48	12.73%
Median	21.63	20.62	1.01	4.68%

The mean figure is equitable to the gender gap and the median the figure is significantly smaller than the gender gap. These figures exclude the salary information of those who chose not to respond or indicated "prefer not to say" and therefore may change as our data collection becomes more comprehensive.

Ethnic identity demographic and pay gap

The proportion of employees by ethnic identity is shown in Table 5 of Appendix A, It is important to note that our analysis is limited due to 55.6% (2023–2024) and 43.7% (2024–2025) of employees not disclosing their data (this includes prefer not to say and no responses).

SRUC's minority ethnic representation has increased by 1.4 % from 2.6% in 2023–2024 to 4.0% in 2024–2025. However, SRUC's workforce is predominantly White. Analysis of the data by race and gender does not indicate any intersectional issues.

Our Ethnicity Pay Gap information for the 2024 reporting year is shown in the tables below. The information compares the hourly rate for White UK employees (with all other employees but excludes data for those who did not respond or selected "not known" as a response. The data shows a positive median pay gap with those not identifying as White UK receiving a higher median hourly rate of pay

	Hourly Rate – White	Hourly Rate – BAME	Gap (£)	Gap (%)
Mean	22.15	22.06	0.10	0.44%
Median	21.27	22.07	–0.80	2.14%

Note: 'White' includes White British, Scottish, English, Welsh, and Northern Irish responses for the purposes of this table.

Occupational segregation

Occupational segregation is the distribution of people across and within occupations and jobs, based upon demographic characteristics. Occupational segregation is represented in two ways:

- 'Vertical' segregation, where there is clustering of the demographic (for example disabled people versus non–disabled people) at different levels of the organisation.

- 'Horizontal' segregation, where there is clustering of the demographic into different types of work.

Vertical segregation

Vertical segregation is identified as an issue by many employers. It is not about equal pay as defined by law– as men and women should be paid equally on the salary ranges for each job level – but typically, including in tertiary education, women are underrepresented in the senior levels and may be overrepresented in the lower levels.

Disability: In 2025 employees declaring a disability make up 9.1% of our workforce, up from 7.2% in 2024. When reviewing the numbers of employees in Grade 3 and above, the percentage of employees with a disability is 13.6%, which is higher than the overall percentage of employees in that group. This finding is consistent in Grades 4 and 5, and in Grades 6 to 9. There is therefore not evidence of vertical segregation among employees with a disability.

Ethnicity: the representation of minority ethnic employees at senior grades is slightly higher (5.6%) than for the overall organisations (4%), with the highest representation at grades 4 and 5 (middle grades). With the caveat of small numbers, it appears that there is no vertical segregation in relation to ethnic identity.

Horizontal segregation

SRUC analyses data by the areas of professional services, commercial, and academic when looking at horizontal segregation. The proportion of SRUC employees by division versus the proportion of employees who have declared a disability is summarised below:

- The academic division holds 60.2% of SRUC employees and 68% of the employees who have declared a disability.
- The commercial division holds 23.0% of SRUC employees and 9.2% of the employees who have declared a disability.
- The professional services division holds 16.8% of SRUC employees and 22.3% of the employees who have declared a disability.

This shows a clear difference in our Commercial Division. However, there is a slight increase in the number of commercial employees who disclosed a disability (6.6% in 2021 to 9.2% in 2025).

Ethnic identity: Most of our minority ethnic employees work in our Academic division (71.9% of employees who identify as minority ethnic, and the Academic division hold 60.2% of all employees). This is influenced by our international scientific reputation as well as the recruitment processes, we use. While recent changes in legislation are making this more challenging, we maintain the ability to secure work permits for research positions under the UK Government processes thereby allowing the recruitment of non-UK nationals.

Planned actions and projects

Our vision is to create a culture where everyone can thrive, contribute and succeed. Training and attracting the best talent is fundamental to our success. Understanding and addressing the issues related to pay and occupational segregation are central to achieving this. In addition to the projects noted across this report, the following work is expected to directly impact on our pay gap figures:

- **Pay and grading project**: SRUC is committed to implementing a new pay and grading structure and is a key strategic objective. Phase one is in progress and includes the production of a suit of up to date and accurate job descriptions for the wide variety of roles across the organisation using the HERA job evaluation scheme. The pay and grading project timeline has been extended due to work on harmonising terms and conditions across SRUC.
- **Athena Swan action plan:** a reduction in our pay is a key measure of success of the Athena Swan action plan
- **Annual pay gap reports:** We will produce annual pay gap reports covering gender, race and disability supporting "snapshot" and trend information and will share these with senior leadership and employees to raise awareness and generate discussion.

Appendices

Explanatory notes

The data is collected between 01/04/2023 – 31/03/2025. The data is provided for the period 01/04/Y1 – 31/03/Y2 for the year indicated.

Suppressed values: Where appropriate, we have suppressed our data where numbers are <10 or where we think there is a risk to employee anonymity. This may include suppressing the next lowest figures even where these are >10 to avoid low numbers being calculated. Where overall numbers are low, we have not published the data tables.

Transgender employees: Please note that we collect but do not publish data about employees who identify as transgender due to low numbers.

Ethnicity aggregation: We are aware that aggregating data can disguise the substantial differences between ethnic groups within those categories. Due to low numbers, we have aggregated our ethnicity data as follows:

- **UK White** aggregates British, English, Northern Irish, Welsh, and Scottish.
- **Other white** aggregates Polish, Irish, Gypsy or Traveller, Roma, and other white background.
- **Black, Asian and minority ethnic groups** aggregates all Pakistani, Asian, Indian, Chinese, Caribbean, Black, Arab, and African
- **Other ethnic background** aggregates all other ethnic minority groups not listed above.

Religion or Belief aggregation: We have aggregated numbers for people who are Buddhist, Hindu, Jewish, Muslim or Sikh.

Appendix A: Proportion of employees by protected characteristic 2023 – 2025

The below was data is collected between 01/04/2023 – 31/03/2025. The data outlined below is provided for the period 01/04/Y1 – 31/03/Y2 for the year indicated.

Table 1: Proportion of employees by Gender Identity

Gender Identity	2023–2024		2024–2025	
	Total	%	Total	%
Female	839	54.0%	823	57.5%
In another way	*	*	*	*
Male	544	35.0%	524	36.6%
Non–Binary	*	*	*	*
Prefer Not to say	41	2.6%	41	2.9%
No response	124	8.0%	32	2.2%
Total	1553	100%	1431	100%

Table 2: Proportion of employees by Sex

Sex	2023–2024		2024–2025	
	Total	%	Total	%
Female	917	59.0%	852	59.5%
Male	595	38.3%	538	37.6%
Prefer Not to say	41	2.6%	41	2.9%
Total	1553	100%	1431	100%

Table 3: Proportion of employees by Sexual Orientation

Sexual Orientation	2023–2024		2024–2025	
	Total	%	Total	%
Bisexual	20	1.3%	28	2.0%
Gay or Lesbian	11	0.7%	15	1.0%
Heterosexual or straight	644	41.5%	735	51.4%
Queer	*	*	*	*
Other	*	*	*	*
Prefer not to say	95	6.1%	105	7.3%
No response	776	50.0%	535	37.4%
Total	**1553**	**100%**	**1431**	**100%**

Table 4: Proportion of employees by Disability

Disability Status	2023–2024		2024–2025	
	Total	%	Total	%
Disabled	112	7.2%	130	9.1%
Non–disabled	520	33.5%	603	42.1%
Prefer not to say	101	6.5%	108	7.5%
No response	820	52.8%	590	41.2%
Total	**1553**	**100%**	**1431**	**100%**

Table 5: Proportion of employees by Ethnic Identity

Ethnicity	2023–2024		2024–2025	
	Total	%	Total	%
UK White	543	35.0%	618	43.2%
Other White	105	6.8%	131	9.2%
BAME	39	2.5%	54	3.8%
Other ethnic minority	*	*	*	*
Prefer not to say	*	*	*	*
No response	799	51.4%	557	38.9%
Totals	**1553**	**100%**	**1431**	**100%**

Table 6: Proportion of employees by Marriage & Civil Partnership status

Marriage Status	2023–2024		2024–2025	
	Total	%	Total	%
Divorced or dissolved partnership	32	2.1%	35	2.4%
Civil partnership	*	*	*	*
Married	394	25.4%	423	29.6%
Never married or in civil partnership	202	13.0%	272	19.0%
Separated	17	1.1%	19	1.3%
Widowed or surviving partner	*	*	*	*
Prefer not to say	98	6.3%	104	7.3%
No response	799	51.4%	563	39.3%
Total	**1553**	**100%**	**1431**	**100%**

Table 7: Proportion of employees by Religion or Belief

Religion/Belief	2023–2024		2024–2025	
	Total	%	Total	%
Buddhist, Hindu, Jewish, Muslim or Sikh	17	1.1%	22	1.5%
Christian – Church of Scotland	142	9.1%	153	10.7%
Christian – Other	58	3.7%	70	4.9%
Christian – Roman Catholic	51	3.3%	59	4.1%
No religion or belief	384	24.7%	457	31.9%
Any other religion or belief	17	1.1%	22	1.5%
Prefer not to say	98	6.3%	102	7.1%
No response	786	50.6%	546	38.2%
Total	**1553**	**100%**	**1431**	**100%**

Table 8: Proportion of employees by Age Profile

Age Range	2023–2024		2024–2025	
	Total	%	Total	%
16–19	49	3.2%	36	2.5%
20–24	76	4.9%	78	5.5%
25–29	161	10.4%	123	8.6%
30–34	180	11.6%	175	12.2%
35–39	185	11.9%	173	12.1%
40–44	184	11.8%	169	11.8%
45–49	177	11.4%	160	11.2%
50–54	167	10.8%	147	10.3%
55–59	177	11.4%	185	12.9%
60–64	122	7.9%	113	7.9%
65+	75	4.8%	72	5.0%
Total	1553	100%	1431	100%

Table 9: Proportion of employees by BSL User status

BSL User status	2024–2025	
	Total	%
British sign language user	*	*
Not a British sign language user	362	25.3%
Prefer not to say	*	*
No response	1058	73.9%
Total	1431	100%

Appendix B: Part–time and full–time employees by protected characteristic 2023–2025

A full–time (FT) employee is defined as employees contracted to 1FTE (full time equivalent) and above, for example farm workers. Part–time (PT) employees are defined as employees contracted to below 1FTE. As the period includes an entire year where full time/part time status may have changed, the status was taken for each employee as at the contract end date (if a leaver within the period) or last date of reporting period (31/03/Y2).

Table 1: Proportion of full time and part time employees by Gender Identity

Gender Identity	Full time				Part time			
	2023–2024		2024–2025		2023–2024		2024–2025	
	Total	%	Total	%	Total	%	Total	%
Female	514	33.1%	511	35.7%	325	20.9%	312	21.8%
In another way	*	*	*	*	*	*	*	*
Male	445	28.7%	419	29.3%	99	6.4%	105	7.3%
Non–Binary	*	*	*	*	*	*%	*	*
Prefer Not to say	*	*	*	*	*	*	*	*
No response	48	3.1%	16	1.1%	76	4.9%	16	1.1%
Total	1046	67.4%	991	69%	507	32.6%	440	31%

Table 2: Proportion of full time and part time employees by Sex

Sex	Full time				Part time			
	2023–2024		2024–2025		2023–2024		2024–2025	
	Total	%	Total	%	Total	%	Total	%
Female	538	34.6%	527	36.8%	379	24.4%	325	22.7%
Male	474	30.5%	428	29.9%	121	7.8%	110	7.7%
Prefer Not to say	34	2.2%	36	2.5%	*	*	*	*
Total	1046	67.4%	991	69.3%	507	32.6%	440	30.7%

Table 3: Proportion of full time and part time employees by Sexual Orientation

Sexual Orientation	Full time				Part time			
	2023–2024		2024–2025		2023–2024		2024–2025	
	Total	%	Total	%	Total	%	Total	%
Bisexual	13	0.8%	18	1.3%	*	*	10	0.7%
Gay or Lesbian	10	0.6%	11	0.8%	*	*	*	*
Heterosexual or straight	486	31.3%	530	37.0%	158	10.2%	205	14.3%
Queer	*	*	*	*	*	*	*	*
Other	*	*	*	*	*	*	*	*
Prefer not to say	69	4.4%	79	5.5%	26	1.7%	26	1.8%
No response	461	29.7%	342	23.9%	315	20.3%	193	13.5%
Total	1046	67.4%	991	69.3%	507	32.6%	440	30.7%

Table 4: Proportion of full time and part time employees by Disability

Disability Status	Full time				Part time			
	2023–2024		2024–2025		2023–2024		2024–2025	
	Total	%	Total	%	Total	%	Total	%
Disabled	79	5.1%	91	6.4%	33	2.1%	39	2.7%
Non–disabled	391	25.2%	434	30.3%	129	8.3%	169	11.8%
Prefer not to say	80	5.2%	84	5.9%	21	1.4%	24	1.7%
No response	496	31.9%	382	26.7%	324	20.9%	208	14.5%
Total	1046	67.4%	991	69%	507	32.6%	440	31%

Table 5: Proportion of full time and part time employees by Ethnic Identity

Ethnic Identity	Full time				Part time			
	2023–2024		2024–2025		2023–2024		2024–2025	
	Total	%	Total	%	Total	%	Total	%
UK White	417	26.9%	450	31.4%	126	8.1%	168	11.7%
Other White	78	5.0%	95	6.6%	27	1.7%	36	2.5%
BAME	34	2.2%	43	3.0%	*	*	11	0.8%
Other ethnic minority	*	*	*	*	*	*	*	*
Prefer not to say	*	*	*	*	*	*	*	*
No response	465	29.9%	346	24.2%	334	21.5%	211	14.7%
Totals	1046	67.4%	991	69%	507	32.6%	440	30.7%

Table 6: Proportion of full time and part time employees by Marriage & Civil Partnership status

Marriage Status	Full time				Part time			
	2023–2024		2024–2025		2023–2024		2024–2025	
	Total	%	Total	%	Total	%	Total	%
Divorced or dissolved partnership	28	1.8%	30	2.1%	*	*	*	*
Civil partnership	*	*	*	*	*	*	*	*
Married	280	18.0%	294	20.5%	114	7.3%	129	9.0%
Never married or in civil partnership	173	11.1%	211	14.7%	29	1.9%	61	4.3%
Separated	12	0.8%	13	0.9%	*	*	*	*
Widowed or surviving partner	*	*	*	*	*	*	*	*
Prefer not to say	78	5.0%	85	5.9%	20	1.3%	19	1.3%
No response	467	30.1%	350	24.5%	332	21.4%	213	14.9%
Total	1046	67.4%	991	69.3%	507	32.6%	440	30.7%

Table 7: Proportion of full time and part time employees by Religion or Belief

Religion/Belief	Full time				Part time			
	2023–2024		2024–2025		2023–2024		2024–2025	
	Total	%	Total	%	Total	%	Total	%
Buddhist, Hindu, Jewish, Muslim or Sikh	14	0.9%	18	1.23%	*	*	*	*
Christian – Church of Scotland	107	6.9%	107	7.5%	35	2.3%	46	3.2%
Christian – Other	45	2.9%	54	3.8%	13	0.8%	16	1.1%
Christian – Roman Catholic	39	2.5%	44	3.1%	12	0.8%	15	1.0%
No religion or belief	289	18.6%	332	23.2%	95	6.1%	125	8.7%
Any other religion or belief	12	0.8%	14	1.0%	*	*	*	*
Prefer not to say	73	4.7%	75	5.2%	25	1.6%	27	1.9%
No response	467	30.1%	347	24.2%	319	20.5%	199	13.9%
Total	1046	67.4%	991	69.3%	507	32.6%	440	30.7%

Table 8: Proportion of full time and part time employees by Age Profile

Age Range	Full time				Part time			
	2023–2024		2024–2025		2023–2024		2024–2025	
	Total	%	Total	%	Total	%	Total	%
16–24	37	2.4%	42	2.9%	88	5.7%	72	5.0%
25–34	266	17.1%	228	15.9%	75	4.8%	70	4.9%
35–44	251	16.2%	245	17.1%	118	7.6%	97	6.8%
45–54	252	16.2%	230	16.1%	91	5.9%	77	5.4%
55–64	212	13.7%	217	15.2%	87	5.6%	81	5.7%
65+	28	1.8%	29	2.0%	47	3.0%	43	3.0%
Total	1046	67.4%	991	69.3%	507	32.6%	440	30.7%

Appendix C: Leavers profiles 2023–2025

Due to the change in data items tracked, some data was not available for the 2023–2024 reporting period.

Table 1: Proportion of leavers by Gender Identity

Gender Identity	2023–2024		2024–2025	
	Total	%	Total	%
Female	99	38.1%	132	54.3%
In another way	0	0.0%	0	0.0%
Male	62	23.8%	103	42.4%
Non-Binary	0	0.0%	0	0.0%
Prefer Not to say	0	0.0%	*	*
No response	99	38.1%	*	*
Total	260	100%	243	100%

Table 2: Proportion of leavers by Sex

Sex	2023–2024		2024–2025	
	Total	%	Total	%
Female	155	59.5%	136	56.0%
Male	105	40.5%	105	43.2%
Prefer Not to say	0	0.0%	*	*
Total	260	100%	243	100%

Table 3: Proportion of leavers by Disability

Disability Status	2024–2025	
	Total	%
Disabled	*	*%
Non-disabled	55	22.6%
Prefer not to say	*	*
No response	175	72.0%
Total	243	100%

Table 4: Proportion of leavers by Ethnic Identity

Ethnic Identity	2024–2025	
	Total	%
UK White	43	17.7%
Other White	11	4.5%
BAME	*	*
Other ethnic minority	*	*
Prefer not to say	*	*
No response	182	74.9%
Totals	243	100%

Table 5: Proportion of leavers by Age Profile

Age Range	2023–2024		2024–2025	
	Total	%	Total	%
16–24	46	16.7%	42	17.3%
25–34	69	26.8%	67	27.6%
35–44	47	18.3%	36	14.8%
45–54	46	17.9%	32	13.2%
55–64	31	12.1%	40	16.5%
65+	21	8.2%	26	10.7%
Total	257	100%	243	100%

Appendix D: Recruitment information by protected characteristics 2023–2025

Due to the smaller volume within the Appointed Candidates data, further aggregation has been applied and noted below the relevant table where applicable.

Table 1: Proportion of Applicants and Appointed Candidates by Gender Identity

| Gender Identity | 2024–2025 | | | |
| | Applicants | | Appointed Candidates | |
	Total	%	Total	%
Female	1474	52.3%	125	62.2%
In another way	*	*	*	*
Male	1044	37.0%	55	27.4%
Non-Binary	*	*	*	*
Prefer not to say	50	1.8%	*	*
No response	228	8.1%	10	5.0%
Total	2821	100%	201	100%

Table 2: Proportion of Applicants and Appointed Candidates by Sex

| Sex | 2023–2024 | | | | 2024–2025 | | | |
| | Applicants | | Appointed Candidates | | Applicants | | Appointed Candidates | |
	Total	%	Total	%	Total	%	Total	%
Female	1372	48.3%	197	61.0%	1562	55.4%	137	68.2%
Male	1406	49.5%	126	39.0%	1116	39.6%	64	31.8%
Prefer not to say	*	*	0	0.0%	0	0.0%	0	0.0%
No response	*	*	0	0.0%	143	5.1%	0	0.0%
Total	2842	100%	323	100%	2821	100%	201	100%

Table 3: Proportion of Applicants and Appointed Candidates by Sexual Orientation

Sexual Orientation	2023–2024				2024–2025			
	Applicants		Appointed Candidates		Applicants		Appointed Candidates	
	Total	%	Total	%	Total	%	Total	%
Bisexual	187	6.6%	*	*	168	6.0%	10	5.0%
Gay or Lesbian	53	1.9%	*	*	87	3.1%	*	*
Heterosexual or straight	2267	79.8%	132	40.9%	2065	73.2%	133	66.2%
Queer	*	*	0	0.0%	20	0.7%	*	*
Other sexual orientation	72	2.5%	*	*	19	0.7%	*	*
Prefer not to say	259	9.1%	17	5.3%	204	7.2%	19	9.5%
No response	*	*	163	50.5%	258	9.1%	28	13.9%
Total	2842	100%	323	100%	2821	100%	201	100%

Table 4: Proportion of Applicants and Appointed Candidates by Disability

Disability Status	2023–2024				2024–2025			
	Applicants		Appointed Candidates		Applicants		Appointed Candidates	
	Total	%	Total	%	Total	%	Total	%
Disabled	169	5.9%	25	7.7%	312	11.1%	24	11.9%
Non–disabled	2606	91.7%	111	34.4%	1727	61.2%	113	56.2%
Prefer not to say	63	2.2%	19	5.9%	201	7.1%	17	8.5%
No response	*	*	168	52.0%	581	20.6%	47	23.4%
Total	2842	100%	323	100%	2821	100%	201	100%

Table 5: Proportion of Applicants and Appointed Candidates by Ethnic Identity

Ethnic Identity	2023–2024				2024–2025			
	Applicants		Appointed Candidates		Applicants		Appointed Candidates	
	Total	%	Total	%	Total	%	Total	%
UK White	921	32.4%	93	28.8%	1052	37.3%	115	57.2%
Other White	406	14.3%	20	6.2%	324	11.5%	32	15.9%
BAME	1326	46.7%	13	4.0%	1091	38.7%	16	8.0%
Other ethnic	*	*	0	0.0%	26	0.9%	*	*
Prefer not to say	129	4.5%	14	4.3%	95	3.4%	*	*
No response	*	*	183	56.7%	233	8.3%	29	14.4%
Totals	**2842**	**100%**	**323**	**100%**	**2821**	**100%**	**201**	**100%**

Table 6: Proportion of Applicants and Appointed Candidates by Marriage & Civil Partnership

Marriage Status	2023–2024				2024–2025			
	Applicants		Appointed Candidates		Applicants		Appointed Candidates	
	Total	%	Total	%	Total	%	Total	%
Married or in a civil partnership	1102	38.8%	62	19.2%	870	30.8%	51	25.4%
Never married or in civil partnership	1273	44.8%	53	16.4%	1321	46.8%	88	43.8%
No longer married or in civil partnership	87	3.1%	*	*	*	*	*	*
Co-habiting with partner	291	10.2%	*	*				
Prefer not to say	*	*	22	6.8%	175	6.2%	15	7.5%
No response	*	*	176	54.5%	331	11.7%	38	18.9%
Total	**2842**	**100%**	**323**	**100%**	**2821**	**100%**	**201**	**100%**

Table 7: Proportion of Applicants and Appointed Candidates by Religion or Belief

Religion/Belief	2023–2024				2024–2025			
	Applicants		Appointed Candidates		Applicants		Appointed Candidates	
	Total	%	Total	%	Total	%	Total	%
Christian	820	28.9%	48	14.9%	747	26.5%	51	25.4%
No religion or belief	957	33.7%	90	27.9%	962	34.1%	99	49.3%
Any other religion or belief	844	29.7%	*	*	644	22.8%	11	5.5%
Prefer not to say	*	*	*	*	188	6.7%	10	5.0%
No response	*	*	166	51.4%	280	9.9%	30	14.9%
Total	2842	100%	323	100%	2821	100%	201	100%

Note: Any other religion or belief includes the returned data items indicated as Buddhist, Hindu, Jewish, Muslim, Pagan, Sikh and Any other religion or belief.

Table 8: Proportion of Applicants and Appointed Candidates by Age Profile

Age Range	2023–2024				2024–2025			
	Applicants		Appointed Candidates		Applicants		Appointed Candidates	
	Total	%	Total	%	Total	%	Total	%
Under 19	43	1.5%	37	11.5%	26	0.9%	14	7.0%
20–29	1146	40.3%	95	29.4%	1241	44.0%	72	35.8%
30–39	924	32.5%	83	25.7%	701	24.8%	49	24.4%
40–49	459	16.2%	52	16.1%	418	14.8%	32	15.9%
50–59	178	6.3%	40	12.4%	185	6.6%	24	11.9%
60+	40	1.4%	16	5.0%	41	1.5%	10	5.0%
Prefer not to say	*	*	0	0.0%	30	1.1%	0	0.0%
No response	*	*	0	0.0%	179	6.3%	0	0.0%
Total	2842	100%	323	100%	2821	100%	201	100%

Appendix E: EDI results from employee Needs Assessment Survey (NAS)

Number of Responses: 390
Percentage of Total SRUC Staff: 34%

	10 How would you rate your understanding of equality, diversity, and inclusion concepts and practices?	11 How often do you actively support initiatives or policies aimed at promoting equality, diversity, and inclusion in your workplace?	12 Rate your ability to recognise and appreciate diverse perspectives and backgrounds in your work environment.	13 Rate your ability to adapt your language to be inclusive of different genders, ethnicities, abilities, and backgrounds.	14 How conscious are you of using inclusive language that respects individuals' identities and experiences?	15 How frequently do you review and update your vocabulary to avoid language that may be exclusionary or offensive to others?	16 How familiar are you with the concept of unconscious bias and its impact on decision-making and interactions?	17 Rate your ability to recognise and mitigate unconscious biases in your thoughts, behaviours, and decision-making processes.	18 Rate your ability to recognise and challenge microaggressions or discriminatory behaviours when you observe them.
Grades (5 high - 1 low)	No of responses	No of responses	No of responses	No of responses	No of responses	No of responses	No of responses	No of responses	No of responses
G5	82	83	81	80	123	88	116	47	46
G4	180	116	185	181	150	132	155	178	144
G3	106	115	103	108	96	120	83	127	156
G2	19	50	16	17	18	39	27	28	34
G1	3	26	5	4	3	11	9	10	10
Total	**390**	**390**	**390**	**390**	**390**	**390**	**390**	**390**	**390**

Question		10	11	12	13	14	15	16	17	18
% of responses G5		21%	21%	21%	20%	31%	22%	30%	12%	12%
% of responses G4		46%	30%	47%	46%	38%	34%	40%	45%	37%
% of responses G3		27%	29%	26%	28%	24%	31%	21%	32%	40%
% of responses G2		5%	13%	4%	4%	5%	10%	7%	7%	9%
% of responses G1		1%	7%	1%	1%	1%	3%	2%	3%	3%
% of responses G3, G2 and G1		**33%**	**49%**	**32%**	**33%**	**30%**	**43%**	**30%**	**42%**	**51%**

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