

EQUALITY IMPACT ASSESSMENT

Policy, practice, process or service title:	Revalidation of BSc (Hons) Agriculture
Policy, practice, process or service lead/ owner:	Agriculture PTLs
Others involved in EqlA assessment group	Agriculture Qualification Design Team
Policy, practice, process or service implementation date:	Semester 2024

1 Framing the policy, practice, process or service

1.1 Briefly describe the outcomes, aims and purpose of the policy, practice, process or service:

Academic programme covering SCQF levels 7, 8, 9 & 10.

The proposed revalidated Agriculture degree is designed to develop future proof graduates for the industry and to make the 3rd and 4th year of the course more appealing to increase student numbers.

The revalidated programme will be a 1+1+2 programme (HNC, HND, Degree) which allows students to start on a 1 year course and extend it or start on a 4 year course and shorten it according to their personal preference and circumstance, but with each year providing a recognised exit qualification. The programme is designed for full time although part time is possible. Students with Advanced Highers have the potential to start at the HND level, and students with an HNC in another course could transfer in to the HND year. Similarly students with an appropriate HND can start at the BSc years and transfer in.

Students will study a range of modules which will develop, in addition to the agriculture specific knowledge and skills, their values, skills and knowledge in sustainability, enterprise and equality and diversity.

1.2 Is the policy, practice, process or service new or being changed, reviewed or stopped?

Revalidation of existing programme of study.

1.3 Who is affected by this policy, practice, process or service?

Students and delivering staff.

1.4 Are there any other SRUC policies that may be affected by this policy, practice, process or service?

This programme on its own will not affect other SRUC policies as it is the same format as preceding and other existing provision. There are policies that affect may this programme, particularly relating to the student experience. Examples include fees and funding, digital accessibility, mitigating circumstances and fitness to study.

2 Evidence relevant to the policy, practice, process or service including consultation

2.1 Evidence:

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
Age	YT, SLG & PMT meetings, anecdotal	<p>No age specific equality issues known but limited group data available.</p> <p>The vast majority of students enrolling at the Aberdeen, Barony & Edinburgh campuses fall within the traditional undergraduate age brackets. Typically a cohort may contain one mature student.</p> <p>Flexible entry requirements between the HN and Degree promote inclusivity and equal opportunities, as all taught together and successful HN students can progress onto the Degree.</p>

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
Disability	SRUC Data (AMR Dashboard), YT, SLG & PMT meetings, anecdotal, BoS	<p>Disclosed numbers of disabled students are 55% at HNC, 34% at HND and 27% at Degree (all of which are higher than the SRUC average of 22%). This is reflective of the industry as dyslexia in particular is higher in people seeking agricultural careers than the average. Assistive technology is provided for all students through the VLE. Education manual makes allowances for learning adjustments and mitigating circumstances.</p> <p>However relatively few students with physical disabilities (anecdotally). This is not split through the data.</p>
Race	SRUC Data (AMR Dashboard), BoS	<p>Programme does not require any cultural knowledge and therefore no direct impact based on race. There is currently low representation of BAME students (4%) – although slightly high than the SRUC average of 3% but is reflective of rural communities within Scotland and reflects that Agriculture students are not commonly recruited from large urban populations.</p>
Sex	SRUC Data (AMR Dashboard), YT, SLG & PMT meetings, anecdotal, BoS	<p>The programme currently has 56% female and 44% male (compared to 42% female and 58% male at HNC and 45% female and 55% male at HND). So is reasonably balanced with a tendency for more male student to leave the course before the Degree years.</p>
Gender Reassignment	SRUC Data (AMR Dashboard), anecdotal	<p>This has not been experienced to date for cohorts on current Degree provision. Deferral time is factored into the programme which would allow for gender reassignment surgery if required. Student pronouns are available via Unit-E and Staff Advantage. One current HND Agriculture student has changed gender and this created problems that although they can change pronouns on 'My SRUC' – this did not automatically carry through to changing their email name.</p>
Sexual orientation	Anecdotal	<p>Data on sexual orientation is not collected but no evidence arisen as of yet.</p>
Religion or Belief	Anecdotal	<p>Data on religion is not collected but no evidence arisen as of yet.</p>

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
Pregnancy or maternity	SRUC Data Education Manual	Specific risk assessments generated on an individual basis specific to student need. Education manual provides opportunity to defer studies. Excellent completion rate for students who have fallen pregnant during studies.
Marriage or civil partnership	Anecdotal	N/A

2.2 Consultation and stakeholder involvement: Speaking to people who will be affected by your policy, practice, process or service can help clarify the impact it will have on different equality groups. Describe below what you learned from the consultation/ involvement. Consultation can take time so make sure that you build this into your policy, practice, process or service review/ development timeline.

Relevant evidence was created using existing SRUC data and policies, from student feedback and from previous experience the Agriculture programme.

2.3 Record here if you need to undertake a full equality impact assessment based on your evidence above.

Outcome of Step 2 following initial evidence gathering and relevance to equality characteristics	Yes/ No (Y or N)	Next steps
There is no relevance to equality	N	Proceed to sign off (step 5) to agree with decision makers that no EqIA is required based on current evidence
There is relevance to some or all of the equality groups	Y	Proceed to Step 3: complete full EqIA
It is unclear if there is relevance to some or all of the equality groups	Y	Proceed to Step 3: complete full EqIA

3 Impact on equality groups and changes to policy, practice, process or service

You must consider the three aims of the general duty for each protected characteristic. The following questions will help:

- **Is there potential for discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010?** How will this be mitigated?
- **Is there potential to advance equality of opportunity between people who share a characteristic and those who do not?** How can this be achieved?
- **Is there potential for developing good relations between people who share a relevant protected characteristic and those who do not?** How can this be achieved?

3.1 Does the policy, practice, process or service have any impacts (whether intended or unintended, positive or negative) on any of the equality characteristics? In the tables below, record the impact of the policy, practice, process or service, as it is planned or as it operates, might have on each equality characteristic and describe what changes in policy, practice, process or service or actions will be required to mitigate that impact or to take advantage of a positive impact.

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
Age	Potential for discrimination			X	No active barriers in place currently. Flexibility of entry requirements between HN and Degree programmes removes some barriers for older students including the option to leave after each year with a recognised qualification.
	Potential to advance equality of opportunity	X			
	Potential to foster good relations	X			

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
					Mixed-age groups fosters good relations and different age groups promoted throughout course. Potential to foster good relations through the discussion of employment law in Enterprise Appraisal and Development and/or as a Topical Issue in 4 th year.
Disability	Potential for discrimination		X	X	No active barriers in place currently. Assessments and module materials to be constructed using clear, accessible language with Moodle pages designed for maximum accessibility following SRUC Moodle standards and using Brickfield Accessibility Toolkit to improve moodle pages. Ensure guidance on evidence required for interruption to study is in line with Education Manual and Fitness to Study. Ensure guidance on evidence highlights that any documentation is confidential between the student and SRUC. Ensure campus field trips are regularly assessed per cohort requirements, ensuring full accessibility. In the HNC (1 st year) students with physical disabilities may require reasonable adjustments to allow them to participate in practical classes and to then complete the 30 practical skills. Depending on the physical disability it may not be possible to achieve a sufficient skill set from each of the areas required. This would need to be determined prior to the start of the year. Students may need to be
	Potential to advance equality of opportunity	X			
	Potential to foster good relations	X			

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
					<p>individually assessed as to what reasonable adjustments can be put in place.</p> <p>With higher numbers of disabled students than the SRUC average (55% in HNC compared to 22%) disabilities can be normalised in year one of the programme. Potential to foster good relations through the discussion of employment law in Enterprise Appraisal and Development and/or as a Topical Issue in 4th year.</p>
Race	Potential for discrimination			X	<p>No active barriers in place currently. But acknowledgement that only 4% students within BAME category.</p> <p>Entry criteria and the general admissions to the programme will be based on academic credentials. Students who do not meet entry requirements can be offered NC as stepping stone to HN and Degree programme.</p> <p>Potential to foster good relations through discussion of race within agriculture in the Topical issues in agriculture module and Climate change solutions module particularly considering which groups and countries will be most affected by the impacts of climate change. Potential to also foster good relations through the discussion of employment law in Enterprise Appraisal,</p>
	Potential to advance equality of opportunity	X			
	Potential to foster good relations	X			

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
					Professional practice and skills and Professional development.
Sex	Potential for discrimination			X	<p>No active barriers in place currently – very balanced through 4 year programme though slightly more males in year 1 and more females by year 4.</p> <p>Already part of the guidance but ensure neutral language throughout programme documentation and advertising – in agriculture some industry terms are still male focussed (eg stockman, tractorman and anticipation that if discussing a farmer, many people within the industry would assume a male pronoun) so currently challenging this.</p> <p>Potential to foster good relations through discussion of 'Women in Agriculture' in Topical Issues in Agriculture module and through employment law in Enterprise Appraisal, Professional practice and skills and Professional development.</p>
	Potential to advance equality of opportunity	X			
	Potential to foster good relations	X			
Gender Reassignment	Potential for discrimination			X	<p>No active barriers in place currently though acknowledgement that this has rarely occurred. As per the evidence one students name did not change on email after they changed pronoun as the email system is not linked to that system. Staff</p>
	Potential to advance equality of opportunity			X	
	Potential to foster good relations	X			

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
					<p>to ensure class lists are checked for preferred pronouns prior to teaching.</p> <p>Potential to foster good relations through the discussion of employment law in Enterprise Appraisal and Development and/or as a Topical Issue in 4th year, Professional practice and skills and Professional development.</p>
Sexual orientation	Potential for discrimination	X		X	<p>No data actively collected. But thought that no active barriers in place though acknowledgement that this has rarely occurred.</p> <p>Potential to foster good relations through the discussion of employment law in Enterprise Appraisal and Development and/or as a Topical Issue in 4th year, Professional practice and skills and Professional development.</p>
	Potential to advance equality of opportunity			X	
	Potential to foster good relations	X			
Religion or Belief	Potential for discrimination			X	<p>No data actively collected.</p> <p>Ensure that timetabling of mandatory events, including social events, do not occur at times of religious significance (e.g. Ramadan) and ensure dietary requirements are adhered to.</p> <p>Potential to foster good relations through the discussion of employment law in Enterprise Appraisal and Development and/or as a Topical</p>
	Potential to advance equality of opportunity			X	
	Potential to foster good relations	X			

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
					Issue in 4 th year, Professional practice and skills and Professional development.
Pregnancy or maternity	Potential for discrimination			X	Ensure field trips to be assessed for accessibility/safety in the event of a student pregnancy. Potential to foster good relations through the discussion of employment law in Enterprise Appraisal and Development and/or as a Topical Issue in 4 th year, Professional practice and skills and Professional development.
	Potential to advance equality of opportunity	X			
	Potential to foster good relations	X			
Marriage or civil partnership (in employment only)	Potential for discrimination			X	Potential to foster good relations through the discussion of employment law in Enterprise Appraisal and Development and/or as a Topical Issue in 4 th year, Professional practice and skills and Professional development.
	Potential to advance equality of opportunity			X	
	Potential to foster good relations	X			
All protected characteristics	Potential for discrimination	X	X	X	Through the addition of the work placement it is acknowledged that there is the potential for individuals to experience discrimination. However this is mitigated by employers agreeing to follow SRUC's EDI policy when they take a student for work experience. This also allows opportunities to advance equality and to foster good relations by open discussions with employers.
	Potential to advance equality of opportunity	X	X	X	
	Potential to foster good relations	X	X	X	

3.2 Think about and describe below how your assessment impacts on your policy, practice, process or service review or development timeline including but not limited to:

No major impact as a result of this.

3.3 Record the outcome of this assessment below having considered the potential or actual impacts of your policy, practice, process or service on equality groups. Choose from one of the following (mark with an X or delete as appropriate):

Note: You must take action to remove barriers or take advantage of positive opportunities BEFORE the policy, practice, process or service goes live.

Please select (X)	Implications for the policy, practice, process or service
	No major change: Your assessment demonstrates that the policy, practice, process or service is robust. The evidence shows no potential for unlawful discrimination and that you have taken all opportunities to advance equality of opportunity and foster good relations, subject to continuing monitoring and review.
X	Adjust the policy, practice, process or service: You need to take steps to remove any barriers, to better advance equality of to foster good relations. You have set actions to address this and have clear ways of monitoring the impact of the policy, practice, process or service when implemented.
	Continue the policy, practice, process or service: The policy, practice, process or service will continue despite the potential for adverse impact. You have justified this with this assessment and shown how this decision is compatible with our obligations under the public sector equality duty. When you believe any discrimination can be objectively justified you must record in this assessment what this is and how the decision was reached.
	Stop and remove the policy, practice, process or service: The policy, practice, process or service will not be implemented due to adverse effects that are not justified and cannot be mitigated.

4 Monitoring the policy, practice, process or service impact and further actions

It is important to continue to monitor the impact of your policy, practice, process or service on equality groups to ensure that your actual or likely impacts are those you recorded. Your monitoring information will also inform a future review of the policy, practice, process or service.

4.1 Record in the table below how you intend to monitor the impact of this policy, practice, process or service on equality groups. In the table below you should:

- list the relevant measures,
- Identify who or which team is responsible for implementing or monitoring any changes
- Where the measure will be reported to (e.g. committee, ELT, Board) and how often.

Measure	Lead department/ individual	Reporting (where/ frequency)
EDI data across student lifecycle	Agriculture PTLs	Report as part of mandatory AMR process

4.2 Record further actions or changes required after the policy, practice, process or service is implemented in the table below. Make it clear if there are no outstanding actions.

Action	Lead department/ individual	Action target date
Review guidance on recruitment including neutral Language.	Agriculture PTLs	1/9/2024
Investigate whistle blowing and safeguarding procedures for when students are completing work experience off campus. Ensure employers agree to follow SRUC's EDI policy.	Module leads (Work Placement)	1/9/24

Ensure work placements and visits (and associated guidance) are appropriate for individuals and cohorts.	Module leads (Work Placement)	1/9/24
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5 Sign off and future review

Equality impact assessments must be signed off by the relevant Head of Service/ Department, even where an EqIA is not required. Also note here when you plan to review the policy, practice, process or service and accompanying EqIA which should be no later than 5 years from policy, practice, process or service implementation.

5.1 Senior Responsible Owner/ Committee sign off.

Job/ Committee title: Board of Studies and Revalidation Panel.

Date: 15/02/2024

5.2 Equality impact assessment review date.

Date: 14/02/2025

Important: You must send the final version of this equality impact assessment to:

- the Equality Diversity & Inclusion Lead.
- the Communications team for publication on SRUC's equality page on the external website.

Document control		
Document control:	V0.1	
Date policy, practice, process or service live from:	[DATE]	
Review/ Approval Group:	[project board if relevant or delete]	
Last reviewed:	Date	
Review cycle:	[No more than three years]	
Document change log		
Version/ Author	Date	Comment
V0.1		