

EQUALITY IMPACT ASSESSMENT

This Equality Impact Assessment document will continue to be reviewed, updated and expanded as appropriate.

<p>Policy, practice, process or service title:</p>	<p>Closure of the main building at SRUC’s Elmwood campus, and adoption of a new academic delivery model at Elmwood campus</p>
<p>Policy, practice, process or service lead/ owner:</p>	<p>Prof Jamie Newbold, Provost and Deputy Principal</p>
<p>Others involved in EqIA assessment group</p>	<p>Assessment group included:</p> <ul style="list-style-type: none"> • Interim Dean of North Faculty • Head of the Department of Rural Land Use, North Faculty • HR Business Partner • Head of Faculty Administration, North Faculty <p>Input received from:</p> <ul style="list-style-type: none"> • Equality, Diversity and Inclusion Lead / Co-ordinator • Deputy Manager, Campus & Estates Services
<p>Policy, practice, process or service implementation date:</p>	<ul style="list-style-type: none"> • Adoption of new academic delivery model expected to be effective by start of 24/25 academic year (i.e. September 2024) • All staff and students required to exit main building by 23 August 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:

Closure of the main building at SRUC's Elmwood campus (with the exception of the west wing of the main building, which will be retained for academic year 24/25), and adoption of a new academic delivery model at the campus (featuring new courses as applicable, and to be implemented from September 2024).

The main building at Elmwood campus is over 50 years old, and is considered by SRUC to be unfit for purpose and non-sustainable. The building is too large, and too expensive, for current education activities at the site, having been designed for approximately 1400 students while the current student body is relatively stable at circa 540 (310 FTE). Parts of the building are also in a poor state of repair and the costs for renovation are prohibitive.

SRUC is introducing a new academic delivery model linked to closure of main building. This involves a shift in key programmes provided from Elmwood campus, moving towards a greater concentration on online, work-based and distance learning and potential increased focus on partnership working. There is also a need to maintain a balanced portfolio of provision, reflecting changes in credit allocations from SFC and offering a balance of subjects over SRUC's area of provision. With the exception of Introduction to Animal Care, SRUC's intention is to continue to deliver all 23/24 courses at Elmwood in 24/25 (subject to each course achieving its target student numbers).

Closure of the main building (with the exception of the west wing, which will be retained for academic year 24/25) will lead to the removal or relocation of facilities housed there, and a reduction in overall space/facilities on the campus.

As appropriate, SRUC will develop other areas of the campus (outwith the main building) that are sustainable e.g. Elmwood House.

Key principles associated with a new academic delivery model:

- Needs to be sustainable and affordable
- Reflective of sustainable student numbers
- Focus on integration delivering for local demand
- Where possible developing partnership working
- Developing hubs for work-based learning focused on local demand
- Developing distance learning

Facilities within the main building include:

- Teaching/assessment/learning resources spaces including
 - Animal care facilities
 - Assessment rooms for individual assessment
 - Classrooms
 - Computer laboratories (x2)
 - Environmental laboratory
 - Library/learning resources facilities
- Staff facilities
 - Office space for Faculty academic and technical/specialist staff
 - Office space for Faculty support staff
 - Office space for staff from cross-SRUC functions
 - Campus and Estates Services (CES)
 - Centre for the Enhancement of Learning and Teaching (CELT)

- Communications and Marketing
- Information and Digital Services (IDS)
- Registry
- Staff room and kitchen

- General facilities
 - Archive storage
 - Breast feeding facilities
 - Canteen and social space
 - Computer network infrastructure
 - Faith facility/prayer room
 - Fitness studio and gymnasium
 - Hot-desk room (for internal and external use)
 - Main hall
 - Meeting rooms
 - Reception

Service impact:

Closure of the main building (with the exception of the west wing, which will be retained for academic year 24/25) will impact on programme delivery (e.g. some courses will have reduced/limited physical facilities).

Some facilities currently located within the main building may be withdrawn from the campus, while others may be relocated to a different location on the campus (potentially involving a reduction/scaling down of the facility).



Staff, students and prospective students may be impacted (in different ways and to varying degrees) by withdrawal/scaling down of facilities currently located within the main building.

Staff, students and prospective students may be impacted by adoption of the new academic model (involving a shift in key programmes provided from Elmwood campus, and a greater concentration on online, work-based and distance learning) e.g. students may be unable to continue their studies at Elmwood if the new academic model does not include continuation of their current course.

The closure of the main building (with the exception of the west wing) and the new academic delivery model will impact on the type and/or level of support and/or services currently provided by Faculty/campus support functions (e.g. administration/reception, catering, cleaning, library/learning resources and student support/careers advice).

Remaining/relocated facilities may have limits in terms of access for people with physical disabilities, health conditions or impairments (e.g. Elmwood House is only wheelchair accessible on the ground floor).

The job roles of Elmwood-based staff within cross-SRUC functions (i.e. Campus & Estates (CES), Centre for the Enhancement of Learning & Teaching (CELT), Communications and Marketing, Information & Digital Services (IDS) and Registry) are not envisaged to be directly impacted by the changes on campus, however these staff may be impacted by the reduction in space within the campus. It was originally proposed that this would be prioritised for academic delivery staff in the first instance and that SRUC would therefore explore remote working/working from home or alternative arrangements for other staff (e.g. potential options within refurbished remaining areas on campus and SAC Consulting's office in Cupar).

Think about customer side (students) and staff.

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

The main building at Elmwood campus is being closed.

The academic delivery model at Elmwood campus, and the services required to support this, are being reviewed/changed.

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

Be clear on who the 'customer' is e.g. staff, students, general public.

- Students
- Prospective students
- SRUC staff:
 - Faculty academic and technical/specialist staff
 - Animal care
 - Professional golf
 - Golf course management
 - Food and drink production
 - Horticulture
 - Land-based
 - Faculty support staff
 - Administration/reception
 - Library/learning resources
 - Student support
 - Staff with cross-SRUC functions
 - CES
 - CELT

- Communications and Marketing
- IDS
- Registry

- Third party staff
 - Catering staff employed by Baxter Storey
 - Cleaning staff employed by Pristine

- Local community e.g.
 - Schools
 - Sports and other community groups using Elmwood campus facilities

- External visitors

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

List here any other policies that may be affected by changes you make to this policy, practice, process or service, so that any equality impacts found here can be shared with those policy, practice, process or service leads. You may need to consider where there might be cumulative impacts across several policies, practices, processes or services.

- No SRUC policies have been identified which are considered likely to be affected by the changes/proposed changes at Elmwood campus.

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

The information you gather in this section will:

- help you to understand the importance of your policy, practice, process or service for different equality groups,
- inform the depth of equality impact assessment you need to do (this should be proportional to the potential impact on equality groups), and
- provide justification and an audit trail behind your decisions, including where it is agreed an equality impact assessment is not required.

2.1 Evidence: Set out in the table what you know about the experiences of people in terms of each equality group. Consider the diversity within each group (e.g. experiences of people from different religions or faiths) as well as the differences between groups. There may also be cumulative barriers experienced by people when you look at more than one group together (e.g. experiences of women of different minority ethnic groups, so the intersectional impact of sex and race).

You can add more rows to present the evidence if required.

In below table:

- Where student data is referred to, this is average data for Elmwood campus from academic year 19/20 up to and including academic year 23/24
- Where staff data is referred to, this is February 2024 data for staff based at the main Elmwood campus (excluding Student Ambassadors, who are on fixed term contracts for 23/24 academic year only and whose data is included in the student data)

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	<ul style="list-style-type: none"> - Student and staff data - Internal SRUC experience - External evidence 	<ul style="list-style-type: none"> • Students: 46% are 20 & under, 14% are 21-24, 12% are 25-29, 28% are 30 & over • Staff: none are under 20, 4% are 20-29, 16% are 30-39, 28% are 40-49, 25% are 50-59, 24% are 60-69, 3% are 70+ • In terms of potential greater concentration on distance learning, experience during COVID lockdowns was that younger students typically found it more challenging to study effectively from home than older / more experienced students (e.g. due to differences in their home working environment and in knowledge/experience). • In terms of the possibility that some staff may have to start working wholly/primarily from home, there is evidence that for varied reasons on average younger workers struggle with home working more than other workers (Is hybrid work good for everyone's wellbeing? (peoplemanagement.co.uk)).
Disability	<ul style="list-style-type: none"> - Student and staff data - Consultation feedback received from staff, trade unions, students, prospective students and other stakeholders 	<ul style="list-style-type: none"> • 72% of students report "No disability", while 28% declare a disability • 83% of staff report "No known disability", 11% declare a disability, remaining 6% Prefer not to say/Blank/Not known • Disability may have a direct or indirect impact on people's ability to: physically access remaining buildings on campus; effectively study/work from home; effectively work in an open-plan and/or hot-desking environment; travel to other sites linked to potential new partnership arrangements; gain entry to higher level courses. • Elmwood House is only easily physically accessible at ground floor level.
Race	<ul style="list-style-type: none"> - Student and staff data 	<ul style="list-style-type: none"> • Students and staff: 95% report "Ethnicity: White"

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).
		<ul style="list-style-type: none"> No evidence has been obtained which indicates that the changes/proposed changes at Elmwood campus will have any impact in relation to Race.
Sex	<ul style="list-style-type: none"> Student and staff data Consultation feedback received from staff, trade unions, students, prospective students and other stakeholders 	<ul style="list-style-type: none"> Students: 28% are female, 72% are male Staff: 68% are female, 32% are male Consultation feedback has highlighted the gender split for different job roles at Elmwood campus. Staff data indicates that the gender split of academic delivery staff (i.e. teaching staff and technical/specialist staff who directly support teaching) is approximately 50:50, however staff in other roles are predominantly female (approx 90%). So the proposal that academic delivery staff have priority access to remaining on-campus office space may disproportionately impact female staff.
Gender Reassignment	<ul style="list-style-type: none"> Student and staff data 	<ul style="list-style-type: none"> Students and staff: 1% report Gender Identity as "Not the same as at birth" (albeit there may be under-reporting here as 13% of students and 46% of staff report Prefer not to say/Blank) No evidence has been obtained which indicates that the changes/proposed changes at Elmwood campus will have any impact in relation to Gender Reassignment.
Sexual Orientation	<ul style="list-style-type: none"> Student and staff data 	<ul style="list-style-type: none"> Students: 85% Heterosexual, 2% Gay/Lesbian, 5% Bisexual, 2% Other, 6% Prefer not to say/Blank/Not known Staff: 69% Heterosexual, 2% Gay/Lesbian, 3% Bisexual, 1% Other, 25% Prefer not to say/Blank/Not known No evidence has been obtained which indicates that the changes/proposed changes at Elmwood campus will have any impact in relation to Sexual Orientation.

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).
Religion or Belief	- Student and staff data	<ul style="list-style-type: none"> • Students: 77% No religion, 17% Christian, 3% Other religion or belief, 3% Prefer not to say/Blank/Not known • Staff: 52% No religion, 28% Christian, 1% Other religion or belief, 19% Prefer not to say/Blank/Not known • No evidence has been obtained which indicates that the changes/proposed changes at Elmwood campus will have any impact in relation to Religion or Belief.
Pregnancy or Maternity	N/A	No evidence has been obtained which indicates that the changes/proposed changes at Elmwood campus will have any impact in relation to Pregnancy or Maternity.
Marriage or Civil Partnership	N/A	No evidence has been obtained which indicates that the changes/proposed changes at Elmwood campus will have any impact in relation to Marriage or Civil Partnership.

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.

Note who you consulted with, when you consulted with them, and what they told you about the impact of your proposed policy, practice, process or service.



Opportunities for Elmwood-based staff, recognised trade unions, Elmwood students and other stakeholders to highlight Equality, Diversity and Inclusion (EDI) matters have so far included:

- Elmwood all-staff meetings on 3 October 23, 7 November 23 and 21 February 24 (led by ELT members, to discuss Elmwood campus review)
- Academic discussion with Elmwood curriculum teams, supported by ELT members and senior Faculty managers, to consider and develop new academic delivery model options (commenced October 23)
- Collective consultation in relation to proposed new academic delivery model (February–March 24)
- Consultation mailbox publicised as a means for staff, students, prospective students and other stakeholders to ask questions and raise concerns
- Human Resources staff on-site at Elmwood campus weekly during February and March 24 (for drop-in sessions and meetings with staff)
- Management meetings with Elmwood-based support staff (with feedback passed as applicable to Human Resources)
- Consultation meetings between SRUC and trade union colleagues e.g. Joint Negotiation & Consultation Committee (JNCC) meeting, and single agenda item meetings to discuss Elmwood campus
- Teaching delivery planning tool completed by all programme leads included a section for highlighting EDI matters
- Meeting between SRUC ELT members, Elmwood-based students and staff, and local MSP (February 2024)

Examples of key EDI concerns raised during consultation period so far include:

Applicable to **students and staff**

- Uncertainty relating to timescales (e.g. for closure of the main building) and remaining facilities (e.g. space and facilities for teaching/training/study/student support, office/storage/social space, catering facilities), and impact of this on mental health
- Physical access to remaining buildings on campus (including toilets) e.g. for people with physical disabilities, health conditions or impairments
- Studying or working wholly/primarily from home

- Impact on mental health and/or work-related stress (linked to isolation)
- Impact of disability/health and socio-economic factors on ability to effectively study/work from home due to reduced face to face support e.g. based on home environment, health and personal circumstances
- Financial impact (e.g. heating, lighting, work-station set-up), and link to socio-economic factors
- Potential loss of staff/students for whom studying/working from home is not attractive or possible (e.g. linked to disability/health and socio-economic factors)

Applicable to **staff**

- Concern about overall impact on staff headcount and how any displacement situations will be managed (consistency/fairness)
- How staff disabilities, health conditions or impairments will be accommodated in an open-plan / hot-desking environment (e.g. noise/distraction/lack of privacy, specialist chairs, riser desks).
- Impact of gender split, in terms of disproportionate requirement for female staff to potentially start working wholly/primarily from home.
- Impact of any reduction in staffing at Elmwood on workloads (and thus health and wellbeing / work-related stress) of staff at other campuses, where staff at Elmwood have cross-campus responsibilities in addition to their Elmwood duties (e.g. library/learning resources staff)

Applicable to **students**

- Impact on students of loss of an on-campus library/learning resources centre and potential increased focus on remote delivery of student support services (with particular impact on students with additional support needs) – if students are studying from home they may need more support, not less
- Impact on student's ability to continue their studies at Elmwood if the new academic model does not include continuation of their current course (with particular impact on students with additional support needs)

- Difficulties which may be faced by students if required to travel to other sites linked to potential new partnership arrangements (e.g. taking into account disability/health and socio-economic factors)

Applicable to **prospective students**

- Impact on prospective students of reduction in number of Level 4 intro-level courses
 - Reduced options for prospective students who (e.g. due to disability/health and/or socio economic factors) have so far found formal education settings to be challenging, and who do not have the entry qualifications for higher level courses
- Potential loss of prospective students for whom studying from home is not attractive or possible (e.g. linked to disability/health and/or socio-economic factors)

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		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		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		Staff – Younger staff may be more adversely affected than older staff by any shift towards home working, as their home environment (e.g. available suitable space) may on average be less supportive of home working. – Junior and/or recently appointed staff (likely to be younger) may find it more challenging to work from home
	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>than more senior and/or longer serving staff (likely to be older) due to difference in knowledge and experience.</p> <ul style="list-style-type: none"> - Mitigations include SRUC taking a creative approach to using/refurbishing remaining space on campus (including the west wing of the main building, which is being retained for academic year 24/25), and any potential options nearby (e.g. SAC Consulting's office in Cupar), to maximise office space. Sufficient office space has been identified and/or created, ensuring that staff will not be required to work from home if this is not their preference. <p>Students</p> <ul style="list-style-type: none"> - Younger students may be more adversely affected than older students by any shift to distance learning, as their home environment (e.g. available suitable space) may on average be less supportive of studying from home. - Intro level students (likely to be younger) may find it more difficult to study from home than more experienced students (likely to be older) due to difference in knowledge and experience. - The above concerns are being mitigated in that, further to analysis of teaching requirements and plans to make

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	
					best use of remaining on-campus facilities (including the west wing of the main building, which is being retained for academic year 24/25), while some courses will see an increase in online delivery no courses are switching fully to distance learning.
Disability	Potential for discrimination		X		Staff - Allocation/availability of on-campus office space will be carefully considered, to take account of staff wellbeing (e.g. some staff fed back that that being required to start working fully or primarily from home may have a detrimental impact on their mental health due to feeling isolated). Potential office space options within SAC Consulting's office in Cupar will also be explored. Sufficient office space has been identified and/or created, ensuring that staff will not be required to work from home if this is not their preference. - Some staff currently require specialist office equipment (e.g. special chairs, riser desks and/or IT equipment) due to disabilities, health conditions or impairments. Concerns have been expressed regarding how this will work in a hot-desking environment. Mitigations will include: storage space for special chairs,
	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>and a specific number of riser desks available in hot-desking areas.</p> <ul style="list-style-type: none"> - Staff with certain disabilities or health conditions (e.g. neurodivergence) may find it difficult to work in open-plan areas (e.g. due to noise/distraction/lack of privacy). Mitigation here has included provision of suitable single-person office space to accommodate a request from a member of staff. - While the kitchen/staff room within the main building will no longer be available, there is a kitchen/social space within Elmwood House which is being adapted as appropriate for potential shared use by staff and students. So no negative impact e.g. on staff with health conditions who require/prefer to prepare their own food. <p>Students</p> <ul style="list-style-type: none"> - Students' concerns about potential mental health impact of being required to study in a more isolated way (e.g. online or distance learning) are being mitigated in that, further to analysis of teaching requirements and plans to make best use of remaining on-campus facilities, while some courses will see an increase in

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>online delivery no courses are switching fully to distance learning.</p> <ul style="list-style-type: none"> - All student support services will be located in accessible areas. <p>All</p> <ul style="list-style-type: none"> - While Horticulture unit, Engineering sheds, west wing and Elmwood House ground floor are wheelchair accessible, people with physical disabilities, health conditions or impairments may be unable to access Elmwood House beyond the ground floor. Mitigations will include ensuring that any students and academic delivery staff who are unable to access Elmwood House 1st floor are not timetabled for classes there. - Accessibility ramps and electric doors have been installed at the Elmwood House ground floor main entrance, and additional fire escape routes already exist or have been created in the remaining areas of the campus, for easier and safer physical access/egress. - Remaining campus facilities include two toilet spaces which are physically accessible and gender-neutral (one in Elmwood House and one in Horticulture area) to ensure people with relevant physical disabilities, health

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>conditions or impairments have nearby toilet facilities which they can use with dignity. These facilities have been refurbished as appropriate. (NB: These facilities are in addition to other toilet facilities located in various parts of the remaining campus).</p> <ul style="list-style-type: none"> - Remaining campus facilities will include an appropriate space which can be allocated for use as a quiet room (e.g. to support neurodivergence), which will be accessible. - Any redecoration in remaining areas of the campus has taken account of best practice in terms of aiding people with visual impairments (e.g. appropriate colour contrasts to highlight doorways). - Canteen closure might have potential negative impact on people with disabilities, health conditions or impairments e.g. for anyone who finds it difficult to source/prepare their own food. Replacement options (e.g. vending) will take account of common allergies and dietary requirements, and will be located in an accessible space. - If closure of the main building affects existing accessible parking for people with physical disabilities, health conditions or impairments, new accessible parking

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>spaces (e.g. within close vicinity of Elmwood House) will be made available. Existing electric vehicle charging points will be relocated closer to Elmwood House.</p> <ul style="list-style-type: none"> - For any currently unused areas/buildings within the campus which will be used going forward, SRUC will take appropriate steps in line with good practice to ensure relevant baseline standards are met (e.g. including appropriate physical access, signage and lighting - taking account, for example, of the needs of wheelchair users, people who use other mobility aids and people with visual impairments). - Existing hearing loop technology within the main building will be transferred across as appropriate to remaining areas of the campus. - A visual fire alarm will be installed in relevant remaining area(s) of the campus, if required as a reasonable adjustment for someone with a hearing impairment, in response to a Personal Emergency Evacuation Plan (PEEP).
Race	Potential for discrimination			X	N/A
	Potential to advance equality of opportunity			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	
	Potential to foster good relations			X	
Sex/Gender	Potential for discrimination		X		Staff - Original proposal was that academic delivery staff will have priority access to remaining on-campus office space. This would impact female staff disproportionately, as while gender split of academic delivery staff (i.e. teaching staff and technical/specialist staff who directly support teaching) is approx 50:50, staff in other roles are predominantly female (approximately 90%). SRUC can clarify that it is in fact <u>staff who have a significant student-facing element to their role</u> who will have priority access to remaining on-campus office space (albeit the majority of staff in roles which are not primarily student-facing are still female - approximately 75%). As further mitigation, if a member of teaching staff is delivering distance/online learning, they will not necessarily be given priority access to on-campus office space over support staff. SRUC will continue to seek ways to maximise on-campus office space, and explore alternative arrangements (e.g. potential options within SAC Consulting's office in Cupar). Sufficient office space has been identified and/or created, ensuring that staff
	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>will not be required to work from home if this is not their preference.</p> <p>All</p> <p>- Remaining campus facilities include two toilet spaces (one in Elmwood House and one in Horticulture area) which are gender-neutral to ensure non-binary people have toilet facilities which they can use without having to gender themselves. These facilities have been refurbished as appropriate. (NB: These facilities are in addition to other toilet facilities located in various parts of the remaining campus).</p>
Gender Reassignment	Potential for discrimination		X		<p>All</p> <p>- Remaining campus facilities include two toilet spaces (one in Elmwood House and one in Horticulture area) which are gender-neutral to ensure trans-gender people have toilet facilities which they can use without having to gender themselves. These facilities have been refurbished as appropriate. (NB: These facilities are in addition to other toilet facilities located in various parts of the remaining campus).</p>
	Potential to advance equality of opportunity		X		
	Potential to foster good relations		X		
Sexual Orientation	Potential for discrimination			X	N/A

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	
	Potential to advance equality of opportunity			X	
	Potential to foster good relations			X	
Religion or Belief	Potential for discrimination		X		All - Remaining campus facilities will include an appropriate space which can be allocated for use as a faith facility/prayer room, to help enable people to practice their religion/faith in a quiet, accessible space.
	Potential to advance equality of opportunity		X		
	Potential to foster good relations		X		
Pregnancy or Maternity	Potential for discrimination		X		All - Remaining campus facilities will include an appropriate space which can be allocated to support breastfeeding, and (on request) a secure fridge in which expressed milk may be stored.
	Potential to advance equality of opportunity		X		
	Potential to foster good relations		X		
Marriage or Civil Partnership (in employment only)	Potential for discrimination			X	N/A
	Potential to advance equality of opportunity			X	
	Potential to foster good relations			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:

- Procurement criteria: do you need to include specific equality criteria as part of the technical specification ?
- Communication plan/ products: do you need to communicate with people affected by this policy, practice, process or service in a specific format (e.g. audio, subtitled video, different languages)?
- Cost: do you propose any actions because of this assessment which will incur additional cost?
- Resources: do the actions you propose require additional or specialist resource to deliver them?

Any external companies carrying out work in relation to the Elmwood campus review (e.g. refurbishment of buildings and/or facilities) will be identified in accordance with SRUC's procurement procedures.

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.

	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.
X	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)
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Monitoring of staff leavers from Elmwood campus (encouraging leavers to complete exit questionnaires so SRUC can be clear on reason(s) for leaving, in order to assess whether EDI factors are involved)	Human Resources	ELT (annually)
Monitoring of applicants for jobs at Elmwood campus (to assess potential impact of Elmwood campus review on diversity of attraction of staff)	Human Resources	ELT (annually)
Monitoring of relevant student data (e.g. application and retention, socio-economic and disability-related) to assess whether Elmwood campus review appears to have had any detrimental EDI impact	Relevant senior academic managers (with support from Registry)	ELT (annually)



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
Assess costs associated with the Elmwood campus review e.g. refurbishment work	Campus & Estates / Finance	Financial year end

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: Provost and Deputy Principal

Date: 30/08/2024

5.2 Equality impact assessment review date.

Date: 01/09/2025

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:	September 2024	
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Review cycle:	Review 1 year after implementation date of Elmwood campus review i.e. September 2025	
Document change log		
Version/ Author	Date	Comment
V0.1		