

EQUALITY IMPACT ASSESSMENT

Policy, practice, process or service title:	Revalidation of BSc (Hons) Horticulture
Policy, practice, process or service lead/ owner:	Programme Lead for Horticulture
Others involved in EqlA assessment group	Qualification Design Team
Policy, practice, process or service implementation date:	05/03/2024

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 at covering SCQF levels 7, 8, 9 and 10.

The aim of the programme is to enable graduates to enter the horticulture sector at a managerial or technical level, with confidence in their skills and attributes. Candidates will learn through experience and develop inquiry skills that are necessary to modernise, maintain and grow the horticulture sector in Scotland, and further afield.

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 staff involved in the delivery of the programme

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

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.

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	Observational, anecdotal	The horticulture programme recruits a diverse age demographic – from school leavers to retired professionals. From observation, the majority of students fall between 30 and 50 years of age and are career changers looking for a new challenge.

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).
		Flexible entry requirements into the HNC/degree year 1 are considered by the PL in consultation with admissions to promote inclusivity and equal opportunities and to widen access for those who may not have exact entry requirements but have lived experience that they can bring to the programme. The age demographic of the programme typically means many students are also carers to either children or other family members. This can impact on their ability to study full time so many either register as part-time or eventually change their registration to part-time during the course.
Disability	Annual monitoring review dashboard	47% of degree registered students have a declared disability. These tend to fall into the category of pastoral or academic support, with a rare occasion of support for a physical disability (although this is anecdotal and not specify in the AMR data). • Learning Adjustments Policy in the Education Manual allows for reasonable adjustments to support students' studies. • Assistive technology within Moodle supports students' who require it
Race	Annual monitoring review dashboard	Programme does not require any prior cultural knowledge and therefore no direct impact based on race. There is currently low representation of BAME students on the programme (4%).
Sex	Annual monitoring review dashboard SRUC education manual	The programme has a higher proportion of female students than male, with 59% and 41% respectively. Current students do not have differing completion rates based on sex. With a high proportion of female students who are between 30 and 50 years old, we have increased incidence of students who are going through menopause. Support is offered through the mitigating circumstances policy and via student support services
Gender Reassignment	Annual monitoring review dashboard	The programme has 0 students who are categorised as 'other' however there are a low number of students who have declared their pronouns as they/them on

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).
	Anecdotal	registration. Student pronouns are available via Unit-E and Staff advantage. An issue has arisen this academic year whereby a student is in the process of legally changing their name/pronouns but have had to register as their birth name so the registration system does not match their preferred name. This has resulted in anxiety for joining online classes and using student email account that matches birth name and not preferred name. 'Guest' link to Kaltura was given so student could enter a screen name but their anxiety resulted in missing the class and engaging with recording afterwards instead.
Sexual orientation	Anecdotal	Data on sexual orientation is not collected but no evidence of negative impact has arisen thus far
Religion or Belief	Anecdotal Torah (Hebrew Bible)	Data on religion not collected but no evidence of negative impact has arisen thus far Anecdotal evidence has been considered in regard to the mixing of seed species. This is prohibited in the Torah and therefore may impact on Jewish students when learning about increasing biodiversity through e.g., wildflower meadows, intercropping etc. Dietary requirements are always catered for when hosting social activities to ensure inclusivity
Pregnancy or maternity	SRUC Education Manual	Specific risk assessments generated on an individual basis specific to student need. Education manual provides opportunity to defer studies.
Marriage or civil partnership	Anecdotal SRUC Education Manual	Data on marriage or civil partnership is not collected, however breakdown of relationships has been discussed by students with PL on a number of occasions. Support through mitigating circumstances policy and student support service is offered

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 of the Horticulture programme. The evidence gathered suggests the changes that are being proposed will widen access, promote inclusivity and offer personalised learner journeys.

Work-based learning is a key part of the programme and it was acknowledged in the stakeholder engagement that all placement providers must be assessed individually for their compliance with the Equality Act 2010. Placement providers who do not comply with the Equality Act 2010 will no longer be available for student placements.

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	N	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	The programme has consistently recruited a wide age demographic. Older students often bring lived experience to the programme that can be shared throughout the cohorts – no action needed
	Potential to advance equality of opportunity	x			
	Potential to foster good relations	x			
Disability	Potential for discrimination		x		An acknowledgement to the types of disabilities that students declare has been a key part of the programme design process. The majority of students on the programme
	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	
					declare pastoral support needs for anxiety which is consistently reported as being exacerbated by assessment load and type. Particularly for the assessment approach, modules will have fewer, excessive report-based assessments and will be in line with SRUC's Education Manual policy (B2.3.1) for word count equivalencies. Student choice for how they answer assessment briefs has also been included to take into account different learning styles. Assistive technologies and reasonable adjustments will be available whenever required. As the programme requires some laboratory work, use of hand tools and knives, and manual handling activities, the programme could be prohibitive to those with visual impairment and some physical disabilities. Reasonable adjustments such as magnification screens, assistive lifting equipment, modified tools, and learning, teaching and assessments can be amended to be inclusive of specific declared disabilities as needed. However, it must be acknowledged that due to the vocational nature of Horticulture, it may not be possible

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	
					to adjust to all physical disabilities and these should be assessed on a case-by-case basis. Collaborative and active learning approaches to practical classes will be championed to support and foster good relations between those who have declared disabilities and those who do not.
Race	Potential for discrimination			X	No active barriers in place currently but acknowledgement that only 4% of students are within the BAME category. Entry criteria and the general admissions to the programme will be based on academic credentials. Students who do not meet entry requirements but have sufficient, related experience are offered the opportunity to discuss their application with the programme lead and admissions. Potential to foster good relations through the Professional Industry Engagement and Agents for Change modules that include affective, EDI-specific learning outcomes
	Potential to advance equality of opportunity	X			
	Potential to foster good relations	X			
Sex	Potential for discrimination			x	No active barriers in place currently although there is a higher proportion of females to males on the programme.
	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	
					The title of the 'Plantsmanship' stream has been discussed extensively within the programme team as there was concern that it is a gendered term. It was determined that the stream name should remain as this is an industry-recognised term and there was no evidence to suggest it is offensive. However, it has been important to use non-gendered language throughout the programme materials such as 'plantsperson'. The programme recognises global gender inequalities within horticultural and therefore discussions on this will continue to feature within the programme.
Gender Reassignment	Potential for discrimination			x	No action necessary – no impact
	Potential to advance equality of opportunity			x	
	Potential to foster good relations			x	
Sexual orientation	Potential for discrimination			X	No action necessary – no impact
	Potential to advance equality of opportunity			X	
	Potential to foster good relations			x	
Religion or Belief	Potential for discrimination			x	The programme addresses any observed religious beliefs, customs, or practice with reasonable adjustments offered where necessary.
	Potential to advance equality of opportunity	x		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	
					Timetables for mandatory and social events will not occur during times of religious significance and dietary requirements will be adhered to. For those who are prohibited to mix seed species, alternative activities will be arranged to ensure inclusivity. The reason behind this <i>could</i> be discussed with the whole cohort to foster good relations and to advance equality of opportunity.
Pregnancy or maternity	Potential for discrimination		x	X	Potential negative impact due to physical nature of the programme but will be mitigated through personalised risk assessments and reasonable adjustments.
	Potential to advance equality of opportunity			x	
	Potential to foster good relations			x	
Marriage or civil partnership (in employment only)	Potential for discrimination			x	No action necessary – no impact Reasonable adjustments could be made for those going through relationship breakdown
	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?

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
x	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.
	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.
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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	PLs	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

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: 05/03/2024

5.2 Equality impact assessment review date.

Date: 23/11/2023

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:		23.11.2023
Review/ Approval Group:		[project board if relevant or delete]
Last reviewed:		23.11.2023
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Document change log		
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