



Equality Impact Assessment

A Professional Learning Offer: Curriculum Innovation and Design

September 2023

For Scotland's learners, with Scotland's educators

Equality Impact Assessment Record

Title:	A Professional Learning Offer: Curriculum Innovation and Design
Senior Lead Officers Operational lead	Ollie Bray - Strategic Director Joan Mackay - Head of Curriculum Innovation
Directorate: Division: Team	National : Curriculum Innovation Team
Is this new policy or revision to an existing policy?	<p>New professional learning offer has been developed in response to the recommendation set out above from the 2021 OECD report: Scotland’s Curriculum for Excellence: Into the Future.</p> <p>1.4 Continue building curricular capacity at various levels of the system using research by developing the environment of curriculum design support around schools, including in supporting exchange and collaboration between practitioners for curriculum design and experimentation within and across schools; and collaboration between schools and universities.</p>

Screening

This Equality Impact Assessment (EQIA) aims to evaluate the impact of a new professional learning programme with a specific focus on Curriculum Innovation and Design. This programme will have elements both on-line and in person and has been developed in session 2022/23. This will be prototyped in session 2023/24.

The programme is being developed in response to the recommendation in the OECD report of June 2021 which advised that attention be paid to building capacity for curriculum design across the system. It is one of three actions currently sitting as a response to this specific recommendation.

The programme is being jointly developed initially as a collaboration between Education Scotland and the Association of Directors of Education Scotland Curriculum, Assessment and Qualifications Network (ADES CAQ).

A prototype will run with 40 participants from September 2023 to March 2024. The 40 participants will be nominees decided by the ADES CAQ Network and representative of the wider system. They will be 'participant developers' in that they will work with the initial team to further shape and develop the offer. They will do the work for the benefit of their own learning and ground it in the communities they serve but will also, from this, be contributing to national curriculum design and innovation work. The 'participant developers' will be able to link with, and draw on, the thinking being developed in the co-design groups for Interdisciplinary learning (IDL), Profiling, Learner Pathways and Timetabling.

The prototype will be supported by ongoing evaluation with a 'roving reporter' undertaking a range of activities, such as interviews, ethnographic conversations as the work develops.

It will begin with an introductory online session in September, followed by a two day residential in October where all participants will experience the same core learning. Between November and end February participants will work on an enquiry option of their choosing. A final core in person session for all participants will be planned for March.

It is anticipated that the learning will be supported from 'mentors' who are currently either Education Scotland staff and/or with colleagues from Local Authorities and other partners who are involved in the relevant, ongoing co-design groups for IDL, Learner Pathways, Timetabling and Profiling. Other professional learning opportunities linked to this work across the PLL catalogue and other sources will be included.

Who will it affect?

It is anticipated that there will 40 participants in the 23/24 prototype group. The participants will be identified by the ADES CAQ group and will be a mixed group. For example, a group drawn from a cluster and including practitioners at different levels of the system is being anticipated (eg HT + DHT + PT across 3- 18).

The Scope of the Equality Impact Assessment

In undertaking this assessment, the impact on each of the protected characteristics has been considered against the three needs of the general equality duty as set out in Section 149 of the Equality Act 2010 to:

- eliminate unlawful discrimination, harassment, and victimisation;
- advance equality of opportunity; and,
- foster good relations.

Key Findings

This impact assessment has identified some positive impacts on one or more of the protected characteristics. While the way we are undertaking the programme may positively affect one or more of the protected characteristics, it may also have a disproportionate negative impact on one or more of the protected characteristics. Where identification of negative impact applies, we will seek to mitigate where appropriate and, where possible, eliminate these. We recognise that there may be some potential indirect and disproportionate negative impacts of the measures we have taken on one or more of the protected characteristic groups within the practitioner population. These are set out and explored further in this impact assessment, with mitigating actions identified.

What might prevent the desired outcomes being achieved?

There are a range of issues that might affect the delivery and prevent the desired outcomes from being achieved. These include, but are not exclusive to:

- a lack of specific data relating to the educator population making it difficult to ascertain the actual potential impact. Lack of response from participants on any specific adjustments required

Although the factor above is out with our direct control, we have conducted this EQIA utilising the following data covering our delegates from 3-18 educational settings. It is also important to recognise that during this impact assessment we have also carefully considered the accessible design of the programme content to ensure we support our aim of providing opportunities for all

Stage 1: Framing

Results of framing exercise

The planning and delivery associated with this work is managed and led by a small team of Education Scotland staff within the National Directorate. The team work in partnership with colleagues from key organisations across the Scottish education sector. Throughout the planning of the curriculum design programme, discussions have taken place, which have informed our thinking including: • Education Scotland staff • Hotel staff. As a result of our framing exercise, we identified that there was potential for the programme to have moderate impact on some protected characteristic groups, with some being more disproportionately impacted, either negatively or positively, than others.

Protected characteristic: age

We did not encounter evidence that educators from any age groups would be disproportionately adversely affected by the Curriculum design prototype group. The nature of both in person and on-line itself will provide opportunities for educators of different ages and at different stages of their career to engage with the work. This may not have been possible if all were in person events

Protected characteristic: disability

Adopting a mixed approach has ensure attendance from this protected characteristic is available to all. Consideration had been given to needs of a range of disabilities, with care given to ensuring that the range of support considers the specific needs of all educators in Scotland. For example, where reasonably possible, we will explore if presenters are able to provide early insight to presentations. Furthermore, although the majority of hotels throughout Scotland are built to mitigate accessibility issues, we ensured the following specifications were considered when choosing the location: adequate lift access; hearing loop service (case by case basis); catering needs – options for allergies; paper copy handouts (on request).

Protected characteristic: gender reassignment

We are currently not aware of any evidence that the approach taken will affect educators transitioning from one gender to another. We have selected a venue where there are individual toilet facilities if required and will ensure language is inclusive.

Protected characteristic: marriage or civil partnership

N/A

*Please note, this protected characteristic is only applicable when policies, programmes and services are relevant to employment.

Protected characteristic: pregnancy and maternity

We are currently not aware of any evidence that the mixed model will affect educators who are pregnant, on maternity leave or returning to work

For the in person-events within this protected characteristic group in Scotland are more likely to require breastfeeding friendly spaces when attending physical events. Although this will be managed at supplier level, we ensured this was available when choosing the most appropriate physical location. The residential element is not mandatory and some people are travelling home between the days

Protected characteristic: race

We are currently not aware of any evidence that this will affect educators differently with different racial identities

For the in person-events we will ensure catering options consider the needs of educators from different racial identities. In addition, we will make sure the content of the programme is representative and inclusive of this protected characteristic group.

Protected characteristic: religion or belief

We are currently not aware of any evidence that this project will affect educators with different religions or beliefs.

Educators with different religions and beliefs in Scotland may require prayer rooms for religious observance when attending physical event locations and require catering needs. Although this will be managed at supplier level, we ensured this was considered when choosing the most appropriate physical location.

Protected characteristic: sex

We did not encounter evidence that educators from any sex would be disproportionately adversely affected by this project. However, evidence shows that women spend around 10% to 30% more time on caring responsibilities than males. It is therefore possible that the hybrid delivery will have a positive impact on female educators. The content and language on the day will be inclusive

Protected characteristic: sexual orientation

We are currently not aware of any evidence that this project will affect those in the LGBTI+ community. Ensure inclusive language in all our work

Interaction with Other Policies (Draft or Existing)

The Curriculum design prototype will align with Education Scotland's Accessible Events Policy

Extent/Level of EQIA required

The framing exercise has highlighted the need for the following actions:

- Review and optimise the accessibility of both the online sessions/material and physical event locations which will be used for delivery.

Stage 2: Data and evidence gathering, involvement and consultation

On the booking form we ask "Please give details of any accessibility requirements that are needed to support you to access the venue and learning sessions" We may get some responses from attendees although we have conducted this EQIA utilising the following data covering our delegates from 3-18 educational settings

ELC Teacher Census 2018 and 2019

Primary and Secondary Teacher Census 2020 and 2021

College Funding Sector Census

Stage 3: Assessing the impacts and identifying opportunities to promote equality

Protected characteristic: **age**

The prototype group will provide opportunities for educators of different ages and at different stages of their career to engage and have been identified from the LA themselves. Potentially may not be able to attend due to caring responsibilities, potential mobility issues not disclosed as disability, temperature of the room could impact those experiencing menopausal symptoms, eyesight issues and continence issues.

Although this will be managed at supplier level, we ensured the following specifications were considered when choosing the physical location: adequate lift access; event rooms close to main entrances; and a sufficient number of restroom facilities. In addition, we will also ensure that clear and concise joining instructions are available. We ensured people can travel to and from home between the in person sessions

Protected characteristic: **disability**

Potentially may not be able to attend due to factors such as travel, illness etc. May find it difficult to sit at chairs etc, find the amount of people overwhelming.

Consideration had been given to needs of a range of disabilities, with care given to ensuring that the range of support considers the specific needs of all educators in Scotland. For example, where reasonably possible, we will explore if presenters are able to provide early insight to presentations. Furthermore, although the majority of hotels throughout Scotland are built to mitigate accessibility issues, we ensured the following specifications were considered when choosing the location: adequate lift access; hearing loop service (case by case basis); catering needs – options for allergies; paper copy handouts (on request).

Protected characteristic: **gender reassignment** We do not foresee this prototype work to have a negative impact on educators because of gender reassignment

We have selected a venue where there are individual toilet facilities if required and will ensure language is inclusive.

Protected characteristic: **pregnancy and maternity**. Educators within this protected characteristic group in Scotland are more likely to require breastfeeding friendly spaces when attending physical events. Although this will be managed at supplier level, we ensured this was available when choosing the most appropriate physical location.

Protected characteristic: **race** We do not foresee the prototype group to have a negative impact on educators because of their race. We will ensure catering options consider the needs of educators from different racial identities. In addition, we will make sure the content of the programme is representative and inclusive of this protected characteristic group.

Protected characteristic: **religion or belief**

Educators with different religions and beliefs in Scotland may require prayer rooms for religious observance when attending physical event locations and require catering needs. Although this will be managed at supplier level, we ensured this was considered when choosing the most appropriate physical location.

Protected characteristic: **gender**

Potentially may not be able to attend due to caring responsibilities

The location has plenty of bathrooms as the percentage of females attending will be higher.

Protected characteristic: **sexual orientation**

The content and language on the day will be inclusive

Stage 4: Decision making and monitoring

[INSERT TEXT]

Identifying and establishing any required mitigating action

<p>Have positive or negative impacts been identified for any of the equality groups?</p>	<p>The mixed model of the prototype group can have both positive and negative impacts to varying degrees for most protected characteristic groups. The impact on disabilities requires careful consideration, particularly for educators with underlying health conditions, for whom moving around physical event locations could be a challenge. Some groups may also have conflicting pressures on their time out with work and therefore balancing attendance at physical events with other work/family commitments may be difficult. However, attending the on-line sessions remotely can also be beneficial for many protected characteristic groups, contributing to increased attendance and reducing barriers educators could face when attending physical event locations. Physical event locations can increase collaborative networking and could reduce the time taken to identify if additional support needs are required. Joining on- line can also enable a more inclusive environment</p>
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	where educators are treated equally in the absence of 'labelling'.
Is the policy directly or indirectly discriminatory under the Equality Act 2010 ¹⁷ ?	Indirectly. The measures taken to support the prototype group both in person and on-line in such a way that they do not create unlawful discrimination relating to the Equality Act 2010.
If the policy is indirectly discriminatory, how is it justified under the relevant legislation?	Comply with Education Scotland's Accessible Events Policy
If not justified, what mitigating action will be undertaken?	N/A

Monitoring and Review

This assessment has highlighted the potential impacts that the Curriculum design prototype group could have on participants across the Scottish education system. These findings will inform the decisions taken by the team. We will continue to monitor and review our decisions on a routine basis.

Stage 5 - Authorisation of EQIA

Please confirm that:

This Equality Impact Assessment has informed the development of our plans.

Yes

No

Opportunities to promote equality in respect of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation have been considered, i.e.:

- Eliminating unlawful discrimination, harassment, victimisation;
- Removing or minimising any barriers and/or disadvantages;
- Taking steps which assist with promoting equality and meeting people's diverse needs;
- Encouraging participation (e.g., in public life)
- Fostering good relations, tackling prejudice, and promoting understanding.

Yes

No

If the Marriage and Civil Partnership protected characteristic applies to this policy, the Equality Impact Assessment has also assessed against the duty to eliminate unlawful discrimination, harassment, and victimisation in respect of this protected characteristic:

Yes

No

Not applicable

Declaration

I am satisfied with the equality impact assessment that has been undertaken and give my authorisation for the results of this assessment to be published on the Education Scotland website.

Name: Ollie Bray

Position: Strategic Director

Authorisation date: 12/10/2023

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330
E www.educationscotland.gov.scot

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