Equality Impact Assessment

Web Estates

December 2022

Equality Impact Assessment Record

Title:	Education Scotland's Web Estates
Senior Lead Officers	Dragos Leonte / Gillian Harding
Directorate: Division: Team	Digital Services
Is this new programme or revision to an existing programme?	This has been implemented via a new programme, to make changes to the existing web estate within Education Scotland. The changes will be made in four phases and provide for a redesign of the existing corporate website, followed by redesign and consolidation of other Education Scotland websites into the refreshed corporate website

Screening

This Equality Impact Assessment (EQIA) aims to evaluate the impact of Education Scotland's Implementation of an updated web estate, for use by educators and parents and the general public across Scotland This was introduced via the Transformation Programme.

The purpose of this programme was to improve the overall Education Scotland service delivery, using digital technology to support business transformation.

Who will it affect?

The Transformation Programme generally, and the Web Estate element specifically, will affect all users of the Education Scotland web estate – educators, parents, staff and interested members of the wider general public.

Learners are not a specific target audience of the ES web site however they may access the site along with the wider general public however no content specific to learners is expected to be made available via the website.

The Scope of the Equality Impact Assessment

In undertaking this assessment, Education Scotland has assessed the impact on each of the protected characteristics and has considered measures 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 potential negative and positive impacts on one or more of the protected characteristics and these have been noted below with appropriate mitigating actions identified and established as described.

It is also important to recognise that during this EQIA we have carefully considered the accessible design of the content of the programme to ensure we support our aim of providing access for all.

What might prevent the desired outcomes being achieved?

Insufficient resources to achieve delivery of the refreshed corporate website within a desirable timeframe, including adequate communications support to drive awareness of the changes amongst external users.

Stage 1: Framing

Results of framing exercise

As a result of our framing exercise, we identified that there was potential for this web estate implementation to have some impacts on some protected characteristic groups, either negatively or positively.

Protected characteristic: age

Digital technology has only become pervasive in our society in approximately the last 25 years. It is therefore possible to conclude any educator or member of staff over the age of 40 would not have had the same exposure to digital technology as younger staff during their broad general and professional education. This could potentially lead to older staff members being at a disadvantage when accessing our web estate. It is recognised that there is not always alignment between age and digital literacy

Protected characteristic: disability

The Scottish Health Survey estimates that, in 2018, 33% of adults (and 12% children) in Scotland were disabled, defined as having a limiting long-standing condition, and 46% of adults (and 6% of children) had a non-limiting longstanding illness.

The web estate therefore needs to consider a range of disabilities as it is reasonable to assume that the target users are representative of the wider population. Web sites are already assessed for accessibility however this could be extended to include all downloadable content.

Protected characteristic: gender reassignment

We are aware that the use of the web estate will involve the use of pronouns which may have an impact on this protected characteristic if used incorrectly.

Evidence from the Scottish Transgender Alliance tells us that the workplace is one of the most likely locations for transphobic discrimination and harassment to occur. Whilst it is not considered likely that the web estate will provide any impacts on anyone transitioning, this is an area that will require ongoing monitoring.

Protected characteristic: marriage or civil partnership

We are not aware of any evidence that any users who are or are not married or in a civil partnership will be affected in their user of the web estate. We will however continue to explore the potential impacts on people who are married or in a civil partnership.

Protected characteristic: pregnancy and maternity

We are not aware of any evidence that any users of the web estate will be impacted by this characteristic. This is not considered to be a relevant protected characteristic for the web estates.

Protected characteristic: race

We are not aware of any evidence that race will be impacted by web estate. We will however continue to explore the potential impacts on people of different racial identity or with English as a second language. There will also need to be consideration to ensure representation of all races in the web estate.

Protected characteristic: religion or belief

We are not aware of any evidence that religion or belief will be impacted by the web estate. There will however be the need for consideration to ensure representation of all religions in the web estate.

Protected characteristic: sex

We are not aware of any evidence that our web estate will affect this protected characteristic. We will however continue to explore the potential impacts on people with different genders. Also content will ensure it reflects the range of pronouns and genders.

Protected characteristic: sexual orientation

We are not aware of any evidence that our web estate will affect this protected characteristic. We will however continue to explore the potential impacts on people with different sexual orientations. Also content will ensure it reflects the range of pronouns.

Interaction with Other Policies (Draft or Existing)

Not applicable

Extent/Level of EQIA required

The framing exercise has highlighted the following actions:

- The need to consider full representation of society across the content of the web estate
- The need to ensure that accessibility standards apply across the whole estate including downloadable content

Stage 2: Data and evidence gathering, involvement and consultation

Characteristic	Evidence Gathered and Strength/Quality of evidence	Source	Data gaps identified and actions taken
Age	**Educators** The age profile of the educators is: • Under 25 years old =6% • 25 to 29 years old = 14% • 30 to 34 years old = 14% • 35 to 39 years old = 15% • 40 to 44 years old = 14% • 45 to 49 years old = 12% • 50 to 54 years old = 11% • 55 to 59 years old = 8% • 60 to 64 years old = 4% • Over 65 years old = 1%	Teacher census 2021: https://www.gov.scot/publications/teacher-census-supplementary-statistics/	No specific impacts of the web estates on the different age groups Proposed actions: • Continue to create content in a variety of media including text, images, video • Engage with educators to obtain their views and opinions of how to make the website more accessible and suitable for their purposes • Engage with educators to explore the types of content they would find most useful
	The age profile of Education Scotland staff is: 3.2% = 16 to 29 year olds 17.1% = 20 to 39 year olds 26.7% = 40 to 49 year olds 38.1% = 50 to 59 year olds 14.9% = 60 years +	SG Equality Outcomes and Mainstreaming Report	No specific impacts of the web estates on the different age groups Proposed actions as above
Disability	**Educators** The disability profile of the educators is currently unknown.	Teacher census 2021: https://www.gov.scot/publications/teacher-census-supplementary-statistics/	Web estate should be accessible by default The web sites will be assessed for accessibility by means of an accessibility

Characteristic	Evidence Gathered and Strength/Quality of evidence	Source	Data gaps identified and actions taken
	20% of Education Scotland staff self-declared as being disabled, having a long-term health condition and/or illness in the past 12 months.	SG Equality Outcomes and Mainstreaming Report	audit against the Web Content Accessibility Guidelines 2.1 Level AA, which is the required standard for all public sector bodies' websites. Testing with disabled users will also be carried out. **Further actions** Ensure downloadable documents are also accessible
Gender Reassignment	**Educators** The gender reassignment profile of educators is currently unknown. However, membership data obtained from the Educational Institute of Scotland in 2021 indicates around 0.05% of educators self-identify as gender reassigned.	Teacher census 2021: https://www.gov.scot/publications/teacher-census-supplementary-statistics/	No specific issues **Further actions** Monitor the use of pronouns in the web estate Ensure the content continues to be gender neutral
	Around 4% of our overall Scottish Government workforce identify as transgender.	Equality outcomes & mainstreaming report 2021: https://www.gov.scot/publications/equality-outcomes-mainstreaming-report-2021-mainstreaming-report/	
Marriage and civil partnership	42.5% of our Education Scotland workforce is married or in a civil partnership.	SG Equality Outcomes and Mainstreaming Report	No further action required for this EQIA

Characteristic	Evidence Gathered and Strength/Quality of evidence	Source	Data gaps identified and actions taken
	Educators In respect of this protected characteristic, a body subject to the Public Sector Equality Duty (which includes Scottish Government) only needs to comply with the first need of the duty (to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010) and only in relation to work.		
Pregnancy and maternity	**Educators** The pregnancy and maternity profile of educators is currently unknown.	Teacher census 2021: https://www.gov.scot/publications/teacher-census-supplementary-statistics/	No further action required for this EQIA
	Over the last 12 months, across the Scottish Government workforce, there has been a general trend in staff taking longer lengths of leave, with the majority taking between 40 and 52 weeks (81%).	SG Equality Outcomes and Mainstreaming Report	
Race	**Educators** The race profile of educators is: • Minority ethnic background = 2% • White = 92.5% • Prefer not to say = 3.5% • Unknown = 2%	Teacher census 2021: https://www.gov.scot/publications/teacher-census-supplementary-statistics/	No specific issues Further actions Establish if there are means to translate content to other languages

Characteristic	Evidence Gathered and Strength/Quality of evidence	Source	Data gaps identified and actions taken
	The race profile of the Education Scotland is: • 0.6% = minority ethnic background • 66.7% = white • 1.3% = prefer not to say • 31.4% = unknown	SG Equality Outcomes and Mainstreaming Report	Ensure there is racial representation visible across our online estates and content

Religion or belief	The religion or belief profile of our workforce is: • 23.2% = None • 32.4% = Christian • 1.6% = Other religion • 4.8% = prefer not to say • 38.1% = unknown The religion or belief profile of educators is currently unknown. However, Scottish population data from 2011 indicated the following percentages: 16 to 24 year olds self-identified as – • Church of Scotland = 21.5% • Roman Catholic = 15.7% • Other Christian = 4.8% • Buddhist = 0.3% • Hindu = 0.5% • Jewish = 0.2% • Muslim = 1.9% • Sikh = 0.2% • Other religion = 0.3% • No religion = 48.2% • Religion not stated = 6.4% 25 to 49 year olds self-identified as – • Church of Scotland = 26.5% • Roman Catholic = 18% • Other Christian = 0.1% • Buddhist = 0.4% • Hindu = 0.5% • Jewish = 0.1% • Muslim = 1.9%	[SG Equality Outcomes and Mainstreaming Report](#)	No specific issues Further actions Ensure there is religious representation visible across our online estates and content

Characteristic	Evidence Gathered and Strength/Quality of evidence	Source	Data gaps identified and actions taken
	• Sikh = 0.2% • Other religion = 0.4% • No religion = 45.8% • Religion not stated = 6.1% 50 to 64 year olds self-identified as – • Church of Scotland = 41.8% • Roman Catholic = 15.9% • Other Christian = 6.1% • Buddhist = 0.2% • Hindu = 0.1% • Jewish = 0.1% • Muslim = 0.6% • Sikh = 0.1% • Other religion = 0.4% • No religion = 27.5% • Religion not stated = 7.2% 65 years old and over self-identified as – • Church of Scotland = 55.8% • Roman Catholic = 14.1% • Other Christian = 7.1% • Buddhist = 0.1% • Hindu = 0.1% • Jewish = 0.2% • Muslim = 0.3% • Sikh = 0.1% • Other religion = 0.1% • No religion = 14.1% • Religion not stated = 8%		
Sex			No specific issues

Characteristic	Evidence Gathered and Strength/Quality of evidence	Source	Data gaps identified and actions taken
	Educators The sex profile of educators is: • Female = 77% • Men = 23%	Teacher census 2021: https://www.gov.scot/publications/teacher-census-supplementary-statistics/	Further actions Ensure that male, female and non-binary representation is visible across online estates and content
	The sex profile of the Education Scotland is: • 74.6% = women • 25.4% = men	SG Equality Outcomes and Mainstreaming Report	
Sexual Orientation	Educators The sexual orientation of educators is currently unknown.		No specific issues Further actions Ensure there is LGBTQ+ representation visible across our online estates and content
	The sexual orientation of our workforce is: • 2.2% = LGBT • 56.5% = Heterosexual/straight • 3.5% = Prefer not to say • 37.8% = Unknown However, it is likely this undercounts the number of adults self-identifying as LGBT. LGBT respondents may not feel comfortable being open with a survey interviewer, and some respondents might see this question as intrusive and personal.	SG Equality Outcomes and Mainstreaming Report	

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

Note of Discussions

Do you think our new Web Estates impacts on people because of their age?

Age	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	☐	☐	☒	The web estates neither positively or negatively affects educators from different age groups.
Advancing equality of opportunity	☐	☐	☒	
Promoting good relations	☒	☐	☐	

Do you think our new Web Estates impacts on people because of their disability?

Disability	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	☐	☐	☒	The design of the web estates and online content available should be designed in a way that will not create unlawful discrimination related to disability.

There could be potential positive and negative impacts on educators with disabilities. Disabled educators in Scotland might be more likely to require accessible functions with navigating the website. |
| Advancing equality of opportunity | ☒ | ☒ | ☐ | |
| Promoting good relations | ☒ | ☒ | ☐ | |

				While the Education Scotland website may meet the Scottish Government's accessibility guidelines, a further mitigating action could be ensuring the accessibility within downloadable documents.

Do you think our new Web Estates impacts on people proposing to undergo, undergoing, or who have undergone a process for reassigning their sex?

Gender reassignment	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	☐	☐	☒	The design of the web estates and online content available neither positively or negatively affects educators who are or have transitioned from one gender to another. We will however promote the use of pronouns throughout the web estates alongside making gender neutral content available.
Advancing equality of opportunity	☐	☐	☒	
Promoting good relations	☒	☐	☐	

Do you think our new Web Estates impacts on people because of their marriage or civil partnership?

Marriage and Civil Partnership[1]	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment, and victimisation	☐	☐	☒	This protected characteristic is not applicable.

[1] In respect of this protected characteristic, a body subject to the Public Sector Equality Duty (which includes Scottish Government) only needs to comply with the first need of the duty (to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010) and only in relation to work. Equality impact assessment within the Scottish Government does not require assessment against the protected characteristic of Marriage and Civil Partnership unless the policy or practice relates to work, for example HR policies and practices.

Advancing equality of opportunity	☐	☐	☒
Promoting good relations	☐	☐	☒

Do you think our new Web Estates impacts on men and women in different ways?

Sex	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment, and victimisation	☐	☐	☒	The design of the web estates and online content available neither positively or negatively affects educators because of their gender. We will however ensure male, female and non-binary representation is visible across our online estates and content.
Advancing equality of opportunity	☐	☐	☒	
Promoting good relations	☒	☐	☐	

Do you think our new Web Estates impacts on women, who are proposing to take maternity leave, are currently taking maternity leave, and are returning from maternity leave or who are pregnant?

Pregnancy and Maternity	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	☐	☐	☒	The design of the web estates and online content available neither positively or negatively affects educators because of this protected characteristic. We will however ensure our online estates and content is accessible to this protected characteristic group.
Advancing equality of opportunity	☒	☐	☐	
Promoting good relations	☒	☐	☐	

Do you think our new Web Estates impacts on people on the grounds of their race?

Race	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	☐	☐	☒	The design of the web estates and online content available neither positively or negatively affects educators because of their race. We will however ensure racial representation is visible across our online estates and content.
Advancing equality of opportunity	☐	☐	☒	
Promoting good relations	☒	☐	☐	

Do you think our new Web Estates on people because of their religion or belief?

Religion or belief	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	☐	☐	☒	The design of the web estates and online content available nether positively or negatively affects educators because of their religion. We will however ensure religious representation is visible across our online estates and content.
Advancing equality of opportunity	☐	☐	☒	
Promoting good relations	☒	☐	☐	

Do you think our new Web Estates impacts on people because of their sexual orientation?

Sexual orientation	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	☐	☐	☒	The design of the web estates and online content available nether positively or negatively affects educators because of their sexual orientation. We will however ensure the LGBTQI+ community is visible across our online estates and content.

Advancing equality of opportunity	☐	☐	☒
Promoting good relations	☒	☐	☐

Stage 4: Decision making and monitoring

Identifying and establishing any required mitigating action

Have positive or negative impacts been identified for any of the equality groups?	Yes Representation of race, gender The content within the web site must be representative of society, to ensure it is considered appropriate for its purpose. English as a second language The team will consider what steps can be taken to make some or all content available via languages other than English. Accessibility standards The website must meet the necessary accessibility standards to ensure that no one is adversely impacted due to disability.
Is the programme directly or indirectly discriminatory under the Equality Act 2010[17]?	No
If the programme is indirectly discriminatory, how is it justified under the relevant legislation?	NA
If not justified, what mitigating action will be undertaken?	NA

Monitoring and Review

The EQIA will be owned by the Product Manager and reviewed on a 6 monthly basis or prior to any significant changes to the web estate, whichever happens sooner.

Stage 5 - Authorisation of EQIA

Please confirm that:

This Equality Impact Assessment has informed the development of our web estate platform.

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 programme, 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
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Authorisation date: 03/04/2023

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