

National e-Learning Programme - Equality Impact Assessment (EQIA)

This document provides the current view of Education Scotland as to the programme position, work is ongoing across the programme to take this forward and this document will be updated as that work progresses.

<p>Title of policy/ process/ function etc.</p>	<p>National e-Learning Offer (NeLO)</p> <p>The development and delivery of the NeLO requires collaboration and joint leadership from key partners in the education community in Scotland. It provides an opportunity for a coherent response to the current Covid-19 pandemic.</p> <p>The offer aims to:</p> <ul style="list-style-type: none"> • adopt an “added value” approach and enable all local authorities and schools to access a core offer that complements their own provision • provide access to a mix of live, recorded and supported resources for practitioners and school leaders to use in their own planning; • provide the necessary training, advice and support to teachers/practitioners; <p>The core offer will be set in the context of a recovery curriculum.</p>
<p>Lead officer</p>	<p>Alan Armstrong, Strategic Director, Education Scotland</p>
<p>Partners/ decision makers/ etc.</p>	<p>To ensure success, support will be provided by the three key leadership stakeholders in the education system, whose resources and capacities will be required to lead, deliver and ensure the success of the offer. The three key stakeholder groups are:</p> <ul style="list-style-type: none"> • Local education authorities (ADES) • Education Scotland (ES) • Scottish Government (SG) <p>The three bodies co-chair the NeLO Partnership Board on a rotational basis.</p>
<p>Aims of the service, policy etc.</p>	<p>The National e-Learning Offer aims to provide content and support to enable the delivery of remote learning. Some of this content will be accessed directly by learners and some will be for teachers to use in their own delivery or to direct their learners to.</p> <p>The National e-Learning Offer will provide a single structure in which can be found:</p> <p><u>Live content</u> – real time delivery of lessons or study support and access to interactive learning spaces.</p>

	<p><u>Recorded</u> – quality assured videos matched to the Scottish curriculum</p> <p><u>Supported</u> – lists of resources, mapped to the Scottish curriculum that can come from a wide range of sources, including but not limited to Education Scotland.</p> <p>The programme will also bring in relevant professional learning to further support teachers in their delivery.</p> <p>The desired outcome is improved delivery of remote learning across Scotland during the pandemic and also the post pandemic delivery of remote learning. This will be measured by user feedback, levels of usage and levels of contributions by the profession.</p>
<p>Available evidence (involvement and consultation)</p>	<p>Each component part of the NeLO has been informed by the main users – practitioners and learners. The supported resources were identified and drawn together by, and on behalf of, practitioner subject networks. The networks had identified, collated and made the resources for sharing during and prior to the Term 4 lockdown. Similarly the work on developing recorded materials began in June 2020 in response to practitioner requests and learner feedback. e-Sgoil has built its current offer on the evaluation evidence from previous practice. Pilot work carried out with, for example, learners who were not attending school ('Interrupted learners') in 2019/20 helped in the planning of the current offer. e-Sgoil developments are subject to ongoing review and improvement.</p> <p>For example, e-Sgoil has been offering live, subject specific, Senior Phase webinars since September 2021. These are free to access for all learners across Scotland, delivered through Glow and take place in the evenings. In January 2021, the offer of these webinars has been extended to allow for selected sessions to be delivered during the school day, thus allowing more flexibility for learners to sign up at a various times.</p>

<p>Who will it affect and likely impact</p>	<p>The activities that form this programme are aimed to support practitioners and leaders in early years settings and schools (and not the general public). The programme will generate content and materials that will be used by practitioners and leaders in their delivery to children and young people.</p> <p>According to the 2019 Teachers Census there are 51,449 teachers in Scotland.</p> <p>According to the Scottish Social Service Sector Report on 2019 Workforce Data there were 42,010 Early Learning and Childcare Professionals¹. 77% of teachers are female and the average age of teachers in Scotland is 40</p> <p>While pupil numbers are known, at this stage we do not have information breaking down the numbers in to the protected characteristics groups.</p> <p>It is important that the activities outlined above are accessible to all practitioners and leaders as well as children and young people who wish to access them, taking into account the protected characteristics detailed in the Equality Act.</p> <p>This programme is expected to lead towards improved delivery of remote learning across Scotland during the pandemic and also the post pandemic delivery of remote learning and there will require to be a continual review of ensuring content is accessible by the target audience.</p> <p>This programme is developing at pace in response to the COVID-19 pandemic and this documents sets out our assessment at this time. However, in line with the need to continue to monitor and review the impact, further iteration(s) of this document may be published as further data and evidence becomes available. We consider that disability and age to be the only characteristics that will be impacted and a range of response are underway as evidenced in Annex C.</p>
<p>Addressing the impact</p>	<p>The programme provides a coherent response to the current Covid-19 pandemic. The first stage of the NeLO work focussed on necessity because of the pandemic and at pace on providing an eLearning offer that was accessible to as wide an audience as possible.</p> <p>Evaluation will continue as an ongoing process, adapting and shaping the programme on an iterative basis informed by the</p>

¹ this figure is based on combined totals for childminding staff and day care of children staff

	ongoing gathering of quantitative and qualitative feedback and data.
Monitoring and Review	<p>This assessment is based on the evidence currently available and further work will be undertaken. The activities of the programme will be regularly evaluated and feedback sought from partners and participants. The activities will also be regularly reviewed by the programme team to drive improvement and positive developments.</p> <p>As part of our ongoing monitoring and review of this activity further data will also be gathered and analysed to ascertain which groups of learners are taking part. We will therefore publish an updated version of this document as more data becomes available.</p>
Sign and publish results	Alan Armstrong Strategic Director Education Scotland

Annex A: Evidence and data gathering, involvement and consultation

Include here the results of your evidence gathering (including any framing exercise), including qualitative and quantitative data and the source of that information, whether national statistics, surveys or consultations with relevant equality groups.

Characteristic	Evidence gathered and Strength/quality of evidence	Source	Data gaps identified and action taken
AGE	<p>Age profile of learners (children and young people) well understood. Strong evidence from previous and existing e-Sgoil practice as to what works best to build on. Feedback from learners re preparation of recorded lessons shaping products.</p> <p>Data from the Teacher Census states the average age of teachers in Scotland is 40. 51% of teachers are under 40, 5% are 61 or over. This may impact on communication approaches and also on their uptake and use of what is available in NeLO. Re communications, for example, it is estimated that 16% of Twitter users are 55 and over highlighting that it is slightly more popular among younger people. This may mean that some teachers are not receiving messaging/ communications about the online support available.</p>	<p>Evaluation and feedback reports from NeLO partners.</p> <p>Teacher Census 2019</p>	<p>Through the collection of regular learner data we will be able to ascertain which resources and activities work best for each age profile and adapt accordingly.</p> <p>We will monitor the uptake of the offer by practitioners in part through our communications plan.</p>
DISABILITY	<p>It is recognised that there is a gap in the understanding of the breakdown of disability numbers for children and young people across Scotland and this is being explored further by the programme to establish sources of such information.</p> <p>There is no data available on disability that is specifically related to teachers/ reflects the teaching workforce in totality. However, available data would indicate that there is a likelihood that a proportion of teachers will have a disability.</p>	<p>Education Scotland/ Professional Learning and Leadership Directorate</p> <p>Scotland's Census 2011</p>	<p>At this stage we do not hold national data on disability numbers and types within the pupil population. We will continue to explore avenues for accessing such data.</p> <p>There is no data available on disability that is specifically related to teachers/ reflects the teaching workforce in totality.</p>

	<p>It is important that the workforce considers the impact of the activities on those learners who are blind or have a visual impairment, D/deaf or have a hearing impairment given the online delivery of many of the activities. Additional consideration will need to be given to the potential impact on those with a social/ communication impairment, learning difficulty, mental health difficulty and physical impairment/ mobility issue.</p> <p>Equality and Diversity Monitoring data gathered by the Professional Learning and Leadership Directorate focusing on the participants on Professional Learning and Leadership Programmes suggests 6% of participants identify as having a disability (including: long standing illness or health condition, physical impairment or mobility issue, social/ communication impairment or Aspergers syndrome/ other autistic spectrum disorder, deaf or have a hearing impairment).</p> <p>2011 Census data states that in 2011, one in five people (20 per cent) reported that they were limited either 'a little' or 'a lot' by a long-term health problem or disability.</p>		Ongoing monitoring required.
SEX	<p>Data from the Teacher Census states that 77% of teachers in Scotland are female.</p> <p>Children and young people data is not known to the authors at time of writing however evidence will be sought and added to this impact assessment.</p>	Teacher Census 2019	We will continue to source data on pupil profiles where possible
PREGNANCY AND MATERNITY	<p>Equality and Diversity Monitoring data gathered by the Professional learning and Leadership Directorate focusing on the participants on Professional Learning and Leadership Programmes suggests 5% of participants in PLL programmes are pregnant/ have been in the last year.</p>	Education Scotland/ Professional Learning and Leadership Directorate	None.
GENDER REASSIGNMENT	<p>No data available specifically related to teachers nor children and young people.</p>		None.
SEXUAL ORIENTATION	<p>No data available specifically related to teachers nor children and young people.</p> <p>Equality and Diversity Monitoring data gathered by the Professional Learning and Leadership Directorate focusing on the participants on Professional Learning and Leadership Programmes suggests 86% of participants on PLL Programmes identify as heterosexual/ straight.</p>	Education Scotland/ Professional Learning and Leadership Directorate	None.

RACE	<p>Data from the Teachers Census 2019 states that 92% of teachers in Scotland are white and 2% are from a Minority Ethnic group.</p> <p>Equality and Diversity Monitoring data gathered by the Professional Learning and Leadership Directorate focusing on the participants on Professional Learning and Leadership Programmes suggests that 94% of participants on PLL programmes are white with other ethnicities making up 6% of participants.</p> <p>Children and young people data is known to the authors at time of writing however will be sought and added to this impact assessment.</p>	<p>Teachers Census 2019</p> <p>Education Scotland/ Professional Learning and Leadership Directorate</p>	
RELIGION OR BELIEF	<p>There is no data available specifically related to teachers and children and young people.</p> <p>Data from Scotland's Census 2011 shows the population of Scotland have the following religion/ belief:</p> <ul style="list-style-type: none"> • Church of Scotland (32.4%) • Roman Catholic (15.9%) • Other Christian (5.5%) • Not religious (36.7%) • Islam (1.4%) • Other religion (1.2%) • Not stated (7%) <p>Equality and Diversity Monitoring data gathered by the Professional learning and Leadership Directorate focusing on the participants on Professional Learning and Leadership Programmes suggests that participants in PLL programmes have the following religion/ belief:</p> <ul style="list-style-type: none"> • Church of Scotland 34% • None 29% • Other Christian 14% • Prefer not to say 1% • Roman Catholic 16% • Sikh 1% 	<p>Scotland's Census 2011</p> <p>Education Scotland/ Professional Learning and Leadership Directorate</p>	
MARRIAGE AND CIVIL PARTNERSHIP	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Annex B: Assessing the impacts and identifying opportunities to promote equality

Having considered the data and evidence you have gathered, this template can be used to capture the potential impacts – negative and positive – that your policy or procedure might have on each of the protected characteristics. It is important to remember the duty is also a positive one – that we must explore whether the policy offers the opportunity to promote equality and/or foster good relations.

Do you think that the policy impacts on people because of their age?

Age	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation			✓	The activity of the programme will neither positively nor negatively impact upon this.
Advancing equality of opportunity	✓	✓		<p>Digital teaching and learning has potential to reduce inequalities between learners as well as the opposite. Inequalities due to age are not expected however the programme will monitor impact to ensure this is assessed.</p> <p>It is also recognised that uptake of digital learning and teaching may be different by pupil age group, with the delivery of senior phase, for example, more effective than the delivery for early years.</p> <p>While there is no direct data to support this, it is possible that the focus on digital solutions excludes part of the teaching population (which may be influenced by age as social media usage statistics indicate) however the programme will monitor this. There is currently no defined direct correlation between age and uptake.</p>
Promoting good relations among and between different age groups	✓			The programme provides opportunities for practitioners and learners to form communities when learning remotely/away from school.

Do you think that the policy impacts disabled people?

Disability	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation			✓	The activity of the programme will neither positively nor negatively impact upon this.
Advancing equality of opportunity		✓		Whilst the specific numbers are not known, it is clearly recognised that there is a proportion of pupils that will have a disability. Some disabilities may impact the ability for pupils to

				<p>participate in remote learning and we will seek further data and on this in order to identify actions to address any such impact.</p> <p>There is no data available on disability that is specifically related to teachers/ reflects the teaching workforce in totality. However, available data would indicate that there is a likelihood that a proportion of teachers will have a disability. It is important that the workforce considers the impact of the use of digital learning and teaching activities on those who are blind or have a visual impairment, D/deaf or have a hearing impairment given the online delivery of many of the activities. Additional consideration will need to be given to the potential impact on those with a social/ communication impairment, learning difficulty, mental health difficulty and physical impairment/ mobility issue.</p>
Promoting good relations among and between disabled and non-disabled people	✓			The activity of this programme may enable learners to participate in learning more fully than in traditional building settings.

Do you think that the policy impacts on men and women in different ways?

Sex	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination			✓	The activity of the programme will neither positively nor negatively impact upon this protected characteristic.
Advancing equality of opportunity			✓	
Promoting good relations between men and women			✓	

Do you think that the policy impacts on women because of pregnancy and maternity?

Pregnancy and Maternity	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination			✓	The activity of the programme will neither positively nor negatively impact upon this protected characteristic.
Advancing equality of opportunity			✓	
Promoting good relations			✓	

Do you think your policy impacts on transsexual people?

Gender reassignment	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination			✓	The activity of the programme will neither positively nor negatively impact upon this protected characteristic.
Advancing equality of opportunity			✓	
Promoting good relations			✓	

Do you think that the policy impacts on people because of their sexual orientation?

Sexual orientation	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination			✓	The activity of the programme will neither positively nor negatively impact upon this protected characteristic.
Advancing equality of opportunity			✓	
Promoting good relations			✓	

Do you think the policy impacts on people on the grounds of their race?

Race	Positive	Negative	None	Reasons for your decision
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Eliminating unlawful discrimination			✓	The activity of the programme will neither positively nor negatively impact upon this protected characteristic.
Advancing equality of opportunity			✓	
Promoting good race relations			✓	

Do you think the policy impacts on people because of their religion or belief?

Religion or belief	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination			✓	The activity of the programme will neither positively nor negatively impact upon this protected characteristic.
Advancing equality of opportunity			✓	
Promoting good relations			✓	

Do you think the policy impacts on people because of their marriage or civil partnership?

Marriage and Civil Partnership²	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination			✓	The activity of the programme will neither positively nor negatively impact upon this as it does not relate to work or HR policy.
Advancing equality of opportunity			✓	
Promoting good relations			✓	

Annex C: Addressing the impact - establishing any required mitigating action

<p>Have positive or negative impacts been identified for any of the equality groups (refer to Assessing the impacts and identifying opportunities to promote equality template)?</p>	<p>This EQIA includes our assessment at the current time. The potential impacts have been considered for each of the protected characteristics and we have identified positive and negative impacts around age and disability.</p> <p>This has been undertaken using the data and evidence available and within the timescale allowed given the need to respond to the pandemic. However, this assessment of potential impacts will be subject to further review and revision. A further iteration(s) may therefore be published as more data and evidence becomes available.</p> <p>The design of the programme will include ongoing evaluation and assessment which will also enable us to learn how best to deal with and mitigate for any issues arising from the design affecting the identified groups.</p>
<p>Is the policy directly or indirectly discriminatory under the Equality Act 2010? (if you identify unlawful discrimination, whether direct or indirect, you must remove it).</p>	<p>No evidence has been identified, at the current time, that the policy is directly or indirectly discriminatory under the Equality Act 2010.</p>
<p>Clearly identify what mitigating action will be undertaken to eliminate or manage any identified negative impacts?</p>	<p>The impact of the NeLO and specifically e-Sgoil's offer is subject to continuous and ongoing assessment.</p> <p>For all regular daytime programmes e-Sgoil is in touch with learners' own teachers to ascertain individual needs and to meet these as they engage with e-Sgoil teaching and learning. Where issues are identified these are followed up with the intention of ensuring access and participation. Support assistants and or adaptations to technology are considered as part of the solution. e-Sgoil has, for example, a teacher who joined e-Sgoil because she was totally deaf and no longer able to work in a traditional classroom. She plays a full part in e-Sgoil with the support of assistive technologies.</p> <p>The development of the programme will continue to be iterative, addressing identified impacts on an ongoing basis.</p> <p>A range of support is being made available to practitioners through our People work to support them in delivering Digital Learning and Teaching, including relevant professional learning to further support teachers in their delivery.</p> <ul style="list-style-type: none"> To support children and young people with Additional Support Needs during the closure of schools Wakelets were produced to signpost to schools materials stored online which support all children and young people with a range of barriers to learning. Specific resources to support autistic and dyslexic learners are available on webinars, and the Autism Toolbox will help to support autistic learners.

	<ul style="list-style-type: none"> • Health and wellbeing resources are available on the National Improvement Hub, and cover a range of interventions to support children and young people with ASN. • To re-fresh and remind staff of the resources and approaches available to support CYP with ASN ES have, and continue to offer, staff development through a series of seven webinars, hosted on Google Classrooms on Glow. The Webinars provide important opportunities for staff to share their work, anxieties, and thoughts in a safe place. • We have also been providing specific support for pupils with additional support needs through Scotland Learns. Scotland Learns was launched on 14th May 2020 and provides a resource bank of straightforward, open-ended learning activities which are challenging and that develop children's and young people's independence in learning. It also includes a fortnightly newsletter for practitioners which contains an additional section on 'supporting parents and carers'. • From May-July the weekly parent/carer newsletter contained a specific focus on supporting parents of learners with ASN including topics such as supporting learners with autism, supporting learners with social and emotional barriers to learning and support for parents of children with visual impairment. • In December, a winter edition was published which included a dedicated section of information and resources to support parents whose children have ASN. <p>Data analysis will be undertaken to ascertain which groups of learners are taking part and to identify barriers to access.</p> <p>There is also further work to be undertaken with regard to the programme outputs away from e-Sgoil. This includes, identifying potential mitigating actions to address any identified support needs for users. The programme will be monitoring delivery and the potential impact and identifying mitigating actions.</p> <p>The programme will also be addressing support for teachers in the delivery of remote learning rather than provide the content for remote learning, focussing on the pedagogy and practical approaches to be taken to assist in the effective delivery of remote learning and teaching.</p>
Describe how the impact assessment has influenced and	Three key leadership stakeholders in the education system are all involved in the Programme. This collaboration and joint leadership ensures that the component parts of the NeLO has been informed by the main users.

<p>informed your policy. You should set out the action you have or will undertake to mitigate these impacts and show how the proposal will be adjusted to avoid or prevent the negative impact(s).</p>	<p>The programme has, and will continue, to adapt and develop in response to user need. For example, e-Sgoil has been offering live, subject specific, Senior Phase webinars since September 2021. These are free to access for all learners across Scotland, delivered through Glow and take place in the evenings. In January 2021, the offer of these webinars has been extended to allow for selected sessions to be delivered during the school day, thus allowing more flexibility for learners to sign up at a various times. In addition, the latest offer from e-Sgoil includes open access, highly interactive material with some voice over options.</p> <p>The programme has been developed at pace to respond to the impact of the pandemic and evidence of impact continues to be gathered. The programme will therefore be subject to continuous and ongoing assessment which will inform the ongoing development of NeLO.</p> <p>Further, this impact assessment has identified that further work is required to understand the impacts on users and establish what further work can be carried out to reduce or remove such impacts.</p>
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References

Teacher Census 2019 - <https://www.gov.scot/publications/teacher-census-supplementary-statistics/>

Teaching in a diverse Scotland: increasing and retaining minority ethnic teachers: <https://www.gov.scot/publications/teaching-diverse-scotland-increasing-retaining-minority-ethnic-teachers-scotlands-schools/pages/7/>

Age distribution of Twitter users: <https://www.statista.com/statistics/278320/age-distribution-of-twitter-users-in-great-britain/>

Scotland's Census 2011: <https://www.scotlandscensus.gov.uk/>