

## Education Scotland – Equality Impact Assessment

At all stages of the assessment process, colleagues should consider the requirements of the general equality duty for public bodies, as defined in the Equality Act 2010:

- eliminate discrimination, harassment and victimisation that is prohibited under the Act;
- advance equality of opportunity between people who share a protected characteristic and those who don't; and
- foster good relations between those who share a protected characteristic and those who don't.

The following “protected characteristics” should be taken into account: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

<b>Title of Policy/Procedure/Task to be assessed:</b>	<b>A Day of Curriculum Design - Central Hotel Glasgow</b>	<b>Person (s) Completing Assessment:</b>  <b>Date:</b>	<b>Nicola Crawford</b>  23/2/23
<b>STEP ONE: Identify aims and scope of the work</b>			
<b>Aims/purpose of the Policy/Procedure/Task:</b>	As part of the overall response to the OECD recommendation 1.4 - building curricular design capacity at various levels of the system - the Curriculum Innovation team in Education Scotland have been working in partnership with ADES colleagues from the Curriculum, Assessment and Qualifications (CAQ) Network to plan 'A Day of Curriculum Design'. The purpose of this event is to celebrate and share innovative curriculum design across Scotland and to allow for ongoing national networking and learning opportunities for attendees. The day will support exchange and collaboration between participants, as well as interactive activities that can be used by participants in their own settings to facilitate discussion and reflection on curriculum in 2023.		
<b>Who is affected by the Policy/Procedure/Task?</b>	We have invited practitioners from all settings across all Local Authorities. Practitioners leading workshops will also be in attendance.		
<b>What data are available</b>	On the booking form we ask “if you have specific accessibility requirements, for example, if you need slides or more		

## Education Scotland – Equality Impact Assessment

<p><b>about those affected by the Policy/Procedure/Task, with reference to each of the following “protected characteristics”?</b></p>	<p>information to be sent to you in advance, or need breaks at specific intervals, we would welcome more information about this in advance. Whilst it is your choice to disclose this information, or not, doing so will enable us to better understand your needs and plan how to best support your engagement. Our aim is to make appropriate adjustments to our programme delivery to ensure the best possible experience for our delegates” 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</p> <p>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 educator population. These are set out and explored further in this impact assessment, with mitigating actions identified</p> <p>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.</p>
<p><b>What further information do we require in order to assess the potential impact of this work?</b></p>	<p>Room layouts/accessibility/equalities arrangements at hotel</p>
<p><b>How and when shall we obtain this information?</b></p>	<p>Requested from Hotel and have received room layouts. Waiting for equalities/accessibility arrangements</p>

## Education Scotland – Equality Impact Assessment

### STEP TWO: Assess the impact of the work:

**Taking account of the information noted in Step One, in what ways might this work impact positively and/or provide opportunities to promote equality?**

**Consider all the “protected characteristics” groups.**

Protected characteristic: **age**

The programme itself will provide opportunities for educators of different ages and at different stages of their career to engage. 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.

Protected characteristic: **disability**

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).

We are also recording some of the workshops which will allow those that could not attend to watch at a time that suits

Protected characteristic: **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.

We are also recording some of the workshops which will allow those that could not attend to watch at a time that suits


## Education Scotland – Equality Impact Assessment

	<p>Protected characteristic: <b>race</b> 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. One of our workshops is around anti – racist thinking and reflecting on the design of the curriculum.</p> <p>Protected characteristic: <b>religion or belief</b> 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.</p> <p>Protected characteristic: <b>gender</b> Evidence shows that women spend around 10% to 30% more time on caring responsibilities than males. Therefore, the recorded sessions will be available for those that could not attend due to caring responsibilities. The location has plenty of bathrooms as the percentage of females attending will be higher.</p> <p>Protected characteristic: <b>sexual orientation</b> The content and language on the day will be inclusive</p>
<p><b>Taking account of the information noted in Step One, in what ways might this work impact negatively on the “protected characteristics” groups identified?</b></p>	<p>Protected characteristic: <b>age</b> 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.</p> <p>Protected characteristic: <b>disability.</b> 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</p> <p>Protected characteristic: <b>gender reassignment.</b> We do not foresee the day of design to have a negative impact on educators because of gender reassignment</p> <p>Protected characteristic: <b>pregnancy and maternity.</b></p>

## Education Scotland – Equality Impact Assessment

	<p>Educators may not be able to attend due to caring responsibilities, health issues. Could find it uncomfortable to sit in the allocated chairs/tables</p> <p>Protected characteristic: <b>race</b> We do not foresee the day of design to have a negative impact on educators because of their race</p> <p>Protected characteristic: <b>religion or belief</b> We do not foresee the day of design to have a negative impact on educators because of their race</p> <p>Protected characteristic: <b>gender</b> Potentially may not be able to attend due to caring responsibilities</p> <p>Protected characteristic: <b>sexual orientation</b> Inclusive pictures etc on slides not evident</p>
<p><b>STEP THREE: Action arising from this assessment:</b></p>	
<p><b>As a result of this assessment, what action shall we now take?</b></p>	<p>We have taken the action to record some of the workshops and have requested presentations in advance. We also have looked at our language ensuring it will be inclusive and representative. We are holding pre event workshops to ensure inclusive language and pictures etc</p> <p>We will hold more breaks and ensure quiet spaces are pointed out to use if required</p>
<p><b>What is the level of risk with regard to each of the protected characteristics?</b></p>	<p>LOW</p>
<p><b>STEP FOUR: Monitor progress with the action:</b></p>	
<p><b>When will this work be reviewed and by whom?</b></p>	<p><b>Reviewed after the workshop on Friday 24<sup>th</sup></b></p>

## Education Scotland – Equality Impact Assessment

<b>Sign off and publish impact assessment on Education Scotland website</b>	
<b>Procedure:</b>	
<b>Strategic Outcome</b>	<b>Smarter</b>
<b>Directorate or Agency</b>	<b>Learning &amp; Justice</b>
<b>Group</b>	<b>Education Scotland</b>
<b>Division</b>	<b>National</b>
<b>Name</b>	<b>Ollie Bray</b>
<b>Signature</b>	
<b>Position</b>	<b>Strategic Director</b>
<b>Sign off date</b>	<b>28 February 2023</b>

**Guidelines: Issues to consider**

## Education Scotland – Equality Impact Assessment

---

- Equality Impact Assessments should take account of all “protected characteristics” i.e. age (young and old), disability (physical and mental), race (such as white, black, Asian, etc), religion and belief (such as Muslim, Jewish, Christianity etc as well as “no-faith” groups), gender (male, female, transgender) gender reassignment, sexual orientation (heterosexual, gay, lesbian, bisexual), marriage and civil partnership, pregnancy and maternity
- A policy/procedure/task may have a positive impact on particular groups but have an adverse impact on others. Consideration should be given as to how this could be addressed
- Consideration should be given as to the level of consultation required with any particular groups as this will form an important part of the assessment process

**When carrying out an EQIA, please refer to the guidance provided below to evaluate the level of concern you have about any potential negative impact on the “protected characteristic” groups.**

- **High** – The EQIA has outlined a significant number of changes/improvements that need to be made. There is substantial evidence that people from the group(s) are (or could be) negatively affected by the policy. Failure to address these issues will result in reputational risk.
- **Medium** –The EQIA has outlined a few changes/improvements that need to be made. There is some evidence that people from the group(s) are (or could be) negatively affected. Failure to address these issues may result in reputational risk.
- **Low** – The EQIA has outlined minor or no changes that need to be made. There is little or no evidence that people from the group(s) are (or could be) negatively affected. There is very little reputational risk involved.
- **Neutral** – The EQIA has shown that the group is not affected.