Equality Impact Assessment (EQIA)

Education Scotland Professional Learning and Leadership Programmes

1. Introduction

At all stages of the Equality Impact Assessment process, it is necessary to 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.

This Equality Impact Assessment (EQIA) relates to: Education Scotland Professional Learning and Leadership Programmes. This is a revision to existing work that has been taken in response to both sectoral developments and the impact of Covid 19 on the delivery of Professional Learning programmes.

The Lead Officer has been identified as Lesley Whelan. Other partners involved in the EQIA process were the Professional Learning and Leadership Lead Specialists, Business Partner and the Improvement and Evaluation Team.

2. Aims

Moving to online delivery

In line with the decision taken by Education Scotland in March 2020, the Professional Learning and Leadership Directorate has taken the approach that there will be no face to face delivery of professional learning in the 20/21 session before December 2020. As a result, Lead Specialists are developing plans to introduce more online engagement for session 2020/21 to allow practitioners to continue to engage in the current programme offers through a blended learning approach. This will include alterations to the delivery of all Professional Learning programmes.

Alterations are likely to include the use of live and recorded online sessions, webinars, the development of Professional Learning Activities and increased use of online platforms such as Microsoft Teams, Google Meets and the PLL Online Resource. Lead Specialists have also agreed plans with partner

organisations including universities regarding programmes due to commence after the summer with plans now in place utilising blended models of delivery. It is important to note that other aspects of the PLL Programmes such as recruitment will remain unchanged.

In response to Covid 19, the Professional Learning and Leadership Directorate are also reviewing and adding to professional learning activities on the Education Scotland Professional Learning online resource so that educators from across the system can engage in online professional learning on a variety of themes.

There are a number in progress including but not limited to:

- Cyber-security awareness
- Resonant Leadership
- Role of HT in Policy
- HT Book Group
- HT Health and Wellbeing
- HWB Responsibility for All
- Aspiring to Middle Leadership

Increasing participation, engagement and programme relevance for minority ethnic educators

In addition, the Professional Learning and Leadership Directorate are working to increase participation, engagement and programme relevance for minority ethnic educators, including increasing the extent of the offer to support anti-racist education and understanding. This involves working with SAMEE (Scottish Association of Minority Ethnic Educators) as well as other organisations and individuals (including Khadija Mohammed from the University of the West of Scotland).

This will include:

- making a commitment to include diversity as a theme for conferences, where possible raising awareness and exploring issues that BAME children and school staff face.
- ensuring equality and diversity is reflected in programme content,
- developing Professional Learning Activities with a focus on diversity, anti-racist education and culturally responsive pedagogy,
- reviewing the Endorsement process with a focus on equality and diversity
- reviewing the programme application process to make it more accessible and inclusive.

Throughout this impact assessment we have given due regard to the three needs of the Public Sector Equality Duty (PSED) - eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity between people who share a protected characteristic and those who do not,

and foster good relations between people who share a protected characteristic and those who do not - and recognises while the measures may positively impact on one or more of the protected characteristics[1], also recognises that the introduction these measures may have a disproportionate negative impact on one or more of the protected characteristics. Where any negative impacts have been identified, we have sought to mitigate/eliminate these. We are also mindful that the equality duty is not just about negating or mitigating negative impacts, as we also have a positive duty to promote equality.

3. Who will the changes affect?

The activities outlined will impact on teachers at all stages of their careers and systems leaders (and not the general public). According to the 2019 Teachers Census there are 51,449 teachers in Scotland (excluding Early Learning and Childcare Professionals). 77% of teachers are women and the average age of teachers in Scotland is 40.

It is important that the alterations to programmes outlined above are accessible to all teachers and systems leaders who wish to access them, taking into account the protected characteristics detailed in the Equality Act.

4. Potential impact on the Protected Characteristics

As the majority of the activities outlined are focused on the online delivery of professional learning and support, the main barrier is if the online delivery is not accessible to all who wish to access it.

4.1 Available evidence

When considering the impact of the alterations on the protected characteristics, in addition to the three needs of the Public Sector Equality Duty (PSED), it is important to consider:

- Who benefits?
- Who doesn't benefit and why not?
- Who should be expected to benefit and why don't they?

Based on the data available, the alterations to programme delivery have the potential to impact on the following protected characteristics: **age, disability and race**, as detailed in Annex A.

4.2 Impact

The alterations to programme delivery may indirectly exclude people with a specific disability.

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[1] Section 4 of the Equality Act 2010

The alterations to programme delivery have been identified as having a potential impact (positive and negative) on the following protected characteristics: **Age, Disability and Race,** however a lack of specific data relating to the teaching population makes it difficult to ascertain the actual impact and some assumptions have been made. Importantly, the alterations to programme delivery are not considered to have either a positive or negative impact on any of the other protected characteristics. This is because the activities of the outlined are expected to be equally accessible to all and not impact upon different groups in different ways.

Negative:

Age: While there is no direct data to support this, it is possible that the move to more online delivery assumes a level of digital skills and confidence that some teachers may not have. It is possible that the level of skills/ confidence are influenced by age, potentially excluding a proportion of the teaching population.

Disability: There is no data available on disability that is specifically related to the teaching workforce in totality. However, available data would indicate that there is a likelihood that a proportion of teachers will be disabled. In developing the alterations, additional consideration will therefore 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. In particular it is important to consider the accessibility of the platforms being used to deliver the online learning:

- The accessibility of Microsoft Teams and Google Meet (considering those with sight/ hearing impairments) – including use of screen readers, subtitling/ transcribing, subtitling/ transcribing, the accessibility of any resources used e.g. PowerPoints.

A recent accessibility audit was conducted into Education Scotland online services. Microsoft Office 365 and G Suite were not included in this because Education Scotland would not be able to implement any recommendations specific to these platforms. However, both Microsoft[2] and Google[3] have been keeping up to date with accessibility requirements.

In addition it is also important to consider:
- The accessibility of any Professional Learning Activities that are developed
- Ensuring breaks are incorporated into sessions.
- Ensuring there is a Code of Conduct so all participants are given equal opportunity to engage.

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[2] https://support.microsoft.com/en-us/office/accessibility-overview-of-microsoft-teams-2d4009e7-1300-4766-87e8-7a217496c3d5
[3] https://support.google.com/meet/answer/7313544?hl=en-GB

<u>**Positive:**</u>

Disability: The alterations to programme delivery may make professional learning more accessible to some teachers who are disabled and who may face barriers in accessing traditional, face to face professional learning. Online delivery can be accessed from home or the workplace with no need to attend a venue in a different location.

Race: It is expected that the alterations to programme content, development and delivery will positively impact people on the grounds of their race. The aims of the changes being made are to promote increased participation, engagement and programme relevance for minority ethnic educators, including increasing the extent of the offer to support anti-racist education and understanding. It is hoped that these changes will have a positive impact on advancing equality of opportunity within the teaching profession, promoting good race relations among teachers and participants in the professional learning programmes and eliminate unlawful discrimination, both within Professional Learning programmes and more widely within the education sector.

4.3 Addressing the impact

As a result of the equality impact assessment the following actions will be taken to prevent any negative impacts that may arise from the alterations to programme delivery:

- Develop an 'Accessible Events' Policy' which will cover both online and face to face delivery of events.
- Review and optimise the accessibility of the online platforms used for delivery.
- Encourage participants to communicate any access issues on sign-up so that, where possible, they can be mitigated.
- Encourage feedback at all events to monitor issues.
- Making a commitment to include diversity as a theme for conferences
- Ensure equality and diversity is reflected in programme content
- Review the Endorsement process with a focus on equality and diversity
- Review the programme application process to make it more accessible and inclusive.

4.4 Monitoring and review

The alterations will be regularly evaluated and feedback sought from participants.

The alterations will also be regularly reviewed by Lead Specialists and other facilitators to drive improvement and positive developments.

5. Conclusion

This impact assessment has identified potential indirect discrimination of two of the protected characteristics which has resulted in greater consideration being made of the online delivery of activities. However, the changes outlined are also expected to have a positive impact with regards race.

Action will be taken around the communications of the alterations and support to access to ensure attempts have been made to engage as a wide an audience as possible; and to ensure no groups are excluded.

While specific data is not available on the prevalence of disability among teachers some assumptions must be made based on the available data and it must be assumed that some teachers will be disabled. As a result, efforts will be made to encourage potential participants to (confidentially) disclose any disability which will result in access issues and Lead Specialists will attempt to provide a solution. Additionally, the alterations to programme delivery (particularly the online platforms used) will be optimised to ensure maximum levels of access for all participants. It may not be possible to mitigate all access issues for all users.

Ongoing monitoring and evaluation will continue to drive the continuous improvement of Professional Learning and Leadership Programmes.

Finally, an Accessible Events Policy will be developed which will apply to all PLL events which take place – both online and face to face.

<mark>**Sign and publish results**</mark> <mark>*The EQIA should be approved and signed off by your Strategic Director. The EQIA or a clear summary of it should then published on the website within a reasonable time*</mark>	*G. Hamilton* *Gillian Hamilton, Strategic Director* *Professional Learning and Leadership* *8 July 2020*

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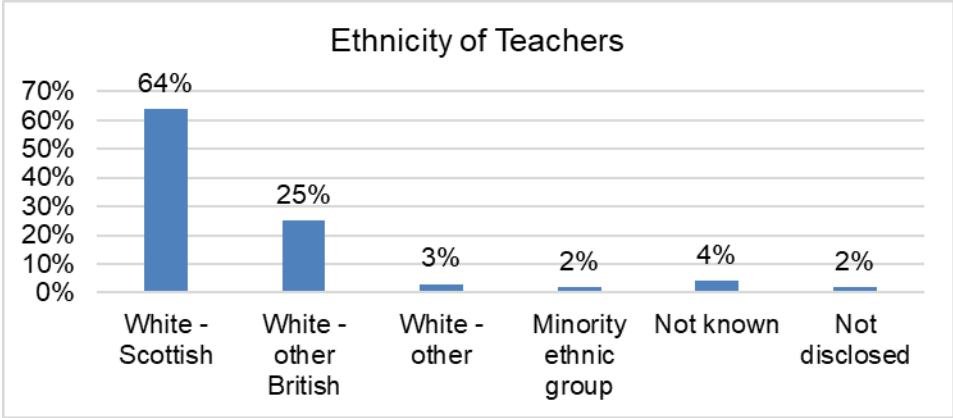
Include here the results of your evidence gathering (including any framing exercise), including qualitative and quantitative data and the source of that information, whether national statistics, surveys or consultations with relevant equality groups.

Characteristic	Evidence gathered and Strength/quality of evidence	Source	Data gaps identified and action taken
AGE	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. Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and is considered to be high quality evidence. Data is gathered at local authority level and aggregated by the Scottish Government. Digital literacy and confidence using digital tools varies across the workforce and this may also be influenced by age. While 81% of	Teacher Census 2019 Scotland's digital strategy: evidence paper (2017) Enhancing learning and teaching through	None.

	adults in Scotland reported having basic digital competency (competent in all five basic digital skills areas, including: managing information, problem solving, communicating, creating, and transacting) feedback from teachers suggests varying levels of skills and confidence in using digital tools.

Conclusions from the consultation on the development of a digital learning and teaching strategy for Scotland suggested at the time that "many teachers have limited access to appropriate training and as such the full benefits of digital learning and teaching often remain unrealised. Work needs to be done to ensure that all teachers in Scotland have the opportunity to realise their skills and confidence in this area". Therefore, digital skills and confidence may also be influenced by age again potentially excluding a proportion of the teaching population. | the use of digital technology (2016)

Consultation on the development of a digital learning and teaching strategy for Scotland (2016) | |
| **DISABILITY** | 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 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.

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 | Education Scotland/ Professional Learning and | There is no data available on disability that is specifically related to teachers/ reflects the teaching workforce in totality.

Ongoing monitoring required. |

	issue, social/ communication impairment or Aspergers syndrome/ other autistic spectrum disorder, D/deaf or have a hearing impairment). 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.	Leadership Directorate Scotland's Census 2011	
SEX	Data from the Teacher Census states that 77% of teachers in Scotland are female. Equality and Diversity Monitoring data gathered by the Professional learning and Leadership Directorate focusing on the participants on Professional Learning and Leadership Programmes suggests 72% of participants in PLL programmes are female.	Teacher Census 2019 Education Scotland/ Professional Learning and Leadership Directorate	None.
PREGNANCY AND MATERNITY	No data available specifically related to teachers. 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.	Education Scotland/ Professional Learning and Leadership Directorate	None.
GENDER REASSIGNMENT	No data available specifically related to teachers.		None.
SEXUAL ORIENTATION	No data available specifically related to teachers. Equality and Diversity Monitoring data gathered by the Professional Learning and Leadership Directorate focusing on the participants on Professional Learning and Leadership Programmes suggests	Education Scotland/ Professional	None.

	86% of participants on PLL Programmes identify as heterosexual/ straight.	Learning and Leadership Directorate	
RACE	Data from the Teachers Census 2019 states that **92% of teachers in Scotland are white and 2% are from a Minority Ethnic group**. **Ethnicity of Teachers** White - Scottish: 64% White - other British: 25% White - other: 3% Minority ethnic group: 2% Not known: 4% Not disclosed: 2% 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. The 'Teaching in a diverse Scotland: increasing and retaining minority ethnic teachers' 2018 report highlighted that: "Scottish national data show that the makeup of the teacher workforce is not reflective of the Scottish population, there was agreement from all who were interviewed, who took part in focus groups or provided written submissions with regard to diversity in the teaching profession, that action was now needed to address this"	Teachers Census 2019 Education Scotland/ Professional Learning and Leadership Directorate Teaching in a diverse Scotland: increasing and retaining minority ethnic teachers (2018)	None.

	Additionally, the report noted: "CRER's research into the 2017 Public Sector Equality Duties (PSED) outcomes[3] demonstrated that public bodies need to do far more to take action on race equality and to do so beyond provision of English language support". While this particular workstream is not considered to have either a positive or negative impact on race all involved are aware of the issues and recommendations raised in the report and the importance of reflecting these issues in all activities.		
RELIGION OR BELIEF	There is no data available specifically related to teachers. Data from Scotland's Census 2011 shows the population of Scotland have the following religion/ belief: - 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%) 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: - Church of Scotland 34% - None 29% - Other Christian 14% - Prefer not to say 1% - Roman Catholic 16% - Sikh 1%	Scotland's Census 2011 Education Scotland/ Professional Learning and Leadership Directorate	None.

MARRIAGE AND CIVIL PARTNERSHIP (we're not required to assess against this characteristic unless the policy relates to work, for example HR policies)	N/A	N/A	N/A

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 alterations to programme delivery will neither positively nor negatively impact upon this.
Advancing equality of opportunity		✓		While there is no direct data to support this, it is possible that the move to increased online delivery will exclude part of the teaching population (who lack digital skills/ confidence which may be influenced by age.
Promoting good relations among and between different age groups			✓	The alterations to programme delivery will neither positively nor negatively impact upon this.

Do you think that the policy impacts disabled people?

Disability	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation			✓	The alterations to programme delivery will neither positively nor negatively impact upon this.
Advancing equality of opportunity		✓		There is no data available on disability that is specifically related to the education workforce. However, available data would indicate that there is a likelihood that a proportion the education workforce will be disabled. In developing the activity, additional consideration will therefore 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. In particular it is important to consider the accessibility of the platforms being used to deliver the online learning:

	Positive	Negative	None	Reasons for your decision
				• The accessibility of Microsoft Teams and Google Meet (considering those with sight/ hearing impairments) – including use of screen readers, subtitling/ transcribing, subtitling/ transcribing, the accessibility of any resources used e.g. PowerPoints. A recent accessibility audit was conducted into Education Scotland online services. Microsoft Office 365 and G Suite were not included in this because Education Scotland would not be able to implement any recommendations specific to these platforms. However, both Microsoft[4] and Google[5] have been keeping up to date with accessibility requirements. In addition it is also important to consider: • The accessibility of any Professional Learning Activities that are developed • Ensuring breaks are incorporated into sessions. Ensuring there is a Code of Conduct so all participants are given equal opportunity to engage.
Promoting good relations among and between disabled and non-disabled people	✓			The alterations to programme delivery may make professional learning more accessible to some teachers who have a disability and who face barriers when accessing traditional, face to face professional learning.

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

Sex	Positive	Negative	None	Reasons for your decision

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4 https://support.microsoft.com/en-us/office/accessibility-overview-of-microsoft-teams-2d4009e7-1300-4766-87e8-7a217496c3d5
5 https://support.google.com/meet/answer/7313544?hl=en-GB

Eliminating unlawful discrimination			✓	The alterations to programme delivery will neither positively nor negatively impact upon this. The changes are not considered to impact on men and women in different ways – access is expected to be equal for both men and women.
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 alterations to programme delivery will neither positively nor negatively impact upon this. The activity of the workstream is not considered to impact on women because of pregnancy and maternity. Teachers who are pregnant can access the online activities, if they choose to.
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			✓	
Advancing equality of opportunity			✓	The alterations to programme delivery will neither positively nor negatively impact upon this.
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 alterations to programme delivery will neither positively nor negatively impact upon this. The changes are not considered to impact on people because of their sexual
Advancing equality of opportunity			✓	

				orientation. Access to the activities is equal for all
Promoting good relations			✓	regardless of sexual orientation

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

Race	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination	✓			It is expected that the alterations to programme content, development and delivery will positively impact people on the grounds of their race. The aim of the changes being made is to promote increased participation, engagement and programme relevance for minority ethnic educators, including increasing the extent of the offer to support anti-racist education and understanding. It is hoped that these changes will have a positive impact on advancing equality of opportunity within the teaching profession, promoting good race relations among teachers and participants in the professional learning programmes and eliminate unlawful discrimination, both within Professional Learning programmes and more widely within the education sector.
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 alterations to programme delivery will neither positively nor negatively impact upon this. Activities are scheduled to avoid major religious celebrations.
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 Partnership[6]	Positive	Negative	None	Reasons for your decision

Eliminating unlawful discrimination			✓	The alterations to programme delivery 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

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)?	The alterations to programme delivery have been identified as having a potential impact on the following protected characteristics: **Age, Disability and Race.** Importantly, the alterations outlined are not considered to have either a positive or negative impact on any of the other protected characteristics.
	Negative:
	Age: While there is no direct data to support this, it is possible that the move to more online delivery assumes a level of digital skills and confidence that some teachers may not have. It is possible that the level of skills/ confidence are influenced by age, potentially excluding a proportion of the teaching population.
	Disability: There is no data available on disability that is specifically related to the education workforce. However, available data would indicate that there is a likelihood that a proportion the education workforce will be disabled. In developing the activity, additional consideration will therefore 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. In particular it is important to consider the accessibility of the platforms being used to deliver the online learning:
	• The accessibility of Microsoft Teams and Google Meet (considering those with sight/ hearing impairments) – including use of screen readers, subtitling/ transcribing, subtitling/ transcribing, the accessibility of any resources used e.g. PowerPoints.
	A recent accessibility audit was conducted into Education Scotland online services. Microsoft Office 365 and G Suite were not included in this because Education Scotland would not be able to implement any recommendations specific to these

	platforms. However, both Microsoft[7] and Google[8] have been keeping up to date with accessibility requirements.
	In addition it is also important to consider:
	• The accessibility of any Professional Learning Activities that are developed
	• Ensuring breaks are incorporated into sessions.
	• Ensuring there is a Code of Conduct so all participants are given equal opportunity to engage.
	Positive:
	Disability: The activity of this workstream may make professional learning more accessible to some teachers who have a disability and who face barriers when accessing traditional, face to face professional learning, as it can be accessed from home or the workplace with no need to attend a venue in a different location.
	Race: It is expected that the alterations to programme content, development and delivery will positively impact people on the grounds of their race. The aim of the changes being made is to promote increased participation, engagement and programme relevance for minority ethnic educators, including increasing the extent of the offer to support anti-racist education and understanding. It is hoped that these changes will have a positive impact on advancing equality of opportunity within the teaching profession, promoting good race relations among teachers and participants in the professional learning programmes and eliminate unlawful discrimination, both within Professional Learning programmes and more widely within the education sector.

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[7] https://support.microsoft.com/en-us/office/accessibility-overview-of-microsoft-teams-2d4009e7-1300-4766-87e8-7a217496c3d5
[8] https://support.google.com/meet/answer/7313544?hl=en-GB

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).	The alterations may indirectly exclude people of a particular age or with a specific disability.
Clearly identify what mitigating action will be undertaken to eliminate or manage any identified negative impacts?	As a result of the equality impact assessment the following actions will be taken to prevent any negative impacts: • Develop an 'Accessible Events' Policy' which will cover both online and face to face delivery of events • Review and optimise the accessibility of the online platforms used for delivery. • Encourage participants to communicate any access issues on sign-up so that, where possible, they can be mitigated. • Encourage feedback at all events to monitor issues. • Making a commitment to include diversity as a theme for conferences, • Ensure equality and diversity is reflected in programme content • Reviewing the Endorsement process with a focus on equality and diversity • Reviewing the programme application process to make it more accessible and inclusive.
Describe how the impact assessment has influenced and 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).	This impact assessment has identified potential indirect discrimination of two of the protected characteristics which has resulted in greater consideration being made of the communication of activities and the specific online delivery. However, the changes outlined are also expected to have a positive impact with regards race. Action will be taken around the communications of the activities of the workstream to ensure attempts have been made to engage as a wide an audience as possible; and to ensure no groups are excluded. While specific data is not available on the prevalence of disability among teachers some assumptions must be made based on the available data and it must be assumed that some teachers will disabled. As a result, efforts will be made to

	encourage potential participants to (confidentially) disclose any disability which will result in access issues and Lead Specialists will attempt to provide a solution. Additionally, the activities of the workstream (particularly the online platforms used) will be optimised to ensure maximum levels of access for all participants. It may not be possible to mitigate all access issues for all users. Ongoing monitoring and evaluation will drive the continuous improvement of activities. Finally, an Accessible Events Policy (including an accessibility checklist) will be developed and which will apply to all PLL events which take place – both online and face to face.

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/