

Equality Impact Assessment (EQIA)

Education Scotland Recovery Workstream B: Supporting Education Leaders and Teams

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 – Recovery Workstream B: Supporting Education Leaders and Teams. This is a new workstream in response to the impact of Covid 19 on the education workforce.

The Lead Officers have been identified as Gillian Hamilton/ Lesley Whelan with the Operational Leads being Stephanie Peat and Lee Dunn. Other partners involved in the EQIA process were the Professional Learning and Leadership Lead Specialists, Business Partner and Improvement and Evaluation Team.

2. Recovery Workstream Aim

This workstream has evolved as part of the ongoing Education Scotland support offer that has been developed in response to Covid 19. As a result of working from home and physical distancing, educators are not able to connect in face-to-face dialogue. There are many valuable virtual events offered to the education system, with some provided as webinars. Although we recognise the importance and value of these style of events, we wanted to build on the high impact and successful approach of events such as *Pedagoo* and *Teachmeets*. The Professional Learning and Leadership Directorate wanted to consider how we could build on learning from previous programme development and delivery and facilitate an informal, educator led, networking and sharing opportunity in a virtual space. Consequently the Directorate proposed to hold a series of 'Big Blethers', 'Wee Blethers' and 'HeadSpace' events to provide a virtual

meeting space for practitioners. Development of the events followed the [National Model of Professional Learning](#).

In addition to the virtual space for connection and networking, specific support for early career teachers is being scoped by Education Scotland in collaboration with partners such as GTCS and the Scottish Government as another way to support the education workforce. It will consist of the creation of an online area that will be accessible to all Teacher Induction Scheme (TIS) probationers and a series of Post-Probation 'Blethers'. Additionally, a new, optional, online professional learning programme for teachers in their first year post-probation (based on the delivery model of the Teacher Leadership Programme) will be developed by Education Scotland (in collaboration with other partners) and is expected to launch in August.

Education Scotland (working with partner organisations and local authorities) is developing an online coaching and mentoring offer, with an emphasis on those in a career transition, or new to the profession, and in the longer term to support the profession more generally as teachers adapt to new working practices.

The aims of this recovery workstream are to:

- develop virtual meeting spaces for groups of practitioners and facilitate smaller 'Wee Blethers' on specific topics and themes
- host 'ES Big Blether' events, including HeadSpace (For HTs); Depute Drop-in (for DHTs); ES Big Blether for Primary, Secondary, Early Years, CLD and wider system stakeholders.
- support early career teachers, coaching and mentoring and supervision (in collaboration with external partners such as GTCS and the Scottish Government; and Covid 19 Education Recovery Group – Workstream 6)
- develop a range of resources and CLPL opportunities, including a reflective questions document, to support the thinking and planning of school and system leaders.

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 characteristics¹, 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.

¹ Section 4 of the Equality Act 2010

To ensure the workstream functions as intended, each activity will be regularly evaluated and feedback gathered from participants. The ongoing monitoring evaluation will support the improvement and development of the activities.

3. Who will the activities of the workstream affect?

The activities outlined as part of the workstream are aimed at those from the workforce from across the education system (including headteachers, school leaders and school staff, 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 activities outlined above are accessible to all from the education workforce who wish to access them, taking into account the protected characteristics detailed in the Equality Act.

4. Potential impact of the workstream on the Protected Characteristics

As the majority of the activities outlined are focused on 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 workstream 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 workstream has the potential to impact on the following protected characteristics: **age and disability** as detailed in Annex A.

4.2 Impact

The activities of the workstream may indirectly exclude people of a particular age or with a specific disability.

The activities of the workstream have been identified as having a potential impact (positive and negative) on the following protected characteristics: **Age and Disability**, 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 workstream is not considered to have either a positive or negative impact on any of the other protected characteristics. This is because the activities of the workstream are expected

to be equally accessible to all and do not impact upon different groups in different ways.

Negative:

Age: While there is no direct data to support this, it is possible that the focus of the promotion of the activities on social media excludes part of the education population (which may be influenced by age as social media usage statistics indicate). Therefore, digital skills and confidence may also be influenced by age, again potentially excluding a proportion of the education workforce.

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 workstream, 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 Microsoft² and Google³ 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 in the education workforce 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.

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>

This is expected to eliminate any unlawful discrimination, harassment and victimisation, advance the equality of opportunity and promote good relations among and between disabled and non-disabled people.

Age: The workstream provides opportunities for the education workforce at different ages and stages of their careers to come together to provide peer support, that may not be possible in traditional professional learning offering.

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 workstream:

- Review communications relating to the activities of the workstream to ensure wider engagement across the education workforce.
- 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.

4.4 Monitoring and review

The activities of the workstream will be regularly evaluated and feedback sought from participants.

The activities 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 communication of activities and online delivery of activities.

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 the education workforce 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 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 the activities of the workstream.

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

<p>Sign and publish results <i>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</i></p>	<p><i>G. Hamilton</i></p> <p>Gillian Hamilton, Strategic Director, Professional Learning and Leadership 8 July 2020.</p>
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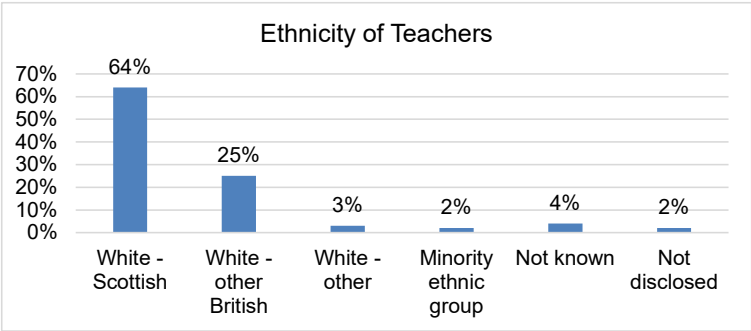
Annex A: Evidence and data gathering, involvement and consultation

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>Data from the Teacher Census states the average age of teachers in Scotland is 40.</p> <p>51% of teachers are under 40, 5% are 61 or over.</p> <div data-bbox="376 616 1133 976" data-label="Figure"> <table border="1"> <caption>Age of teachers in Scotland</caption> <thead> <tr> <th>Age Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>20 - 30</td> <td>22%</td> </tr> <tr> <td>31 - 40</td> <td>29%</td> </tr> <tr> <td>41 - 50</td> <td>25%</td> </tr> <tr> <td>51 - 60</td> <td>19%</td> </tr> <tr> <td>61 - 70</td> <td>4%</td> </tr> <tr> <td>71+</td> <td>0%</td> </tr> </tbody> </table> </div> <p>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.</p>	Age Group	Percentage	20 - 30	22%	31 - 40	29%	41 - 50	25%	51 - 60	19%	61 - 70	4%	71+	0%	Teacher Census 2019	<p>Data covers the teaching profession.</p> <p>No relevant data for others within the education workforce, such as support staff, has been accessed.</p>
Age Group	Percentage																
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	<p>Promotion of the online Blethers series has focused primarily on social media (Twitter and Facebook). While engagement has been positive, 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>Additionally, digital literacy and confidence using digital tools varies across the workforce and this may also be influenced by age. While 81% of 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.</p> <p>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.</p>	<p>Statista, in cooperation with Ipsos</p> <p>Scotland’s digital strategy: evidence paper (2017)</p> <p>Enhancing learning and teaching through the use of digital technology (2016)</p> <p>Consultation on the development of a digital learning and teaching strategy for Scotland (2016)</p>	
DISABILITY	<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 be disabled. 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.</p>		<p>There is no data available on disability that is specifically related to the education workforce.</p>

	<p>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 being disabled (including: long standing illness or health condition, physical impairment or mobility issue, social/ communication impairment or Aspergers syndrome/ other autistic spectrum disorder, D/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>	<p>Education Scotland/ Professional Learning and Leadership Directorate</p> <p>Scotland's Census 2011</p>	<p>Ongoing monitoring required.</p>
SEX	<p>Data from the Teacher Census states that 77% of teachers in Scotland are women.</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 72% of participants in PLL programmes are female.</p>	<p>Teacher Census 2019</p> <p>Education Scotland/ Professional Learning and Leadership Directorate</p>	<p>No relevant data for others within the education workforce, such as support staff ,has been accessed.</p>
PREGNANCY AND MATERNITY	<p>No data available specifically related to education workforce.</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 5% of</p>	<p>Education Scotland/ Professional Learning and</p>	<p>No relevant data for others within the education workforce, such as support staff, has been accessed.</p>

	participants in PLL programmes are pregnant/ have been in the last year.	Leadership Directorate															
GENDER REASSIGNMENT	No data available specifically related to the education workforce.		None.														
SEXUAL ORIENTATION	No data available specifically related to the education workforce.. 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.	Education Scotland/ Professional Learning and Leadership Directorate	None.														
RACE	Data from the Teachers Census 2019 states that 92% of teachers in Scotland are white and 2% are from a Minority Ethnic group.  <table border="1"> <caption>Ethnicity of Teachers</caption> <thead> <tr> <th>Ethnicity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>White - Scottish</td> <td>64%</td> </tr> <tr> <td>White - other British</td> <td>25%</td> </tr> <tr> <td>White - other</td> <td>3%</td> </tr> <tr> <td>Minority ethnic group</td> <td>2%</td> </tr> <tr> <td>Not known</td> <td>4%</td> </tr> <tr> <td>Not disclosed</td> <td>2%</td> </tr> </tbody> </table> 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.	Ethnicity	Percentage	White - Scottish	64%	White - other British	25%	White - other	3%	Minority ethnic group	2%	Not known	4%	Not disclosed	2%	Teachers Census 2019 Education Scotland/ Professional Learning and	No relevant data for others within the education workforce, such as support staff, has been accessed.
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	<p>The 'Teaching in a diverse Scotland: increasing and retaining minority ethnic teachers' 2018 report highlighted that:</p> <p>"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"</p> <p>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.</p>	<p>Leadership Directorate</p> <p>Teaching in a diverse Scotland: increasing and retaining minority ethnic teachers (2018)</p>	
RELIGION OR BELIEF	<p>There is no data available specifically related to the education workforce.</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>Scotland's Census 2011</p>	<p>None.</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 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% 	Education Scotland/ Professional Learning and Leadership Directorate	
<p>MARRIAGE AND CIVIL PARTNERSHIP (we're not required to assess against this characteristic unless the policy relates to work, for example HR policies)</p>	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 activity of the workstream 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 focus of promotional activities related to the workstream on social media excludes part of the teaching population (which may be influenced by age as social media usage statistics indicate).
Promoting good relations among and between different age groups	✓			The workstream provides opportunities for teachers at different ages and stages of their careers to come together to provide peer support, that may not be possible in traditional professional learning offering.

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 workstream 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 workstream, 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

			<p>issue. In particular it is important to consider the accessibility of the platforms being used to deliver the online learning:</p> <ul style="list-style-type: none"> • 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. <p>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 Microsoft⁴ and Google⁵ have been keeping up to date with accessibility requirements.</p> <p>In addition it is also important to consider:</p> <ul style="list-style-type: none"> • 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 activity of this workstream may make professional learning more accessible to some teachers who have a disability and who struggle to access traditional, face to face professional learning.

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>

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 workstream will neither positively nor negatively impact upon this protected characteristic. The activity of the workstream is not considered to impact on men and women in different ways – access to the activities is 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 activity of the workstream will neither positively nor negatively impact upon this protected characteristic. The activity of the workstream is not considered to impact on women because of pregnancy and maternity. Members of the education workforce who are pregnant or on maternity leave can access the 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			✓	The activity of the workstream 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 workstream will neither positively nor negatively impact upon this protected characteristic. The activity of the workstream is not considered to impact on people because of their sexual orientation. Access to the activities is equal for all regardless of sexual orientation.
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
Eliminating unlawful discrimination			✓	The activity of the workstream will neither positively nor negatively impact upon this protected characteristic. However, Lead Specialists are acutely aware of the issues and recommendations from the 'Teaching in a diverse Scotland: increasing and retaining minority ethnic teachers' 2018 report.
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 workstream will neither positively nor negatively impact upon this protected characteristic. Workstream 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 activity of the workstream 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>The activities of the workstream have been identified as having a potential impact on the following protected characteristics: Age and Disability. Importantly, the workstream is not considered to have either a positive or negative impact on any of the other protected characteristics.</p> <p><u>Negative:</u></p> <p>Age: While there is no direct data to support this, it is possible that the focus of promotional activities related to the workstream on social media excludes part of the teaching population (which may be influenced by age as social media usage statistics indicate). Additionally, digital skills and confidence may also be influenced by age potentially excluding a proportion of the teaching population.</p> <p>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 workstream, 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:</p> <ul style="list-style-type: none">• 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. <p>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</p>
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	<p>platforms. However, both Microsoft⁷ and Google⁸ have been keeping up to date with accessibility requirements.</p> <p>In addition it is also important to consider:</p> <ul style="list-style-type: none"> • 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. <p>Positive:</p> <p>Disability: The activity of this workstream may make professional learning more accessible to some in the education workforce who have a disability and who struggle to access 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.</p> <p>Age: The workstream provides opportunities for teachers at different ages and stages of their careers to come together to provide peer support, that may not be possible in traditional professional learning offering</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>Indirectly may exclude people of a particular age or with a specific disability.</p>
<p>Clearly identify what mitigating action will be undertaken to eliminate or manage any identified negative impacts?</p>	<p>As a result of the equality impact assessment the following actions will be taken to prevent any negative impacts:</p>

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>

	<ul style="list-style-type: none"> • Review communications relating to the activities of the workstream to ensure wider engagement across the education workforce. • Develop an 'Accessible Events' Policy' which will cover both online and face to face delivery of events, including an accessibility checklist. • 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.
<p>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).</p>	<p>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.</p> <p>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.</p> <p>While specific data is not available on the prevalence of disability among the education workforce some assumptions must be made based on the available data and it must be assumed that some in the education workforce will have a disability. 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.</p> <p>Ongoing monitoring and evaluation will drive the continuous improvement of activities.</p>

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

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