

Equality Impact Assessment

Professional Learning Programme Aspiring Principal Teachers of Guidance

May 2024

Equality Impact Assessment Record

Title:	Professional Learning Programme for Aspiring Principal Teachers of Guidance
Senior Lead Officers	Ollie Bray - Strategic Director Andy Creamer - Head of Learning and Teaching Team
Operational lead	Tracy Johnston, Senior Education Officer (HWB Curriculum)
Directorate: Division: Team	National Learning, Teaching and Assessment Team.
Is this new policy or revision to an existing policy?	<p>The 10-year Mental Health Strategy was published on 30 March 2017, and set out the Scottish Governments' vision to improve mental health in Scotland. A key section in the Strategy dealt with prevention and early intervention and outlined the ambition that every child and young person should have appropriate access to emotional and mental well-being support in school.</p> <p>The very first action in the Strategy committed to a review of PSE, including considering the role of pastoral guidance in local authority schools, and what services are provided for counselling for children and young people. The following recommendations were set out 4. PSE Review Recommendations - Review of Personal and Social Education: preparing Scotland's children and young people for learning, work and life - gov.scot (www.gov.scot)</p> <p>Subsequently, The Professional Learning Programme for Aspiring Principal Teachers of Guidance works towards fulfilling the following two recommendations:</p> <p><i>Rec 10: The Scottish Government and Education Scotland, working with specialists in Career Long Professional Learning, will develop learning resources to support HWB/PSE that are accessible to all teachers and school staff in Scotland.</i></p> <p><i>Recommendation 15 - Ensure that the role of guidance/pupil support/pastoral care/career guidance teachers is recognised and promoted in the implementation of any new career pathways for teachers.</i></p>

Screening

This Equality Impact Assessment (EQIA) aims to evaluate the impact of the planned delivery model for the new Professional Learning Programme for Aspiring Principal Teachers of Guidance.

The Professional Learning Programme for Aspiring Principal Teachers of Guidance towards fulfilling the following two recommendations:

Rec 10: The Scottish Government and Education Scotland, working with specialists in Career Long Professional Learning, will develop learning resources to support HWB/PSE that are accessible to all teachers and school staff in Scotland.

Recommendation 15 - Ensure that the role of guidance/pupil support/pastoral care/career guidance teachers is recognised and promoted in the implementation of any new career pathways for teachers.

Furthermore, this approach to codesigning a professional learning programme not only addresses an identified need, but it demonstrates how Education Scotland have fulfilled some of the recommendations highlighted in The National Discussion.

5.3.2 The importance of pastoral care was frequently mentioned, including the need for access to guidance counsellors and youth workers where young people could discuss issues with a person they trust.

Page 43¹

“Changes in Scottish education have been dominated by a focus on curriculum and assessment. Given the recent and dramatic changes in schools’ operational environment, **now would be an ideal time to widen the focus of reform to include a re-evaluation of the capacity of schools to provide appropriate pastoral care and support to young people and their families.**”

(Commission on School Reform)
Page 43²

“**Funding and training need to be put into guidance type roles** so that every single child has access to someone who can help and more importantly, someone they can relate to and feel comfortable with.”

(Parent) Page

43³

¹ [All Learners in Scotland Matter: The National Discussion on Education Final Report \(www.gov.scot\)](http://www.gov.scot)

² [All Learners in Scotland Matter: The National Discussion on Education Final Report \(www.gov.scot\)](http://www.gov.scot)

³ [All Learners in Scotland Matter: The National Discussion on Education Final Report \(www.gov.scot\)](http://www.gov.scot)

The Professional Learning Programme has been built in conjunction with The Scottish Guidance Association and The University of Aberdeen. Furthermore, almost 200 Acting/Principal Teachers of Guidance have been consulted on the design and development of the modules whilst two local authorities have piloted some of the activities built within modules.

Proposed Delivery Model

Cohort 1 will start in August 2024. (Maximum 50 participants)

There will be a maximum of 2 sessions a term.

- one in-person event (mandatory) and
- one online event to share evidence of take away tasks (mandatory).

All modules will include,

- Links to GTCS Standards for Middle Leadership
- Coaching and wrap around support, critical friends, and networking opportunities.
- Reflective journaling and professional discussions and
- Lived experience shared by Principal Teachers of Guidance.

Who will it affect?

It is anticipated that there will be approximately 50 participants in the first cohort.

Whilst the Professional Learning Programme will be open to all practitioners, it would be best placed supporting secondary teachers.

The Scope of the Equality Impact Assessment

In undertaking this assessment, the impact on each of the protected characteristics has been considered against the three needs of the general equality duty as set out in Section 149 of the Equality Act 2010 to:

- eliminate unlawful discrimination, harassment, and victimisation.
- advance equality of opportunity; and,
- foster good relations.

Key Findings

This assessment has identified some positive impacts on one or more of the protected characteristics. While the way we are undertaking the programme may positively affect one or more of the protected characteristics, it may also have a disproportionate negative impact on one or more of the protected characteristics. Where identification of negative impact applies, we will seek to mitigate where appropriate and, where possible, eliminate these. 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 practitioner population. These are set out and explored further in this impact assessment, with mitigating actions identified.

What might prevent the desired outcomes being achieved?

There are a range of issues that might affect the delivery and prevent the desired outcomes from being achieved. These include, but are not exclusive to:

- lack of specific data relating to the educator and general population making it difficult to ascertain the actual potential impact.
- lack of response from participants on any specific adjustments required.

Although the factor above is out with our direct control, we have conducted this EQIA utilising the data covering our delegates from 3-18 educational settings and from Industry. 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.

Stage 1: Framing

Results of framing exercise

The planning and delivery associated with this work is managed and led by a small team of Education Scotland staff within the National Directorate. The team work in partnership with colleagues from key organisations across the Scottish education sector. Throughout the planning discussions have taken place, which have informed our thinking including:

Education Scotland staff, Hotel staff, Venue staff. As a result of our framing exercise, we identified that there was potential for the programme to have moderate impact on some protected characteristic groups, with some being more disproportionately impacted, either negatively or positively, than others.

Protected characteristic: age

We did not encounter evidence that educators from any age groups would be disproportionately or adversely affected by the delivery model for the professional learning programme. The nature of both in person and on-line events will provide opportunities for educators of different ages and at different stages of their career to engage with the programme. This may not have been possible if all were in person events. The start and finish times have been designed to reflect the need of colleagues with caring responsibilities.

Protected characteristic: disability

Adopting a mixed approach ensures attendance from this protected characteristic is available to all. 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 most hotels and venue providers 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).

Protected characteristic: gender reassignment

We are currently not aware of any evidence that the approach taken will affect educators transitioning from one gender to another. We have selected a venue where there are individual toilet facilities if required and will ensure language is inclusive.

Protected characteristic: marriage or civil partnership

N/A

*Please note, this protected characteristic is only applicable when policies, programmes and services are relevant to employment.

Protected characteristic: pregnancy and maternity

We are currently not aware of any evidence that the mixed model will affect educators who are pregnant, on maternity leave or returning to work.

For the in person-events 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.

Protected characteristic: race

We are currently not aware of any evidence that this will affect educators differently with different racial identities.

For the in person-events 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.

Protected characteristic: religion or belief

We are currently not aware of any evidence that this project will affect educators with different religions or beliefs.

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.

Protected characteristic: sex

We did not encounter evidence that educators from any sex would be disproportionately adversely affected by this project. However, evidence shows that women spend around 10% to 30% more time on caring responsibilities than males. It is therefore possible that the option of the “critical” friend on-line element will have a positive impact on female participants. The content and language will be inclusive.

Protected characteristic: sexual orientation

We are currently not aware of any evidence that this project will affect those in the LGBTI+ community. Ensure inclusive language in all our work.

Interaction with Other Policies (Draft or Existing)

The exploration workshops on curriculum core competencies will align with Education Scotland’s Accessible Events Policy.

Extent/Level of EQIA required

The framing exercise has highlighted the need for the following actions:

- Review and optimise the accessibility of both the material and physical event locations which will be used for delivery.

Stage 2: Data and evidence gathering, involvement and consultation

On the booking form we ask “Please give details of any accessibility requirements that are needed to support you to access the venue and learning sessions”. 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

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

Protected characteristic: **age**

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

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 enough restroom facilities. In addition, we will also ensure that clear and concise joining instructions are available.

Protected characteristic: **disability**

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.

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).

Protected characteristic: **gender reassignment**

We do not foresee this work to have a negative impact on educators because of gender reassignment.

We have selected venues 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.

Protected characteristic: **race**

We do not foresee the prototype group to have a negative impact on educators because of their race. 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.

Protected characteristic: **religion or belief**

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.

Protected characteristic: **gender**

Potentially may not be able to attend due to caring responsibilities. The location has plenty of bathrooms as the percentage of females attending will be higher.

Protected characteristic: **sexual orientation**

The content and language on the day will be inclusive.

Stage 4: Decision making and monitoring.

Professional Learning Programme for Aspiring Principal Teachers of Guidance

Identifying and establishing any required mitigating action

<p>Have positive or negative impacts been identified for any of the equality groups?</p>	<p>The mixed model of the group can have both positive and negative impacts to varying degrees for most protected characteristic groups. The impact on disabilities requires careful consideration, particularly for those with underlying health conditions, for whom moving around physical event locations could be a challenge. Some groups may also have conflicting pressures on their time out with work and therefore balancing attendance at physical events with other work/family commitments may be difficult. However, attending the on-line session remotely can also be beneficial for many protected characteristic groups, contributing to increased attendance and reducing barriers educators could face when attending physical event locations. Physical event locations can increase collaborative</p>
--	--

	networking and could reduce the time taken to identify if additional support needs are required. Joining on- line can also enable a more inclusive environment where educators are treated equally in the absence of 'labelling'.
Is the policy directly or indirectly discriminatory under the Equality Act 2010 ¹⁷ ?	Indirectly. The measures taken to support the prototype group both in person and on-line in such a way that they do not create unlawful discrimination relating to the Equality Act 2010.
If the policy is indirectly discriminatory, how is it justified under the relevant legislation?	Comply with Education Scotland's Accessible Events Policy
If not justified, what mitigating action will be undertaken?	N/A

Monitoring and Review

This assessment has highlighted the potential impacts that the Professional Learning Programme for Aspiring Principal Teachers of Guidance group could have on participants across the Scottish education system. These findings will inform the decisions taken by the team. We will continue to monitor and review our decisions on a routine basis and a further EQIA review will be completed at a maximum of three years from publication.

Stage 5 - Authorisation of EQIA

Please confirm that:

This Equality Impact Assessment has informed the development of our return to offices plan.

Yes

No

Opportunities to promote equality in respect of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation have been considered, i.e.:

- Eliminating unlawful discrimination, harassment, victimisation;
- Removing or minimising any barriers and/or disadvantages;
- Taking steps which assist with promoting equality and meeting people's diverse needs;

- Encouraging participation (e.g., in public life)
- Fostering good relations, tackling prejudice, and promoting understanding.

Yes

No

If the Marriage and Civil Partnership protected characteristic applies to this policy, the Equality Impact Assessment has also assessed against the duty to eliminate unlawful discrimination, harassment, and victimisation in respect of this protected characteristic:

Yes

No

Not applicable

Declaration

I am satisfied with the equality impact assessment that has been undertaken and give my authorisation for the results of this assessment to be published on the Education Scotland website.

Name: Ollie Bray
Position: Strategic Director
Authorisation date: 05/06/2024

Education Scotland
Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330
E www.educationscotland.gov.scot

© Crown Copyright, 2022

You may re-use this information (excluding images and logos) free of charge in any format or medium, under the terms of the Open Government Licence providing that it is reproduced accurately and not in a misleading context. The material must be acknowledged as Education Scotland copyright and the document title specified.

To view this licence, visit <http://nationalarchives.gov.uk/doc/open-government-licence> or e-mail: psi@nationalarchives.gsi.gov.uk

Where we have identified any third-party copyright information you will need to obtain permission from the copyright holders concerned.

