



Equality Impact/Fairer Scotland Duty Assessment Form

(To be completed with reference to Guidance Notes)

Step 1

Name of Proposal (includes e. g. budget savings, committee reports, strategies, policies, procedures, service reviews, functions):

Evaluation of the Remote Learning Offer

Step 2

Is this only a **screening** Equality Impact Assessment

No

(A) If Yes, please choose from the following options **all** reasons why a full EIA/FSD is not required:

(i) It does not impact on people

Yes/No

(ii) It is for information only

Yes/No

(iii) It is reflective e.g. of budget spend over a financial year

Yes/No

(iv) It is technical

Yes/No

If you have answered yes to any of points above, please go to **Step 16**, and sign off the Assessment.

(B) If you have answered No to the above, please indicate the following:

Is this a full Equality Impact Assessment

Yes

Is this a Fairer Scotland Duty Assessment

No

If you have answered Yes to either or both of the above, continue with Step 3.

If your proposal is a **strategy** please ensure you complete Step 13 which is the Fairer Scotland Duty Assessment.

Step 3

(i) Lead Directorate/Service:

Education and Lifelong Learning

(ii) Are there any **relevant** statutory requirements affecting this proposal? If so, please describe.

- The Education (Scotland) Act 1980
- The Coronavirus Act 2020
- [Educational Continuity Direction](#) – 13 March 2021
- [2021 National Improvement Framework \(NIF\) and Improvement Plan](#)

(iii) What is the aim of the proposal? Please give full details.

To provide an Elected Members with an evaluation of the 'remote learning' offer which has supported children and young people to continue their learning during the Covid-19 pandemic.

(iv) Is it a new proposal? No Please indicate OR

Is it a review of e.g. an existing budget saving, report, strategy, policy, service review, procedure or function? Yes Please indicate

This report is a follow-on to Report 39/21 which provided Elected Members with information about the remote learning offer and included a commitment to evaluate that offer.

Step 4: Which people does your proposal involve or have consequences for?

Please indicate all which apply:

Employees	Yes
Job Applicants	No
Service users	Yes
Members of the public	No

Step 5: List the evidence/data/research that has been used in this assessment (links to data sources, information etc which you may find useful are in the Guidance). This could include:

Internal data (e.g. customer satisfaction surveys; equality monitoring data; customer complaints).

Surveys

Data gathered via reflective discussions using a review template

Internal consultation (e.g. with staff, trade unions and any other services affected).

Consultation with school leadership teams

External data (e.g. Census, equality reports, equality evidence finder, performance reports, research, available statistics)

National guidance on remote learning

External consultation (e.g. partner organisations, national organisations, community groups, other councils.

Consultation with parents / carers
Engagement with children and young people

Other (general information as appropriate).

Step 6: Evidence Gaps.

Are there any gaps in the equality information you currently hold? No

If yes, please state what they are, and what measures you will take to obtain the evidence you need.

Step 7: Are there potential differential impacts on protected characteristic groups?

Please complete for each group, including details of the potential impact on those affected. Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each group. Please state the reason(s) why.

Age

Impact – children and young people - positive

The report details the remote learning offer for all children and young people during the coronavirus pandemic. The offer was available during the two 'lockdown' periods and also ensured a robust offer was available to children and young people who were required to 'shield' for an extended period.

Access to devices and internet connections was provided to those who required it.

Paper-based packs were made available where required.

Some secondary schools provided a library service.

Looked after children, and others with a specific need (as identified by their head teacher) were able to attend school during lockdown periods.

Disability

Impact – children and young people – positive

Children and young people with disabilities are included in the above support mechanisms.

The Additional Support Needs Service used government funding to purchase robotic devices to support home learning for specific children.

Gender reassignment

Impact - neutral

Marriage and Civil Partnership

Impact - neutral

Pregnancy/Maternity

Impact - neutral

Race - (includes Gypsy Travellers)

Impact – children and young people - positive

Children and young people from all ethnic groups, including Gypsy Travellers, were supported through the steps identified above.

Children accessing Gaelic Medium Education continued to receive this.

Religion or Belief

Impact - neutral

Sex

Impact - neutral

Sexual orientation

Impact - neutral

Step 8: Consultation with any of the groups potentially affected

If you have consulted with any group potentially affected, please give details of how this was done and what the results were.

Consultation with children and young people / parents and carers – outcomes included in the report.

If you have not consulted with any group potentially affected, how have you ensured that you can make an informed decision about mitigating action of any negative impact (Step 9)?

N/A

Step 9: What mitigating steps will be taken to remove or reduce potentially negative impacts?

N/A

Step 10: If a potentially negative impact has been identified, please state below the justification.

N/A

Step 11: In what way does this proposal contribute to any or all of the public sector equality duty to: eliminate unlawful discrimination; advance equality of opportunity; and foster good relations between people of different protected characteristics?

Increased equality of opportunity for all children and young people by ensuring everyone who required equipment for remote learning (whether devices, internet connection or paper packs) received it.

Step 12: Is there any action which could be taken to advance equalities in relation to this proposal?

N/A

Step 13: FAIRER SCOTLAND DUTY

This step is only applicable to **strategies** which are key, high level decisions. If your proposal is **not** a strategy, please leave this Step blank, and go to Step 14.

Links to data sources, information etc which you may find useful are in the Guidance.

Step 13(A) What evidence do you have about any socio-economic disadvantage/inequalities of outcome in relation to this strategic issue?

Step 13(B) Please state if there are any gaps in socio-economic evidence for this strategy and how you will take measures to gather the evidence you need.

Step 13(C) Are there any potential impacts this strategy may have specifically on the undernoted groupings? Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each grouping.

Low and/or No Wealth (e.g. those with enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future).

Impact

Material Deprivation (i.e. those unable to access basic goods and services e.g. repair/replace broken electrical goods, warm home, leisure and hobbies).

Impact

Area Deprivation (i.e. where people live (e.g. rural areas), or where they work (e.g. accessibility of transport)).

Impact

Socio-economic Background i.e. social class including parents' education, people's employment and income.

Impact

Other – please indicate

Step 13(D) Please state below if there are measures which could be taken to reduce socio-economic disadvantage/inequalities of outcome.

Step 14: What arrangements will be put in place to monitor and review the Equality Impact/Fairer Scotland Duty Assessment?

Step 15: Where will this Equality Impact/Fairer Scotland Duty Assessment be published?

On the Council website with the committee report.

Step 16: Sign off and Authorisation. Please state name, post, and date for each:

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Reviewed by: Doreen Phillips, Snr Practitioner Equalities, 20 July 2021

Approved by: Kelly McIntosh, Director of Education and Lifelong Learning, 20 July 2021

NB. There are several worked examples of separate EIA and FSD Assessments in the Guidance which may be of use to you.
