

**Scottish Borders Council
Equality and Diversity Impact Assessment**

1. Policy Details

Title: **LEARNING, TEACHING AND ASSESSMENT FRAMEWORK**

2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts

1. Who does the proposed piece of work/policy/proposal affect?

Staff	Service Users/Carers	Communities/Voluntary Groups	Public
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick all that apply. Note that a policy might be aimed at one particular group but still affect others

2. What are the aims and objectives of the work/policy/proposal being assessed?

The Learning, Teaching and Assessment Framework outlines key principles recognised to be essential for excellent learning. It aims to supports schools and settings across the Scottish Borders to develop learning teaching and assessment guidance aligned to these principles whilst retaining local flexibility, reflecting the unique contexts of each of our schools and their communities

Yes	No
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3.	Will the proposal have any impact on equality of opportunity, discrimination between groups or relations between groups? <i>Could this policy reduce or help make progress towards reducing discrimination and harassment for particular communities or groups, including employees?</i> <i>Could the implementation of this policy improve or reduce access to the service provided for any groups?</i>		√
4.	Is the proposal controversial in any way in terms of equality and diversity (including media, academic, voluntary or sector specific interest)? <i>Could the implications of the policy be seen as controversial in anyway e.g. a decision to remove funding, cut or change a service.</i>		√
5.	Will the workforce or users of the service be disadvantaged as a result of the proposed work? <i>Could this policy possibly have a negative impact on any of our workforce or service users</i>		√
6.	Is there doubt about answers to any of the above questions (e.g. there is not enough information to draw a conclusion)? <i>If you are unsure of any of the answers tick yes and do a full impact assessment.</i>		√

If the answer to any of the above questions is yes or you are unsure of your answers to any of the above a full impact assessment is recommended.

7.	Given the above statement, do you recommend a full impact assessment is completed? <i>Simply indicate by selecting 'yes' or 'no' whether your assessment above indicates a need to conduct an equality impact assessment.</i>		√
8.	If a full impact assessment is not required briefly explain why and provide evidence for the decision. <i>This Framework provide provides guidance for schools to then develop local level guidance to meet the needs of their particular school community. With the overall aim of achieving the highest possible standards of learning and teaching and building in quality assurance activity to this, it is anticipated that all users will be positively affected. No adverse impacts can be identified due to the overarching aim of raising attainment for all.</i>		

Completed By

Name	Catriona McKinnon	Dept.	Education
Post	Development Officer, Literacy and Numeracy	Date	18/12/20

For your records, keep one copy of this Equality Scoping Assessment form and send an electronic copy plus any supporting documentation to evidence your decision to simone.doyle@scotborders.gov.uk

Record of Equality Impact Assessment (EIA)

Section One:

Details of Service	
1.1	<p>Name and brief description of the service, policy or function:</p> <p><i>Insert the name and a short description of the policy, strategy, project, funding application, initiative or financial decision</i></p>
1.2	<p>What are the aims and purpose of the service, policy or function? (consider explicit and implicit aims and outcomes)</p> <p><i>Give a brief summary of the aims of the policy i.e. its purpose. This should include reference to other relevant documents such as the Council Corporate Plan and/or Directorate Plans. Give a brief summary of the expected outcomes of the policy i.e. what you hope to achieve.</i></p>
1.3	<p>Which groups or individuals have you involved or consulted with about your service, policy or function? (see guidance: Issues you will need to consider when undertaking an Equality Impact Assessment.)</p> <p><i>Both the relevant equalities legislation and the duty to achieve best value demand effective consultation and engagement. This question allows the policy maker to describe how this was achieved. Setting out the details can also help to identify those groups that may have been unintentionally missed out</i></p> <p><i>Auditors will expect to see evidence of engagement with relevant groups where policies are targeted those groups. For example if a policy has been developed for a group of people with a particular disability, have people from that group been involved in its development?</i></p>

Please use the table below to assess the impact of the service, policy or function on different equality groups. Please mark negative or positive impacts for each equality group.

Equality Groups	Nature of Impact					Please set out details of negative and positive impacts
	Negative	Positive	No Impact			
Age: Effects on children, young people and older people	low	med	high	√		<i>Positive impacts are anticipated for Children and Young People. Improvement made to the overall quality of learning a detaching will ultimately improve attainment for our school leavers and more likely to achieve positive destinations. .</i>
Disability e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring	low	med	high		√	<i>This Framework will not adversely impact upon access to Education.</i>
Gender: Effects on Male, Female, Transgender and Transsexual people	low	med	high		√	<i>The Framework applies to all and has no adverse impact upon male, female, transgender or transsexual people.</i>

Equality Groups	Nature of Impact				Please set out details of positive and negative impacts	
	low	med	high	No impact		
Effects on Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)	low	med	high		√	<i>Schools will retain local level flexibility to adapt the framework to meet the needs of their particular local community if required.</i>
Effects on people with Religious or other Beliefs: different beliefs, customs (including atheists and those with no aligned belief)	low	med	high		√	<i>There is no reference to religion or religious belief's within this Framework.</i>
Effects on Sexual Orientation, e.g. Lesbian, Gay, Bisexual, Heterosexual	low	med	high		√	<i>There is no impact of this Framework on LGB individuals and applies equally to all within Education.</i>

Equality Groups	Nature of Impact				Please set out details of positive and negative impacts	
	Negative			Positive		No Impact
Effects on Poverty Groups: (including impacts on communities in rural areas, people on low wages, who have literacy and other difficulties etc.)	low	med	high	√		<i>The Framework seeks to improve people's life circumstances through improving overall levels of attainment and achievement in Scottish Borders Schools and Settings.</i>
Effects on people with health problems/issues or needs (including those with recognised medical and mental health conditions). The effects on public health and the general health of the population caused by the service change should also be assessed here.	low	med	high		√	<i>This Framework places relationships at the very heart of guidance for all schools and settings. Schools are supported to consider the foundations for high quality learning and teaching as underpinned by strong relationships and a focus on wellbeing.</i>

Section 3: Summary Findings of Equality Impact Assessment

3.1	<p>Please summarise the general impact of the service, policy or function and its impact on the equality groups:</p> <p>This Framework has been produced to enhance the experience of all children and young people in our schools and settings. As such we seek to achieve increase in attainment an achievement resulting in improved life chances and positive destinations for our school leavers. Schools will retain local level flexibility to adapt the framework to meet the needs of their particular local community if required.</p>
3.2	<p>Please summarise mitigation actions to deal with negative impacts of the service, policy or function:</p> <p>n/a.</p>

Section 4: Signing off your Equality Impact Assessment

I confirm that this report is an accurate and correct account of the EIA findings for this service change and I am satisfied with the conclusion and outcome of the impact assessment:

**Agreed by
Manager or
Head of Service**

Name/Job Title:

Date:

The Head of Service Responsible for the policy must be satisfied with the findings and sign of the EIA.

We are required by law to publish our EIA findings:

Fill out this section and forward it to
simone.doyle@scotborders.gov.uk **so that it can be**
published on the website.

Equality Impact Assessment (EIA) SUMMARY (Publishing Form)	
Title of Policy/Function/Service:	Learning, Teaching and Assessment Framework
Directorate/Department: Head of Service:	Education
Telephone No: Email Address:	
Names/ Job titles of Assessors	
Summary of Policy / Service /Function aims:	
Strands Impacted: Please note: If you leave any box blank in this section you will have decided that your proposed service or function has no impact on that particular strand.	Age <input type="checkbox"/> Disability <input type="checkbox"/> Gender <input type="checkbox"/> Race <input type="checkbox"/> Religion or Belief <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Poverty/Social Exclusion <input type="checkbox"/> Health <input type="checkbox"/>
Summary of key issues arising and decisions made	
Summary of key recommendations	
Agreed by Head of	Name: _____ Date: _____

For further information, a copy of the full assessment or if you require this information in an alternative format or language please contact:
**Equality & Diversity Officer, Business Consultancy Unit, Scottish Borders Council HQ,
 Newtown St Boswells, TD6 0SA.**

Tel: 01835 824000

APPENDIX 4

SUSTAINABLE DEVELOPMENT CHECKLIST

By completing this checklist you will help the Council to demonstrate that we are acting sustainably, and you will ensure that your project has comprehensively considered its positive and negative impacts.

Report Title:			
Learning, Teaching and Assessment Framework			
Author/Responsible Officer:			
Catriona Mckinnon, Head Teacher Lead, Literacy and Numeracy			
Does the project or activity:			
		Yes	No
	N/A		
1	Economy and Work		
	Create new jobs or safeguard existing employment		x
	Benefit small and/or locally-based business		x
	Increase employment/vocational training opportunities		x
	Link local production with local consumption		x
	Improve local business environmental awareness		x
2	Community and Participation		
	Involve the community in developing and implementing the project		x
	Take into account under-represented or excluded groups		x
	Take into account equal opportunities		x
	Encourage volunteering		x
	Improve community facilities		x
	Improve community quality of life		
	Improve community capacity		x
	Encourage local action and decision making		x
3	Transport		
	Encourage walking or cycling		x
	Encourage use of public/community transport		x
	Improve access to facilities for those without a car		x
	Reduce travel requirements or encourage mode shift to more sustainable forms of transport		x
4	Pollution		
	Reduce/ prevent pollution, e.g. noise, air, water, land		x
	Reverse negative impacts of pollution, e.g. restore polluted environments		x
5	Energy		
	Maximise energy efficiency		x
	Generate energy from waste or renewable resources		x
	Contribution to carbon reduction targets		x

		Yes	No	N/A
6	Waste and Resources			
	Reduce waste and/or maximise resource use			x
	Encourage re-use and/or repair			x
	Encourage recycling and/or use of recycled materials			x
	Does a 'whole life costing' assessment support the favoured option			x
7	Buildings and Land Use			x
	Provide or improve local amenities			x
	Re-use/conservate buildings			x
	Improve disabled access			x
8	Wildlife and Green/ Open Spaces			
	Encourage use of green/open spaces for community benefit			x
	Increase public access to green/open space			x
	Improve access to green space where it is currently most limited			x
	Encourage environmentally sensitive / sustainable land use and/ or land management			x
	Increase or enhance semi-natural habitats			x
	Increase biodiversity			x
	Is a Strategic Environmental Assessment required under the EU SEA Directive			x
9	Integration			
	Seek to combine social, economic and environmental issues into integrated solutions			x
	Seek to use and nurture local talent and resources where possible			x

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APPENDIX 5

The rural proofing checklist – 2009/10

Consider all the questions below. Will your initiative encounter the challenges presented by rural circumstances? Answering 'Yes' indicates a potential negative impact which should be highlighted and, where appropriate, adjustments should be made. Some potential solutions are indicated to help you consider appropriate adjustments. *Please refer to the guidance note 'Frequently Asked Questions' before completing the checklist.*

Name of policy/ strategy: Learning, Teaching and Assessment Framework

Date checklist completed: 18/12/20

Completed by: Catriona Mckinnon, Head Teacher Lead, Literacy and Numeracy

	Yes	No	Summary of likely negative impacts:
<p>1. Will the policy have a negative affect on the availability or delivery of services for people living in rural areas?</p> <p><i>For example, might it encourage closure or centralisation, and will this have an unequal/negative effect in rural areas where services are already limited?</i></p> <p><i>Rural solutions: improve transport/ accessibility to compensate for the centralisation of services; encourage other funds for threatened rural services; provide more money to rural outlets to maintain service standards.</i></p>		x	
			Summary of adjustments made:

	Yes	No	Summary of likely negative impacts:

	Yes	No	Summary of likely negative impacts:
<p>2. Will access to the service be restricted for people living in rural areas? (If yes, how will the service be made available to people living in rural areas?)</p> <p>For example, will the policy result in the need for increased travel, or have a negative impact on the ease and/ or cost of travel? Will the impact be different in sparsely populated or remote rural areas, where journey times tend to be longer, public transport is poor, more people rely on a car and travel options are limited or expensive?</p> <p><i>Rural solutions: reduce the need to travel by using mobile services, local delivery or telephone / internet; ease travel by coordinating or improving transport links (e.g. additional services, on-demand transport, community transport/ community car schemes, taxi vouchers); reduce the costs of travel by subsidising services or individuals (remembering that there may be no public transport service between many locations; share premises or staff with other service providers to maintain or create a rural outlet ('joint provision')).</i></p>		X	<p>Summary of adjustments made:</p>

<p>3. Will the cost of delivery be higher in rural areas (where customers are more widely dispersed or it is hard to be cost-effective)? (If yes, how will this extra cost be met or lessened?)</p> <p><i>For example, will longer travel times or distances to clients add to the cost of service provision? Will services need to be run out of smaller outlets, reducing cost-effectiveness?</i></p> <p><i>Rural solutions: allow for higher unit delivery costs when calculating costs (e.g. a 'sparsity' factor) or when specifying cost-efficiency criteria; encourage joint provision to reduce costs.</i></p>	<p>Yes</p>	<p>No</p> <p>x</p>	<p>Summary of likely negative impacts:</p> <hr/> <p>Summary of adjustments made:</p>
<p>4. Will the policy have a negative affect on the availability of affordable housing in rural areas?</p> <p><i>For example, have all the knock-on consequences been considered which might affect or reduce the number of houses available or make it more difficult for people to find a housing solution in rural areas?</i></p> <p><i>Rural solutions: consider provision of alternative affordable rural housing solutions.</i></p>	<p>Yes</p>	<p>No</p> <p>x</p>	<p>Summary of likely negative impacts:</p>

	Yes	No	Summary of likely negative impacts: Summary of adjustments made:

	Yes	No	Summary of likely negative impacts:
<p>5. Will the policy be delivered by the private sector, or through a public-private partnership or local institution that may limit provision in rural areas?</p> <p>For example, will the smaller, scattered population in rural areas provide a sufficient market to attract the private sector? Will there be similar opportunities for choice and competition? Does the private sector in rural areas have the capacity to deliver? Will the policy be as effective in rural areas, where private, public and voluntary sector organisations tend to be smaller and have less capacity? If funds or services are to be allocated via a bidding process, will small organisations be able to compete fairly?</p> <p><i>Rural solutions: consider the use of regulation, including universal service obligations; set rural delivery targets; draw up contracts that prevent cherry picking of the most profitable (urban) markets; encourage commercial providers with incentives; offset higher rural costs (e.g. through rate relief); provide specific support for capacity building; allow longer timescales for bidding; simplify the bidding process; allow an increased level of public or voluntary sector input to compensate for limited private sector input.</i></p>		x	<p>Summary of adjustments made:</p>

	Yes	No	Summary of likely negative impacts:
<p>6. Does the policy rely on infrastructure for delivery (e.g. mobile phone coverage, broadband ICT, main roads, utilities) that may be limited in rural areas?</p> <p><u>For example</u>, how will the policy work in rural areas where the existing infrastructure is typically less developed (e.g. no mobile phone coverage), or where infrastructure does not exist (e.g. cable TV, mains gas), and / or where upgrading of infrastructure may be difficult or expensive?</p> <p><i>Rural solutions: consider using regulation or licences to encourage the development of better infrastructure; encourage or coordinate demand to make supply viable; use the public sector's collective demand to stimulate supply; provide other ways of accessing the service. Use local radio and existing local communication networks to disseminate information.</i></p>		x	<p>Summary of adjustments made:</p>

	Yes	No	Summary of likely negative impacts:
<p>7. Will the policy have a negative impact on rural businesses, or land-based businesses, (including the self-employed) and therefore, on rural economies and environments?</p> <p><u>For example</u>, will it have a different effect on smaller businesses (which employ a larger part of the workforce in rural areas) or those sectors which are typically more important in rural areas – farming, forestry, tourism? Will the higher proportion of self-employed people in rural areas be affected (including those running part-time businesses)?</p> <p><i>Rural solutions: ensure the needs of small businesses are specifically addressed; take support, advice and training out to businesses; where possible avoid too much red tape that will unduly affect small firms. Consider opportunities for innovative local service delivery mechanisms which may also boost local employment and income; identify 'win-win' solutions which deliver economic, social and environmental benefits (e.g. identify local delivery solutions; consider incentives for environmentally friendly practices; promote local supply chains; allow for and encourage a wide range of rural enterprises).</i></p>		x	<p>Summary of adjustments made:</p>

	Yes	No	Summary of likely negative impacts:
<p>8. Will the policy have a negative impact on employment in rural areas?</p> <p>For example, will any full or part-time posts be lost as a result? Will the existing jobs become less attractive and therefore harder to fill in a rural location? What will be the impact on other services provided in the area?</p> <p><i>Rural solutions: consider if part-time jobs can be 'rolled up' to create a more sustainable post; look for a local delivery solution; consider measures to improve the choice of work (e.g. increasing skills, improving local childcare, improving transport to work).</i></p>		x	<p>Summary of adjustments made:</p>

	Yes	No	Summary of likely negative impacts:
<p>9. Will the policy have a negative impact on people who are disadvantaged in rural areas? (If the policy is targeted at addressing disadvantage, how will it target rural disadvantage, which is not usually concentrated in neighbourhoods?)</p> <p>For example, do the indicators used for identifying need measure rural deprivation issues (e.g. access to services, access to job opportunities, low earnings and housing affordability)?</p> <p><i>Rural solutions: use small area statistics to identify pockets of hardship; adjust the indicators or their weighting to accommodate both urban and rural aspects of deprivation; choose larger areas for targeting to pick up scattered disadvantage; target population groups rather than areas.</i></p>		x	<p>Summary of adjustments made:</p>

	Yes	No	Summary of likely negative impacts:

	Yes	No	Summary of likely negative impacts:
<p>10. Does the policy assume 'one size fits all', and fail to take into account the different size and specific circumstances of smaller rural schools and other isolated rural service facilities?</p> <p>For example, would centralisation of a service reduce local purchasing and job opportunities in the rural area, or create increase travel time and energy costs?</p> <p><i>Rural solutions: consider the possibility of creating localised and alternative solutions in rural areas.</i></p>		x	<p>Summary of adjustments made:</p>

Steps to take

1. Ensure you are clear about the objectives of the proposed policy, its intended impacts or outcomes (including which areas, groups or organisations should benefit) and the means of delivery.
2. Run through each question in the checklist, identifying where the proposed policy is likely to have a different impact in rural areas, focusing on potential negative impacts.
3. Where there is uncertainty or a potentially different (worse) impact, this should be investigated further (and included in the overall assessment of the costs and benefits of the policy).
4. Where the impact in rural areas will be significantly different, explore policy options to produce the desired outcomes in rural areas or avoid/ reduce any undesirable impacts. This exercise may also highlight opportunities to maximise positive impacts in rural areas.

Feed the results of your appraisal, including solutions, into the decision-making process and ensure a record is kept, to be included in your Department's annual proofing report

