

## Equality Impact Assessment template

This should be read in conjunction with the EIA guidance and FAQ documents.

### Section 1: Details of the policy<sup>1</sup> or practice

<b>Department/team responsible:</b>	Workforce Development and Planning / Learning Technologies			
<b>Name of policy or practice being assessed:</b>	Open Educational Resources (OER)			
<b>Purpose and anticipated outcomes of the policy:</b>	<p>This project will build on our reputation as a provider of Open Education Resources (OER) by making it easier for people to adapt and distribute our resources. That we model best practice within OER and use our position to promote open educational practice to the social services sector.</p> <p>OER are learning materials freely available for people and organisations to use, distribute or adapt as required without having to ask our permission.</p>			
<b>Is this a new or existing policy?</b>	<b>New</b>	X	<b>Existing</b>	
<b>List of participants in EIA process:</b>	<b>Learning technologies team</b> <b>Other SSSC staff</b> <b>Wider OER community in Scotland via OEPS forum.</b>			
<b>Date assessment started:</b>	31 March 2015	<b>Date finished:</b>	Continuous	

<b>Please indicate who is likely to be affected by the policy:</b>  (For example: people who use services or their carers, men, women, young people, people with disabilities.)	The practice has the potential to have a positive impact on the needs of a range of diverse groups by allowing access to our educational content in an easily repurposable format.
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### Section 2: Collecting information

What evidence is available about the needs of relevant groups? Please consider demographic data (including Census information), research, consultation and

<sup>1</sup> 'Policy' is defined very broadly and includes functions, activities and delivery of services. This is explained in more detail in the FAQs document.

survey reports, feedback and complaints, case law, officer/adviser knowledge and experience.<sup>2</sup>

Details	Source of evidence
The Paris OER Declaration (2012) calls on "governments worldwide to openly license publicly funded educational materials for public use."	<a href="http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/what-is-the-paris-oer-declaration/">http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/what-is-the-paris-oer-declaration/</a>
The Scottish OER Declaration (still in draft) states that "Open education can expand access to education, widen participation, create new opportunities for the next generation of teachers and learners and prepare them to become fully engaged digital citizens. In addition, open education can promote knowledge transfer while at the same time enhancing quality and sustainability, supporting social inclusion, and creating a culture of inter-institutional collaboration and sharing."	<a href="http://declaration.openscot.net/">http://declaration.openscot.net/</a>

From your research above have you identified any gaps in evidence? If so what are the gaps?

Information is being actively sought that demonstrates the way that OERs can be used to change practice to encourage equality.

If appropriate, please describe any consultation/engagement undertaken including details of the groups involved and the methods used.

This project had no financial resources and as such direct consultation/engagement beyond the OER communities of practice in Scotland was not possible. By abiding by the Paris OER Declaration (2012), we are working in a way that will provide many secondary benefits to those with protected characteristics.

Are there any other groups to be consulted?

Best practice in the development of OER can sometimes change to meet new technologies and requirements. We will remain aware of any changes by attending the regular Open Education Practice in Scotland (OEPS) forums held by the Open University and other HEIs/FEIs.

### Section 3: Impacts

<sup>2</sup> We have a range of sources of evidence which can help you consider the needs of different groups. Please see the FAQs document for further details.

Has the research, or any consultation undertaken, identified any potential for impacts on the following groups?

<b>Protected characteristic</b>	<b>Yes</b>	<b>No</b>	<b>Please explain</b>
<b>Age</b> (older people, children and young people)	Yes		Older people are less likely to have the confidence or basic skills required to engage with digital or have access to the internet. By offering our content as OER, we make the creation of alternative formats to reach this group easier.
<b>Disability</b>	Yes		<p>We distribute our content via the internet as webpages, apps and PDFS. The issues with these for this group are infinitely varied – some can be addressed by specialist hardware and software which the stakeholder has tailored to meet their specific requirements and others by the badge system complying with web industry access standards.</p> <p>By providing our content as adaptable OER, either the SSSC or others can use these OER to more easily create formats that meet the requirements of any individual or group.</p>
<b>Gender reassignment</b> (where a person is living as the opposite gender to their birth)		No	No evidence has been found to suggest a link between use of digital channels for delivery and discrimination of people within this group.
<b>Pregnancy and maternity</b>		No	No evidence has been found to suggest a link between OER and discrimination of people within this group.
<b>Race, ethnicity, colour, nationality or national origins</b> (including Gypsy Travellers, refugees, asylum seekers)	Yes		<p>Some people within this group are known to have limited access to the internet and may not have English as their first language.</p> <p>By offering our content as OER, we make the creation of translated formats for this group easier.</p>
<b>Religion or belief</b> (including non-belief)	Yes		We are aware that some religions or beliefs prohibit the use of technology. We have not been able to find examples specific to Scotland and will continue to monitor this as the project continues.

			Our basic approach to OER is to provide the educational content in a word document that could be easily adapted into a suitable format or printed and distributed to these groups.
<b>Sex/gender</b>		No	No evidence has been found to suggest a link between OER and discrimination of people within this group.
<b>Sexual orientation</b>		No	No evidence has been found to suggest a link between OER and discrimination of people within this group.

Is there any evidence that the policy may:

	Yes	No	No evidence
<b>Result in less favourable treatment for particular groups?</b>		X	
<b>Give rise to direct or indirect discrimination?</b>		X	
<b>Give rise to unlawful harassment or victimisation?</b>		X	
<b>If yes to any of the above, please give details:</b>			
<b>How will the policy be modified to mitigate this?</b>			

#### **Section 4: Meeting our general equality duty**

The following sections must be completed:

<b>Which aspects of the policy seek to eliminate unlawful discrimination, harassment and victimisation?</b>
By strengthening our approach to OER, we would widen the availability of our content to the social services workforce in Scotland and abroad. There would also be the reputational benefit that comes with recognition as an organisation at the forefront of open education practice in Scotland. Employers and learners

in the social services sector will benefit from access to high quality repurposable content in a wider range of formats than provided currently.

**Which aspects of the policy seek to advance equality of opportunity between people which share a relevant protected characteristic and those who do not?**

Three of the apps we reproduced as adaptable OER were Principles of Care, Communication and relationships and Adult support and protection. The educational content of these apps meets this requirement and due to our OER practice, this content is now freely available for others to adapt and distribute.

**Which aspects of the policy seek to foster good relations between people who share a protected characteristic and those who do not?**

Three of the apps we reproduced as adaptable OER were Principles of Care, Communication and relationships and Adult support and protection. The educational content of these apps meets this requirement and due to our OER practice, this content is now freely available for others to adapt and distribute.

**Section 5: Outcome of assessment**

Please detail the outcome of this equality impact assessment on the policy:

<b>No major change</b>	Like other digital projects contributing towards public sector modernisation, no unexpected or major impact on equality has been discovered. The badge system and other products will meet the standards recommended by Government and web standards bodies.
<b>Adjust the policy</b>	
<b>Continue the policy</b>	
<b>Stop and remove the policy</b>	

**Please detail recommendations, including any action required to address any negative impacts identified:**

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**Section 6: Monitoring**

**Describe how you will monitor the impact of this policy, eg performance indicators used, other monitoring arrangements, who will monitor progress, criteria used to measure achievement of outcomes:**

The learning technologies team will continue to collect feedback on the use of our OER through the feedback forms on the SSSC Learning Zone. All of our packaged OER contain guidance on how to submit feedback.

**When and how is the policy or practice due to be reviewed?**

Open educational practice is expected to become a core part of what we do. Should any significant changes in OER best practice become evident, our practice will be reviewed.

**Section 7: Sign off**

<b>Date sent to Policy Officer:</b>	12 February 2016
<b>Comments from Policy Officer:</b>	(To be completed by Policy Officer)
<b>Date signed off by Policy Officer:</b>	dd/mm/yyyy

Please insert name and title of the manager who has signed off this equality impact assessment:

<b>Name</b>	Keith Quinn
<b>Title</b>	Learning and Development Manager (Digital Learning)
<b>Date approved</b>	31/08/2016

## **Equality Impact Assessment Flowchart**

