



# City of Edinburgh Council

## Record of Equality and Rights Impact Assessment

### Part 1: Background and Information

#### (a) Background Details

Please list ERIA background details:

**ERIA Title and Summary Description:** Professional Review and Development (PRD) for staff registered with the General Teaching Council for Scotland (teachers)

Service Area	Division	Head of Service	Service Area Reference No.
Children and Families		Andy Gray	CF25 (d)

#### (b) What is being impact assessed?

Describe the different policies or services (i.e. decisions, projects, programmes, policies, services, reviews, plans, functions or practices that relate to the Corporate ERIA Title):

Policies and Services	Date ERIA commenced
PRD Policy Statement and Guidance for GTC Scotland registered staff (teachers)	1.8.14

#### (c) ERIA Team

Please list all ERIA Team Members:

Name	Organisation / Service Area
1. Caroline Bayne	Principal Officer Teacher Professional Development and Leadership, Children and Families
2. Diana Dodd	Principal Officer Equalities

## Part 2: Evidence and Impact Assessment

### (a) Evidence Base

Please record the evidence used to support the ERIA. Any identified evidence gaps can be recorded at [part 3a](#). Please allocate an abbreviation for each piece of evidence.

Evidence	Abbreviation
The Scottish Government tasked The General Teaching Council for Scotland (GTC Scotland) to introduce a national scheme of Professional Update for teachers	N/A
Professional Values and Personal Commitment are at the heart of each of the Professional Standards for teachers. The values include Social Justice, Integrity and Trust and Respect.  <a href="http://www.gtcs.org.uk/standards/standards.aspx">http://www.gtcs.org.uk/standards/standards.aspx</a>	N/A
The Essential Learning Matrix for Children and Families staff includes learning and development in Equalities.	N/A

### (b) Rights Impact Assessment – Summary

Please describe all the identified enhancements and infringements of rights against the following ten areas of rights. Please also consider issues of poverty and health inequality within each area of rights:

- ☐ Life
- ☐ Health
- ☐ Physical security
- ☐ Legal security
- ☐ Education and learning
- ☐ Standard of living
- ☐ Productive and valued activities
- ☐ Individual, family and social life
- ☐ Identity, expression and respect
- ☐ Participation, influence and voice

Please indicate alongside each identified enhancement or infringement the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

<b>Summary of Enhancements of Rights</b>
The quality of education and learning is enhanced by providing consistency of engagement in PRD and professional learning. The other rights are not affected by this policy.
<b>Summary of Infringement of Rights</b>
Can these infringements be justified? Are they proportional?
None

### (c) Equality Impact Assessment – Summary

Please consider all the protected characteristics when answering questions 1, 2 and 3 below. Please also consider the issues of poverty and health inequality within each protected characteristic:

- ☐ Age
- ☐ Disability
- ☐ Gender identity
- ☐ Marriage / civil partnership
- ☐ Pregnancy / maternity
- ☐ Race
- ☐ Religion / belief
- ☐ Sex
- ☐ Sexual orientation

1. Please describe all the positive and negative impacts on the duty to eliminate unlawful discrimination, harassment or victimisation. Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

<b>Positive Impacts</b>
The policy brings together all relevant public sector bodies and therefore ensures that any unlawful discrimination is consistently dealt with.
<b>Negative Impacts</b>
None

2. Please describe all the positive and negative impacts on the duty to advance equality of opportunity (i.e. by removing or minimising disadvantage, meeting the needs of particular groups that are different from the needs of others and encouraging participation in public life)? Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

<b>Positive Impacts</b>
The policy helps to create consistent opportunities for the workforce to develop skills, knowledge and experience and consider the impact that professional development experiences have on practice and outcomes for learners.
<b>Negative Impacts</b>
None

3. Please describe all the positive and negative impacts on the duty to foster good relations (i.e. by tackling prejudice and promoting understanding)? Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

<b>Positive Impacts</b>
<b>Negative Impacts</b>
None

### Part 3: Evidence Gaps, Recommendations, Justifications and Sign Off

#### (a) Evidence Gaps

Please list all relevant evidence gaps and action to address identified gaps.

Evidence Gaps	Action to address gaps
None	

#### (b) Recommendations

Please record SMART recommendations to

- (i) eliminate unlawful practice or infringements of absolute rights;
- (ii) justify identified infringements of rights; or
- (iii) mitigate identified negative equality impacts.

Recommendation	Responsibility of (name)	Timescale
None		

#### (c) Sign Off

I, the undersigned, am content that:

- (i) the ERIA record represents a thorough and proportionate ERIA analysis based on a sound evidence base;
- (ii) the ERIA analysis gives no indication of unlawful practice or violation of absolute rights;
- (iii) the ERIA recommendations are proportionate and will be delivered;
- (iv) the results of the ERIA process have informed officer or member decision making;
- (v) that the record of ERIA has been published on the Council's website / intranet, or
- (vi) that the ERIA record has been reviewed and re-published.

Date	Sign Off (print name and position)	Reason for Sign Off (please indicate which reason/s from list (i) to (vi) above)
Sept 14	Andy Gray	(i) and (ii)