Equality and Human Rights Impact Assessment (EHRIA)

Title of Policy/Plan	CDN Outcome Agreement and Strategic Framework
EHRIA Lead Person	Candy Munro, Director, Leadership and Governance
Date EHRIA completed	8 August 2017
Review date and frequency	This Outcome Agreement is reviewed annually but reporting on activity is done quarterly and therefore any impacts will be flagged on an ongoing basis.
Signed by and designation:	

Policy/Plan

Aims of policy/plan:	1. To improve the quality of teaching and support for learners by developing the skills and expertise of our vocational workforce 2. To invest in the strategic vision and performance of vocational education, by developing great emerging leaders and excellent governance structures in colleges and beyond 3. To be a catalyst for sector innovation, by networking colleges and showcasing their expertise, connecting industry and education to boost economic growth, and empowering partnerships that join up the learner journey.
Who is affected by the policy/plan?	• Staff and students in colleges • Staff of CDN • External stakeholders and partners

Possible equality and human rights impacts of the policy/plan.	Our three framework areas: - For the learning workforce; for strategic leaders and for the skills sector are all relevant for equality and human rights and we believe that each will have a positive impact in relation to eliminating discrimination; advancing equality of opportunity and fostering good relations. In terms of the human rights framework the domains of education and learning, productive and valued activities, identity, expression and self-respect, participation, influence and voice are all relevant here.

Evidence

What quantitative and/or qualitative evidence has been considered when deciding to develop or revise this policy/plan?	• CDN undertook an Outcome Agreement Consultation in February/March 2017 and received stakeholder feedback. • CDN Event evaluation feedback forms • CDN staff meetings feedback • Scottish Government Programme for Government

Consultation

Who did you consult with?	• College Principals via email and presentation at the College Principals Group

	- College Chairs via presentations made by CDN CEO to regional Chairs Group in February and the Colleges Scotland Board away day in March 2017 - Colleges Scotland via one to one discussions with senior staff and at the College Scotland away day in March 2017 - CDN Board via an all-member away day in January 2017 and through discussions with CEO - CDN staff via 2 presentations by CEO, 2 all staff consultative meetings and informal email and one to one meetings throughout February and March 2017 - External stakeholders from SFC, Scottish Government, SDS, SCQF, Sparqs, SIE, SCEL, STF, EALP, Education Scotland were consulted by CDN's CEO in one to one meetings.
What did you learn?	Whilst there was positive feedback for the work we do in supporting and promoting the learning community in the college sector, feedback from all sources indicated a need to prioritise emerging leadership; accreditation and CPD pathways for staff; stronger partnership working within our development networks; more digital development resources and support for innovation and improvement.
How did the consultation shape the policy/plan?	We have moved from 5 thematic areas in previous outcome agreements to focus on three strategic areas of work based on the feedback from our consultation. These are: 1. For the learning workforce 2. For strategic leaders 3. For the skills sector

Analysis and Assessment

State what effect the policy/plan has in relation to:
State possible impacts: - positive, negative, differential or neutral

Eliminating discrimination,	1. **For the learning workforce**: - delivery of renewed platform for Professional Standards, digital learning

harassment and victimisation	platform for college CPD, National College expos and talent development roadshows will not result in less favourable treatment for certain groups or give rise to discrimination. Reasonable adjustments will be considered as part of our design of online platforms and roadshows and the expo will take account of accessibility and inclusion. 2. **For strategic leaders**: - our governance and leadership training programmes will take account of equality, diversity and inclusion in preparation, planning and delivery and will not lead to any discrimination, harassment or victimisation to any particular groups 3. **For the skills sector**: - by showcasing best practice in college innovation, improvement and enterprise through our online platforms, college awards and development networks we will promote equality, diversity and inclusion. Our targeting of specific priority areas in health and care, food and drink and sport and wellbeing is based on consultation feedback and sector intelligence.
Advancing equality of opportunity between those who share a protected characteristic and those who do not	1. **For the learning workforce**: - delivery of renewed platform for Professional Standards, digital learning platform for college CPD, National College expos and talent development roadshows seeks to remove disadvantage and meet the needs of diverse groups within the sector. It will encourage participation of particular groups of staff and partners/stakeholders and will also consider any reasonable adjustments and accessibility needs. 2. **For strategic leaders**: - our governance and leadership programme meets the needs of college staff in both middle and senior management and our conferences and events activity will remain flexible and encourage participation and interconnectivity. 3. **For the skills sector**: - By showcasing best practice in college innovation, improvement and enterprise we will encourage participation of a wide variety of college staff and external partners.
Fostering good relations between those who share a protected characteristic and those who do not	1. **For the learning workforce**: - Our refreshed platform for Professional Standards and our digital learning platform to support CDP will promote understanding of equality, diversity and inclusion and seek to tackle disadvantage of particular groups. Our national expo and roadshows will highlight good practice in inclusive learning and teaching. 2. **For strategic leaders**: - our governance and leadership training programmes will embed equality

	and diversity with a focus on gender initially as a strategic, national priority. 3. **For the skills sector**: - some of our development networks already have a strong focus on access, inclusion, equality and cultural diversity and improving the connectivity of these networks will promote a shared understanding of equality, diversity, inclusion and human rights.
Relevant human rights indicators in relation to: • Education and learning • Productive and valued activities • Identity, expression and self-respect • Participation, voice and influence	• **Education and learning**: - this domain relates to participation in lifelong learning, use of the internet and being treated with respect in education. These are all areas where CDN can contribute in a positive manner to support the development of all college staff regardless of their protected characteristic or level of seniority. • **Productive and valued activities**: - this domain relates to employment and occupation and by promoting excellence and development for all college staff CDN is adding value to the professionalism of staff. • **Identity, expression and self-respect: -** our suite of resources, training programmes and partnership networks will respect cultural identity and expression. • **Participation, voice and influence:** - our strategic framework and its three pillars of learning workforce, strategic leaders and skills sector is based on both formal and informal participation by all our stakeholders and partners. Our quality systems and procedures ensure that evaluation and feedback is welcomed and acted upon.
Ensuring human rights based approach (PANEL)	**Participation**: - (see above) **Accountability:** - we have robust monitoring procedures and complaints systems and equality, diversity and inclusion is built into our quality systems **Non-discrimination and equality**: - CDN equality policies, our Staff Equality Forum and our equality and human rights impact assessments process ensure that we remain committed to eliminating discrimination and advancing equality. **Empowerment**: - our work with college leaders, lecturing, support staff and external partners seeks to promote our mission of leading, creating and sharing across learning and teaching in its widest sense. We seek to develop the capacity and capability of all college staff and partners to bring about transformation in their learning environment. **Legality: -** our strategic framework is grounded in the legal obligations of colleges as providers of learning and services as well as their role as employers as this applies

	to equality, non-discrimination, access and inclusion and human rights.

Addressing the impact

Outcome 1 Proceed- no potential for unlawful discrimination or adverse impact or breach of human rights articles has been identified	√
Outcome 2 Proceed with adjustments to remove barriers identified for discrimination, advancement of equality of opportunity and fostering good relations or breach of human rights articles.	
Outcome 3 Continue despite having identified some potential for adverse impact or missed opportunity to advance equality and human rights (justification clearly set out)	
Outcome 4 Stop and rethink, as actual or potential unlawful discrimination or breach of human rights has been identified.	

Summary of results, including the likely impact of the policy/plan advancing equality and human rights. The outcome of our consultation and feedback is that CDN will focus on three areas: 1. For the learning workforce 2. For strategic leaders 3. For the skills sector 1. For the learning workforce will focus will focus on a renewed platform for Professional Standards; an online platform for college staff CPD needs; a national College expo and talent development roadshows. 2. For strategic leaders will focus on both Governance and next generation leaderships programmes; and 3. For the skills sector will focus on dissemination college innovation, improvement and enterprise as well as enhancing the impact of our Development Networks. We envisage that the implementation of this strategic framework will consider the needs of diverse groups, advance equality and inclusion and foster good relations in addition to ensuring human rights compliance.