
Non-protected

Equality impact assessment

Covid-19 recovery planning

Sport for life

sportscotland
the national agency for sport

Name of recovery project: Covid Officer e-learning module

Section 1 – Description of project

Background

Our [latest sport and physical activity guidance](#) supports Scottish governing bodies (SGBs) to develop sport-specific guidance for local authorities, leisure trusts, clubs and others about the phased return of sport and physical activity in Scotland.

It states that clubs and sports facility operators should nominate a Covid Officer to ensure all appropriate management processes are in place so that they can effectively oversee and maintain the implementation of appropriate guidance.

Through planning meetings with SGBs staff identified the need to have a role description to clarify the Covid officer role and bring it to life. Our club and community sport think tank also developed a return to sport coordinator role description. The purpose of each role is summarised in the role descriptions below:

- [Covid officer](#)
- [Return to sport coordinator](#)

We identified an opportunity to work collaboratively with Scottish Rugby, which had created Covid e-learning aimed at the rugby community, to inform people about the return to rugby, help minimise risks and adhere to good practice.

We revised Scottish Rugby's Covid e-learning content to better engage with the wider sporting sector and added content to support Covid officers and return to sport coordinators.

<https://sportscotland.org.uk/covid19-officer-training/>

Target audience

The target audience for the e-learning module is a wide range of people involved in sport, including Covid officers, Return to sport coordinators, coach/deliverers and leisure operators.

Section 2 – General impacts of the project

We have identified two main areas where this project will impact on people:

Content of e-learning module

The content of the e-learning module includes the following:

- General info about Covid-19, symptoms and what to do if you have symptoms.

- Good practice about hygiene and minimising the risk of transmission.
- Scottish Government route map and SGB guidance – signposting to relevant resources to help people understand the wider context.
- Changes to consider for the physical environment – signposts to [Getting your facilities fit for sport](#)
- How you support participants and parents – four aspects of good practice.
- Delivering – how to run a session adhering to guidelines. This signposts to [Getting your coaches ready for sport](#).

Accessibility of e-learning module

The e-learning module was initially hosted on Scottish Rugby's Rise 360 platform but now sits on **sportscotland's** Rise 360 subscription. This means we are now able to respond quickly to feedback and recommendations coming from EQIA. We know that digital accessibility and exclusion is a key area of inequality for some groups.

Section 3 – Evidence

Digital exclusion

Many different terms are used interchangeably – digital inclusion, digital participation, digital capability, digital literacy - but essentially it's about people being able to use digital technologies, particularly the internet, in ways that enhance their lives and contribute to helping them overcome other disadvantages which they might face ([The Wales Co-operative Centre with Carnegie UK Trust, 2018](#)).

Broadly defined, digital exclusion is where a section of the population have continuing unequal access and capacity to use Information and Communications Technologies (ICT) that are essential to fully participate in society ([Schejter, 2015](#) ; [Warren, 2007](#)).

The [Scottish Household Survey 2019](#) provides evidence on internet access and usage. The proportion of internet users had increased since the questions were first asked in 2007, from 65% to 88% of all adults in 2019. However:

- Among older people the proportion of internet users was significantly lower than the Scottish average.
- Only half of those over 60 in the most deprived areas used the internet, while 83% of those over 60 in the least deprived areas did.
- Among younger people the difference between area deprivation was smaller, but it was still significant.
- 96% of those between 16 and 34 in the most deprived areas used the internet, while 100% of those in the least deprived areas did.

Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations, (2018)

- This legislation came into force in September 2018. The aim of the regulations is to ensure public sector websites and mobile apps are accessible to all users, especially those with disabilities.
- [In Scotland, about a third of adults are disabled](#). Many more have a temporary disability.
- [Accessibility means more than putting things online](#). It means making your content and design clear and simple enough so that most people can use it without needing to adapt it, while supporting those who do need to adapt things. To reach all your audience, you need to make effective use of [accessible communication formats](#). Current guidance for public sector bodies recommends:

Keep it simple – if your initial document is designed using the following principles it will already be accessible to a greater number of people and may reduce demand for special accessible versions:

- write in plain language
- make it as concise as possible
- design to be as legible as possible, for example using a minimum 14 point text size

User research is also establishing that compared with [HTML](#) content, information published in a PDF is harder to find, use and maintain. More importantly, unless created with sufficient care PDFs can often be bad for accessibility and rarely comply with open standards. For this reason much of the [available guidance for public bodies](#) recommends that the default should be to create all content in HTML.

Some things to consider from digital perspective:

- 10% of people in Scotland don't have internet access. This is higher for some groups of people including disabled people and people on lower incomes
- 50% of people in Scotland don't have access to laptops or computers.

The e-learning module is fully compliant and accessible on all types of devices.

Section 4 – Differential impacts and opportunities

Consider whether the project might have different impacts on one or more groups.

Also consider whether there are opportunities to improve equality.

Age: older people and children and young people

We are aware that there is a clear relationship between age and use of the internet, with lower rates of internet use amongst older adults. We are progressing ways to disseminate information, detailed in section 6 below.

Disability	We are aware that disabled people are less likely to use the internet. This can make it difficult to access online support and services. More needs to be done to improve communications and the quality of information to disabled people during the pandemic to ensure things are accessible. We are progressing ways to disseminate information, detailed in section 6 below.
Gender Reassignment	We are not aware of any published evidence which suggests that gender reassignment would be impacted differently by this project.
Marriage and civil partnerships	We are not aware of any published evidence which suggests that this project would impact people differently due to their marital status.
Pregnancy and Maternity	We are not aware of any published evidence which suggests that pregnant women or women on maternity leave would be impacted differently by this project.
Race	We are aware that cultural issues and language can be additional barriers to people from minority ethnic backgrounds when it comes to seeking help and support and accessing services. We are progressing ways to disseminate information, detailed in section 6 below.
Religion and Belief	We are not aware of any published evidence which suggests that this project would impact people differently due to religion and belief.
Sex: women and Men	We are not aware of any published evidence which suggests that this project would impact people differently due to sex.

Sexual Orientation	We are not aware of any published evidence which suggests that this project would impact people differently due to their sexual orientation.
Socio-economic disadvantage: any people experiencing poverty	We are aware that people experiencing poverty more likely to be experience digital exclusion. They are less likely to use the internet; more likely to access the internet with a handheld device and more likely to have lower skills and confidence accessing online services. We are progressing ways to disseminate information, detailed in section 6 below.

Section 5 – Stakeholder engagement

Include a brief summary of the stakeholders you have engaged with to develop this project that have helped you understand the perspective of people in poverty or people who share protected characteristics. Think mainly about the target audience for your project and equality and poverty stakeholders rather than your ‘usual’ partners. What did you learn? Include recent engagement but also past or future planned engagement where it is relevant.

Limited consultation with broader stakeholders when scoping out and delivering this project due to the need to work at pace and deliver the project within a tight timescale. Initial consultation did take place with Scottish Rugby and other SGBs.

Further consultation with West Lothian Leisure and Active Stirling was undertaken to broaden the reach of the e-learning to support leisure operators and their staff.

The content of the e-learning module was shaped by the expertise of partners and internal colleagues.

Section 6 – Actions

Set out what mitigating actions you have put in place. How are you seeking to address the negative impacts or promote the positive impacts you have noted in the general and differential impacts in Section 2 and 4 above?

Action	Timelines
Review the content to ensure it doesn't discriminate against any groups and establish if we can develop it further to advance equality and foster good relations. Include further information and details for COVID Officers around equalities and inclusion specifically in relation to COVID-19.	Winter 2021
Be explicit within the e-learning that we will aim to provide content in alternative formats to meet peoples needs and ask people to contact us to explore further.	Winter 2021
Investigate through our invested posts if there is demand for alternative formats and whether the people they support feel excluded because it is only available online.	Winter 2021
We will produce an accessible communications guidance document for internal and external use to support staff and partners when developing online content and written information.	Spring 2021

<p>Considerations for Future</p> <p>ACCESSIBILITY</p> <ul style="list-style-type: none"> • Consideration has been given to support disabled people with a visual and/or auditory impairment. We could invest time and resource into voiceover/narration and subtitling/BSL plus. • Consideration has been given to support people from minority ethnic backgrounds. We could invest time and resource to make the learning available in different languages. <p>We need to actively consider the accessibility issues learners may have, in particular those who are experiencing digital exclusion and provide solutions to improve access. Consideration could be given to investing time and resources into developing a learning format that can be printed off and shared with COVID Officers, e.g., COVID Officer role descriptor, e-learning content and support tools.</p>	<p>Spring 2021 (Ongoing)</p>
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Section 7 – Sign off

<p>Assessment signed off by:</p>	<p>Senior management team</p>
<p>Sign off date</p>	<p>January 2021</p>