

Equality Impact Assessment

Guidance on completing Equality Impact Assessments can be found on the intranet in the equality and inclusion section

Document:	COVID-19 Operating Procedures for Assessment & Certification, including IQA Panel Process
Executive Summary:	Procedures are based on requirements of SQA, with some minor adaptations for the particular circumstances of Borders College

By law we must meet the requirements of the Equality Act 2010 including the Public Sector Equality Duty. Please give due regard to the following when completing an EIA;

- 1: Does the policy/practice eliminate discrimination, harassment and victimisation?
- 2: Does the policy/practice promote equality of opportunity?
- 3: Does the policy/practice promote good relations?

Protected Characteristic	Commentary <i>For each protected characteristic provide a commentary of impact. If a negative impact occurs, consider the following;</i> <ol style="list-style-type: none"> 1. <i>Change the policy so impact is no longer negative</i> 2. <i>Justify why it has to be done e.g. health and safety legislation</i> 3. <i>Consider how you are going to mitigate the impact</i>
Age <i>Someone belonging to a particular age, or range of ages</i>	Procedures laid out in this document aim to put arrangements in place that are without detriment to the student, are robust in terms of quality assurance and assure equity of opportunity and attainment. Where it is possible to apply existing assessment arrangements, without detriment to the student, assessors will continue to gather and mark assessment evidence in the normal way.
Care Experienced <i>Someone who has been or is currently in care or from a looked-after background at any stage in their life. This includes adopted children who were previous looked-after.</i>	In the current exceptional circumstances, these COVID-19 Operating Procedures take a Course Team approach to determine whether additional assessment evidence is needed to make holistic judgements on student outcomes, using a Decision Tree.

<p>Marriage/Civil Partnership <i>Married couples and civil partnership should be treated the same on a wide range of matters</i></p>	<p>Professional discussion in the Course Team involves input from Learning Support. All students should be provided with an equitable opportunity to succeed in these difficult circumstances.</p> <p>It is recognised that some students may be experiencing real and significant barriers to learning during this time that may include front line working duties, poor or no access to IT facilities, low mental health or anxiety, and caring responsibilities.</p>
<p>Race <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i></p>	<p>In such cases, support can be made available through the Support for Learning Team and we will take account of the student's circumstances when planning new or adapted assessment approaches.</p>
<p>Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p>Mitigating circumstances will be recorded and submitted along with other evidence to support ratification of the student outcome. An IQA Panel will standardise the use and interpretation of the SQA Decision Tree at course team level and to assure the quality and fairness of student outcomes where holistic judgements have been made.</p>
<p>Disability <i>A physical or mental impairment which has a substantial and long-term adverse effective on a person's ability to carry out normal day-to-day activities</i></p>	<p>An IQA Appeals Panel will hear student appeals made using the COVID-19 guidance arrangements.</p>
<p>Gender identity/ reassignment <i>The process of transitioning from one gender to another (can include changing names, pronouns, dressing differently, medical intervention and living in their self-identified gender)</i></p>	
<p>Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i></p>	
<p>Religion or Belief <i>Religious and</i></p>	

<i>philosophical beliefs, including lack of belief (atheism)</i>	
Sex <i>Gender assigned at birth</i>	
Employment or Trade Union Membership	
Past Criminal Convictions	
Poverty or Deprivation	

Owner:	Janet Robertson, Director of Business Improvement & Performance	
Date initiated:	23/4/2020	
Consultation:	<i>Which groups were consulted with in the development of this EIA?</i> APs, CLMs/BDU Manager, Head of MIS	
Signature (Owner)	<i>Janet Robertson</i>	Date 23/4/2020
Signature (Equalities Officer)	A Brydon	Date 12/6/2020

Please return the completed Equality Impact Assessment to the Equalities Officer (abrydon@borderscollege.ac.uk)