

# Equality Impact Assessment

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

Document:	SCQF Credit Rating Review Policy and Procedure
Executive Summary:	The College will develop and credit rate and level locally devised awards only where there is no equivalent award available through a nationally recognised awarding body. This will promote learning opportunities for a wider range of learners

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>
<b>Age</b> <i>Someone belonging to a particular age, or range of ages</i>	No negative impact identified.  Positive Impact: Helping people of all ages access appropriate education and training so they can meeting their full potential.
<b>Care Experienced</b> <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>	No negative impact identified.  Positive Impact: Helping people of access appropriate education and training so they can meeting their full potential, regardless of background of circumstances.

<p><b>Marriage/Civil Partnership</b>  <i>Married couples and civil partnership should be treated the same on a wide range of matters</i></p>	<p>No negative impact identified.</p> <p>Positive Impact:  Helping people of access appropriate education and training so they can meeting their full potential, regardless of background of circumstances.</p>
<p><b>Race</b>  <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i></p>	<p>No negative impact identified.</p> <p>Positive Impact:  Helping people of access appropriate education and training so they can meeting their full potential, regardless of background of circumstances.</p>
<p><b>Sexual Orientation</b>  <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p>No negative impact identified.</p> <p>Positive Impact:  Helping people of access appropriate education and training so they can meeting their full potential, regardless of background of circumstances.</p>
<p><b>Disability</b>  <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>No negative impact identified.</p> <p>Positive Impact:  Helping people of access appropriate education and training so they can meeting their full potential, regardless of background of circumstances.</p>
<p><b>Gender identity/ reassignment</b>  <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>No negative impact identified.</p> <p>Positive Impact:  Helping people of access appropriate education and training so they can meeting their full potential, regardless of background of circumstances.</p>
<p><b>Pregnancy/maternity</b>  <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i></p>	<p>No negative impact identified.</p> <p>Positive Impact:  Helping people of access appropriate education and training so they can meeting their full potential, regardless of background of circumstances.</p>
<p><b>Religion or Belief</b>  <i>Religious and</i></p>	<p>No negative impact identified.</p>

<i>philosophical beliefs, including lack of belief (atheism)</i>	Positive Impact: Helping people of access appropriate education and training so they can meeting their full potential, regardless of background of circumstances.
<b>Sex</b> <i>Gender assigned at birth</i>	No negative impact identified.  Positive Impact: Helping people of access appropriate education and training so they can meeting their full potential, regardless of background of circumstances.
<b>Employment or Trade Union Membership</b>	No negative impact identified.  Positive Impact: Helps people of access appropriate education and training so they can meeting their full potential, regardless of background of circumstances.  Helps employers, learners and the general public to understand the full range of Scottish qualifications, how qualifications relate to each other and to other forms of learning, and how different types of qualification can contribute to improving the skills of the workforce.
<b>Past Criminal Convictions</b>	No negative impact identified.  Positive Impact: Helping people of access appropriate education and training so they can meeting their full potential, regardless of background of circumstances.
<b>Poverty or Deprivation</b>	No negative impact identified.  Positive Impact: Helping people of access appropriate education and training so they can meeting their full potential, regardless of background of circumstances.

Owner:	Jayne Gracie Assistant Principal Quality and Development	
Date initiated:	7/9/20	
Consultation:	<i>Which groups were consulted with in the development of this EIA?</i> SQA Coordinator Head of MIS	
Signature (Owner)	J Gracie	Date 14/10/20
Signature (Equalities Officer)	A Brydon	Date 14/10/20

Please return the completed Equality Impact Assessment to the

Equalities Officer ([abrydon@borderscollege.ac.uk](mailto:abrydon@borderscollege.ac.uk))