

Equality Impact Assessment

Document:	Student Guidance Policy and Procedure (May 2020)
Executive Summary:	<p>All aims of this policy and procedure, in their widest application, support equality of opportunity and attempt to reduce discrimination across all protected characteristics by ensuring guidance processes contribute to the enhancement of a quality learning experience, learner achievement and attainment for all students.</p> <p>The key aims which support eliminating discrimination, harassment and victimisation while also promoting equality of opportunity or establishing good relations are a) access to Learning Support, b) access to academic support, and c) access to pastoral support.</p> <p>Achievement Coaches provide vital ongoing pastoral support for all identified 'at risk' students who are struggling to engage with their studies, including through goal setting and identification of barriers to learning.</p> <p>The only group that will have a negative impact is those with past criminal convictions due to the work placement in industry element of the policy.</p> <p>Checks are carried out at application stage and alternative work placement arrangements are put in place, if possible. For some sectors e.g. care, the college may not be able to put in alternative arrangements due to the legal requirements within that industry.</p>

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>	No negative impact. The Student Guidance Policy aims to promote equality of opportunity and minimise the risk of direct or indirect discrimination across all protected characteristics. Transitions support includes opportunities for learners of all ages to access taster sessions, summer schools and induction opportunities.
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>	Care experienced students are less likely to successfully complete their course. Additional provision has been included for these students including support from a dedicated Care Aware Advisor. A funded programme provides support through the transition from schools to college.
Marriage/Civil Partnership <i>Married couples and civil partnership should be treated the same on a wide range of matters</i>	No negative impact. The Student Guidance Policy and Procedure aims to promote equality of opportunity and minimise the risk of direct or indirect discrimination across all protected characteristics.

<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>Students from Eastern Asia may be at more risk of experiencing hate crime given the origin of Covid-19 in China. Consider messaging regarding hate crime and hate crime reporting through social media channels. The Learning Support Team arranges separate induction sessions for ESOL students if required.</p>
<p>Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p>No negative impact. The Student Guidance Policy and Procedure aims to promote equality of opportunity and minimise the risk of direct or indirect discrimination across all protected characteristics. National evidence suggests that LGBTQ students are more likely to experience discrimination and poor mental health and less likely to successfully complete their course. The college has links with local LGBT organisations and many frontline support staff have completed LGBT awareness training. Additional training around trans issues is being organised for AY 20-21. A mental health counsellor is available for students through the student services offer.</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>For students with an identified learning need, the learning support team provides specialist support. Referrals can be completed by students at any time. The Students' Association promotes the referral process throughout the induction period and through the class rep system.</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>National evidence suggests that LGBTQ students are more likely to experience discrimination and poor mental health and less likely to successfully complete their course. The college has links with local LGBT organisations and many frontline support staff have completed LGBT awareness training. Additional training around trans issues is being organised for AY 20-21. A mental health counsellor is available for students through the student services offer.</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>No negative impact. The Student Guidance Policy and Procedure aims to promote equality of opportunity and minimise the risk of direct or indirect discrimination across all protected characteristics.</p>
<p>Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i></p>	<p>No negative impact. The Student Guidance Policy and Procedure aims to promote equality of opportunity and minimise the risk of direct or indirect discrimination across all protected characteristics.</p>
<p>Sex <i>Gender assigned at birth</i></p>	<p>No negative impact. The Student Guidance Policy and Procedure aims to promote equality of opportunity and minimise the risk of direct or indirect discrimination across all protected characteristics.</p>
<p>Employment or Trade Union Membership</p>	<p>No negative impact. The Student Guidance Policy and Procedure aims to promote equality of opportunity and minimise the risk of direct or indirect discrimination across all protected characteristics.</p>
<p>Past Criminal Convictions</p>	<p>Placements require mandatory criminal record checks at application stage. Where possible alternative work placement arrangements are put in place. For some sectors e.g. care, the college may not be able to put in alternative arrangements due to the legal requirements within that industry.</p>

Poverty or Deprivation	For students who require additional financial support, a range of funding options are in place including access to discretionary funding, which is significantly better resourced during the pandemic.
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Owner:	H Anderson	
Date initiated:	22 May 2020	
Consultation:	<i>Which groups were consulted with in the development of this EIA? One Assistant Principal, Head of Student Services, Head of MIS</i>	
Signature (Owner)	<i>H Anderson</i>	Date 22 May 2020
Signature (Equalities Officer)	A Brydon	Date 12 June 2020