

# Equality Impact Assessment

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

Document:	<i>What policy/procedure is under review?</i> Validation & Approval Policy
Executive Summary:	<i>Provide a brief summary – does the proposed change have any negative effect on one or more group of individuals? If yes, what adjustments/recommendations have been made to remedy negative impacts?</i> The policy is used by the College to introduce new programmes to the curriculum or to renew existing programmes. Associated procedures include a number of quality checks to ensure that what is proposed is fit for purpose. These include checks that the proposed new provision is fair and equitable, accessible and arrangements are in place to support individuals with additional needs. Although the policy etc. are designed to reduce the risk that there are negative impacts for people with protected characteristics the College continues to monitor the admission, enrolment and success rates for all protected characteristics.

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. The Policy is designed to eliminate discrimination, harassment and victimisation and to promote equality of opportunity and good relations. The policy is used by the College to introduce new programmes to the curriculum or to renew existing programmes. Associated procedures include a number of quality checks to ensure that what is proposed is fit for purpose. These include checks that the proposed new provision

	is fair and equitable, accessible and arrangements are in place to support individuals with additional needs.
<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. As above.
<b>Marriage/Civil Partnership</b> <i>Married couples and civil partnership should be treated the same on a wide range of matters</i>	No negative impact. As above.
<b>Race</b> <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i>	No negative impact. As above.
<b>Sexual Orientation</b> <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i>	No negative impact. As above.
<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>No negative impact. As above.</p> <p>Risk assessments completed for all disabled students to identify potential H&amp;S risks and mitigate where possible.</p>
<b>Gender identity/ reassignment</b> <i>The process of transitioning from one</i>	No negative impact. As above.

<p><i>gender to another (can include changing names, pronouns, dressing differently, medical intervention and living in their self-identified gender)</i></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>Risk assessments to be completed for all pregnant students to identify potential H&amp;S risks and mitigate where possible.</p>
<p><b>Religion or Belief</b>  <i>Religious and philosophical beliefs, including lack of belief (atheism)</i></p>	<p>No negative impact. As above.</p>
<p><b>Sex</b>  <i>Gender assigned at birth</i></p>	<p>No negative impact. As above.</p>
<p><b>Employment or Trade Union Membership</b></p>	<p>No negative impact. As above.</p>
<p><b>Past Criminal Convictions</b></p>	<p>As above. May have an impact on the students' ability to undertake work placement where PVG disclosures are required. When it is a legal requirement by the employer (e.g. Social Care &amp; Healthcare) and when a work placement is an essential part of a course, we will carry out a Criminal Conviction check during the application process to ensure the individual doesn't start the course unaware of the implications. The impact of a criminal check and/or PVG disclosure will be at the discretion of the employer and in some circumstances, the college may take the student on placement so we can provide appropriate support and opportunity to them.</p>
<p><b>Poverty or Deprivation</b></p>	<p>As above. There may be digital poverty due to the current necessity to deliver online. The College is utilising Bursary funds to provide laptops to students and also data bundles when internet access is poor. The Student Support Network and referral system is available to students to help them source appropriate digital access.</p>

Owner:	Janet Robertson	
Date initiated:	25/05/2020	
Consultation:	<i>Which groups were consulted with in the development of this EIA? JCCP (June 2020), EIA Team (VP Curriculum &amp; Support, EDI Officer, Student President)</i>	
Signature (Owner)	<i>Janet Robertson</i>	Date 12/08/2020
Signature (Equalities Officer)	<i>Amy Brydon</i>	Date 12/08/2020

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

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