

# Equality Impact Assessment

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

Document:	New Borders College Website – 16/08/21
Executive Summary:	<p>The new website is being developed with accessibility as one of the main objectives and is being built to WCAG 2.1 AA as a minimum.</p> <p>Web Content Accessibility Guidelines (WCAG) 2.1 defines how to make Web content more accessible to people with disabilities. Accessibility involves a wide range of disabilities, including visual, auditory, physical, speech, cognitive, language, learning, and neurological disabilities. Although these guidelines cover a wide range of issues, they are not able to address the needs of people with all types, degrees, and combinations of disability. These guidelines also make Web content more usable by older individuals with changing abilities due to aging and often improve usability for users in general.</p> <p>The Borders College Curriculum Strategy aims to promote equality of opportunity and to minimise the risk of direct or indirect discrimination across all protected characteristics and this is reflected in the use of appropriate imagery where it is available, and messaging.</p> <p>Information on support services</p> <p>We will work with the Students' Association to review the website during AY 2021-22.</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?

<b>Protected Characteristic</b>	<p>Commentary</p> <p><i>For each protected characteristic provide a commentary of impact. If a negative impact occurs, consider the following;</i></p>
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	<ol style="list-style-type: none"> <li>1. <i>Change the policy so impact is no longer negative</i></li> <li>2. <i>Justify why it has to be done e.g. health and safety legislation</i></li> <li>3. <i>Consider how you are going to mitigate the impact</i></li> </ol>
<b>Age</b> <i>Someone belonging to a particular age, or range of ages</i>	No negative impact.
<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.
<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.
<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><b>Potential negative impact:</b>  BME people may not be represented within the images and content within the website, building in anti-racism</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Images/information relating to BME people is available</li> </ul> <p><b>Potential negative impact:</b>  Those with English as a second language may not be able to read the content of the website.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Identify translation software and signpost within accessibility statement.</li> </ul>
<b>Sexual Orientation</b> <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i>	<p><b>Potential negative impact:</b>  LGBTQ+ people may not be represented within the images and content within the website.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Images/information relating to LGBTQ+ support are visible</li> </ul>

<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><b>Potential negative impact:</b>  Individuals with learning may face barriers to accessing/navigating the website.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• The website was built with accessibility at the heart of the process and has been developed to meet current accessibility requirements (WCAG 2.1 AA).</li> <li>• Our accessibility statement highlights the steps the college is taking to make its digital content more accessible.</li> <li>• We will continue to provide support to staff to develop information in Plain English.</li> </ul> <p><b>Potential Negative Impact</b>  Disabled people may not be represented within the images and content within the website.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Use of diverse images and news stories where possible</li> </ul>
<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</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.</p>
<p><b>Religion or Belief</b>  <i>Religious and philosophical beliefs, including lack of belief (atheism)</i></p>	<p>No negative impact.</p>
<p><b>Sex</b>  <i>Gender assigned at birth</i></p>	<p>No negative impact.</p>
<p><b>Employment or Trade Union Membership</b></p>	<p>No negative impact.</p>

<b>Past Criminal Convictions</b>	No negative impact.
<b>Poverty or Deprivation</b>	No negative impact.

Owner:	Marketing Manager	
Date initiated:	14/07/21	
Consultation:	The web development standards ' <i>Sitewide Accessibility Requirements</i> ' were endorsed by JG on 12/05/21 as part of the 'Borders College Website - Technical Requirements', through the Web Development Team.	
Signature (Owner)	C Reith	Date 14/07/21
Signature (Equalities Officer)	A Brydon	Date 24/09/2021

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