

Equality Impact Assessment

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

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| Document: | <i>HNC Care Practice SCQF 7</i> |
| | <i>The new HNC Health Care Practice should have no negative impact on equalities.</i> |

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?

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| Protected Characteristic | <p>Commentary</p> <p><i>For each protected characteristic provide a commentary of impact. If a negative impact occurs, consider the following;</i></p> <ol style="list-style-type: none"> <i>1. Change the policy so impact is no longer negative</i> <i>2. Justify why it has to be done e.g. health and safety legislation</i> <i>3. Consider how you are going to mitigate the impact</i> |
| <p>Age</p> <p><i>Someone belonging to a particular age, or range of ages</i></p> | <p><i>No negative impact identified, course attracts a mix of young and mature learners</i></p> <p><i>Continue to monitor course enrolments and consider marketing strategies to attract more mature students if necessary.</i></p> |
| <p>Care Experienced</p> <p><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></p> | <p><i>No negative impact identified, and college takes positive action to provide places for students from a care experienced background.</i></p> |

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| <p>Marriage/Civil Partnership <i>Married couples and civil partnership should be treated the same on a wide range of matters</i></p> | <p><i>No negative impact identified</i></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><i>No negative impact identified</i></p> |
| <p>Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p> | <p><i>No negative impact identified</i></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><i>No negative impact identified, although some courses continue to require a skills tests to ensure that candidates have the essential skills required to complete the course. Regulatory requirements may impact on the ability for some individuals to complete the practical elements, and progress into some occupations.</i></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><i>No negative impact identified</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><i>No negative impact identified</i></p> <p>Risk assessments to be completed for all pregnant students to identify potential H&S risks and mitigate where possible.</p> |

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| Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i> | <i>No negative impact identified,</i> |
| Sex <i>Gender assigned at birth</i> | <i>No negative impact identified but the course does attract predominantly female learners.</i> <i>Continue to monitor course enrolments and consider marketing strategies to attract more male students if necessary.</i> |
| Employment or Trade Union Membership | <i>No negative impact identified</i> |
| Past Criminal Convictions | <i>No negative impact identified. Students to complete a PVG disclosure as part of the recruitment process</i> |
| Poverty or Deprivation | <i>No negative impact identified, course costs and sponsorship bursaries sought to ensure essential kit available to all</i> |

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| Owner: | Lesley Anderson | |
| Date initiated: | 5/5/2021 | |
| Consultation: | <i>Student Association/Equalities officer Assistant Principal Quality and Development Vice Principal Curriculum and Student Services</i> | |
| Signature (Owner) | <i>Lesley Anderson</i> | Date: 5/5/2021 |
| Signature (Equalities Officer) | A Brydon | Date 14/05/21 |

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