

Equality Impact Assessment

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

Document:	Integrated Helpdesk System on Student Portal
Executive Summary:	<p>As part of a new integrated helpdesk system, the college is proposing to introduce a new integrated helpdesk system that will enable students to access outstanding tickets from across various services and access self-help documentation and further support. This will be hosted on the existing student portal and accessible on various self-help kiosks.</p> <p>The following EIA identifies a positive impact across all protected characteristics in terms of providing integrated helpdesk support. Having everything in one place will enhance accessibility for all students.</p> <p>Potential negative impact across all PCs: Varying levels of digital literacy is likely to impact on student's ability to use this feature. This impact may occur across all protected characteristics.</p> <p>Mitigation: Alternative approaches to offering support should be available, including face-to-face support Signposting available for alternative support New helpdesk feature introduced to students during induction</p> <p>The college should ensure that all vendors can provide software that complies with the current accessibility regulations (WCAG 2.1 AA accessibility standard).</p> <p>All content should be created in Plain English with consideration to the college accessibility guidance.</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?

<p>Protected Characteristic</p>	<p>Commentary <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"> 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>
<p>Age <i>Someone belonging to a particular age, or range of ages</i></p>	<p>No negative impacts</p>
<p>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></p>	<p>No negative impacts</p>
<p>Marriage/Civil Partnership <i>Married couples and civil partnership should be treated the same on a wide range of matters</i></p>	<p>No negative impacts</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>Negative Impact Students with English as a second language may experience issues with accessibility Mitigation Ensure translation options are available</p>
<p>Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p>No negative impacts</p>
<p>Disability <i>A physical or mental impairment which has a substantial and long-term adverse</i></p>	<p>Negative Impact: Kiosk height may not be wheelchair accessible Mitigation: Ensure wheelchair accessible kiosks are provided by vendors and available at each campus.</p>

<i>effective on a person's ability to carry out normal day-to-day activities</i>	<p>Negative Impact: Kiosks may not be accessible for students with visual impairments</p> <p>Mitigation: Kiosks located in visible locations free from clutter Screen reader functionality integrated</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>	No negative impacts
<p>Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i></p>	No negative impacts
<p>Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i></p>	No negative impacts
<p>Sex <i>Gender assigned at birth</i></p>	No negative impacts
<p>Employment or Trade Union Membership</p>	No negative impacts
<p>Past Criminal Convictions</p>	No negative impacts
<p>Poverty or Deprivation</p>	No negative impacts

Owner:	Scott Moncrieff	
Date initiated:	01/06/2022	
Consultation:	<i>Which groups were consulted with in the development of this EIA?</i> Head of ISLT, Head of Student Services, Learning Support Manager, E-learning advisor, Equalities Officer	
Signature (Owner)	S Moncrieff	Date 7/6/22

Signature (Equalities Officer)	A Brydon	Date 01/06/22
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Please return the completed Equality Impact Assessment to the Equalities Officer (abrydon@borderscollege.ac.uk)