

Equality Impact Assessment

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

Document:	<i>HND Software Development Year 2 – SCQF Level 8 – Approval Panel</i>
Executive Summary:	<i>There have been no identified negative impacts on one or more groups of individuals in the development or preparation for delivery of this award and it is a continuation of our current provision.</i>

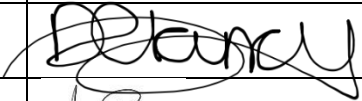

By law we must meet the requirements of the Equality Act 2010 including the Public Sector Equality Duty. Please give due regard to the following when completing an EIA;

- 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?

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"> <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>
Age <i>Someone belonging to a particular age, or range of ages</i>	<i>No negative impacts have been identified and the course is open to all age ranges.</i> <i>It is important that trends and barriers are monitored to ensure Borders College are proactive in its recruitment for this course.</i>
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>	<i>No negative impact has been identified for learners who are care experienced.</i> <i>Staff and students will be supported throughout delivery by the appropriately qualified experts in Borders College.</i>

<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 has been identified for learners who are in a marriage or civil partnership.</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 has been identified for learners with regard to race</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 has been identified for learners with regard to their sexual orientation.</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 has been identified for learners with regard to their disability. A skills test is at times required to verify a candidate's suitability and reasonable adjustments can be sought to provide access to learning if this is a barrier that can be overcome.</i></p> <p><i>Staff and students will be supported throughout delivery by the appropriately qualified experts in Borders College.</i></p> <p><i>The physical learning spaces are situated on the first floor with a spacious layout making it accessible for individuals with mobility issues and wheelchair users. There is access to these classrooms via the lifts.</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 impacts have been identified and the course is open to all.</i></p> <p><i>It is important that trends and barriers are monitored to ensure Borders College are proactive in its recruitment for this course.</i></p>
<p>Pregnancy/maternity <i>Refers to being pregnant and the</i></p>	

<i>period after birth (linked to maternity leave in the employment context)</i>	<i>No negative impacts have been identified and the course is open to all. A risk assessment will be undertaken when a pregnant student has been identified in the group to reduce the likelihood of any negative impact as far as reasonably practicable.</i>
Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i>	<i>No negative impact has been identified for learners with regard to their religion or belief.</i>
Sex <i>Gender assigned at birth</i>	<i>No negative impact has been identified for learners with regard to their sex.</i>
Employment or Trade Union Membership	<i>No negative impact has been identified for learners with regard to their connections with trade unions or employment.</i>
Past Criminal Convictions	<i>No negative impact has been identified for learners with regard to their past criminal convictions. If any issues are raised then this should be communicated with the HoS and appropriate staff.</i>
Poverty or Deprivation	<i>No negative impact has been identified for learners with regard to their financial situation. Access to learning, financial support and other resources will be communicated through student services.</i>

Owner:	Dale Clancy	
Date initiated:	28-11-2023	
Consultation:		
Signature (Owner)		Date 28-11-2023
Signature (Equalities Officer)		Date 29/11/2023

Please return the completed Equality Impact Assessment to the Equalities Officer

