

Equality Impact Assessment

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

Document:	Student Guidance Policy
Executive Summary:	This Equality Impact Assessment (EIA) evaluates the potential impacts of the Student Guidance Policy at Borders College on students with protected characteristics and other key groups. The policy outlines a trauma-informed, person-centred approach to supporting student success and wellbeing. It emphasises equity in access to guidance and support services, and aims to remove barriers to learning. This EIA ensures the policy supports all students fairly and identifies areas for improvement in practice or implementation.


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	<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>The policy applies to all full-time students, who may range widely in age. The guidance system is inclusive and recognises that different age groups may face distinct challenges, such as returning to education as an adult, or transitioning from school. The emphasis on individual needs and tailored support helps mitigate age-related barriers.</p> <p>Impact: <i>Positive</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</i></p>	<p>The policy highlights transitions and access to external and internal support, which is especially important for care-experienced learners.</p> <p>Recommendation: Ensure tailored transition and ongoing support is clearly communicated to this group.</p> <p>Impact: <i>Positive</i></p>

<i>children who were previous looked-after.</i>	
Marriage/Civil Partnership <i>Married couples and civil partnership should be treated the same on a wide range of matters</i>	<p>There is no direct impact of marital status.</p> <p>Impact: <i>Neutral</i></p>
Race <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i>	<p>While the policy does not mention race or ethnicity explicitly, its inclusive and needs-led approach creates space for cultural considerations and tailored support.</p> <p>Recommendation: Monitor data on engagement with support services across racial/ethnic groups to ensure equitable access.</p> <p>Impact: <i>Positive</i></p>
Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i>	<p>The policy supports a person-centred approach, allowing students to receive support that respects their identity. Collaboration with the Students' Association may further promote LGBTQ+ inclusion.</p> <p>Impact: <i>Positive</i></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>The policy explicitly includes Learning Support Advisors and Assistants, highlighting a clear commitment to supporting disabled students. This includes both learning difficulties and potentially wider disabilities through referral pathways.</p> <p>Impact: <i>positive</i></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>Although gender identity is not explicitly referenced, the trauma-informed and person-centred approach is inclusive of trans and non-binary students. Collaboration with the Students' Association may support advocacy for these learners.</p> <p>Impact: <i>Positive</i></p>
Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity)</i>	<p>The pastoral support structure is flexible and could accommodate students who are pregnant or new parents. This includes adjustments for attendance, additional support, and referral to external agencies.</p> <p>Impact: <i>Positive</i></p>

<i>leave in the employment context)</i>	
Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i>	The general support and referral framework can address religious or belief-based needs. Impact: <i>Positive</i>
Sex <i>Gender assigned at birth</i>	There is no discrimination or bias by sex. The system is designed to offer equal support to all students, regardless of sex. Impact: <i>Neutral to positive</i>
Employment or Trade Union Membership	Many students may be balancing employment alongside study. While this is not explicitly addressed in the policy, the individualised and person-centred approach allows for flexibility in recognising and responding to such pressures. Impact: <i>Positive</i>
Past Criminal Convictions	There is no discrimination noted, and students with convictions may benefit from the guidance and referral pathways. However, this group may require reassurance of confidentiality and support in disclosing convictions where relevant (e.g. for placements). Recommendation: Ensure staff are trained to offer non-judgemental support and that referral pathways are clearly defined for these students. Impact: <i>Potentially positive</i>
Poverty or Deprivation	Financial and wellbeing support is explicitly included. The policy connects students to both internal services and external organisations, which can provide key financial assistance, including help with travel, food, and accommodation. Impact: <i>Positive</i>

Owner:	A Brydon	
Date initiated:	26.5.25	
Consultation:	<i>Which groups were consulted with in the development of this EIA?</i>	
Signature (Owner)		Date 26.5.25
Signature (Equalities Officer)	<i>Hilary Broatch</i>	Date 26.5.25

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