

EQIA

Please refer to the guidance document to support the completion of this EQIA.
This EQIA has five sections A, B, C, D & E

Section A: Planning Process

Information Required	Response
EQIA Owner	Vice Principal – Student Experience
Policy, practice, process, project/activity or delivery change being assessed.	Skills & Enterprise Strategy 2030
Purpose and anticipated outcomes.	The Skills & Enterprise Strategy is one of six key strategies which supports Borders College Vision 2030 . It sets out the pivotal role Borders College plays in the delivery of skills and learning in the Scottish Borders. The strategy outlines what Borders College wants to achieve for the Scottish Borders by 2030 and gives direction for this. It describes the College's approach to achieving three strategic outcomes for the region.
Is this a new or existing policy, practice, process, project/activity or delivery change being assessed?	This is a new strategy.
List of participants and who will be consulted in EQIA e.g. staff, stakeholders, students, etc.	Students, Students Association, Staff, Regional Board, external survey from citizens of Borders Region Employers, relevant partners
Who is likely to be affected? e.g. employees, visitors, contractors, women, men, young people, older people, people with disabilities etc.	Students, employers, schools, partner organisations e.g. SDS
What evidence is available of how the policy/decision, etc. affects, or may affect, protected groups? <i>Evidence could be data, research, gaps consultation etc</i>	Student data which includes success & satisfaction rates and full-time higher education enrolments. Employer satisfaction rates. Data from commercial activity. Data from full time delivery courses. Data around the success of protected groups will continue to be gathered, analysed and acted upon through college processes and committee structures.
Are there any other policies, practices etc. that may be affected?	This strategy complements all college policies and strategies. It aligns to college values within our 'Vision 2030'. It takes cognisance of our Cooperative Parenting

	Plan, Equalities Action Plan. No policies, strategies shall be adversely impacted because of this strategy.
Date EQIA started	January 2026
Completion date	January 2026

Section B: Meeting the Public Sector Equality Duty (PSED)

Please state in the column of 'Information Provided' how this policy, practice, process, project/activity or delivery change will comply with each/any element of the PSED listed in the first column.

PSED	Information Provided
Eliminating discrimination, harassment, and victimisation	
Advance equality of opportunity between people who share a protected characteristic and those who do not <ul style="list-style-type: none"> • Removing disadvantage • Meeting different needs • Encouraging participation 	This strategy offers opportunity and support for all. It takes a holistic approach to skills planning and delivery which embeds inclusive and accessible learning and trauma informed practice.
Foster good relations between people who share a protected characteristic and those who do not. <ul style="list-style-type: none"> • Tackling prejudice • Promoting understanding 	This strategy offers opportunity and support for all. It takes a holistic approach to skills planning and delivery which embeds inclusive and accessible learning and trauma informed practice.

Section C: Assessing Impact

Please consider the impact this policy, practice, process, project/activity or delivery change will have on equality groups. Place 'X' in relevant impact box and provide further details. Further information on Equality groups can be found in Appendix 1.

Equality Group	Positive Impact	Negative Impact	No Impact	Describe the changes or actions (if any) you plan to take to mitigate or maximise impact.
Age	X			This strategy does not adversely affect any protected characteristics group.
Disability	X			This strategy does not adversely affect any protected characteristics group.
Race	X			This strategy does not adversely affect any protected characteristics group.
Sex	X			This strategy does not adversely affect any protected characteristics group.
Gender Reassignment	X			This strategy does not adversely affect any protected characteristics group.
Sexual Orientation	X			This strategy does not adversely affect any protected characteristics group.
Religion or Belief	X			This strategy does not adversely affect any protected characteristics group.
Pregnancy or Maternity	X			This strategy does not adversely affect any protected characteristics group.
Marriage or civil Partnership	X			This strategy does not adversely affect any protected characteristics group.
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Additional Characteristics				
Corporate Parenting / Care Experienced	X			This strategy does not adversely affect any protected characteristics group.
Poverty or Social Deprivation	X			This strategy does not adversely affect any protected characteristics group.
Past Criminals Convictions	X			This strategy does not adversely affect any protected characteristics group.

Employment or Trade Union Members	<input checked="" type="checkbox"/>			This strategy does not adversely affect any protected characteristics group.
Armed Forces Community	<input checked="" type="checkbox"/>			This strategy does not adversely affect any protected characteristics group.
Those with experience of Trauma	<input checked="" type="checkbox"/>			Strategy recognises the diversity of learners experiences and takes a trauma informed approach to delivery.

Section D: Acting on the result of the EQIA

Before submitting this, please choose one of the outcomes listed below to show the final decision as a result of this EQIA.

<ul style="list-style-type: none"> No barriers identified – the assessment is that the policy, practice, process, project/activity or delivery change is/will be robust and can proceed. 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Adapt, adjust or change the policy, practice, process, project/activity or delivery change – this involves taking steps to remove bias and any barriers, to better advance equality and/or to foster good relations. 	
<ul style="list-style-type: none"> Barriers and impact identified however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy, practice, process, project/activity or delivery change. Therefore, you are going to proceed with caution knowing that it may favour some people less than others, providing justification for this decision. 	
<ul style="list-style-type: none"> Stop the policy, practice, process, project/activity or delivery change as there are adverse effects cannot be prevented/mitigated against. 	

Section E: Monitoring and Sign Off

Monitoring

When will the policy, practice, process, project/activity or delivery change be reviewed?	This Strategy will be reviewed on an ongoing basis throughout an academic session; <ul style="list-style-type: none"> Reported on at Regional Board Meetings (four PA) Reported on at Curriculum Quality, Student Experience Committee (CQSEC) (3 times PA) Discussed at Delivery Operations Meetings Indirectly reported at Learning and Teaching Committee (4 times per year), agenda items at this committee reflect the actions within
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	<ul style="list-style-type: none"> the strategy • We have quarterly meetings with Quality Assurance Agency (QAA) and Scottish Funding Council (SFC) whereupon our targets shall be reviewed including how we address education for individuals facing barriers.
<p>Can this EQIA be published in full now? (yes or no)</p> <p>If 'no' please specify when it may be published or indicate restrictions that apply e.g. committee schedule process</p>	<p>Yes</p>

Sign off

EQIA Owner	Anne-Marie Sturrock
Date	January 2026
EDI Officer	<i>Hilary Broatch</i>
Date	January 2026

Please send the completed EQIA to the Equality, Diversity & Inclusion Officer
hbroatch@borderscollege.ac.uk