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	Assistant Principal Delivery & Sustainability
Policy, practice, process, project/activity or delivery change being assessed.	Student Enrolment & Induction Procedure
Purpose and anticipated outcomes.	To ensure all students have a smooth, equitable enrolment and induction experience, including understanding of course requirements, access to support services, and integration into college life. Expected outcomes include improved student retention, reduced withdrawal, and enhanced student engagement.
Is this a new or existing policy, practice, process, project/activity or delivery change being assessed?	Existing procedure
List of participants and who will be consulted in EQIA *e.g. staff, stakeholders, students, etc.*	Student Support Officers (SSOs), Delivery Team Managers (DTMs), BCSA representatives, Student Funding team, MIS, delivery staff, Student Induction Committee, Students Association, EDI Officer
Who is likely to be affected? *e.g. employees, visitors, contractors, women, men, young people, older people, people with disabilities etc.*	All students enrolling at the college (full-time and part-time), staff involved in enrolment/induction, visitors attending induction sessions. Specific groups potentially affected include: Young people and mature students Students with disabilities Students from minority ethnic backgrounds Students with caring responsibilities or pregnancy/maternity needs Students experiencing poverty or social deprivation Part-time, late-start, or returning students
What evidence is available of how the policy/decision, etc. affects, or may affect, protected groups?	Student retention and withdrawal data showing higher risk for late starters

Evidence could be data, research, gaps consultation etc	Feedback from previous enrolment and induction sessions (surveys, consultations) Consultation with BCSA and other services
Are there any other policies, practices etc. that may be affected?	Student Guidance Policy and Procedure
Date EQIA started	09/01/2026
Completion date	13/01/2026

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	Procedure ensures multiple enrolment options (online, in-person, quiet sessions) to prevent exclusion; staff support available to reduce barriers.
Advance equality of opportunity between people who share a protected characteristic and those who do not • Removing disadvantage • Meeting different needs • Encouraging participation	Sessions tailored for full-time, part-time, and late-start students; signage and accessible spaces considered. BCSA activities, class rep opportunities, and familiarisation sessions support engagement. Quiet enrolment and late-start support mitigate disadvantages for students with disabilities, health issues, or caring responsibilities.
Foster good relations between people who share a protected characteristic and those who do not. • Tackling prejudice • Promoting understanding	Induction encourages interaction among diverse student groups, collaborative activities, and BCSA participation, promoting understanding and social cohesion.

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	Young and mature students supported through induction			Continue to provide age-appropriate support; collect feedback from learners on quality of induction experience
Disability	Accessible enrolment, quiet sessions, support from SSOs			Ensure physical and digital accessibility; provide additional support where required
Race	Inclusive induction process			Monitor participation of minority ethnic students; provide translation/interpretation support if needed
Sex	Inclusive induction process			Ensure materials and sessions remain gender-neutral
Gender Reassignment	Inclusive induction process			Train staff to be aware of needs; confidential support available
Sexual Orientation	Inclusive induction process			Continue to highlight inclusive policies during induction
Religion or Belief	Inclusive induction process			Ensure induction activities do not conflict with religious commitments; provide quiet spaces if required
Pregnancy or Maternity	Late-start induction and flexible enrolment support			Provide additional support and tailored timetables for pregnant students or new parents
Mariage or civil Partnership	No anticipated impact			
Additional Characteristics				
Corporate Parenting / Care	SSOs provide targeted support for care-			provide additional support where required; Train staff to be aware of needs

Experienced	experienced students			
Poverty or Social Deprivation	Travel/funding information and bursary guidance included			Provide additional support where required; Train staff to be aware of needs
Past Criminals Convictions	New process for disclosing criminal convictions means students are not required to disclose on application; supportive process in place for offer holders, coordinated via safeguarding team			
Employment or Trade Union Members	Flexible enrolment options			
Armed Forces Community	Flexible enrolment options, late-start and tailored induction mitigate challenges			
Those with experience of Trauma	Quiet sessions and small group induction reduce anxiety			

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.

● No barriers identified – the assessment is that the policy, practice, process, project/activity or delivery change is/will be robust and can proceed.	**X**
● 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.	
● 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.	
• 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?	Every 3 years or as and when required, prior to the summer enrolment period, in consultation with Professional Services, delivery teams and BCSA.
Can this EQIA be published in full now? (yes or no) If 'no' please specify when it may be published or indicate restrictions that apply e.g. committee schedule process	Yes

Sign off

EQIA Owner	David Lowe - Assistant Principal Delivery & Sustainability
Date	9.1.26
EDI Officer	*Hilary Broatch*
Date	13.1.26

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