

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	Quality Improvement Manager
Policy, practice, process, project/activity or delivery change being assessed.	Update to document <i>Approach to Quality Improvement</i> responding to Tertiary Quality Enhancement Framework (TQEF) for Scotland's colleges and universities.
Purpose and anticipated outcomes.	Provides a clear strategic vision of quality enhancement activities, explains how we evaluate our current strengths and areas for development so that we meet the needs of all students, particularly those with protected characteristics.
Is this a new or existing policy, practice, process, project/activity or delivery change being assessed?	Existing
List of participants and who will be consulted in EQIA e.g. <i>staff, stakeholders, students, etc.</i>	Lecturing staff and leaders
Who is likely to be affected? e.g. <i>employees, visitors, contractors, women, men, young people, older people, people with disabilities etc.</i>	All staff and students
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>	There is significant research on how quality assurance systems in colleges and universities can positively impact students with protected characteristics. Findings indicate that well- implemented quality assurance can improve equity, inclusion, and support for students with protected characteristics. For example, a study from the Higher Education Funding Council for England (HEFCE) on academic standards found that internal verification and internal audits (ILQR) were effective in maintaining fairness in assessments, thus promoting equitable outcomes across diverse student populations.
Are there any other policies, practices etc.	Document supports external quality assurance activity such as the Tertiary Quality Enhancement Review and

that may be affected?	QAA Institutional Liaison Meeting.
Date EQIA started	February 2026
Completion date	March 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	This document sets out our annual systems and processes to monitor learning and teaching, and the impact we are having on all students, to minimize the risk of bias or unfair treatment. For example, a verified assessment process helps ensure that all students are graded based on the same criteria, with the same level of rigor, ensuring fairness.
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 	Document illustrates how we ensure that steps are taken to prevent bullying, promote positive peer relationships, and build a culture of acceptance.
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 	Document shows how student partnership activities, including student voice and engagement ensures that students with protected characteristics, especially those from lower-income or disadvantaged backgrounds, have access to those enrichment programs, extracurricular activities, and academic opportunities they value. Without such consultation, students from these backgrounds may not have the opportunities to foster good relations with peers.

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 explains how we identify whether existing policies or practices unintentionally disadvantage students who are under 16, 16-19, 20-24 and 24+.
Disability	X			Students with disabilities may experience discrimination due to a lack of appropriate resources, accommodations, or understanding from educators. This document explains how this is monitored and how improvements are actioned to accommodate the diverse needs of all students, including those with disabilities.
Race	X			Review processes allow for the identification of structural barriers that might prevent students with protected characteristics such as race, sex, gender or sexuality from succeeding. Examples include a lack of targeted recruitment for these students with into gifted and talented programs,
Sex	X			As above
Gender Reassignment	X			As above
Sexual Orientation	X			As above
Religion or Belief	X			Document shows how collecting and analysing data on student performance, attendance, disciplinary records, and outcomes across different groups, including those with religion or belief, can identify trends or gaps in achievement that need attention.
Pregnancy or Maternity	X			As above

Mariage or civil Partnership	X			As above
Additional Characteristics				
Corporate Parenting / Care Experienced	X			Based on the outcome of quality reviews, the college can implement targeted interventions for students who are care-experienced and may be underperforming or facing significant challenges. These interventions might include academic support programs, mentorship opportunities, or counselling services designed to address specific needs.
Poverty or Social Deprivation	X			Students who are socioeconomically disadvantaged may be disproportionately placed in lower courses on lower levels of learning, often due to unconscious bias or the assumption that they are less capable. This can affect their motivation to learn, academic growth and limit their future prospects. Quality systems ensure that all students, regardless of their background or identity, have an equal opportunity to succeed.
Past Criminals Convictions	X			See above
Employment or Trade Union Members	X			See above
Armed Forces Community	X			See above
Those with experience of Trauma	X			These students are at greater risk of mental health issues. This document explains how we ensure that students are receiving the support they need. This might include expanding counselling services, implementing peer support networks, or offering specialized services for students who have experienced trauma. By evaluating how the college handles student wellbeing and mental health, the review can ensure that students feel supported, valued, and

				understood. This leads to a more positive learning culture, which in turn can improve student engagement, behaviour, and academic performance.
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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. 	X
<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?	March 2029
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, following approval at JCCP on 17 th March

Sign off

EQIA Owner	P McNeill
Date	1/3/26
EDI Officer	<i>Hilary Broatch</i>
Date	4.3.26

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