

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 |
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| EQIA Owner | Director of Estates & Facilities |
| Policy, practice, process, project/activity or delivery change being assessed. | Estates Strategy |
| Purpose and anticipated outcomes. | <p>The Estates Strategy 2025–2030 sets out how Borders College will manage, develop and invest in its estate over the next five years. The strategy supports the College’s Vision 2030 (“Your College, Your Future”) and focuses on:</p> <ul style="list-style-type: none"> • Consolidation of campuses, particularly post-2026 following the cessation of co-location arrangements • Redevelopment of the Galashiels Campus as the main hub • Maintenance and future replacement of the Newtown St Boswells land-based campus • Improving sustainability, energy efficiency and progress towards Net Zero • Enhancing student and staff experience through modern, flexible, safe and inclusive learning environments <p>The strategy includes potential relocation of provision, changes to building use, and major capital works.</p> |
| Is this a new or existing policy, practice, process, project/activity or delivery change being assessed? | New |
| List of participants and who will be consulted in EQIA <i>e.g. staff, stakeholders, students, etc.</i> | Staff, students, board of management, |
| Who is likely to be affected? <i>e.g. employees, visitors, contractors, women, men, young people, older people, people with disabilities etc.</i> | <ul style="list-style-type: none"> • Students (full-time, part-time, supported learning, land-based learners) • Staff (teaching, support, estates and management) • Applicants and prospective learners • Community and industry partners |

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| | <ul style="list-style-type: none"> • Visitors and commercial users of the estate • People with disabilities |
| <p>What evidence is available of how the policy/decision, etc. affects, or may affect, protected groups?</p> <p><i>Evidence could be data, research, gaps consultation etc</i></p> | <ul style="list-style-type: none"> • Condition and Suitability assessment • Operational plans • Life cycle data, • 2026 Estates Master plan. • Student satisfaction and feedback (referenced within the Strategy) • Estates condition and suitability assessments (April 2024) • Engagement feedback relating to student experience at satellite campuses • Equality Act 2010 and Public Sector Equality Duty (Scotland) |
| Are there any other policies, practices etc. that may be affected? | No |
| Date EQIA started | April 2026 |
| Completion date | April 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 |
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| Eliminating discrimination, harassment, and victimisation | New estates strategy will provide all visitors with an estate which meet all of the access guidance and will reduce inequalities by ensuring services and provisions are easier for all to access. |
| <p>Advance equality of opportunity between people who share a protected characteristic and those who do not</p> <ul style="list-style-type: none"> • Removing disadvantage • Meeting different needs • Encouraging participation | Consolidating service provision and access to a reduced estate will remove disadvantages across sites and encourage participation. The strategy creates opportunities to remove systemic barriers, improve access to support, and enable learners and staff to achieve comparable outcomes. |
| Foster good relations between people who share a protected characteristic and those who do not. | The Strategy supports a sense of belonging and shared experience, helping to reduce isolation and promote positive relationships across protected and non-protected groups. |

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| <ul style="list-style-type: none"> • Tackling prejudice • Promoting understanding | |
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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 | <p>Potential impacts:</p> <ul style="list-style-type: none"> • Service users may benefit from improved facilities, student spaces and access to wider support services. • Some service users such as returning learners and apprentices may be affected by changes in location, travel distance or timetable structure. <p>Mitigation / Actions:</p> <ul style="list-style-type: none"> • Maintain flexible delivery models (blended, part-time, outreach where appropriate). • Consider travel impacts on adult learners & staff with caring or work commitments. |
| Disability | x | | | <p>Consolidating services onto less site will improve facilities access.</p> <p>Potential impacts:</p> <ul style="list-style-type: none"> • Campus consolidation may improve access to student services and learning support by locating them on a single, accessible site. • Redevelopment provides opportunities to improve physical accessibility, inclusive design, signage, wayfinding and digital access. • Relocation or temporary use of buildings during refurbishment could create short-term access challenges. |

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| | | | | <ul style="list-style-type: none"> Rural and land-based learners may face additional travel barriers if provision is relocated. <p>Mitigation / Actions:</p> <ul style="list-style-type: none"> Ensure inclusive design principles are embedded in all capital projects. Carry out accessibility audits of refurbished and newly developed spaces. Provide reasonable adjustments, alternative arrangements and clear communication during periods of change. Consider transport, timetabling and digital delivery options for learners with mobility or health needs. |
| Race | | | x | <p>Potential impacts:</p> <ul style="list-style-type: none"> Consolidation may improve access to student support, prayer/quiet spaces and inclusive social areas. Construction and relocation phases could disrupt access to cultural or faith-related facilities if not planned carefully. <p>Mitigation / Actions:</p> <ul style="list-style-type: none"> Ensure inclusive spaces (e.g. prayer/quiet rooms) are maintained or enhanced in refurbished campuses. Engage with students to understand cultural needs during transition. |
| Sex | x | | | <p>Potential impacts:</p> <ul style="list-style-type: none"> Improved lighting, security, and campus design may positively impact perceptions of safety, particularly for women. Facilities redesign offers opportunities to ensure adequate welfare, changing and sanitary provision. |

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| | | | | <p>Mitigation / Actions:</p> <ul style="list-style-type: none"> • Continue to apply Safer Campus principles in layout, lighting and building design. • Ensure welfare facilities meet diverse needs. |
| Gender Reassignment | x | | | <p>Consolidating services onto less site will improve facilities access.</p> <p>Potential impacts:</p> <ul style="list-style-type: none"> • Inclusive design of toilets, changing spaces and private facilities can improve dignity and inclusion. • Poor communication or lack of inclusive policies during change could negatively impact trans and non-binary individuals. <p>Mitigation / Actions:</p> <ul style="list-style-type: none"> • Ensure redevelopment includes inclusive and gender-neutral facilities where appropriate. • Maintain confidentiality and sensitivity during any relocation of staff or learners. |
| Sexual Orientation | | | x | <p>Potential impacts:</p> <ul style="list-style-type: none"> • Improved, visible and inclusive learning and social spaces may enhance sense of belonging. • No specific negative impacts identified. <p>Mitigation / Actions:</p> <ul style="list-style-type: none"> • Ensure inclusive signage, policies and staff awareness are embedded alongside physical redevelopment. |
| Religion or Belief | | | x | <p>Potential impacts:</p> <ul style="list-style-type: none"> • Consolidation may improve access to student support, prayer/quiet spaces and inclusive social areas. |

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| | | | | <ul style="list-style-type: none"> Construction and relocation phases could disrupt access to cultural or faith-related facilities if not planned carefully. <p>Mitigation / Actions:</p> <ul style="list-style-type: none"> Ensure inclusive spaces (e.g. prayer/quiet rooms) are maintained or enhanced in refurbished campuses. Engage with students to understand cultural needs during transition. |
| Pregnancy or Maternity | x | | | <p>Consolidating services onto less site will improve facilities access.</p> <p>Potential impacts:</p> <ul style="list-style-type: none"> Improved student support spaces and facilities may benefit pregnant service users and parents. Travel and relocation could present challenges for those with mobility or care needs. <p>Mitigation / Actions:</p> <ul style="list-style-type: none"> Ensure access to rest areas, parking, lifts and flexible learning arrangements. Consider proximity of facilities when allocating teaching spaces. |
| Marriage or civil Partnership | | | x | There is no negative impact of the strategy on this group. |
| Additional Characteristics | | | | |
| Corporate Parenting / Care Experienced | | | x | There is no negative impact of the strategy on this group. |
| Poverty or Social Deprivation | | | x | Potential impacts if not mitigated: |

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| | | | | <ul style="list-style-type: none"> • Campus consolidation could disproportionately affect learners from rural or low-income backgrounds due to increased travel time and costs. • Improved facilities may enhance retention, achievement and employability outcomes. <p>Mitigation / Actions:</p> <ul style="list-style-type: none"> • Consider transport support, timetabling efficiencies and digital access. • Maintain local delivery or outreach where feasible. • Monitor participation and retention data for rural and deprived learners. |
| Past Criminals Convictions | | | x | There is no negative impact of the strategy on this group. |
| Employment or Trade Union Members | | | x | There is no negative impact of the strategy on this group. |
| Armed Forces Community | | | x | There is no negative impact of the strategy on this group. |
| Those with experience of Trauma | x | | | <p>Potential negative impact if not mitigated, with clear scope for positive impact through trauma-informed design and practice.</p> <p>Mitigation / Actions:</p> <p>Incorporate trauma-informed principles into;</p> <ul style="list-style-type: none"> • estates planning and building design • implementation and change management • during periods of transitions |

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.

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| <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

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| When will the policy, practice, process, project/activity or delivery change be reviewed? | 2030 |
| Can this EQIA be published in full now? (yes or no) | yes |
| If 'no' please specify when it may be published or indicate restrictions that apply e.g. committee schedule process | |

Sign off

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| EQIA Owner | Robert Hewitt |
| Date | 22/04/2026 |
| EDI Officer | <i>Hilary Broatch</i> |
| Date | 22.04.26 |

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