

## 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	Director of Student Services
Policy, practice, process, project/activity or delivery change being assessed.	<p>Changes to the provision and location of free sanitary products across Borders College campuses.</p> <p>Following the relocation of responsibility for the ordering and distribution of free sanitary products, changes were made to the model of provision across the College. This included a revision of the number and location of distribution points to ensure a consistent and sustainable approach that aligns with the Period Products (Free Provision) (Scotland) Act 2021.</p> <p>The Act requires that <i>“the locations specified in the arrangements established and maintained under subsection (1) for an institution must include at least one location in each building which is normally used by pupils or, as the case may be, students at the institution.”</i></p> <p>This Equality Impact Assessment considers the potential equality implications of these changes, with particular regard to accessibility, dignity, and the needs of students who menstruate, to ensure that the revised approach continues to support equality of opportunity and complies with legislative and public sector equality duties.</p>
Purpose and anticipated outcomes.	To ensure compliance with the Period Products (Free Provision) (Scotland) Act 2021 by providing free sanitary products in accessible locations across all campuses, reducing period poverty and improving dignity, wellbeing, and participation for students.
Is this a new or existing policy, practice, process, project/activity or delivery change being assessed?	Existing provision with changes to location and standardisation across campuses
List of participants and	Students, Student Association, Student Support



who will be consulted in EQIA e.g. <i>staff, stakeholders, students, etc.</i>	Manager Welfare and Transitions, Director of Estates, Borders College Students Association, Equality, Diversity & Inclusion Officer
Who is likely to be affected? e.g. <i>employees, visitors, contractors, women, men, young people, older people, people with disabilities etc.</i>	Students and visitors who menstruate, including women, trans men, non-binary people, young people, people experiencing poverty, people with disabilities
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>	National legislation (Period Products (Free Provision) (Scotland) Act 2021), evidence on period poverty, student and staff feedback via Student Advice Centre and Students' Association, best practice guidance on accessible sanitary provision
Are there any other policies, practices etc. that may be affected?	Equality, Diversity & Inclusion policy
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	The provision of free sanitary products reduces indirect discrimination related to sex, gender identity, and socioeconomic status by ensuring no one is disadvantaged due to cost or access barriers.
Advance equality of opportunity between people who share a protected characteristic and those who do not <ul style="list-style-type: none"> <li>• Removing disadvantage</li> <li>• Meeting different needs</li> <li>• Encouraging participation</li> </ul>	Removing disadvantage: Addresses period poverty by providing free products across all campuses. Meeting different needs: Multiple locations per campus increase accessibility; additional access via Student Advice Centre and Students' Association supports those needing discretion or assistance. Encouraging participation: Supports attendance, engagement, and participation in learning by reducing barriers linked to menstruation.
Foster good relations between people who share a protected characteristic and those who do not. <ul style="list-style-type: none"> <li>• Tackling prejudice</li> <li>• Promoting understanding</li> </ul>	Tackling prejudice: Normalises menstruation as a wellbeing and equality issue rather than a private or stigmatised matter. Promoting understanding: Demonstrates institutional commitment to equality, dignity, and inclusive provision for all students.

## 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			Supports young people and mature students who menstruate.
Disability	X			Multiple locations reduce travel barriers; further monitoring of accessibility will continue
Race	X			Supports those disproportionately affected by poverty
Sex	X			Direct positive impact for women
Gender Reassignment	X			Provision across campus supports trans and non-binary students without requiring disclosure
Sexual Orientation			X	No impact identified
Religion or Belief	X			Discreet access supports those with cultural sensitivities
Pregnancy or Maternity	X			Supports post-pregnancy menstrual needs
Marriage or civil Partnership			X	No impact identified
<b>Additional Characteristics</b>				
Corporate Parenting / Care Experienced	X			Reduces financial barriers
Poverty or Social Deprivation	X			Directly addresses period poverty
Past Criminals Convictions			X	No impact identified

Employment or Trade Union Members			X	No impact identified
Armed Forces Community			X	No impact identified
Those with experience of Trauma	X			Discreet access supports dignity and wellbeing

### 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"> <li>No barriers identified – the assessment is that the policy, practice, process, project/activity or delivery change is/will be robust and can proceed.</li> </ul>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>X</b></p> <p>Although the College meets the minimum legislative requirement, adjustments are required to advance equality - ensuring products are easily accessible for all who need them, with particular focus on the accessibility requirements of those with disabilities and mobility challenges, trans, non-binary and trauma-experienced individuals.</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	
<ul style="list-style-type: none"> <li>Stop the policy, practice, process, project/activity or delivery change as there are adverse effects cannot be prevented/mitigated against.</li> </ul>	

## Section E: Monitoring and Sign Off

### Monitoring

When will the policy, practice, process, project/activity or delivery change be reviewed?	Annually, or earlier if student feedback or legislative changes require
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	Amy Brydon
Date	30/1/26
EDI Officer	<i>Hilary Broatch</i>
Date	2.2.26

Please send the completed EQIA to the Equality, Diversity & Inclusion Officer  
[hbroatch@borderscollege.ac.uk](mailto:hbroatch@borderscollege.ac.uk)