

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 MIS and Quality
Policy, practice, process, project/activity or delivery change being assessed.	Learning & Teaching guide for Staff - New guide to replace <i>Assessment and Feedback Guide for Staff</i>
Purpose and anticipated outcomes.	The guide provides a clear framework for creating an environment where all students, regardless of their protected characteristics, are treated fairly. This helps ensure that teaching practices support diversity and inclusion in the classroom.
Is this a new or existing policy, practice, process, project/activity or delivery change being assessed?	New Guide
List of participants and who will be consulted in EQIA e.g. <i>staff, stakeholders, students, etc.</i>	Lecturing staff, Support staff
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>	The Equality Act 2010 mandates non-discrimination in educational settings. Lecturers understand these legal obligations and this guide gives them tools and understanding of how to implement this in their teaching practices.
Are there any other policies, practices etc. that may be affected?	This guide support Vision 2030 – Your College, Your Future, and the Skills and Enterprise Strategy in particular
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	The guide encourages teaching methods that cater to diverse learning styles and needs, which is crucial for engaging all students, including those with disabilities, language barriers, or different cultural backgrounds. This improves overall student engagement and success.
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 	When students feel valued, respected, and included, they are more likely to succeed academically and feel emotionally supported. The guide helps create a supportive environment where all students can thrive, particularly those from marginalized groups.
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 guide is a tool that helps ensure that all students, regardless of their background or characteristics, are treated fairly, given equal opportunities, and feel supported throughout their education. It provides staff with practical steps to identify and meet these needs (e.g., providing materials in accessible formats, adjusting teaching methods, etc.). This tackles prejudice and promotes understanding.

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	
Disability	X			<p>Students with disabilities may experience discrimination due to a lack of appropriate resources, accommodations, or understanding from lecturers.</p> <p>The guide provides tips on creating a diverse and engaging student experience, including how to integrate different cultural perspectives and voices into lessons.</p> <p>The guide outline strategies for differentiating instruction so that all students, including those with disabilities or those who need additional support, can access the material at their level.</p> <p>Lecturers are supported in working toward creating an inclusive environment.</p>
Race	X			See above
Sex	X			<p>This guide does not promote gender or any stereotypes about specific groups (e.g., the belief that females are better suited to succeed in certain industries), which can lead to discriminatory treatment. Even when unintentional, these biases can shape how students are treated and how their potential is perceived.</p> <p>It offers suggestions for creating inclusive classrooms where students feel safe to express their identities and experiences without fear of discrimination or judgment.</p>
Gender Reassignment	X			See above
Sexual Orientation	X			See above

Religion or Belief	X			See above
Pregnancy or Maternity			X	
Marriage or civil Partnership			X	
Additional Characteristics				
Corporate Parenting / Care Experienced	X			The guide promotes conflict resolution strategies that emphasize empathy, understanding, and respect for differences. These students may have experienced trauma, instability, or disruptions in their personal lives, which can influence their emotional well-being, behaviour, and academic performance. Offering consistent, predictable learning experiences can help them feel more secure. The guide supports lecturers to establish clear routines and expectations in their classroom.
Poverty or Social Deprivation	X			Lecturers are provided with strategies for recognizing and addressing different learning styles, ensuring that all students can succeed, regardless of their background or learning needs.
Past Criminals Convictions			X	
Employment or Trade Union Members			X	
Armed Forces Community			X	
Those with experience of Trauma	X			See above

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?	February 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	J George
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