

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	Debbie Kerr, Director of People Services
Policy, practice, process, project/activity or delivery change being assessed.	People Strategy 2030
Purpose and anticipated outcomes.	<p>The purpose of the People Strategy 2030 is to create the conditions for colleagues to flourish individually and collectively, ensuring Borders College is a fair, inclusive and high-performing employer.</p> <p>Anticipated outcomes include:</p> <ul style="list-style-type: none"> • Improved attraction and retention of a diverse workforce • Increased internal promotion and leadership capability • Enhanced wellbeing and engagement • Increased diversity disclosure rates • Reduction in barriers to progression • 100% completion of performance reviews by 2030 • Strengthened inclusive culture aligned to College values (Respectful, Responsible, People-Centred)
Is this a new or existing policy, practice, process, project/activity or delivery change being assessed?	New strategy (2025–2030), replacing the previous Workforce Strategy 2020-2025.
List of participants and who will be consulted in EQIA e.g. <i>staff, stakeholders, students, etc.</i>	<ul style="list-style-type: none"> • People Services Team • Senior Leadership Team • Trade Union representatives

	<ul style="list-style-type: none"> • Staff (via surveys and consultation activity) • Board of Management
<p>Who is likely to be affected? e.g. <i>employees, visitors, contractors, women, men, young people, older people, people with disabilities etc.</i></p>	<ul style="list-style-type: none"> • All employees (permanent, temporary, part-time, full-time) • Job applicants • People leaders and managers • Trade union members • Staff with protected characteristics • Staff with additional characteristics (care experienced, armed forces, trauma experience, etc.)
<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"> • Staff engagement surveys • Workforce equality data (diversity disclosure rates currently 87%) • Recruitment and promotion data • Absence statistics • National college sector workforce equality research • Feedback from diversity champions and networks • Exit interview themes • Gender pay gap reporting (if applicable) <p>Evidence indicates potential risks around underrepresentation in senior roles, differential access to development, and wellbeing pressures. The Strategy includes targeted actions (equity audits, leadership development, workforce planning) to mitigate these risks.</p>
<p>Are there any other policies, practices etc. that may be affected?</p>	<ul style="list-style-type: none"> • Employee Resourcing Policy • Flexible Working Policy

	<ul style="list-style-type: none"> • Training and Development Policy • Staff Performance and Development Review Process • Staff Code of Conduct • Sickness Absence Management Policy • Equality, Diversity and Inclusion Policy
Date EQIA started	August 2025
Completion date	October 2025

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	<p>The Strategy commits to:</p> <ul style="list-style-type: none"> • Annual equity audits of recruitment and promotion processes • Strengthened engagement with diversity champions and networks • Embedding College values into behaviours and leadership expectations • Clear performance review structures and accountability <p>These actions reduce risk of bias, improve transparency, and support consistent fair treatment.</p>
Advance equality of opportunity between people who share a protected characteristic and those who do not	<p>Removing disadvantage</p> <ul style="list-style-type: none"> • Workforce planning to anticipate skills gaps and reduce systemic barriers • Clear internal career pathways



<ul style="list-style-type: none"> • Removing disadvantage • Meeting different needs • Encouraging participation 	<ul style="list-style-type: none"> • Support for professional qualifications (e.g. Teaching Qualification in Further Education / GTCS) • Increased learning and development opportunities <p>Meeting different needs</p> <ul style="list-style-type: none"> • Extension of flexible working and wellbeing initiatives • Annual review of staff survey feedback • Focus on psychological safety <p>Encouraging participation</p> <ul style="list-style-type: none"> • Formalising diversity champion roles • Encouraging engagement in performance reviews and professional development • Recognition and celebration of contributions
<p>Foster good relations between people who share a protected characteristic and those who do not.</p> <ul style="list-style-type: none"> • Tackling prejudice • Promoting understanding 	<p>Tackling prejudice</p> <ul style="list-style-type: none"> • Values-led culture development • Leadership development focused on inclusive behaviours • Strengthening engagement across networks <p>Promoting understanding</p> <ul style="list-style-type: none"> • Encouraging open dialogue through surveys and two-way performance conversations • Peer learning and reflection structures • Increased visibility of diverse voices and stories

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			Career pathways and development available at all stages; monitor promotion data by age.
Disability	x			Flexible working, wellbeing focus and equity audits support accessibility; ensure reasonable adjustments embedded in recruitment and development.
Race	x			Annual equity audits of recruitment/promotion; targeted engagement with underrepresented groups.
Sex	X			Transparent performance and promotion processes; monitor gender representation in leadership.
Gender Reassignment	x			Values-led inclusive culture; reinforce dignity at work protections.
Sexual Orientation	x			Inclusive culture, diversity networks and psychological safety commitments.
Religion or Belief	x			Flexible working and inclusive values framework; ensure scheduling and leave policies remain inclusive.
Pregnancy or Maternity	x			Commitment to career pathways and fair progression; monitor promotion outcomes post-maternity leave.
Marriage or civil Partnership			x	No differential impact identified.
Additional Characteristics				
Corporate Parenting / Care Experienced	x			Inclusive recruitment practices; monitor access to development
Poverty or Social	x			Fair work approach; wellbeing support; flexible working.

Deprivation				
Past Criminals Convictions	x			Fair recruitment processes in line with legislation; case-by-case assessment
Employment or Trade Union Members	x			Partnership approach recognised within Strategy.
Armed Forces Community	x			Inclusive recruitment and support structures.
Those with experience of Trauma	x			Wellbeing focus; psychological safety emphasis; promote trauma-informed practice where appropriate.

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?	The People Strategy will be reviewed annually through: <ul style="list-style-type: none"> Workforce equality dashboard
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	<ul style="list-style-type: none"> • Staff engagement survey • Equity audits of recruitment and promotion • Absence and turnover data • Senior Leadership Team and Board reporting <p>Full review scheduled: 2026 (interim) and 2030 (end of strategy period).</p>
<p>Can this EQIA be published in full now? (yes or no)</p> <p>If 'no' please specify when it may be published or indicate restrictions that apply e.g. committee schedule process</p>	<p>Yes</p>

Sign off

EQIA Owner	Debbie Kerr
Date	October 2025
EDI Officer	Hilary Broatch
Date	February 2026

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