

## 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	Learning Support Manager
Policy, practice, process, project/activity or delivery change being assessed.	Assessment Arrangements Policy & Procedure
Purpose and anticipated outcomes.	<p>The policy &amp; procedure relates to learners requiring additional support during summative assessment. It is to ensure fair, consistent, valid, and reliable assessment practices across all programmes, enabling learners to demonstrate achievement while maintaining academic standards.</p> <p>The documents and practices relate to reasonable adjustments made to internal and external assessments to compensate for a disability and/or an additional support need that does not compromise the integrity of the original assessment. It is compliant with the requirements of the Equality Act 2010.</p>
Is this a new or existing policy, practice, process, project/activity or delivery change being assessed?	Updating existing policy and procedures.
List of participants and who will be consulted in EQIA e.g. <i>staff, stakeholders, students, etc.</i>	Director of Student Support Services, Student Support Services Manager – Learning Support, Learning Advisor, Equality, Diversity & Inclusion Officer, MIS Administrator, Quality Assurance & Enhancement Manager
Who is likely to be affected? e.g. <i>employees, visitors, contractors, women, men, young people, older people, people with disabilities etc.</i>	This applies to all students, staff, and stakeholders involved in assessment design, delivery, marking, internal & external verification.
What evidence is available of how the policy/decision, etc. affects, or may affect, protected groups?	<ul style="list-style-type: none"> <li>- Internal policy and procedure documentation.</li> <li>- Awarding body regulations.</li> <li>- Learner support records and feedback.</li> <li>- Equality Act 2010 requirements.</li> </ul>



<i>Evidence could be data, research, gaps consultation etc</i>	
Are there any other policies, practices etc. that may be affected?	Learning Support procedures
Date EQIA started	May 2026
Completion date	May 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.

<b>PSED</b>	<b>Information Provided</b>
Eliminating discrimination, harassment, and victimisation	Ensures assessment arrangements are fair, valid, and inclusive. Ensures reasonable adjustments are applied and verified to prevent disadvantage.
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>	Promotes equal opportunity for all learners to demonstrate achievement. Provides support, inclusive assessment methods, removal of barriers and clear arrangements for reasonable adjustments.
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>	Promotes inclusive practices and understanding of different learner needs.

## 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			Support available for all ages including consent processes for under 16s
Disability	x			Core focus of policy and procedures through reasonable adjustments
Race	x			EAL support (e.g. bilingual dictionaries)
Sex			x	No negative impact identified
Gender Reassignment			x	No negative impact identified
Sexual Orientation			x	No negative impact identified
Religion or Belief			x	No negative impact identified
Pregnancy or Maternity			x	Positive flexibility considered
Marriage or civil Partnership			x	No negative impact identified
<b>Additional Characteristics</b>				
Corporate Parenting / Care Experienced	x			Structured support processes in place to mitigate disadvantage.
Poverty or Social Deprivation	x			Reduces barriers to achievement
Past Criminals Convictions			x	No negative impact identified
Employment or Trade Union Members			x	No negative impact identified
Armed Forces Community			x	No negative impact identified
Those with experience of Trauma	x			Structured support processes in place to mitigate disadvantage.

## 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><input checked="" type="checkbox"/> policy and procedures can proceed with monitoring. Minor risks mitigated through training and QA processes.</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>	
<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?	Reviewed in line with policy review cycle
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

EQIA Owner	Hilary Broatch
Date	May 2026
EDI Officer	<i>Hilary Broatch</i>
Date	May 2026

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