

EIA Template

Please refer to the guidance document to support the completion of this EIA.
 This EIA has five sections A, B, C, D & E

Section A: Planning Process

Information Required	Response
EIA Owner	Director of Student Support Services
Policy, practice, process, project/activity or delivery change being assessed.	Fitness to Study Policy and Procedure
Purpose and anticipated outcomes.	To provide a structured, fair, and supportive framework for managing situations where a learner's physical or mental health impacts their ability to study safely and effectively. The policy aims to ensure early intervention, appropriate support, risk management, and equitable outcomes for all learners while safeguarding the wellbeing of the wider college community.
Is this a new or existing policy, practice, process, project/activity or delivery change being assessed?	Existing
List of participants and who will be consulted in EIA <i>e.g. staff, stakeholders, students, etc.</i>	Delivery and Support Staff, Equality and Inclusion Officer, Student Representatives, JCCP
Who is likely to be affected? <i>e.g. employees, visitors, contractors, women, men, young people, older people, people with disabilities etc.</i>	Students (particularly those experiencing health or wellbeing difficulties), Staff
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>	<ul style="list-style-type: none"> • Internal student support data (engagement with wellbeing services, withdrawal/deferral rates) • Safeguarding and wellbeing case records • Feedback from Student Support Services and learner surveys • National research on mental health prevalence among further education students • Identified gap: limited disaggregated data by

	protected characteristic on Fitness to Study outcomes
Are there any other policies, practices etc. that may be affected?	Safeguarding Policy, Positive Behaviour / Anti-Bullying & Harassment Policy, Equality & Diversity Policy, Learning Support Policy, Attendance & Engagement Procedures
Date EIA started	April 2026
Completion date	1 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 element of the PSED listed in the first column.

PSED	Information Provided
Eliminating discrimination, harassment, and victimisation	The policy ensures decisions are based on evidence, risk assessment, and individual circumstances rather than assumptions. It promotes a structured and transparent process with clear documentation, reducing the risk of discriminatory or inconsistent decision-making. It also incorporates reasonable adjustments and support mechanisms before escalation.
<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 	<p>Removing disadvantage: Provides early intervention, tailored support plans, and reasonable adjustments.</p> <p>Meeting different needs: Recognises diverse mental and physical health conditions and allows flexibility such as study pauses, adjusted timetables, and support plans.</p> <p>Encouraging participation: Supports continued engagement through wellbeing plans, financial support continuity, and alternative pathways such as deferral instead of withdrawal.</p>
<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: Promotes understanding of mental health and reduces stigma through supportive intervention rather than punitive action.</p> <p>Promoting understanding: Encourages collaborative working between staff and learners, ensuring decisions consider individual circumstances and needs, fostering trust and inclusivity.</p>

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			Younger learners may benefit from structured support and safeguarding. Parent/guardian involvement is identified within the policy required.
Disability	X			Strong positive impact through reasonable adjustments and support plans.
Race	X			Specific offer of translation/ESOL support where required
Sex			X	No specific impact identified.
Gender Reassignment			X	No specific impact identified.
Sexual Orientation			X	No specific impact identified.
Religion or Belief			X	No specific impact identified.
Pregnancy or Maternity	X			Flexible study options and support plans benefit this group.
Mariage or civil Partnership			X	No specific impact identified.
Additional Characteristics				
Corporate Parenting / Care Experienced	X			Additional support and safeguarding alignment benefit this group.
Poverty or Social Deprivation	X			Financial support continuation is positive.
Past Criminals	X			Risk assessment will balance safety with

Convictions				right to rehabilitation
Employment or Trade Union Members			X	No direct impact identified.
Armed Forces Community			X	No direct impact identified.
Those with experience of Trauma	X	X		Policy directly supports trauma-affected learners. Risk of re-traumatisation through formal processes. Mitigation: trauma-informed practice and staff training.

Section D: Acting on the result of the EIA

Before submitting this, please choose one of the outcomes listed below to show the final decision as a result of this EIA.

<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?	May 2029
Can this EIA 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	No – following approval at JCCP

Sign off

EIA Owner	Amy Brydon
Date	1/5/2026
EDI Officer	<i>Hilary Broatch</i>
Date	07/05/26

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