

# Equality Impact Assessment

Guidance on completing Equality Impact Assessments can be found on the intranet in the equality and inclusion section

Document:	<b>Admissions Policy and Procedure November 2020</b>
Executive Summary:	<b>Planned review of policy and procedure. Although not explicitly stated in the procedure, as a result of changes made in response to Covid, interviews may now take place over the telephone or by video call.</b>

By law we must meet the requirements of the Equality Act 2010 including the Public Sector Equality Duty. Please give due regard to the following when completing an EIA;

- 1: Does the policy/practice eliminate discrimination, harassment and victimisation?
- 2: Does the policy/practice promote equality of opportunity?
- 3: Does the policy/practice promote good relations?

<b>Protected Characteristic</b>	<p>Commentary</p> <p><i>For each protected characteristic provide a commentary of impact. If a negative impact occurs, consider the following;</i></p> <ol style="list-style-type: none"> <li>1. <i>Change the policy so impact is no longer negative</i></li> <li>2. <i>Justify why it has to be done e.g. health and safety legislation</i></li> <li>3. <i>Consider how you are going to mitigate the impact</i></li> </ol>
<p><b>Age</b></p> <p><i>Someone belonging to a particular age, or range of ages</i></p>	<p><b>Interviews may now be offered by telephone call. Younger students may be less inclined to use a telephone as a means of communication and may experience more anxiety being interviewed in this way.</b></p> <ul style="list-style-type: none"> <li>- <i>Consider offering video call as an alternative option</i></li> <li>- <i>Interviewer to focus on building rapport in initial stages of the interview</i></li> </ul>
<p><b>Care Experienced</b></p> <p><i>Someone who has been or is currently in care or from a looked-after background at any stage in their life. This includes adopted children who were previous looked-after.</i></p>	<p><i>No negative impact.</i></p>

<p><b>Marriage/Civil Partnership</b>  <i>Married couples and civil partnership should be treated the same on a wide range of matters</i></p>	<p><i>No negative impact.</i></p>
<p><b>Race</b>  <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i></p>	<p><i>No negative impact.</i></p>
<p><b>Sexual Orientation</b>  <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p><i>No negative impact.</i></p>
<p><b>Disability</b>  <i>A physical or mental impairment which has a substantial and long-term adverse effective on a person's ability to carry out normal day-to-day activities</i></p>	<p><b>Due to interviews potentially taking place over the telephone, a potential negative impact was identified for applicants who have a speech or hearing impairment. The mitigate this impact the following sentence will be added to the interview notification email:</b></p> <p>If you are concerned your personal circumstances* will impact on your ability to take part in a telephone interview please contact the admissions team on (e-mail and/or text option) and we will work with you to make alternative arrangements.</p> <p><i>*Including but not limited to disability (e.g. hearing/speech impairment or mental health), childcare or caring responsibilities.</i></p> <p><b>Positive Impact:</b>  A more accessible process. Travel can be challenging for people with mobility issues and/or learning disabilities. Telephone/video call interviews allow these meetings to take place remotely, therefore removing the requirement to travel to and from the interview venue.</p>
<p><b>Gender identity/ reassignment</b>  <i>The process of transitioning from one gender to another (can include changing names, pronouns,</i></p>	<p><b>Trans and gender diverse students may be mis-gendered during the interview process.</b></p> <ul style="list-style-type: none"> <li>- <i>Ensure where possible that the interviewer is aware of any disclosure of gender identity and pronouns.</i></li> <li>- <i>If pronouns are not known, interviewers should establish this at the beginning of phone calls.</i></li> </ul>

<p><i>dressing differently, medical intervention and living in their self-identified gender)</i></p>	
<p><b>Pregnancy/maternity</b> <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i></p>	<p><b>Students with young children may find conducting a telephone/video call interview from home challenging.</b></p> <ul style="list-style-type: none"> <li>- Interviewers should take into consideration the potential distractions that may occur as a result of conducting an interview with children present and ensure this does not impact detrimentally on the interviewee.</li> <li>- Interviewees should make reasonable adjustments for those with caring responsibilities e.g. flexibility around interview times.</li> </ul> <p><b>Positive impact:</b> A more accessible process. Travel may be challenging for parents of young children, or those who are heavily pregnant. Telephone interview allow these meetings to take place remotely, therefore removing the requirement to travel to and from the interview venue.</p>
<p><b>Religion or Belief</b> <i>Religious and philosophical beliefs, including lack of belief (atheism)</i></p>	<p><i>No negative impact.</i></p>
<p><b>Sex</b> <i>Gender assigned at birth</i></p>	<p><i>No negative impact.</i></p>
<p><b>Student Carer</b> <i>Providing unpaid care to a family member or friend who could not cope without support.</i></p>	<p><b>Depending on the nature of the care, some people may find conducting a telephone/video call interviews challenging.</b></p> <ul style="list-style-type: none"> <li>- Interviewers should take into consideration the potential distractions that may occur as a result of conducting an interview while caring for someone in their home and ensure this does not impact detrimentally on the interviewee.</li> <li>- Interviewees should make reasonable adjustments for those with caring responsibilities e.g. flexibility around interview times.</li> </ul> <p><b>Positive Impact:</b> A more accessible process. Arranging time away from home may be challenging for those with caring responsibilities. Telephone interview allow these meetings to take place remotely, therefore</p>

	removing the requirement to travel to and from the interview venue.
<b>Employment or Trade Union Membership</b>	<i>No negative impact.</i>
<b>Past Criminal Convictions</b>	<i>No negative impact.</i>
<b>Poverty or Deprivation</b>	<p><b>Some people sharing a living space with a large number of individuals may have limited access to quiet space for telephone/video call interviews.</b></p> <ul style="list-style-type: none"> <li>- Interviewees should make reasonable adjustments for those with caring responsibilities e.g. flexibility around interview times.</li> </ul> <p><b>Positive Impact</b> A more accessible process. Telephone interview allow these meetings to take place remotely, therefore removing the cost of transport to and from the interview venue.</p>

Owner:	Joanne George	
Date initiated:	30.11.2020	
Consultation:	<i>EDI Officer, Student President, VP Curriculum &amp; Support)</i>	
Signature (Owner)		Date 30/11/2020
Signature (Equalities Officer)	Amy Brydon	Date 07/12/2020

Please return the completed Equality Impact Assessment to the Equalities Officer ([abrydon@borderscollege.ac.uk](mailto:abrydon@borderscollege.ac.uk))