

Equality Impact Assessment

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

Document:	Changes to Student Representative System
Executive Summary:	<p>We are making changes to the student rep system to create an accessible and representative feedback process that is able to capture quality feedback on the student experience.</p> <p>We hope the changes will improve the student experience, capture experiences of typically under-represented students and maintain a consistent level of feedback throughout the year.</p> <p>It is believed these changes will advance equality of opportunity across all protected characteristics for the following reason -</p> <ul style="list-style-type: none"> - A process of direct democracy means all students have the opportunity to provide feedback - Equalities data to be collected across all protected characteristics allowing us to monitor the experience of PC groups - Adopting an online survey approach to collecting feedback will make the system more accessible to 'harder to reach' groups e.g. work-based learners, part time students, apprentices and disabled students.

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?

Protected Characteristic	<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"> 1. <i>Change the policy so impact is no longer negative</i> 2. <i>Justify why it has to be done e.g. health and safety legislation</i> 3. <i>Consider how you are going to mitigate the impact</i>
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<p>Age <i>Someone belonging to a particular age, or range of ages</i></p>	<p>Potential Negative Impact Student feedback suggests that older students are more likely to experience challenges and anxiety when accessing and navigating online materials. This may have an impact on the ability of older students to engage positively with the questionnaire.</p> <p>Actions Provide clear guidance and support about how to access event Encourage staff to support all students to access the questionnaire. Share contact information of speakers after the event for those who wish to get in touch individually.</p> <p>Potential Positive Impact Gathering data across all protected characteristics and other vulnerable groups will provide us with equalities data that will support improvements to the student experience for these individuals.</p> <p>Anonymised surveys may encourage students to disclose equalities information and associated feedback that they wouldn't ordinarily share in a class rep meeting. By building more accurate picture of the student experience the college will advance equality of opportunity for numerous protected characteristic groups.</p>
<p>Care Experienced <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>Potential Negative Impact Any requirement to disclose Care Experienced status may be a barrier to completion.</p> <p>Actions Ensure 'Prefer not to say' is included as an option when collecting equalities data. Anonymise responses by omitting the collection of some identifiable information e.g. name Include privacy statement to explain why data is being collected, how it will be used, who it will be shared with and when it will be destroyed Complete data protection impact assessment</p> <p>Potential Positive Impacts Gathering data across all protected characteristics and other vulnerable groups will provide us with equalities data that will support improvements to the student experience for these individuals.</p> <p>Anonymised surveys may encourage students to disclose equalities information and associated feedback that they wouldn't ordinarily share in a class rep meeting. By building more accurate</p>

	<p>picture of the student experience the college will advance equality of opportunity for numerous protected characteristic groups.</p>
<p>Marriage/Civil Partnership <i>Married couples and civil partnership should be treated the same on a wide range of matters</i></p>	<p>No negative impacts have been identified.</p> <p>Potential Positive Impacts Gathering data across all protected characteristics and other vulnerable groups will provide us with equalities data that will support improvements to the student experience for these individuals.</p> <p>Anonymised surveys may encourage students to disclose equalities information and associated feedback that they wouldn't ordinarily share in a class rep meeting. By building more accurate picture of the student experience the college will advance equality of opportunity for numerous protected characteristic groups.</p>
<p>Race <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i></p>	<p>No negative impacts have been identified.</p> <p>Potential Positive Impacts Gathering data across all protected characteristics and other vulnerable groups will provide us with equalities data that will support improvements to the student experience for these individuals.</p> <p>Anonymised surveys may encourage students to disclose equalities information and associated feedback that they wouldn't ordinarily share in a class rep meeting. By building more accurate picture of the student experience the college will advance equality of opportunity for numerous protected characteristic groups.</p>
<p>Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p>Potential Negative Impact For students who are not 'out' any requirement to disclose sexual orientation may be a barrier to completion.</p> <p>Actions Ensure 'Prefer not to say' is included as an option when collecting any equalities data. Anonymise responses by omitting the collection of some identifiable information e.g. name. Include privacy statement to explain why data is being collected, how it will be used, who it will be shared with and when it will be destroyed</p> <p>Potential Positive Impacts</p>

	<p>Gathering data across all protected characteristics and other vulnerable groups will provide us with equalities data that will support improvements to the student experience for these individuals.</p> <p>Anonymised surveys may encourage students to disclose equalities information and associated feedback that they wouldn't ordinarily share in a class rep meeting. By building more accurate picture of the student experience the college will advance equality of opportunity for numerous protected characteristic groups.</p>
<p>Disability <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>Potential Negative Impacts Some students do not identify as disabled and may therefore see any requirement to disclose disability as a barrier to completion</p> <p>Action Ensure 'Prefer not to say' is included as an option when collecting any equalities data. Anonymise responses by omitting the collection of some identifiable information e.g. name. Include privacy statement to explain why data is being collected, how it will be used, who it will be shared with and when it will be destroyed</p> <p>For students with learning disabilities and visual impairment, completing an online survey may be challenging</p> <p>Action Ensure all text is in plain English Consult with learning support team re accessibility requirements Ensure appropriate software and guidance is available to support completion</p> <p>Potential Positive Impacts Gathering data across all protected characteristics and other vulnerable groups will provide us with equalities data that will support improvements to the student experience for these individuals.</p> <p>Anonymised surveys may encourage students to disclose equalities information and associated feedback that they wouldn't ordinarily share in a class rep meeting. By building more accurate picture of the student experience the college will advance equality of opportunity for numerous protected characteristic groups.</p> <p>A system that relies on online survey to collect data is more accessible for those with mobility issues or other disabilities that create a barrier to attending college buildings.</p>
<p>Gender identity/ reassignment</p>	<p>Potential Negative Impact</p>

<p><i>The process of transitioning from one gender to another (can include changing names, pronouns, dressing differently, medical intervention and living in their self-identified gender)</i></p>	<p>For students who are not 'out' any requirement to disclose gender identity may be a barrier to completion.</p> <p>Action Ensure 'Prefer not to say' is included as an option when collecting any equalities data. Anonymise responses by omitting the collection of some identifiable information e.g. name. Include privacy statement to explain why data is being collected, how it will be used, who it will be shared with and when it will be destroyed</p> <p>Potential Positive Impacts Gathering data across all protected characteristics and other vulnerable groups will provide us with equalities data that will support improvements to the student experience for these individuals.</p> <p>Anonymised surveys may encourage students to disclose equalities information and associated feedback that they wouldn't ordinarily share in a class rep meeting. By building more accurate picture of the student experience the college will advance equality of opportunity for numerous protected characteristic groups.</p>
<p>Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i></p>	<p>No negative impact identified</p> <p>Potential Positive Impacts Gathering data across all protected characteristics and other vulnerable groups will provide us with equalities data that will support improvements to the student experience for these individuals.</p> <p>Anonymised surveys may encourage students to disclose equalities information and associated feedback that they wouldn't ordinarily share in a class rep meeting. By building more accurate picture of the student experience the college will advance equality of opportunity for numerous protected characteristic groups.</p> <p>A system that relies on online survey to collect data is more accessible for those whose health is a barrier to attending college buildings.</p>
<p>Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i></p>	<p>Potential Negative Impact Any requirement to disclose details of religion or belief may be a barrier to completion.</p> <p>Actions Ensure 'Prefer not to say' is included as an option when collecting equalities data.</p>

	<p>Anonymise responses by omitting the collection of some identifiable information e.g. name. Include privacy statement to explain why data is being collected, how it will be used, who it will be shared with and when it will be destroyed</p> <p>Potential Positive Impacts Gathering data across all protected characteristics and other vulnerable groups will provide us with equalities data that will support improvements to the student experience for these individuals.</p> <p>Anonymised surveys may encourage students to disclose equalities information and associated feedback that they wouldn't ordinarily share in a class rep meeting. By building more accurate picture of the student experience the college will advance equality of opportunity for numerous protected characteristic groups.</p>
<p>Sex <i>Gender assigned at birth</i></p>	<p>No negative impact identified.</p> <p>Potential Positive Impacts Gathering data across all protected characteristics and other vulnerable groups will provide us with equalities data that will support improvements to the student experience for these individuals.</p> <p>Anonymised surveys may encourage students to disclose equalities information and associated feedback that they wouldn't ordinarily share in a class rep meeting. By building more accurate picture of the student experience the college will advance equality of opportunity for numerous protected characteristic groups.</p>
<p>Employment or Trade Union Membership</p>	<p>Potential Positive Impacts The online survey system is more accessible to students who are completing work-based and part-time programmes, allowing us to gain valuable feedback from those in employment, or are re-training as a result of redundancy.</p>
<p>Past Criminal Convictions</p>	<p>Neutral impact</p>
<p>Poverty or Deprivation</p>	<p>Potential Positive Impacts Gathering data across all protected characteristics and other vulnerable groups will provide us with equalities data that will support improvements to the student experience for these individuals.</p> <p>Anonymised surveys may encourage students to disclose equalities information and associated feedback that they wouldn't ordinarily share in a class rep meeting. By building more accurate</p>

	<p>picture of the student experience the college will advance equality of opportunity for numerous protected characteristic groups.</p> <p>A system that relies on online survey to collect data is more accessible for who experience financial barriers to attending college.</p>
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Owner:	Amy Brydon	
Date initiated:	15/07/2020	
Consultation:	<i>Equalities Officer, Student President, Learning Support Team, Equality Impact Assessment Team</i>	
Signature (Owner)	<i>Amy Brydon</i>	Date 15/07/2020
Signature (Equalities Officer)	Amy Brydon	Date 15/07/2020

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