

Equality Impact Assessment

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

Document:	<i>Level 5 Beauty Therapy –SCQF Level 5</i>
Executive Summary:	<p><i>The proposed changes to Beauty Therapy Level 5 a should have no negative impact on equalities.</i></p> <p><i>It is expected that by switching the awarding body for this course to SQA, we will provide more flexible assessment methods which will be beneficial to students from a variety of backgrounds, and will allow alternative approaches to assessment where social distancing guidelines remain in place/we move into another lockdown situation.</i></p>

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"> <i>1. Change the policy so impact is no longer negative</i> <i>2. Justify why it has to be done e.g. health and safety legislation</i> <i>3. Consider how you are going to mitigate the impact</i>
Age <i>Someone belonging to a particular age, or range of ages</i>	<p><i>No negative impact identified, course attracts a mix of young and mature learners</i></p> <p><i>Continue to monitor course enrolments and consider marketing strategies to attract more mature students if necessary.</i></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><i>No negative impact identified, and college actually takes positive action to provide places for students from a care experienced background. .</i></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><i>No negative impact identified</i></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><i>No negative impact identified</i></p>
<p>Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p><i>No negative impact identified</i></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><i>No negative impact identified, although some courses continue to require a skills tests to ensure that candidates have the essential skills required to complete the course. Reasonable adjustments are made where possible.</i></p>
<p>Gender identity/ reassignment <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><i>No negative impact identified but the course does attract predominantly female learners.</i></p> <p><i>Continue to monitor course enrolments and consider marketing strategies to attract more male students if necessary.</i></p>

Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i>	<i>No negative impact identified</i> Risk assessments to be completed for all pregnant students to identify potential H&S risks and mitigate where possible.
Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i>	<i>No negative impact identified,</i>
Sex <i>Gender assigned at birth</i>	<i>No negative impact identified</i>
Employment or Trade Union Membership	<i>No negative impact identified</i>
Past Criminal Convictions	<i>No negative impact identified</i>
Poverty or Deprivation	<i>No negative impact identified, course costs and sponsorship bursaries sought to ensure essential kit available to all</i>

Owner:	Veronica Blackwood	
Date initiated:	8 February 2022	
Consultation:	, <i>Student Association/Equalities officer</i>	
Signature (Owner)	<i>Veronica Blackwood</i>	Date 8 February 2022
Signature (Equalities Officer)	Amy Brydon	Date 9 Feb 2022

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