

# Equality Impact Assessment

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

Document:	Helpdesk System: Self-Help Kiosks
Executive Summary:	<p>As part of a new integrated helpdesk system, the college is proposing to introduce a series of self-help kiosks that will be placed across all campuses. These will enable students to access outstanding tickets from across various services and access self-help documentation and further support.</p> <p>The following EIA identifies a positive impact across all protected characteristics in terms of providing an additional option to access support. This will enhance accessibility for all students.</p> <p><b>Potential negative impact across all PCs:</b> Varying levels of digital literacy is likely to impact on student's ability to use this feature. This impact may occur across all protected characteristics.</p> <p><b>Mitigation:</b> Alternative approaches to offering support should be available, including face-to-face support Signposting available for alternative support New helpdesk feature introduced to students during induction</p> <p>The college should ensure that all vendors are able to build software that complies with the current accessibility regulations (WCAG 2.1 AA accessibility standard).</p> <p>All content should be created in Plain English with consideration to the college accessibility guidance.</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?

<b>Protected Characteristic</b>	Commentary
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	<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><i>1. Change the policy so impact is no longer negative</i></li> <li><i>2. Justify why it has to be done e.g. health and safety legislation</i></li> <li><i>3. Consider how you are going to mitigate the impact</i></li> </ol>
<p><b>Age</b>  <i>Someone belonging to a particular age, or range of ages</i></p>	No negative impacts
<p><b>Care Experienced</b>  <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>	No negative impacts
<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>	No negative impacts
<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><b>Negative Impact</b>  Students with English as a second language may experience issues with accessibility</p> <p><b>Mitigation</b>  Ensure translation options are available</p>
<p><b>Sexual Orientation</b>  <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	No negative impacts
<p><b>Disability</b>  <i>A physical or mental impairment which has a substantial and long-term adverse effective on a</i></p>	<p><b>Negative Impact:</b>  Kiosk height may not be wheelchair accessible</p> <p><b>Mitigation:</b>  Ensure wheelchair accessible kiosks are provided by vendors and available at each campus.</p>

<i>person's ability to carry out normal day-to-day activities</i>	<p><b>Negative Impact:</b> Kiosks may not be accessible for students with visual impairments</p> <p><b>Mitigation:</b> Kiosks located in visible locations free from clutter Screen reader functionality integrated</p>
<p><b>Gender identity/ reassignment</b> <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>	No negative impacts
<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>	No negative impacts
<p><b>Religion or Belief</b> <i>Religious and philosophical beliefs, including lack of belief (atheism)</i></p>	No negative impacts
<p><b>Sex</b> <i>Gender assigned at birth</i></p>	No negative impacts
<p><b>Employment or Trade Union Membership</b></p>	No negative impacts
<p><b>Past Criminal Convictions</b></p>	No negative impacts
<p><b>Poverty or Deprivation</b></p>	No negative impacts

Owner:	Scott Moncrieff	
Date initiated:	01/06/2022	
Consultation:	<i>Which groups were consulted with in the development of this EIA?</i> Head of ISLT, Head of Student Services, Learning Support Manager, E-learning advisor, Equalities Officer	
Signature (Owner)	<i>S Moncrieff</i>	Date 7/6/22

Signature (Equalities Officer)	A Brydon	Date 01/06/22
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Please return the completed Equality Impact Assessment to the Equalities Officer ([abrydon@borderscollege.ac.uk](mailto:abrydon@borderscollege.ac.uk))