

Equality Impact Assessment

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

Document:	Student Induction 2023
Executive Summary:	<p>Our key outcomes for induction are:</p> <ul style="list-style-type: none"> • Students are ready and prepared to engage in learning • Students will develop a sense of belonging and community • Students are aware of their rights and responsibilities • Induction is exciting, fun and engaging for all learners <p>This Equality Impact Assessment seeks to identify and address any negative equality impacts, as well as highlighting the positive impacts that student induction can bring to all student groups.</p> <p>Induction has the potential to advance equality for all through opportunities to build connections, learn about the college and access support that is available to them.</p> <p>Risk The support offered by the college may not be accessible to all. We therefore risk situations where we are unable to meet the needs of our students</p> <p>Mitigation Take a proactive approach to student support, ensuring advisors are visible and approachable throughout induction and into the academic year. Provide training and information to encourage students to ask for help when they need it. Advertise BCSA as an alternative form of support/advocacy service.</p> <p>Risk It is likely that some students will choose not to share information about themselves which limits the support the college is able to offer.</p> <p>Mitigation Run a self-disclosure campaign to make students aware of the benefits of sharing their information with the college.</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?

<p>Protected Characteristic</p>	<p>Commentary <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>
<p>Age <i>Someone belonging to a particular age, or range of ages</i></p>	<p>Risk Induction activities do not take into consideration the needs and interests of different age groups. Mitigation Ensure planning groups consider a range of age-inclusive activities, e.g. menopause, digital literacy support and other activities that may be helpful to mature student groups.</p> <p>Risk Students may not engage/be aware of communications depending on the channels through which information is shared. Mitigation Explore the use of text messaging in addition to e-mail and online communications.</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>Some students see coming to college as a ‘fresh start’ where they are able to live as their true authentic selves. This is relevant to all protected characteristics, but may be particularly true for care experienced students. By creating safe and inclusive spaces for students, we have the opportunity to create a rich, diverse and happy student community.</p> <p>Risk Care experienced students are at higher risk than the average student population of withdrawing from a college course early. Mitigation Provide targeted activities for care-experienced groups and advertise the support available to encourage further disclosures.</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>Induction has the potential to advance equality for all through opportunities to build connections, learn about the college and access support that is available to them.</p> <p>No negative equality impacts have been identified for this group.</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>Induction has the potential to advance equality for all through opportunities to build connections, learn about the college and access support that is available to them.</p> <p>Risk BME students are at greater risk of experiencing harassment and discrimination.</p> <p>Mitigation Ensure the theme of respect is addressed and reinforced throughout all induction activities. Advertise Report+Support, complaints and safeguarding procedures clearly and regularly.</p> <p>Risk Communications may be complex and difficult to understand, particularly for those to which English is a second language, and students with learning disabilities.</p> <p>Mitigation Ensure all communications are written in plain English, and that accessible alternative formats and accessibility software is available.</p> <p>Risk Refugees may experience a range of cultural and language barrier upon coming to Scotland.</p> <p>Mitigation Ensure students are well supported with tailored inductions designed around their specific needs.</p>
<p>Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p>Some students see coming to college as a 'fresh start' where they are able to be their true authentic selves. This is relevant to all protected characteristics, but is particularly true for LGBTQ+ students. By creating safe and inclusive spaces for students, we have the opportunity to create a rich, diverse and happy student community.</p> <p>Risk LGBTQ+ students are at greater risk of experiencing harassment and discrimination.</p> <p>Mitigation Ensure the theme of respect is addressed and reinforced throughout all induction activities. Advertise Report+Support, complaints and safeguarding procedures clearly and regularly.</p>

<p>Disability <i>A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities</i></p>	<p>Some students see coming to college as a 'fresh start' where they are able to be their true authentic selves. This is relevant to all protected characteristics, but can be particularly true for neurodivergent students. By creating safe and inclusive spaces for students, we have the opportunity to create a rich, diverse and happy student community.</p> <p>Risk Disabled students are at greater risk of experiencing harassment and discrimination.</p> <p>Mitigation Ensure the theme of respect is addressed and reinforced throughout all induction activities. Advertise Report+Support, complaints and safeguarding procedures clearly and regularly.</p> <p>Risk Students who are neurodivergent or experience anxiety-related mental health conditions may find induction overwhelming. This may impact detrimentally on their student experience.</p> <p>Mitigation Provide quiet spaces for students where possible. Host a quiet induction before the start of term.</p> <p>Risk Communications are complex and difficult to understand, particularly for those to which English is a second language, and students with learning disabilities.</p> <p>Mitigation Ensure all communications are written in plain English, and that accessible alternative formats and accessible software is available.</p> <p>Risk Induction activities are not disability inclusive</p> <p>Mitigation Prioritise accessibility in all induction planning.</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>Some students see coming to college as a 'fresh start' where they are able to be their true authentic selves. This is particularly true for LGBTQ+ students. By creating safe and inclusive spaces for students, we have the opportunity to create a rich, diverse and happy student community.</p> <p>Risk Trans and non-binary students are at greater risk of experiencing harassment and discrimination.</p> <p>Mitigation Ensure the theme of respect is addressed and reinforced throughout all induction activities.</p>

	Advertise Report+Support, complaints and safeguarding procedures clearly and regularly.
Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i>	Risk Pregnant students and student parents are at greater risk of experiencing harassment and discrimination. Mitigation Ensure the theme of respect is addressed and reinforced throughout all induction activities. Advertise Report+Support, complaints and safeguarding procedures clearly and regularly.
Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i>	Risk People of faith are at greater risk of experiencing harassment and discrimination. Mitigation Ensure the theme of respect is addressed and reinforced throughout all induction activities. Advertise Report+Support, complaints and safeguarding procedures clearly and regularly.
Sex <i>Gender assigned at birth</i>	Risk Female students are at greater risk of experiencing harassment and discrimination. Mitigation Ensure the theme of respect is addressed and reinforced throughout all induction activities. Advertise Report+Support, complaints and safeguarding procedures clearly and regularly.
Employment or Trade Union Membership	No negative equality impacts have been identified for this group.
Past Criminal Convictions	Risk Students with known criminal convictions may be at greater risk of experiencing harassment and discrimination. Mitigation Ensure the theme of respect is addressed and reinforced throughout all induction activities. Advertise Report+Support, complaints and safeguarding procedures clearly and regularly.
Poverty or Deprivation	Risk Students experiencing poverty are at greater risk of experiencing harassment and discrimination. Mitigation Ensure the theme of respect is addressed and reinforced throughout all induction activities. Advertise Report+Support, complaints and safeguarding procedures clearly and regularly. Risk Students experiencing poverty may not have the basic resources to enable them to engage in learning Mitigation

	Widely promote discretionary funding Provide affordable/free food options Prioritise loan laptops for those who do not have their own equipment
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Owner:	Amy Brydon	
Date initiated:	12/05/2023	
Consultation:	<i>Which groups were consulted with in the development of this EIA?</i>	
Signature (Owner)	Amy Brydon	Date 12/05/2023
Signature (Equalities Officer)	Amy Brydon	Date 12/05.2023

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