

Equality Impact Assessment

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

Document:	Borders College British Sign Language Action Plan 2024-2030
Executive Summary:	<p><i>Provide a brief summary – does the proposed change have any negative effect on one or more group of individuals? If yes, what adjustments/recommendations have been made to remedy negative impacts?</i></p> <p>The British Sign Language (Scotland) Act 2015, requires listed authorities in Scotland to publish British Sign Language (BSL) plans every six years demonstrating how they will promote and support BSL. Borders College is a listed authority.</p> <p>Borders College British Sign Language Plan 2024-2030 outlines the measures it will take to promote awareness of BSL, and access to education and services for Deaf and Deaf-Blind people.</p> <p>Borders College BSL Plan considers the evidence gathered from the evaluation and progress of the previous 6-year plan and alignment to Scottish Government national outcome planning based on national data and priorities. It also considers lived experienced of BSL users through consultation evidence.</p> <p>Borders College BSL Plan will have a positive impact on BSL users as it will ensure that groups/individuals can access inclusive experiences. Borders College will continue to take a collective responsibility to strive towards an inclusive college for deaf people to study, work, and visit by promoting equality and diversity.</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>The BSL Plan promotes inclusion of all age groups.</p> <p>Alternative/reasonable adjustments may be required for those who have lost their hearing later in life and have not been taught in BSL.</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>Deaf BSL users of all backgrounds will be supported at college.</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>The College may not be informed of the communication needs of the family members of BSL users. Consideration will need to be given to the impact of our communication to be able to pass on vital information accessibly in an emergency situation.</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>Deaf BSL users at college will be supported regardless of their ethnicity.</p> <p>There is limited publicly available information about how deafness impacts people of different ethnic groups. There are regional, national and global differences among sign languages. Consideration may need to be given if Scottish BSL interpreters are supporting people who have learned sign languages in other parts of the country or the world.</p>
<p>Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof.</i></p>	<p>Deaf BSL users of any sexual orientation will be supported.</p> <p>Staff must pay attention not to inadvertently disclose the sexual orientation of any deaf BSL user while using BSL interpreters.</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>Learning support and reasonable adjustments are provided to deaf students as part of the general support offered by the college.</p> <p>Some Deaf BSL users may not consider themselves as having learning needs or disabilities and as a result the College may not be able to plan in advance for a deaf BSL user if they chose not to inform the College.</p>

<p>Gender identity/ reassignment 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).</p>	<p>The College has 'Supporting Transgender People at College' Guidance and individuals will be supported in accordance to the policy.</p> <p>Currently, this guidance is not translated into BSL. A BSL interpreter may be required if a BSL user wishes to access support under this guidance.</p>
<p>Pregnancy/maternity Refers to being pregnant and the period after birth (linked to maternity leave in the employment context).</p>	<p>Deaf BSL users will be supported to be able to communicate with the college about any additional needs during pregnancy and maternity.</p>
<p>Religion or Belief Religious and philosophical beliefs, including lack of belief (atheism).</p>	<p>Deaf BSL users will be supported regardless of their religion or belief.</p> <p>There is limited publicly available information about how deafness impacts on people of different religions or beliefs. Individuals could be inadvertently offended or excluded if there is a lack of awareness about religious or belief practices.</p>
<p>Sex Gender assigned at birth.</p>	<p>Deaf BSL users of all genders will be supported.</p> <p>The college may not always be able to book a BSL interpreter of the same gender as the BSL user who may wish to discuss sensitive matters. Deaf BSL users may not feel comfortable in disclosing certain information in front of someone who is of another gender.</p>
<p>Employment or Trade Union Membership</p>	<p>Any support required for staff or students to participate in employment or trade union membership will be considered.</p>
<p>Past Criminal Convictions</p>	<p>Deaf BSL users of all backgrounds will be supported.</p>
<p>Poverty or Deprivation</p>	<p>Interpreters or other support will be financed by appropriate funding schemes. The college will need to consider the financial implications of supporting deaf BSL users to access extracurricular activities.</p>

Owner:	Amy Brydon	
Date initiated:	May 2024	
Consultation:	<i>Which groups were consulted with in the development of this EIA?</i> Student Services, Students Association Support Officer, Equalities.	
Signature (Owner)		Date 13/6/2024
Signature (Equalities Officer)	Hilary Broatch	Date 17/6/24

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