

Equality Impact Assessment

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

Document:	Student Guidance Procedure
Executive Summary:	<p>This Equality Impact Assessment is being completed as part of a planned review of the Student Guidance Procedure. Changes reflect updates to the Course Tutor role and a re-alignment of the Student Support Services team.</p> <p>Through conducting this EIA a range of positive equality impacts have been identified across all protected characteristics;</p> <ul style="list-style-type: none"> • The current support structures ensure equitable access to support across the full-time cohort. • Ensuring students and staff are aware of the support available means more students are likely to access it when required. This is hoped to have a positive impact on student wellbeing, retention and success. • The college support offer includes dedicated support for underrepresented groups, including care experienced students and those experience mental health challenges. • Ensuring that all students receive support from a Course Tutor and Student Support offer will reduce the risk of stigmatisation that may occur when individuals are singled out for additional support.

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 <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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Age <i>Someone belonging to a particular age, or range of ages</i>	No negative impact.
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>	No negative impact. Positive impact: Specific roles within Borders College provide dedicated support for students with experience of care.
Marriage/Civil Partnership <i>Married couples and civil partnership should be treated the same on a wide range of matters</i>	<i>No negative impact</i>
Race <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i>	No negative impact. Positive impact As each full-time student has a dedicated Course Tutor, Student Support Officer and Learning Support Advisor (where appropriate), this provides a network of support that students can access to discuss their academic progression and any pastoral support requirements.
Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i>	No negative impact. Positive impact As each full-time student has a dedicated Course Tutor, Student Support Officer and Learning Support Advisor (where appropriate), this provides a network of support that students can access to discuss their academic progression and any pastoral support requirements.
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>	No negative impact. Positive impact As each full-time student has a dedicated Course Tutor, Student Support Officer and Learning Support Advisor (where appropriate), this provides a network of support that students can access to discuss their academic progression and any pastoral support requirements.
Gender identity/reassignment	No negative impact.

<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>Positive impact As each full-time student has a dedicated Course Tutor, Student Support Officer and Learning Support Advisor (where appropriate), this provides a network of support that students can access to discuss their academic progression and any pastoral support requirements.</p>
Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i>	<p>No negative impact.</p> <p>Positive impact As each full-time student has a dedicated Course Tutor, Student Support Officer and Learning Support Advisor (where appropriate), this provides a network of support that students can access to discuss their academic progression and any pastoral support requirements.</p>
Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i>	<p>No negative impact.</p> <p>Positive impact As each full-time student has a dedicated Course Tutor, Student Support Officer and Learning Support Advisor (where appropriate), this provides a network of support that students can access to discuss their academic progression and any pastoral support requirements.</p>
Sex <i>Gender assigned at birth</i>	<p>No negative impact.</p> <p>Positive impact As each full-time student has a dedicated Course Tutor, Student Support Officer and Learning Support Advisor (where appropriate), this provides a network of support that students can access to discuss their academic progression and any pastoral support requirements.</p>
Employment or Trade Union Membership	<p>No negative impact.</p> <p>Positive impact As each full-time student has a dedicated Course Tutor, Student Support Officer and Learning Support Advisor (where appropriate), this provides a network of support that students can access to discuss their academic progression and any pastoral support requirements.</p>
Past Criminal Convictions	<p>No negative impact.</p>

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Poverty or Deprivation	No negative impact. Positive impact As each full-time student has a dedicated Course Tutor, Student Support Officer and Learning Support Advisor (where appropriate), this provides a network of support that students can access to discuss their academic progression and any pastoral support requirements.

Owner:	Amy Brydon	
Date initiated:	1-11-2024	
Consultation:	BCSA, JCCP, AP Curriculum and Sustainability, Learning Support Manager, Welfare and Transitions Manager.	
Signature (Owner)	Amy Brydon	Date: 11-11-24
Signature (Equalities Officer)	Hilary Broatch	Date 25.11.24

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