Equality Impact Assessment

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

Document:	*What policy/procedure is under review?* *Current Accessibility requirements.*
Executive Summary:	*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?* Borders College is committed to making its website,0365 and Moodle / VLE accessible, in accordance with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018. This website is partially compliant with the Web Content Accessibility Guidelines version 2.1 AA standard.

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	Commentary
	 For each protected characteristic provide a commentary of impact. If a negative impact occurs, consider the following;
	     1. *Change the policy so impact is no longer negative*
	     2. *Justify why it has to be done e.g. health and safety legislation*
	     3. *Consider how you are going to mitigate the impact*

Age *Someone belonging to a particular age, or range of ages*	Student feedback suggests that older students are more likely to experience challenges and anxiety when accessing and navigating online information and teaching, learning and assessment materials. This may have an impact on the ability of older students to engage positively with information.

	Actions Provide clear guidance and support about how to access information. Encourage staff to support all students to access relevant information and signpost to learning support staff and relevant self-help guides. Potential Positive Impact Online information are typically more accessible for all audiences therefore advancing equality for all.
Care Experienced *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.*	*No negative impact identified.*
Marriage/Civil Partnership *Married couples and civil partnership should be treated the same on a wide range of matters*	*No negative impact identified*
Race *Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins*	*No negative impact identified* **Positive Impact** Evidence suggests that accessible digital resources can help to promote inclusion for learners from minority backgrounds; specifically learners who are gypsy travellers and those who are learning English as a second language. For example, if a learner from a gypsy or traveller community cannot attend college on a regular basis, digital technology can offer them the chance to continue with their education from home.
Sexual Orientation *A persons sexual and/or romantic attraction to other people, or lack thereof*	*No negative impact identified* **Positive impact** The increased use of digital technology in education will open up a range of online educational resources that are not typically available in colleges. An educator could therefore use these resources to educate learners on LGBT+ issues.
Disability *A physical or mental impairment which has a substantial and long-term adverse effective on a person's ability to*	For students with learning disabilities and difficulties including visual and hearing impairments and wider additional learning needs engaging in online learning activity may be challenging in terms of accessibility. *Action : A small group of staff will meet to progress additional information going on the Moodle platform as well as a VLE accessibility statement. This information will include people with learning difficulties and disabilities.*

carry out normal day-to-day activities	**Positive impact** Evidence suggests that the use of digital technology in education can support learners with a disability to raise their attainment levels.
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)*	*No negative impact identified* **Positive Impact** See the positive impact under 'sexual orientation'.
Pregnancy/maternity *Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)*	*No negative impact identified* **Positive Impact** Accessible online learning allows parents or expectant parents to continue their learning remotely using a digital device.
Religion or Belief *Religious and philosophical beliefs, including lack of belief (atheism)*	*No negative impact identified*
Sex *Gender assigned at birth*	Evidence suggests that females typically have a lower exposure to digital technology than males, meaning that more IT support may be required by female students. Action Provide clear guidance and support about how to access information. Encourage staff to support all students to access relevant information and signpost to learning support staff and relevant self-help guides.
Employment or Trade Union Membership	*No negative impact identified*
Past Criminal Convictions	*No negative impact identified*

Poverty or Deprivation	*Some students may struggle to access equipment and accessibility software and so put them at a disadvantage from other students learning online.*

Owner:	Jayne Gracie	
Date initiated:	13/1/21	
Consultation:	*Which groups were consulted with in the development of this EIA? E learning team initially then wider group of staff from LS. Marketing, MIS and curriculum.*	
Signature (Owner)	*J Gracie*	Date 22/1/21
Signature (Equalities Officer)	A Brydon	Date 28/1/21

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