

Equality Impact Assessment

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

Document:	<i>What policy/procedure is under review? Digital Transformation Project</i>
Executive Summary:	<i>Review of MIS, IT and VLE so that we operate with a more flexible and better user led experience of college systems to promote learning and success.</i>

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</p> <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"> <i>1. Change the policy so impact is no longer negative</i> <i>2. Justify why it has to be done e.g. health and safety legislation</i> <i>3. 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>Negative Impact: Some older students may be more adverse to the use of new technologies to promote the learner journey learning. They may decide not to apply and not come to college based on this experience.</p> <p>Action: Alternative ways of communicating with students be offered at the point of contact with Borders College and student induction to VLE to be promoted.</p> <p>Positive Impact: Online information is typically more accessible for all audiences advancing equality for all. DTP developments will lead to improved monitoring across all protected characteristic groups Project provides an opportunity to develop more robust tracking systems leading to more effective support for at-risk students across various protected characteristic group</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>Negative Impact: Some students may struggle with equipment and connectivity if they have limited income and are struggling to find suitable accommodation.</p> <p>Action Support from Student Advice and connection with relevant staff to be highlighted along with information about discretionary funds. 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.</p> <p>Positive Impact DTP developments will lead to improved monitoring across all protected characteristic groups Project provides an opportunity to develop more robust tracking systems leading to more effective support for at-risk students across various protected characteristic groups</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><i>No negative impact.</i></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>Negative Impact Some ESOL students may have difficulty with online application forms and enrolment information.</p> <p>Action On site application and enrolment sessions to be set up when back on campus. In-between time other forms of communication to be considered such as telephone calls and e mail advice.</p> <p>Positive Impact DTP developments will lead to improved monitoring across all protected characteristic groups Project provides an opportunity to develop more robust tracking systems leading to more effective support for at-risk students across various protected characteristic groups</p>
<p>Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p>No negative impact.</p> <p>Positive Impact DTP developments will lead to improved monitoring across all protected characteristic groups Project provides an opportunity to develop more robust tracking systems leading to more effective support for at-risk students across various protected characteristic groups</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>Negative impact Some students may find accessing IT systems difficult based on sensory impairment etc. For some with wider additional need engaging in online learning activities may be challenging in terms of disability. Action. Progress the new web site, staff and student portal / VLE platform so that we are operating with accessibility features for all learners.</p> <p>Positive impact Evidence suggests that the use of digital technology in education can support learners with a disability to raise their attainment levels. DTP developments will lead to improved monitoring across all protected characteristic groups Project provides an opportunity to develop more robust tracking systems leading to more effective support for at-risk students across various protected characteristic groups</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>No negative impact identified.</p> <p>Positive Impact DTP developments will lead to improved monitoring across all protected characteristic groups Project provides an opportunity to develop more robust tracking systems leading to more effective support for at-risk students across various protected characteristic groups</p>
<p>Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i></p>	<p>No negative impact identified</p> <p>Positive Impact Accessible online learning allows parents or expectant parents to continue their learning remotely using a digital device. DTP developments will lead to improved monitoring across all protected characteristic groups</p>

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Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i>	No negative impact identified Positive Impact DTP developments will lead to improved monitoring across all protected characteristic groups Project provides an opportunity to develop more robust tracking systems leading to more effective support for at-risk students across various protected characteristic groups
Sex <i>Gender assigned at birth</i>	Negative impact 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. Positive Impact DTP developments will lead to improved monitoring across all protected characteristic groups Project provides an opportunity to develop more robust tracking systems leading to more effective support for at-risk students across various protected characteristic groups
Employment or Trade Union Membership	No negative impact identified
Past Criminal Convictions	No negative impact identified
Poverty or Deprivation	Negative impact Some students may struggle to access equipment and accessibility software and so put them at a disadvantage from other students learning online. Action Continue with providing laptops and data allowance for students.

Owner:	Jayne Gracie
Date initiated:	27.1.21
Consultation:	<i>Which groups were consulted with in the development of this EIA? Agenor, MIS, BCSA, ISLT, AP Q and D staff.</i>

	<i>As the DTP progresses to implementation and delivery stage there may be further consultation required with different stakeholders including students.</i>	
Signature (Owner)	Jayne Gracie	Date 12.2.21
Signature (Equalities Officer)	Amy Brydon	Date 16.2.21

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