Equality Impact Assessment

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

Document:	**Delivery of Online Welcome Week**
Executive Summary:	Due to physical distancing measures and the college's blended learning approach, BCSA made the decision to host a virtual welcome week instead of our usual face-to-face events. It is believed an online event will be more accessible for several protected characteristic groups and will therefore advance equality of opportunity for many students. However we are also aware that online events have a number of potential negative impacts which we are keen to mitigate, Further information below. Consent will be sought by student groups to record sessions where possible to maximise accessibility.

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*	**Potential Negative Impact** Student feedback suggests that older students are more likely to experience challenges and anxiety when accessing and navigating online materials. This may have an impact on the ability of older students to engage positively with the event. **Actions** Provide clear guidance and support about how to access event

	Encourage staff to support all students to access the event Share contact information of speakers after the event for those who wish to get in touch individually. **Potential Positive Impact** Virtual events are typically more accessible for all audiences therefore advancing equality for all protected characteristic groups
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. **Potential Positive Impacts** Virtual events are typically more accessible for all audiences therefore advancing equality for all protected characteristic groups
Marriage/Civil Partnership *Married couples and civil partnership should be treated the same on a wide range of matters*	No negative impacts have been identified. **Potential Positive Impacts** Virtual events are typically more accessible for all audiences therefore advancing equality for all protected characteristic groups
Race *Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins*	No negative impacts have been identified. **Potential Positive Impacts** Virtual events are typically more accessible for all audiences therefore advancing equality for all protected characteristic groups
Sexual Orientation *A persons sexual and/or romantic attraction to other people, or lack thereof*	**Potential Negative Impact** Students who are not 'out' may be anxious about participating in certain discussions to avoid disclosing sexual orientation e.g. LGBT sessions **Action** Set all attendee cameras to be turned off as default, if possible. Provide clear instructions and reassurance regarding how to remain anonymous during the event Opportunity to ask questions via chat function rather than verbally Share contact information of speakers after the event for those who wish to get in touch individually. **Potential Positive Impacts** Virtual events are typically more accessible for all audiences therefore advancing equality for all protected characteristic groups
Disability *A physical or mental impairment which has*	**Potential Negative Impacts** For students with learning disabilities, visual and hearing impairments, engaging in the online welcome fair may be

a substantial and long-term adverse effective on a person's ability to carry out normal day-to-day activities	challenging in terms of over-stimulation and accessibility of online materials/events. **Actions** Ensure any joining instruction and associated text is in plain English Consult with learning support team re accessibility requirements Consider appropriate colour contrasts when designing the look of the online event Ensure text font and size is in line with accessibility requirements Investigate option to add subtitles Schedule short sessions and encourage regular screen breaks to avoid over-stimulation and effective pain management techniques **Potential Positive Impacts** Virtual events are typically more accessible for all audiences therefore advancing equality for all protected characteristic groups
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)*	**Potential Negative Impact** Some students may be anxious about participating in discussion to avoid disclosing gender identity. **Action** Set all attendee cameras to be turned off as default, if possible. Provide clear instructions and reassurance regarding how to remain anonymous during the event Opportunity to ask questions via chat function rather than verbally Share contact information of speakers after the event for those who wish to get in touch individually. **Potential Positive Impacts** Virtual events are typically more accessible for all audiences therefore advancing equality for all protected characteristic groups
Pregnancy/maternity *Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)*	No negative impact identified **Potential Positive Impacts** A virtual event is typically more accessible for individuals whose health limits their ability to participate in physical events as it mitigates the need to travel and be in crowded environments
Religion or Belief *Religious and philosophical beliefs, including lack of belief (atheism)*	No negative impact identified. **Potential Positive Impacts** Virtual events are typically more accessible for all audiences therefore advancing equality for all protected characteristic groups
Sex *Gender assigned at birth*	No negative impact identified.

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Employment or Trade Union Membership	**Potential Positive Impacts** Virtual events are typically more accessible for all audiences therefore advancing equality for all protected characteristic groups
Past Criminal Convictions	**Potential Positive Impacts** Virtual events are typically more accessible for all audiences therefore advancing equality for all protected characteristic groups
Poverty or Deprivation	**Potential Negative Impacts** Some students may be participating from busy home environments or workspaces that are not set up for home working. **Action** Set all attendee cameras to be turned off as default, if possible. Provide guidance on how to blur background. **Potential Positive Impacts** Virtual events are typically more accessible for all audiences therefore advancing equality for all protected characteristic groups

Owner:	Amy Brydon	
Date initiated:	15/07/2020	
Consultation:	*Equalities Officer, Student President, Learning Support Team, Equality Impact Assessment Team*	
Signature (Owner)	*Amy Brydon*	Date 15/07/2020
Signature (Equalities Officer)	Amy Brydon	Date 15/07/2020

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